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Title: Early Years Professional Status: A New Professional or a Missed Opportunity

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Date of completion: 2012

Institution: The University of Northampton

Example citation: Lumsden, E. (2012) *Early Years Professional Status: A New Professional or a Missed Opportunity.* Doctoral thesis. The University of Northampton.

The Early Years Professional
A New Professional or a Missed Opportunity?
A Mixed Methods Study

Submitted for the Degree of Doctor of Philosophy
At The University of Northampton

2011

Eunice Lumsden

Acknowledgements

To everyone who has participated in this research, you have been pioneers in the development of Early Years Professional Status. You have supported understanding that the introduction of a graduate role and status in the early years is a positive step forward for young children and their families – thank you.

A very special thank you must go to Professor Denise Hevey for her skilful guidance and expertise that has helped me achieve what I never thought possible. To Dr. Celia Doyle whose words of wisdom and listening ear have guided me throughout the process.

For my work colleagues and friends your support has helped me achieve my dream. A special thank you must go to the Early Years team at The University of Northampton and to Jane who has held my hand throughout.

Finally, to Bill, Laura and Alex this achievement is as much yours as mine.

Abstract

Prior to 1997, an integrated legislative and policy approach to meeting the educational and care needs of children and young people, in the English context, had been absent. Separatist rather than integrated models of service delivery prevailed. In the early years specifically, research findings have supported the growing recognition internationally about the importance of good quality Early Childhood Education and Care, both economically and for later life achievements. In England, the former Labour Government (1997-2010) began to address the issues through a raft of policy initiatives, including the Childcare Act 2006 which removed the distinction between education and care in the early years. This Act introduced the Early Years Foundation Stage and the Early Years Professional, a new inter-disciplinary professional status and role imposed at graduate level, rather than grown organically. This unprecedented step also took government involvement in the professions to a new dimension as it involved itself explicitly in orchestrating a new graduate level profession. The range of training routes to achieve Early Years Professional Status and the backgrounds of those being researched are complex and evolving. Therefore, the overarching aim of this research was to explore the development of professional identity through a critique of the concept, implementation and impact of Early Years Professional Status as a new professional role and status. Mixed methods were used to support a pragmatic, flexible approach to gathering the collective and individual perceptions of those who undertook the pilot in 2006 and those who commenced one of the four pathways to Early Years Professional Status in 2007. Questionnaires, interviews and a focus group were undertaken to gather insights at the start of the process, after the award of the status and a year later. The same methods were employed in two phases with stakeholders to add a further dimension to the research. The mixed methods research design was underpinned by Bronfenbrenner's Bioecological Theory of Human Development, the model being envisaged with the Early Years Professional in the centre, rather than a child. This framework provided positive model for exploring a complex process.

The development on Early Years Professional Status has not been linear and there have been several challenges. These include the starting point of a mixed economy of early years provision marked by variation in quality, poor

qualification levels, low pay and low status, the initial confusing statement of broad based equivalency to teaching, political change and world recession. These last factors have supported greater understanding of the under theorised *Chaotic System* that Bronfenbrenner discussed in his final work.

The research findings suggest that the development has been overwhelmingly welcomed, despite the lack of a clearly defined professional remit or being afforded the privileges ascribed to other professions. A new flexible professional space in the early years sector and children's services is emerging at the intersection of health, social care and education. It is occupied by those who are developing a new holistic professional identity and others, who already had an established professional identity as a teacher, for whom completing Early Years Professional Status has been additional training, moving them towards being experts in their field. The training process and standards were affirmed and a community of practice is emerging, who would like to see a Continual Professional Development framework, a code of practice and an induction year for newly qualified Early Years Professionals. The roles of the Early Years Professional and the Early Years Teacher emerged as being complementary but essentially different. Evidenced also suggests that the Early Years Professional is a reflective professional, an advocate for *all* children and is leading and supporting quality outcomes. They are becoming a catalyst for change. However, the government has failed to recognise let alone celebrate the positive developments resulting from the workforce reform agenda and parents/carers and other professionals lack knowledge about the role, though those with Early Years Professional Status have not recognised their own role as wider change agents. The title Early Years Professional has not been widely welcomed, it is not being actively used and when it is, the acronym EYP prevails. Given this situation it could be opportune to rename the Early Years Professionals as Early Years Pedagogues, to reflect and celebrate a new flexible professional space at the intersection of health, education and social care that is occupied by an holistic leadership professional and an advocate for young children.

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Abbreviations

CWDC	Children's Workforce Development Council
CACHE	Council for Awards in Care, Health and Education
DCSF	Department for Children Schools and Families
DfE	Department for Education
DfEE	Department of Education and Employment
DfES	Department of Education and Skills
DoH	Department of Health
EYFS	Early Years Foundation Stage
EYP	Early Years Professional
EYPS	Early Years Professional Status
ECEC	Early Childhood Education and Care
NESSE	National Experts in Social Sciences of Education and Training
PVI	Private, Voluntary and Independent Sector
SEFDEY	Sector Endorsed Foundation Degree in Early Years
SPSS	Statistical Package for Social Scientists
OECD	Organisation for Economic Co-operation and Development
UNCRC	United Nations Convention on the Rights of Children
UNESCO	United Nations Educational and Scientific and Cultural Organisation

Chapter One
Introduction

1.1 Introduction

This thesis is concerned with the introduction of a centrally designed interdisciplinary, graduate professional status and role that was imposed on the English children's workforce, by the British Government from 2006. The introduction of Early Years Professional Status (EYPS) was an unprecedented development for those who work with children from birth to five in England. This chapter is specifically concerned with outlining the policy direction after 1997 that led to this development with consideration of the routes to achieving EYPS. The overarching research aim and objectives of this thesis will be introduced and an outline of the chapters presented.

1.2 Policy and Training Context

Prior to 1997, an integrated legislative and policy approach to meeting the educational and care needs of children and young people, in the English context, had been absent. The Labour Government (1997-2010) mantra as they introduced the *National Childcare Strategy* (Department of Education and Employment (DfEE), 1998) was 'Good quality, affordable childcare for children aged 0-14 in every neighbourhood' (Number 10:1430). However, achieving this in the early years was not going to happen without a clear policy strategy and acceptance that change takes time. The early years sector in England reflected a mixed economy of provision marked by variation in quality, poor qualification levels, pay and status.

The low 'status' of the early years is arguably rooted in the relationship between 'childcare' and 'mothering' which permeates this area as 'women's work' where ethics of care prevail (Fielding and Moss, 2011). This situation is influenced further by the way women and children are viewed in different cultures, societies and religions. It is also complicated by the fact that education and care in England have developed separately. It was not until 2006 that this distinction was formally addressed and the *Childcare Act 2006* (Department of Education and Skills (DfES), 2006a) marked an important historical point in the evolution of early years provision by introducing the *Early Years Foundation Stage* (EYFS)

(DfES, 2007). This brought together the *Curriculum Guidance for the Foundation Stage* (DfEE, 2000), *Birth to Three Matters* (DfES, 2002) and the *National Standards for the Under Eights Day Care and Childminding* (DfES, 2003). Underpinning this change was the formal acceptance of what early pioneers, such as the Rachel Macmillan (1859-1917), Margaret Macmillan (1840-1931), Maria Montessori (1870-1952) and Susan Isaacs (1885–1948) had argued for, that early educational opportunities could improve outcomes for the whole of the society (Nutbrown, Clough and Selbie*,* 2008).

The importance of valuing and supporting children and young people to move successfully into adult life was also recognised by Bronfenbrenner who argued that:

> If the children and youth of a nation are afforded opportunity to develop their capacity to the fullest, if they are given the knowledge to understand the world and the wisdom to change it, then the prospects for the future are bright. In contrast, a society that neglects its children, however well it may function in other respects, risks eventual disorganization and demise.
>
> Bronfenbrenner (2005:215).

Therefore, the importance of the formal engagement by government in the early years sector from 1997 cannot be underestimated.   However, there are particular challenges of integrating education and care in a mixed economy of provision, with a varied Private, Voluntary and Independent sector (PVI) that is not always characterised by making profit. For some settings, such as pre-schools, actually staying solvent is an issue.

Responsibility for wider children services reform, including the Early Years Professional, was given to the *Children's Workforce Development Council* (CWDC). The intention was that there would be an Early Years Professional in every setting by 2010, though this was quickly changed to 2015 when it became apparent that there were insufficient people with the prerequisite qualifications. This target was compromised further with the change of government in 2010 and the 'disappearance' from government directives about this deadline. A situation which fuelled uncertainty about whether the direction of travel on which the Labour Government had embarked would

continue. However, the Coalition Government, that took office in May 2010, did confirm the continuation of EYPS in the medium term and the next phase of professional training pathways began in January 2012 (CWDC, 2011a).

The professionalisation of the early years sector was supported by a £250 million *Transformation Funding* (DfES, 2006b), followed by a £305 million *Graduate Leaders Fund* (Department for Children, Schools and Families (DCSF), 2008a). This reflected a scale of financial commitment to the sector that had never been seen before. The aim was to develop the quality of provision for the youngest children, targeted primarily at the PVI sector.

The assessment process for the new graduate professional status (Level 6 in the National Qualifications Framework) was piloted from September to December 2006 by 11 higher education and private providers in England. Four different routes to EYPS followed in January 2007(CWDC, 2006a; Hevey, 2010a):

- *Validation Pathway:* a four months part time route aimed at those with a relevant degree and practice experience. It included preparation for assessment but no training element.

- *Short Training Pathway;* six months part time for those with a relevant degree but in need of some limited additional training to develop their knowledge and skill base.

- *Long Training Pathway:* a fifteen month part time route for those with a foundation degree (Level 5) in early years or a relevant area who needed to obtain an ordinary degree (Level 6) before completing EYPS.

- *Full Training Pathway:* provided an opportunity for those with a non relevant degree to undertake intensive training in ECEC over a year (akin to the post graduate teaching training course).

What this represented was not only formal recognition of the importance of a qualified workforce in the early years at a graduate level but intervention at a

government level in the professions. Rather than growing organically the new profession was imposed by central government without the structure and benefits associated with traditional professions. Furthermore, at the outset, it was presented as broadly equivalent to Qualified Teacher Status (QTS) but was not afforded the same pay and employment conditions as the teaching profession. Neither was the development disseminated to other professionals in children's services or parents/carers through a proactive marketing campaign.

All candidates for EYPS were required to evidence that they met thirty-nine national standards (Appendix 1.1) through a common assessment process (Validation). This involved the candidate completing preparation days; a half day needs assessment (later called the Gateway Review and removed in the revised assessment process in 2011). Final assessment was an analysis of written tasks followed by a setting tour, interviews with witnesses and the candidate and scrutiny of a portfolio of supporting evidence (CWDC, 2006b). Secrecy rather than openness prevailed with candidates signing a declaration that they would not discuss the content of the needs assessment with others. After the setting visit no indication could be given to the candidate about how they had performed until after a rigorous process of internal and external moderation. Consequently, candidates had to wait for several weeks for the outcome.

At the outset of this research the guidance suggested that the role of the Early Years Professional would become change agents '...to improve practice'. They were 'leading and mentoring' and 'modelling skills and behaviour' (CWDC, 2006b:2) to other practitioners to improve practice and outcomes for children. Early Years Professionals were also meant to be leading the EYFS framework, across a range of settings. The language of 'change agent' was not explicitly stated in the *Guidance to the Standards for the Award of EYPS* (CWDC, 2010a). However, effecting change and outcomes for children remained central and the importance of anti-discriminatory practice became more prominent in the preamble to the standards. There was recognition that not one single role that represented the Early Years Professional, rather it was setting dependent. However, roles and responsibilities were shaped by

the standards. Reflective practice and leadership of others were presented as the two key attributes of all of those with EYPS:

> *... whatever their working context: the first* [attribute] *is that they are reflective practitioners; the second is that they lead and support colleagues in order to effect change and improve outcomes for children.*
>
> CWDC (2010a:7).

The original guidance and standards did include reflective practice but by 2010 this was placed at the fore, alongside leadership.

It is important to recognise EYPS was part of a wider professionalisation process across children's workforce that is attracting increased attention from academics and policy makers internationally. The growing literature base reflects the complexities inherent in this area, including the interrelationship between policy, pedagogy, ECEC, the mixed economy of provision, employment conditions and the female gender bias of the sector. Exploring the personal and political dimensions of professionalisation of the early years sector has the potential to offer a deep understanding of the intricate relationship between the embodiment of women as mothers and carers, the relationship with children and what is seen as paid and unpaid women's work. Insight is thus provided into the complex relationship between women, policy, the imbalances in how different professional areas are valued and what it means to be a 'profession.'

1.3 Research Aim and Objectives

It is this complex and multi-dimensional situation that underpins the central research aim of this thesis: to explore the development of professional identity *through a critique of the concept, implementation and impact of Early Years Professional Status as a new professional role and status.* In order to support this there are four research objectives:

- To explore the separatist versus integrated models of professional identity.

- To interrogate and critique the concept of Early Years Professional Status in relation to wider policy and professional roles, including international comparisons.

- To analyse the impact of achieving Early Years Professional Status on candidates' roles and practice and on perceptions of their professional identity.

- To critically evaluate the success and limitations of the Early Years Professional Status model for developing a profession (as opposed merely to professional development) and to assess the potential implications for future policy and practice.

The research focuses specifically on candidates who undertook their training as part of the pilot for EYPS in 2006 and those who began specific training pathways in January or September 2007. Alongside this, data was also gathered from key stakeholders.

The uniqueness of this situation –a government imposed profession- cannot be underestimated. Indeed, the significance of the changes, and the speed at which they have happened, has been unprecedented. Consequently a flexible and pragmatic research approach was required. Mixed methods were therefore used to capture the individual and collective perspectives of the emerging professional identity.

1.4 Overview of the Thesis

This thesis comprises of twelve chapters. *Chapter Two* is specifically concerned with presenting the theoretical framework that underpins the thesis. It draws on the work of Bronfenbrenner (1979, 1992, 2005) on the ecology of child and human development. This theoretical model is usually represented visually as concentric and interconnected circles to understand, for example, how policy decisions at a macro level can impact of the child at

a micro level. In this research the framework is used to support understanding of the ecological development of the new Early Years Professional.

The literature review spans three distinct areas that all have relevance in understanding the government's imposition of a new profession. *Chapter Three* presents the policy context with discussion considering the broader aspects of policy that led to the introduction of EYPS. There is a focus on historical themes that still have resonance in the 21st Century and on the development of ECEC internationally, in Europe and England.

Chapter Four focuses on issues of professionalisation, professionalism, professional identity. The characteristics of the professions are discussed as well as what is considered to be a 'profession' in England in the 21st Century.

Chapter Five is concerned with the professionalisation of the early years sector and the contribution developments in this area makes to knowledge and understanding of the 'new professions' that are beginning to occupy the professional landscape. It also considers the challenges of workforce reform especially in a gendered workforce with low status and pay that is viewed as 'women's work'. This chapter has been responsive to this rapidly changing field and the findings from national research commissioned through the CWDC and the previous Department for Children Schools and Families that were reported after the fieldwork for this thesis was complete.

Chapter Six presents the mixed methods research design. This involved quantitative (questionnaires) and qualitative (interviews and focus group interviews) methods being employed with two research strands, the Early Years Professionals and the stakeholders.

Chapter Seven introduces the three research samples, the First Group, the Main Sample and the stakeholders. Data is presented in two sections reflecting the quantitative (questionnaires) and qualitative (interviews and focus groups) strands of the research.

Chapter Eight considers the largely quantitative research data gathered from the First Group, Main Sample and stakeholders. The findings address the collective views about the introduction of Early Years Professional Status, the development of the Early Years Professional as a new professional identity and professional status and role in the early years and whether these changed over the research period.

Chapter Nine is concerned with both phases of the qualitative research undertaken with Early Years Professionals and stakeholders. Section one presents the findings from 45 interviews with 27 Early Years Professionals conducted across the research phases. Section two reports the focus group interview with Early Years Professionals undertaken in the second phase of the research. The final section is concerned with the views of stakeholders collected from interviews across both phases of the research and a focus group undertaken in Phase Two.

In order to consider the individual and collective understanding of EYPS as a new professional status and role the discussion is presented in two chapters:

Chapter Ten is concerned with the introduction of EYPS at a macro level, it focuses on the emergent issues about the role of government in 'controlling' the professionalisation of the early years workforce to support understanding about how the generally welcomed initiative has been both supported and problematised by government intervention. Considerable evidence is presented of the positive impact at a practice level of workforce development in general and the introduction of EYPS specifically, that has yet to be recognised and celebrated by government.

Chapter Eleven discusses the emerging new professional with EYPS at the levels of the *Exosystem and Microsystem.* There is a focus on the emergent professional identity in the early years and specific consideration of the relationship between the Early Years Professional and the Early Years Teacher. Discussion focuses on how a 'new professional space' is emerging in children's services and early years in particular, that is occupied by the Early Years Professional. There is also consideration of how the professionalisation

of the workforce is positively impacting on the quality of young children's experiences.

Chapter Twelve concludes the study by considering the findings in relation to the overall research aim and objectives. It revisits the theoretical framework presented in *Chapter Two* and the research methods. It suggests how this research adds to Bronfenbrenner's under theorised 'Chaotic System'. Further areas for research are considered, followed by a discussion about the possible future direction of EYPS.

Chapter Two

Theoretical Framework

2.1 Introduction

The theoretical framework underpinning this research is based on the ecology of child and human development (Bronfenbrenner, 1977, 1979, 1992, 2005). Whilst Bronfenbrenner was primarily concerned with children's development, this chapter provides the rationale for employing the Bioecological Theory of Human Development to support understanding of the development of a new integrated professional identity. For this research, the model is envisaged with the Early Years Professional in the centre, rather than a child. The focus is on the ecology of the collective and individual development of professional identity. To support a richer understanding of this development overtime, the impact of the *Chronosystem,* the Process-Person-Context-Time Model (PPCT) (Lerner, 2005: XV) will be considered. It is important to note that the child has not become invisible; rather she/he remains key as the remit of the Early Years Professional is to lead and support improved outcomes for children.

2.2 Ecological Systems Theory

Bronfenbrenner's work was initially represented visually as concentric and interconnected circles, often referred to as nested systems (Appendix 2.1). At the centre is the child whose development is impacted upon by systems, separated by their proximity to the child. The *Microsystem* is: '...the complex of relations between the developing person and environment in an immediate setting containing that person' (Bronfenbrenner, 1977:514). Within this system are people and institutions with which the child is directly involved. The connections between these are called the *Mesosystem* which includes the complex relationships between family, school and peers which impacts on a child's development. The *Exosystem* does not necessarily impact on the developing child directly but will interrelate with others in the *Microsystem*. For example, for a working mother the demands of her employer will impact on the childcare services she may need and thus indirectly impacting on the environment in which the child develops. The outermost circle or the *Macrosystem* includes, national and international policy, culture, beliefs and values, which impact on all levels, for example the English extended schools

initiative (DfCSF, 2007a) provides the opportunities for working parents to access after school provision which in turn impacts on the child.

It is important to recognise that since Bronfenbrenner proposed the Ecological Systems Theory, he continually reflected on his work, acting as his own critic and developed his theoretical paradigms further. Arguably his original work provided a snapshot in time. However, he realised that as humans life cycle also needed addressing and extended his theory to incorporate the *Chronosystem* -a longitudinal dimension impacting on development which supports consideration of how an event, for example divorce or bereavement impacts on the child's development over their life course.

Bronfenbrenner proposed the Bioecological Theory of Human Development, defined as:

> The phenomenon of continuity and change in the biopsychological characteristics of human beings both as individuals and as groups. The phenomenon extends over the life course across successive generations and through historical time, both past and present.

<div align="right">Bronfenbrenner (2005:3).</div>

Here human development is seen as a dynamic process presented as a series of propositions (Table 2.1).

Table 2.1

An Overview of the Propositions of Bioecological Theory of Human Development

Defining Properties	
Proposition 1	***Experience*** is a central feature and concerns itself with the subjective way in which objective experiences impact human development.
Proposition 2	***Proximal process***, human development being seen in relation to interaction over the life cycle. They put in place the processes that support more complex development.
Proposition 3	***Developmental outcomes*** are impacted upon by proximal processes and vary depending on circumstances. The outcomes produced can be competent or dysfunctional.
Proposition 4	***Participation in progressively more complex activities*** concerns itself with the holistic development of the child (intellect, social, moral and emotion) through interaction with the people the child has close attachments with.
Proposition 5	***Internalization***, if proposition 4 is successful the child internalizes the attachment and this facilitates the child in developing interest in their environment.
Proposition 6	***Third Party*** if proposition 4 and 5 take place successfully then the child is able to develop and sustain relations with others.
Future Perspectives	
Propositions 8, 9, 10	These three propositions have been developed by Bronfenbrenner as his bioecological theory evolved but lacks substantial empirical evidence. Proposition 8 concerns itself with the impact on parents development by engagement with their children, 9 with the changing relationship between child and parent as parents move into the last phase of their lives and 10 with whether sustained investigation over time will prove the theory or whether a new understanding needs to found. Here one of his emerging concerns was with the impact of 'chaos' on systems.

Based on the work of Bronfenbrenner (2005:5-14).

These propositions are underpinned by the research framework, The Process-Person-Context-Time Model (PPCT) (Lerner, 2005:xv) comprising of four connected parts (Figure 2.1).
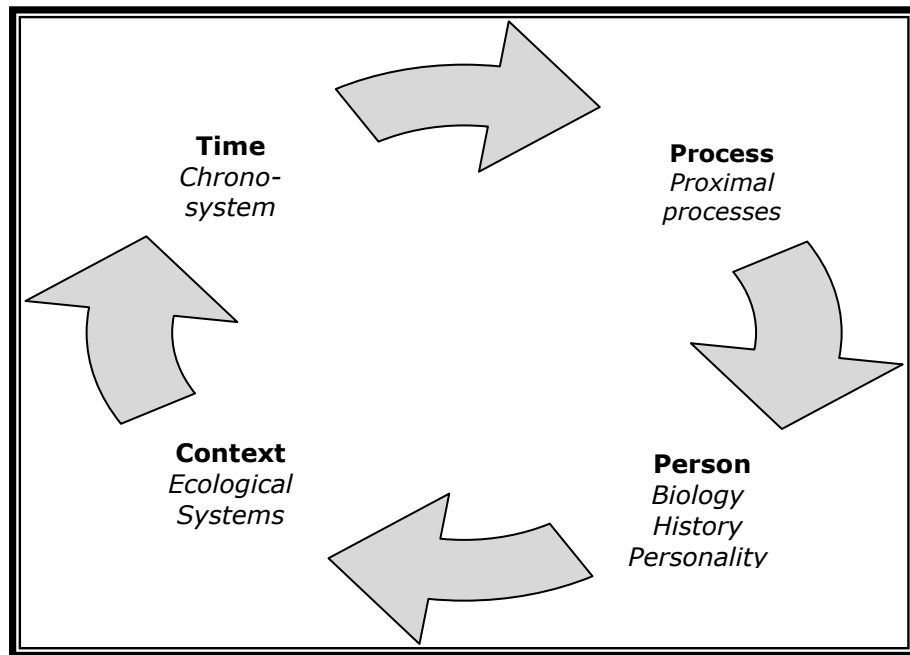
Figure 2.1 Process-Person-Context-Time Model

Bronfenbrenner (2005) reviewed the initial theoretical framework and reaffirmed what he regarded 'as the cornerstone of his theoretical structure', his 'Definition 1' which states:

> The ecology of human development is the scientific study of the progressive, mutual accommodation, **through the life course**, between an active growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by the relations between these settings, and larger contexts in which the settings are embedded.
>
> Bronfenbrenner (2005:107).

The significant addition he made to this original definition was 'through the life course' to reflect the evolution of his work to embrace the development of the Bioecological Theory. In reviewing his work he also raised the opportunity for others to continue the critique and challenged them to undertake further research. As he stated:

> 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).

There is no doubt that his work has provided a well established theoretical perspective that allows an understanding of the way in which systems operate and impact on the child that has been influential not only in the USA but internationally. Indeed, Palacios (2006) contends that there are three main areas that Bronfenbrenner contributed to the research community:

> The Process-Person-Context-Time model, his proposal of a perspective named "ecology of human development" and the necessity of connecting research and social policy.

> Palacios (2006:1).

The importance of these contributions has been widely acclaimed, not only for their contribution to psychology but also because of their transferability to other disciplines (Lerner, 2005). As Hamilton and Ceci (2005:283) argued, research into human development '…is no longer the province only of developmental psychology but also several other disciplines.' For example, his theory has been and is interpreted to assist understanding of other social phenomenon, such as child abuse, adoption and the place of the child in the community (Jack, 2000; Jack, 2001a; Jack 2001b; Palacios, 2006; Pierson, 2008). Bronfenbrenner has influenced the development of new ways of working with families most in need, for example the Head Start programme in the USA (Department of Health and Human Services, 2009) which in turn informed the English Sure Start programme (DfES, 2004). In England his work has also provided the framework from which the *Assessment of Need for Children and Families* (Department of Health (DoH), 2000) and the subsequent *Common Assessment Framework* (DCSF, 2008a) have been developed.

Therefore, the work of Bronfenbrenner has provided a starting point for understanding a range of phenomenon and how wider issues at the marco level impact at a micro level. Indeed:

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).

2. 3 Bioecological Theory of Human Development and Early Years Professional Status

The rationale for employing the ecological conceptual framework stems from the fact that the development of the new Early Years Professional is not an isolated event. It developed for a number of interrelated reasons including concerns about promoting outcomes for children, raising standards in early years settings and international recognition of the importance of ECEC. Additionally, it is not static rather it is has a chronological dimension. Therefore the *Chronosystem* dimension of the theoretical framework embraces a time perspective to support longitudinal understanding about EYPS.

Arguably Bronfenbrenner's model has transferability. In this research, the child at the centre of the concentric circles in the original model is replaced by the newly developing Early Years Professional (Figure 2.2). This provides a theoretical framework that supports understanding of the imposition of this role at a macro level and how it impacts on the other systems in the framework.
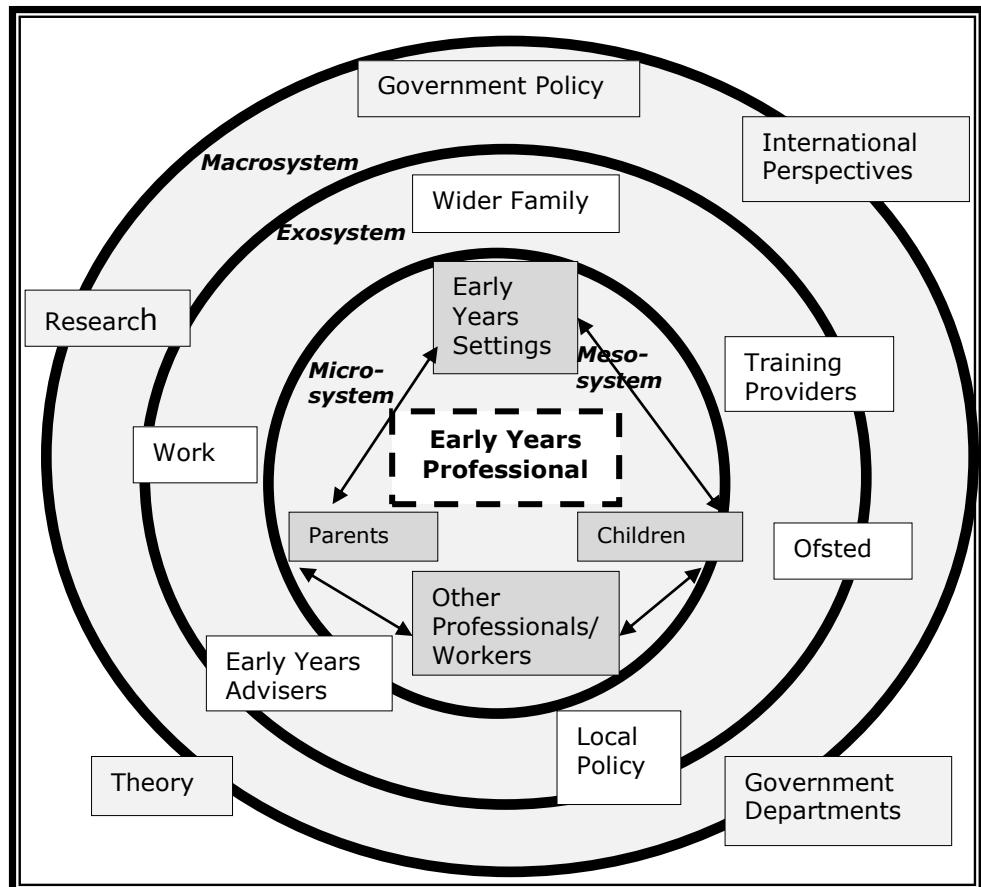
Figure 2.2 The Ecology of Early Years Professional Status

When considering the systems at the micro level the role of the Early Years Professional could be to foster the relationship between the early years setting, the child and the family. The Early Years Professional could also be involved in interagency work, for example, in safeguarding they could have a crucial mediating role between the setting and family. They could also be key when the child has additional needs and they could take on a Lead Professional role (DCSF, 2009) in ensuring that the *Common Assessment Framework* is completed (DCSF, 2008). All of these areas will involve working with the *Mesosystems* that in turn impact on the development of the child.

Within the *Exosystem* the role of the Early Years Professional in leading practice is important. At this level the Early Years Professional is interacting with and influenced by local authority policy, advisory staff, Ofsted, training providers and other agencies beyond their setting. The focus of their work is,

for example, leading the *Early Years Foundation Stage* (DfES, 2007) to improve outcomes for children.

At the *Macrosystem* level, government policy, research and theory are examples of external influences on the *Exosystem that* in turn defines key characteristics of the work environment of the Early Years Professional. Furthermore, the Early Years Professional has responsibility to ensure they keep abreast of policy changes and research in order to improve and develop practice. They should disseminate these changes to staff in their setting and ensuring that appropriate training is provided. Through undertaking this critical brokering role between policy and the setting, the culture, philosophy and practice of the provision evolves rather than remain static; a 'can do' rather than 'we have always done it this way, so why change' attitude prevails.

If the *Chronosystem* is then considered, it helps to understand that the development of the Early Years Professional is not static but it will evolve over time (Figure 2.3).

View 1

Time Perspective-
Chronosystem

View 2

Government Policy

Research

International
Perspectives

Wider Family

Early
Years
Setting

**Early Years
Professional**

Work

Training
Providers

Parents

Children

Ofsted

Early Years
Advisers

Other
Professionals/
workers

Local
Policy

Theory

Government
Departments
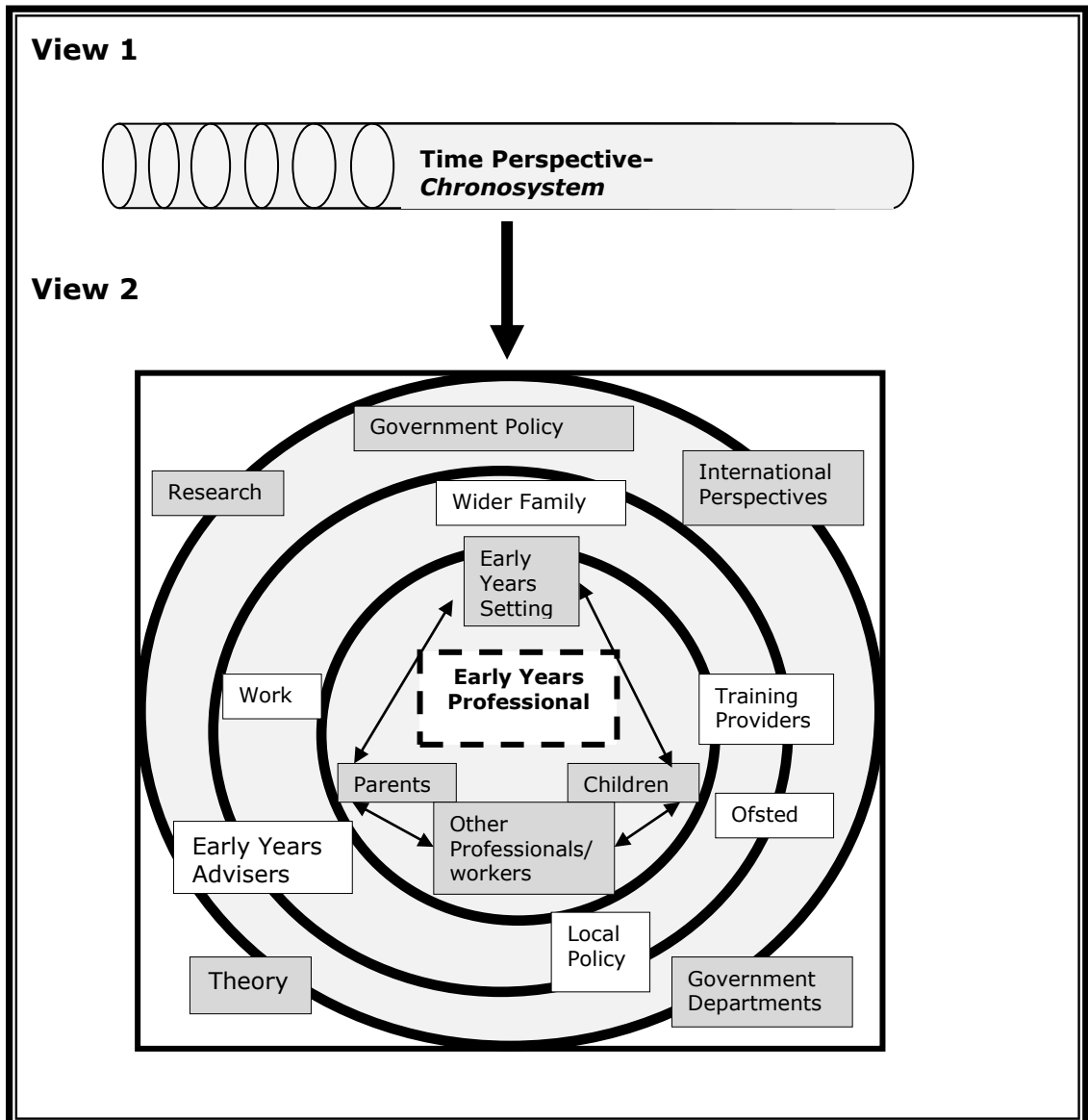
*Figure 2.3 Bioecological Theory of Human Development and the Early
Years Professional Status: The Chronosystem Dimension*

Figure 2.3 illustrates how the addition of the *Chronosystem* provides a three
dimensional cylinder. This can be 'sliced' at any time to display the
concentric circles. At each of these 'slices' snapshot data relating to the
processes that impact on the individual and collective identity of the Early
Years Professionals can be gathered. Synthesising these snapshots allows a
deeper understanding of how time influences the interrelationships between
the different systems. This supports understanding of the evolution of the
individual and collective professional identity of the Early Years Professional
and contributes to a historical understanding of the professionalisation of the
early years.

The Process-Person-Context-Time framework is used at each stage of the data gathering phases to support understanding about the development of the Early Years Professional Status (Figure 2.4).
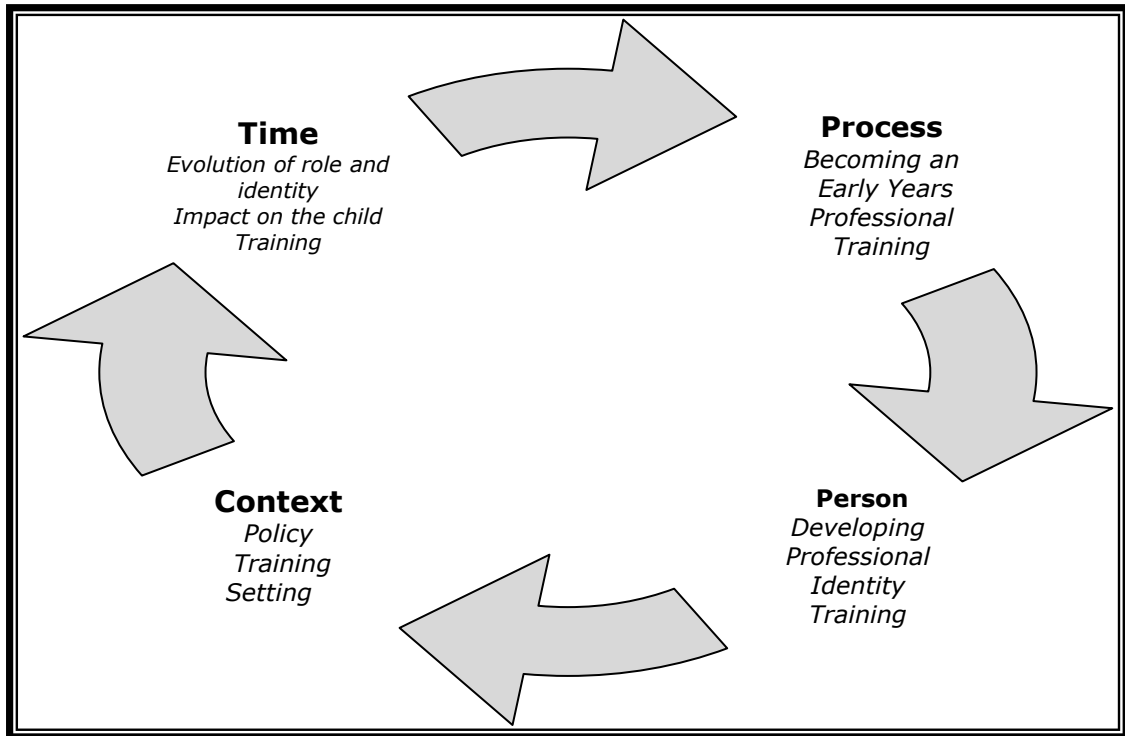
Figure 2.4 Process-Person-Context-Time: Research Framework for the Early Years Professional Status.

This model appears to provide a supportive framework for the research. Training appears at each stage because it is wider than just the training pathway undertaken by the Early Years Professional. It is not only relevant to the wider development of EYPS but is influenced by a policy context and time. Furthermore, the evolving and interrelated nature of this theory suggests a developmental process with stages that interconnect and follow on from each other. This research framework allows the researcher to interrogate the development of the Early Years Professional in leading and developing practice in early years settings. It allows consideration of how new partnerships are forged with other professionals, in the setting, with parents and whether the Early Years Professional is impacting positively on outcomes for children. It also allows the exploration of how the experience, training and ongoing professional development shape the Early Years Professional and how government policy influences this process.

2.4 Conclusion

This chapter has provided an explanation and rationale for using the Bioecological Theory of Human Development as the theoretical framework for this research. It employs the flexibility and transferable qualities of the framework to consider how a deeper understanding of the different system levels impact on the development of the Early Years Professional individual and collective identity. The *Chronosystem* supports a rich understanding of how time shapes the development that has historical currency.

Chapter Three
Early Years Policy in Context

3.1 Introduction

The final decades of the twentieth century saw ECEC have an increasing profile internationally as a range of interrelated issues came to the fore (National Experts in Social Sciences of Education and Training (NESSE), 2009). These included the increasing need for women in the work place and recognition of the long term benefits for the individual and the wider community of 'quality' early experiences for all children (Sylva *et al.,* 2003; 2008; 2010; Sylva and Roberts, 2010*)*. In England, ECEC has been present in some form for well over a century but has not been a high priority for government. Furthermore, provision has developed under two different tracks, 'education' and 'care'. Historically these were the responsibility of different government departments and it was not until 1997, that the newly elected Labour Government endeavoured to embrace a more integrated approach. The underpinning reasons for this are multi-dimensional and multi-layered and include the challenges of the workforce and service delivery that had developed from the twin track approach towards education and care. Part of the vision was to develop more coherent and effective services to meet the complex needs of children, young people and families. The policy agenda focused on both individual professions and integrated working in health, social care and education with early years being a primary focus of policy makers.

There is a plethora of literature charting the history of welfare and educational provision in England and developments in ECEC both at European and international levels (Melhuish, 2004; Chitty, 2004; Browning, 2006; Booker, 2007; David *et al.,* 2010). The term ECEC 'encapsulates the many different national systems of care and education...' (Gammage, 2006:237). For the purpose of this research the definition of the United Nations Educational and Scientific and Cultural Organisation (UNESCO) will be used which states that ECEC supports children's holistic:

Growth, development and learning-including health, nutrition and hygiene, and cognitive, social, physical and emotional development-from birth to entry to primary school in formal, informal and non-formal settings.

UNESCO (2006:3).

This chapter is concerned with policy developments that led to the imposition of EYPS. Key historical themes underpinning contemporary ECEC policy will be discussed and, by drawing on experiences in Europe and England, ECEC policy in the twenty first century will be considered. Finally policy issues concerning workforce reform with a specific focus on the early years and the position of 'women' and 'mothers' in policy will be addressed.

3.2 The Complexity of Policy Making and Implementation

This section is concerned with locating the professional identity of the Early Years Professional in a complex policy arena which is marked by 'contradictions and incoherencies embedded within' (Ball, 2008:13). Policy is 'a process, something ongoing, interactional and unstable' (Ball, 2008:7). Policies can be contested, interpreted differently or may not actually work in practice and it is important to acknowledge the challenges of shifting '…a course of action once a particular institutional arrangement has been adopted' (Rigby, *et al.,* 2007:106). Furthermore, policy development is not divorced from economics, as Penn (2008:153) contends 'economic theories rule the ways we live our lives, though we do not always realise it.' The development of EYPS was consistent with economic theories that emphasise 'the importance of having well educated citizens' (Penn, 2008:152).

EYPS also resulted from the need to improve the quality of early years provision. Penn (2008) argued that former neo-liberal approaches to the economy that were evident in Britain in the 1980's and 1990's, embraced principles of minimum state interference and reward by effort. These supported the growth of the private sector in the early years and EYPS offered a sort of compromise, with the private sector being supported in improving the quality of the provision through state involvement in the delivery of services.

Research also has a role in policy development and the development of EYPS was influenced by, for example the Effective Provision of Preschool Education (EPPE) project (Sylva *et al*., 2003). The initial findings from this research were influential in the consultation which supported the *Children's Workforce Strategy* which included the proposals for graduate leadership (DfES, 2005a). However, the immediacy of the development of the EYPS meant that even though the 'Pilot Phase' of EYPS in 2006 was intended to test out the mechanisms for implementation, the evaluation was not completed or reported on prior to the full roll out of the different pathways in 2007.

The implementation of policy is complex at all levels and reflects both compromise and political ideology. National policy can also be impacted upon by global issues and policy initiatives and at a local level policy can be interpreted and enacted on differently. Policy is also affected by specific events such as child deaths (Lord Laming, 2003). However, critical events also evidence how difficult it is to shift practice as the death of Baby Peter (2008) illustrated. Despite the recommendations of the Laming Report, his death illuminated that improving outcomes for all children and interagency working still had a long way to go.

Integrated services were a major area for policy development for the Labour Government (1997-2010) and with it a shift in departmental responsibility for early years to the Department for Education and Skills (DfES)*,* a move welcomed by many (Owen and Haynes, 2008). Indeed, one of their actions was to change the name to the Department of Children Schools and Families (DCSF). The creation of a Minister for Children further enshrined the government's view of integration and symbolically children and families at the heart of the policy agenda. With the new British Coalition Government in May 2010 the capriciousness of policy direction was evidenced again as the name was immediately changed to the Department for Education (DfE), symbolically restoring the central place of education in the domestic policy hierarchy. However, it is important to remember that when policy is enshrined in legislation, change cannot occur quickly. The Coalition Government have to address the 'institutional arrangements' (Rigby *et al.,* 2007:106) of the former Labour Government whose policy strategy

addressed wider economic issues by focusing on eradication of childhood poverty and integrated approaches to service delivery. This in turn differed from the 'institutional arrangements' inherited by the former Labour Government in 1997 which reflected service provision that had developed in silos. This was no longer considered appropriate to meet the needs of the twenty-first century (Frost and Stein, 2010) and early childhood was placed at the forefront of the integration agenda because it crosses different disciplines and agency boundaries.

It is important to note that there is considerable diversity internationally about how children are reflected in the political agenda (James and James, 2004). In the UK the voice of children, especially those in the early years, is often absent from policy development, rather they are the passive recipients of policy (Stainton Rogers, 2001; Dahlberg *et al.,* 2007, Alderson, 2008). This alongside different philosophical and political positioning to intervention in family life adds further challenges to policy development. Therefore the introduction of EYPS is enmeshed in the challenges of policy making and the relationship between women, child rearing and the state. It is also located in the historical context of early years policy in Britain *(Macrosystem)* where the development of provisions for children and families was segregated rather than integrated.

3.3. Historical Perspectives: Raising Some Issues
3.3.1 Policy Strands
The multifaceted nature of the evolution of childcare and educational provision from philanthropic enterprise to government responsibility has been the focus of researchers from different academic disciplines (Hill, 2003; Harris, 2004; Lowe, 2005; Alcock, *et al.,* 2008). Nutbrown *et al.* (2008:181) argued that history enables us to 'ponder', it '...provides a 'rootedness' to our work...' and the importance of '...working for the things you believe in.'

The complexities presented by exploring history are evidenced in the research literature where various policy strands can be found including the relationship between the social construction of childhood and policy development (Stainton Rogers, 2001; Mayall, 2002; Fawcett, *et al.,* 2004;

James and James, 2004; Wood, 2007); the development of early childhood education (Van der Eyken, 1967; Whitbread, 1972; Fawcett, 2000; Chitty, 2004; Dahlberg, *et al.,* 2007*;* Ball, 2008; Wilson *et al.,* 2008*;* Nutbrown *et al.,* 2008; Baldock *et al.,* 2009; Baldock 2011) and child care policy and provision (Pringle and Naidoo, 1975; Sayer, 2008; Frost and Parton, 2009; Kirton, 2009).

If early years education is considered Bredekamp (2011:37) argued that it is an area with a 'rich history' that is different from other areas of education because it is more 'closely tied to families' and is 'interdisciplinary'. Whilst this maybe the case, services at the start of the twentieth century began to be developed along two strands, 'education' and 'care' both typified by charitable rather than government intervention. The twin track approach had resulted in a range of early childhood provision in England that is provided through local authorities and the PVI sector. Local authority provision still has two broad divisions - education, including nursery schools, nursery classes and reception class and social care services, which include childminders (Chitty, 2004). However, provision was variable with some local authorities failing to support either educational or social service nursery provision (Owen and Haynes, 2008).

It is important to acknowledge here that the divide has been debated for decades but not formally addressed at a policy level until recently. For instance, Pringle and Naidoo (1975) raised the challenges of this twin track approach suggested that nursery schools were not accessible to the most disadvantaged children and advocated that young children need more that just 'care' or just 'education' - they are interrelated and need to be in place from birth. The fact that this division in provision was administered by two different government departments led them to call for new forms of education and care before formal schooling starts. This connection was reinforced in by the Education, Science and Arts Select Committee report debated in the Commons in January 1989, on *Educational Provision for the Under Fives*, though in reality this meant the three to five year olds. Their report saw education and care as inseparable and complementary (Hansard, 1989).

Further areas impacting on the development of early years provision were and continue to be the position of children in society, the role of women and the relationship between the state and the family (Fox-Harding; 1997; Joslyn *et al.,* 2005; Penn, 2007; Baldock *et al.,* 2009). It was not until the Children Act 1989 (DoH, 1989) that there was a major shift towards children having 'rights' and parents having 'responsibilities' rather than 'rights' over children. This change was also supported by the United Nations Rights of Children (UNCRC) (1989) which specifically focuses on children's rights and was ratified by the British Government in 1991. As Aubrey (2008:9) argued children are now seen as '...contributing to as well as being shaped and affected by the existing social structures and societal reproduction.' However, Bennett (2003:44-45) adds a cautionary note that if children are to be viewed as social actors with rights, the 'over emphasis on the cognitive development of children in educational services is to the detriment of care and social attachment.'

3.3.2 'Mothers'

The relationship between women and the state has an important place in the development of early years provision and is enmeshed in the complexities of the respective needs of children, the state and women (David, 2004; Waldfogel, 2006; Penn, 2007). Roots of this complex debate can be seen in how the relationship between adult health and child rearing was addressed in the late nineteenth and early twentieth century. Women were told to stay at home and raise healthy children. Working class women were particularly vilified if they worked and/or their children were unhealthy (Foley, 2001). Indeed, connections between poverty and health continue to be issues in the twenty-first century (Bennett, 2003; Gammage, 2006; Marmot, 2010).

The relationship between women and the state was made more complex by the First and Second World Wars. Women were needed to replace men in the workplace (Fawcett, 2000; Zweiniger-Bargielowska, 2001; Nutbrown *et al,* 2008; Foley, 2001). However, at the end of both wars women were encouraged back into the home. At the end of the Second World War the majority of the war time nurseries were closed and the British Government mantra was that children under two should be with their mother in the home

(Moss, 2003). They drew on the work of Bowlby for the World Health Organisation (WHO) on maternal deprivation (Bowlby, 1952; David, 2004) and declared that early years provision is for children where the home is unsuitable because of health or the mother's inability to care for them.

It is important to critique the ideas purported by Bowlby because of the 'potential oppression of women' (Doyle, 2006:9) and their use by governments to support the lack of childcare provision (Penn, 2007). Indeed, the discourse about the place of mothers in the home and separation from her child continued to be reinforced through government documents up until the 1970's. In 1968 the Ministry of Health declared that pre-school children should be at home and '...prolonged separation from the mother is detrimental' (Moss, 2003:27).

This message was reinforced again by the government in 1972 following the *Plowden Report* (1967) which had argued for part time nursery provision. The report contended that it was unacceptable to separate child and mother for long periods unless 'there was greater evil' (Moss, 2003:28). They also believed it was not the place of education to be encouraging mothers to work. Despite this Margaret Thatcher, who was then the Secretary of State for Education, had promised expansion to early years provision. In the white paper *Education: A framework for Expansion* (Department for Education and Science, 1972) she indicated that ninety percent of four years olds would have a nursery place by 1980 and fifty percent of three year olds. This 'promise' came some way to responding to feminist challenges of that time which 'argued for legal equality for women and reconciliation of work and family life' (Penn, 2007:192). The reality was that a recession took hold and the promises were not followed through. According to Ball (1994), this had important consequences for the United Kingdom (UK) that needed to be addressed, arguing that early learning was vital.

Despite a lack of government intervention, the 1980's began to see a shift in views about mothers working. However, it was not until the 1990's that some state provision to support low income families with child care was provided (Moss, 2003), as opposed to the referral only social services

nurseries. There was also an emerging shift in wider societal needs which required women to be back in the workplace. This need for women to work and 'mothers' to have childcare support is one of the wider influences on contemporary early years policy direction (Moss, 2003; Gammage, 2006; Dahlberg *et al.,* 2007; Penn, 2007; Peeters, 2008; Hansen *et al.,* 2010). However, not all 'mothers' want to work, as David (2004) argued, some want to be the sole carer for their child in their early years. Additionally, the challenges of finding appropriate, affordable childcare and combining work and the demands of parenting often mitigates against returning to work. She also contends that 'there is still some moral pressure in English society that can lead to feelings of guilt' (David, 2004:31) if a child is cared for outside the family. Furthermore, as Pugh (2010:17-18) discusses, the dual messages presented by the former Labour Government (1997-2010) of 'working yourself out of poverty' and 'parenting is the most important role you will play in your child's future' continues to place parents in a challenging situation, especially those with young children. However, developmental psychology research suggests that rather than the duration of separation it is the nature of the care given that is most significant in terms of outcomes for children. The caregiver and the quality of the care provided, need to be responsive and sensitive if children are to develop emotionally and cognitively to their full potential (Waldfogel, 2006).

To summarise, exploring the *Chronosystem* provides insight into the wider issues underpinning the inception of EYPS. These issues not only stem from a twin track approach to 'education' and 'care' but also from the role of women in the workforce, the challenges of parenting and economics. These are issues that are still clearly high on the political agenda today (Sayer, 2009) and operate as barriers to a unified approach which meets the needs of parents as well as children. However, one of the differences today is that there is growing acceptance of the integrated nature of the relationship between education and care and the economic benefits of such an approach at a national, European and international level.

3.4 Early Childhood Education and Care (ECEC) in the Twenty-first Century

The importance of high quality education and care in early childhood is well documented (Fawcett, 2000; Bennett, 2003; Gammage, 2006; Moss, 2006; Curtis and O' Hagan, 2009; NESSE, 2009; David *et al.,* 2010). Many countries are now focusing on the amount and quality of provision, the relationship between education and care, curriculum and training issues (Clark and Waller, 2007). Exploring the different approaches supports insights into global policy trends, innovative practice and criticality (Walsh, 2005). This section will consider ECEC in relation to contemporary economic and social issues, quality, research, ECEC in practice and workforce reform.

3.4.1 Economic and Social Issues

The context for integrated ECEC has been the focus of ongoing work by the Organisation for Economic Co-operation and Development (OECD) and 1998 saw the start of a series of thematic reviews (Aubrey, 2008; Bennett, 2008). The scope of the first review was broad and holistic aimed at understanding children's earliest experiences with a specific focus on policy and provision. Additionally, the quality of provision, access and equity issues were considered alongside regulatory and governing arrangements as well as 'staffing, programme content and implementation, family engagement and support, funding and financing' (Bennett 2003:23). Eight elements were identified, from the first review, as essential for successful ECEC policy that supported equal access for all. These included integrated approaches and implementation, equal partnership with education, investment, a focus on training and qualification and quality improvement and assurance.

The aftermath of the reviews saw member countries facing a number of challenges that are pertinent to the introduction of the new professional role and status in the early years in England:

- The cost of developing good quality ECEC;
- expanding the age range covered to birth to three;
- long term planning;
- development of flexible systems;
- improved training, recruitment and employment conditions.

UNESCO (2007) purported that ECEC is the right of every child. Good quality ECEC improves wellbeing and the foundation for later learning. Children's opportunities to achieve educationally are formed well before they start school (UNESCO, 2011). In the *Starting Strong II review* the OECD (2006) argued for a focus on three specific areas: 'governance of ECEC systems; the impact of financing approaches on quality; contrasting pedagogical approaches' (Bennett, 2008: 15-16). This resulted in the suggestion of ten policy areas that should be considered by governments (Appendix 3.1).

ECEC is cost effective, provides support for working parents, especially mothers and the economic return is very high. As Moss (2009) argued, the economic debate is won, research evidences that the early years is a good investment. However, he also cautioned against ECEC being viewed as the answer for everything rather than part of a possible solution. He advocates that ECEC must not be seen in isolation of wider societal issues. His argument has credence when considering the wider international perspective, especially in relation to the Millennium Development Goals UNECSO, 2001). Whilst ECEC was argued to be vital in achieving 'Education for All' by 2015, this target is becoming aspirational rather than achievable (UNESCO, 2006; 2007; 2008; 2009, 2011).

ECEC cannot alone answer all these challenges, other actions need to be taken as approximately one hundred and seventy-five million children are starting primary school '… having experienced malnutrition that irreparably damages their cognitive development' (UNESCO, 2009:5). However, while UNESCO (2006; 2007; 2008; 2009, 2011) continually champion ECEC in relation to the wider benefits it brings: '…early childhood provision continues to be marked by neglect' (UNESCO, 2009:5). One reason maybe because of

the need for primary education to be developed and '...where resources are limited, young children are the first to lose out…' (Arnold, 2006:156).

At times of economic crisis 'few governments treat the crisis in education as an urgent priority - in stark contrast to their response to financial market problems' (UNESCO, 2008:26). However, formal education needs well established foundations from which to work (Arnold, 2006) and the importance of what constitutes these foundations is clearly evident in the research literature. These include the holistic development of young children, the importance of attachment, positive, responsive and sensitive adults and the importance of activities which allow the child to make choices, lead and use imagination and creativity (David, 2004).

While the value of ECEC is evident, Bennett (2008) suggested that there is one vital lesson from the OECD reviews - that there is no 'quick fix' that can be 'imported' from one country to another, a view supported by NESSE (2009). The success of ECEC is not based on imposing a standard system rather one where discussion at a macro level provides the space for…local initiative and experimentation… based on the principle of democratic participation' (Bennett, 2008:24). This is evidenced in some Nordic countries where policy reflects that early childhoods, and the views of children, are valued in policy making (Clark and Waller, 2008).

ECEC in Sweden is exclusively a public sector concern and was decentralised in 1996. Regulation is implemented locally and there are advisors to support, rather than an inspection unit (Walsh, 2005). It is a system which lacks formality and structure and the positive outcomes of Swedish children are admired by other countries. Maybe this outcome agenda is impacted upon by the Swedish ECEC curriculum which specifically locates children as competent individuals that need to be respected, have rights and that childhood is important and needs to be valued (Curtis and O'Hagan 2009). However, if Finland is considered, decentralisation has not achieved the same outcomes and there are unacceptable variations in service delivery. They wanted to achieve a 'paradigm shift' but have found it difficult to shift '...old habits and routines' (Lindberg, 2008:34). Finland evidences the challenges of inter

country comparisons.   Statistically there appears to be a low take up of ECEC services, however parents have the right 'to choose a child home care allowance...until the youngest child in the family turns three' (Lindberg, 2008:27).

A further area of importance is that ECEC is not just seen as a preparation for primary education, though it supports the transition to this next level, it is an important stage in its own right (UNESCO, 2007). Moss (2010) strongly supports the argument of UNESCO and contends that ECEC must be seen as part of the wider education system and there needs to be a change in how others view ECEC. Additionally, those working in early years need to speak out so that ECEC does not become '… subsumed into school education – 'schoolification' as some call it' (Moss, 2010:9). He also discusses what he calls the '...scandalous pay and working conditions' (Moss, 2010:8) that permeates early years. These areas have a macro dimension and are addressed by the UNESCO (2007). They argued for good staffing policies, regulation to monitor quality and accountability and appropriate pay scales - issues that are pertinent to this research.

These issues take on a further dimension if Europe is considered and the predicted fall in the working population by 2030, therefore 'everyone in the European Union must join the workforce and the birth rate in European countries must increase' (Peeters, 2008:26). He argued the importance of future generations being sufficiently educated to meet the employment needs of different countries in the European community. This situation has some important implications for ECEC including the need to support men in joining the workforce and ensuring sufficient affordable early years provision delivering quality experiences for children. Consequently, alongside economic and social need, quality also has an important place in debates.

Bennett (2003:27) linked quality with 'classic economic theory', where the government should only intervene if 'the market fails'. For early years a mixed economy balancing volume and profit with issues of satisfaction, choice and value '...should result in the provision of quality, affordable services.' However there is an assumption that the consumer, here the

parent or carer, knows what quality ECEC is and that private providers have the child at the centre of their business plan not profit. Kilderry (2006) discussed this issue in relation to Australia where over seventy percent of provision is private, with one corporation owning over twenty percent. She considered whether ECEC should be a community service, rather than one for profit. For her, there are some serious ethical issues of 'for profit' organisations failing to reinvest in the sector to improve the quality of provision and the working conditions of employees, pay levels are an important issue. Similar concerns are raised by Penn (2008) who recognised that 'for profit' organisations may be able to meet variable levels of demand for ECEC but actually can enhance inequality because of a lack of reinvest in the sector.

3.4.2 ECEC and Quality

A review of the literature evidences that the notion of 'quality' is not static and is impacted upon by a range of complicated factors including cultural expectations and government interventions (Lee and Walsh, 2004; Schonfeld, *et al*., 2004; David, 2005; Douglas, 2005; Urban, 2005; Dahlberg *et al.,* 2007; Fenech and Sumsion; 2007; Sylva and Roberts, 2010). So, the definition of what is meant by 'quality' is constantly reviewed at all levels - it is evolving and socially constructed. As Hayes (2005) argued, it may be easier to consider what is not quality. Furthermore, quality is culturally specific and what is viewed as good quality in one country may not transplant to other countries, or indeed other areas of the same country. For instance, *Reggio Emilia* in Italy and *Te Whariki* in New Zealand are internationally recognised as exemplars, yet, they are culturally specific. Rather than trying to replicate them their strengths and areas for development need to be explored. It is the learning from this process which is vital in supporting developments elsewhere (David, 2005).

If quality measures are considered Lee and Walsh (2004:351) suggested there are three quality measures used in evaluating programmes: 'outcome-determined', 'standards-based' and 'developmental appropriateness'. Sylva and Roberts (2010:48) also discussed quality measures and presented four areas for consideration: 'stakeholder views, expert judgement, systematic

classroom observation and child outcomes'. If practice observation is considered further, they suggested that the *Early Childhood Environmental Rating Scale* (ECERS), originating from the USA in the 1980's, is the best known. Rating scales have been an important part of the influential EPPE project which has clearly evidenced that high quality provision impacts on individual children's outcomes, especially boys facing multiple disadvantage and children with additional needs (Sylva *et al.,* 2010; Sylva and Roberts, 2010).

This approach is not without critics; Douglas (2005) argued that rating scales cannot provide a full definition of what is 'quality'. He contended that a lack of clarity about their value base prevents informed decision making about whether they are the appropriate tool to be employed. Furthermore, quality in early years was reviewed as part of the *Early Years and Childcare International Project* which considered international ECEC policy in fifteen developed countries for children (0-14/16) with special needs (Mooney, *et al.,* 2003; Petrie, *et al.,* 2003). The conclusions drawn included the difficulty in developing universally applicable quality measures because of governmental and cultural differences. They argued that many countries tend to assess quality at a micro level by considering structures, staffing ratios, child development and parental satisfaction at specific settings. There are also differences in staff ratios but these are difficult to compare because of variations in the professional framework and support for ECEC provision. There are different levels of parental involvement and regulation is also variable.

Osgood (2009) contributes another dimension suggesting that contemporary English policy reveals an underpinning negativism when quality is debated. What has been available outside the family has not been good enough, the staff working in provision not qualified enough and the actual child care provision not meeting the needs of parents and children. Arguably this message can disempower those working in the sector.

A further complicating factor concerning quality emerging globally concerns government control (Fenech and Sumsion, 2007).   Whilst their work is

located in the Australian context, there are important themes that are applicable globally. The core of their argument is that whilst regulation has an important role, the quality of provision can be compromised if regulation focuses too heavily on performativity and is risk adverse. These issues are also of concern to Dahlberg *et al.* (2007) as potentially they can adversely affect quality. This debate promotes challenging issues concerning the purpose and goals of quality in ECEC.   At the moment these appear to be confused and concerns issues such as whether ECEC is about the child's experience, producing financial independent and contributing adults, or about meeting government targets or providing provision to allow parents to work.

Whilst recognising what Dahlberg and her colleagues bring to the debate, the need for regulation in ensuring standards also needs to be acknowledged (Schonfeld *et al.*, 2004). In countries where provision is predominantly in the private sector with minimal requirements for qualifications, external scrutiny against national standards appears justified (Mooney, *et al.,* 2003; Petrie, *et al.,* 2003). It is getting the balance right that is the challenge.

A final area relevant to the discussion of quality ECEC concerns intuition and passion. Moyles (2001:187) argued that practitioners '…often express a 'passion' for their role and for children which is perhaps difficult for those in other phases of education to understand.' However, 'passion' is not enough unless it is underpinned by knowledge and understanding about the importance of quality. As Osgood (2006:190) argued, ECEC demands that the ability to support learning is not only 'characterised by an ethic of care,' but it is an area of provision where quality and 'passion' are uniquely combined. Whilst ECEC may demand these characteristics, intuition and passion are not enough to engage policy makers unless it is supported by empirical evidence of benefits to children and families.

3.4.3 ECEC and Research

Over the last few decades there has been a growth in research which has played an important role in the development of ECEC. The research maybe culturally specific but findings can have international resonance (David *et al.*, 2010). The perspective of the Early Years Commission (2008) based on their

policy review of different countries raised the long term impact of early childhood experiences in areas such as attitudes to learning, school achievement, better social adjustment and improved employment prospects. The benefits have a financial effect, saving the state money in the long term. Conversely, if a child has early experience of abuse and/or a troubled family life they could have a turbulent adolescence, including drug and alcohol abuse and challenges in adulthood (Egeland *et al.,* 2002; Allen, 2011). This will lead to higher investment by the state throughout their life.

Melhuish (2004) suggested there have been three distinct research phases in relation to ECEC. Phase one was concerned with attachment issues, phase two with how the quality of provision influences the child and finally, phase three, focusing on the influence of the home environment on child outcomes. He suggests that the next phase needs to consider the wider effect of 'social ecological' on the child in their specific context. A view supported by NESSE (2009) who undertook a comprehensive European analysis into the main drivers for ECEC, the research underpinning them and the subsequent implications for policy. However, economic based research appears to be invisible here, despite its centrality to achieving government funding (Waldfogel, 2006).

If the USA is considered, Bredekamp (2011) highlights three influential longitudinal research projects. The *HighScope Perry Preschool Project*, the *Abecedarian Project* and the research into the *Chicago Child-Parent Centres*, all of which reinforced the view that good quality early years provision has a positive effect on outcomes for children in the short, medium and long term. Alderson (2008) discussed challenges of extrapolating research from one country to another. For example, the Perry HighScope research concluded that for every one dollar spent in the early years a potential seven dollars could be saved later in service delivery to children, young people and families. However, the research was completed on a particularly disadvantaged group of children in the USA. While Alderson's argument holds resonance, when findings from a range of international longitudinal research projects are considered collectively, there is remarkable similarity in the overall message - namely that investment in the early years impacts

on the short, medium, long term outcomes of the child, adult, family, community and the state (Browning, 2006).

In England the EPPE project (Sylva *et al.,* 2003; 2010) built upon and extended the influential USA research. EPPE was a longitudinal research project initially studying children aged three to seven, now extended to following the children as they move through the education system to young adulthood. The initial research showed that having pre-school educational experiences had a positive impact on children's further development. Children attending settings that were high quality with higher staff qualifications showed better outcomes and 'where settings viewed educational and social development as complementary and equal in importance, children make better all round progress' (Sylva *et al.,* 2003:1).

The EPPE research supports the hypothesis originally put forward by Ball (1994) who argued that one of the characteristics of high quality early years provision is how staff are selected and trained.   EPPE confirmed the need for a trained workforce with graduate level leadership and also the importance of Continual Professional Development (CPD). This research has been influential on government policy (Sylva *et al*., 2008) and one of the results was the introduction of EYPS as a graduate status that was pivotal to wider workforce reform (see Chapter Five).

The work of Feinstein (2003) has provided evidence of the relationship between early experience and later outcomes, a finding reinforced through scientific research into brain development (Gerhardt, 2004; Sylva and Pugh, 2005) and the *Millennium Cohort Study* (Dex and Joshi, 2005; Hansen *et al.,* 2010). This latter longitudinal research began at the turn of the century and is following nineteen thousand children though their life cycle. Their experiences to date have been influenced by a range of factors including the level of poverty in England, the importance placed on women in the workforce to support families moving out of poverty and the complex family situations of some of the cohort (Joshi *et al.,* 2010).

Whilst cumulative research evidence now demonstrates the overall benefits of ECEC, when considering the complexities of the impact of intervention with young children, research cannot always provide the quick answers that policy maker's demand. For example, the British Government invested considerable resources into the development of Sure Start as part of its anti child poverty campaign. Initial research was not as positive as the government would have liked, though, as researchers had predicted, outcomes have improved has the programmes have become more established (Anning *et al.*, 2010).

Research into ECEC therefore has much to commend it but it is essential that policy makers really understand that there is no 'quick fix' to the intergenerational challenges now being faced. Policy makers need to acknowledge that change takes time and that directives at a macro level take time to be implemented at a practice level (*Microsystem)* and research cannot be rushed. Furthermore, it is important to acknowledge Moss' (2009) argument about not seeing ECEC policy in isolation from other social and cultural factors- a one size fits all approach does not acknowledge the unique characteristics of different communities.

3.4.4 ECEC Policy in Practice

Practice in ECEC is culturally and context specific. It is influenced by a range of factors including how different countries view the importance of investing in the early years, different approaches to child rearing, locally relevant research findings and the social construction of childhood within that culture. Research supporting the importance of ECEC now underpins the direction of early years policy in England, Europe and internationally. It provides a strong rationale for the introduction of graduate leadership in England. NESSE (2009:21) suggested that European early years policy '...has been at the heart of [wider] developments in ECEC.' However, there is no uniformity in the way research and policy imperatives are translated into practice at a national level. The UK provides a useful example here. Devolution has led to ECEC being embraced differently in Scotland, Wales and Northern Ireland. For instance, the EYFS (DfES, 2007) relates only to England. Scotland has a *'Getting it Right for Every Child'* programme (The Scottish Parliament, 2008), rather than the *Every Child Matters* agenda that has been implemented in

England (DfES, 2004a). Other countries in Europe, such as Sweden and Finland, have fully integrated ECEC services that are the responsibility of one government department; with supportive parental leave until the child is one year old and free entitlement to early years provision (Moss, 2006).

In England it is only relatively recently that there has been proactive engagement with developing ECEC as a national policy priority. This does not mean that previous governments had not been challenged to take action. For instance, Pringle and Naidoo (1975) argued that if action was not taken to address disadvantage then a new generation of children would become '... tomorrow's parents of yet another generation of deprived children' (Pringle and Naidoo, 1975:169). The parents, who are currently the focus of policy initiatives, are some of the children and/or the grandchildren of the generation Pringle and Naidoo were concerned for in 1975. In fact the work of the Early Years Commission (2008) adds extra potency to their arguments. The Commission cited Povey *et al*. (2008) who contended that children under one are more vulnerable to being killed than other children and young people. (One to two children per week are killed by their parents (National Society of Prevention of Cruelty to Children (NSPCC), 2008)). Furthermore, the relationship between one in two unmarried couples ends before a child is five (Social Justice Policy Group, 2006).

As discussion has shown, action being taken in England is influenced by international and European policy direction, governmental reports and research findings (Millennium Cohort Study, Dex and Joshi, 2005; Hansen *et al.,* 2010; EPPE, Sylvia *et al*., 2003; 2008; 2010). Since 1997 England has seen unprecedented development in policy initiatives aimed at young children and families and with a central concern of eradicating child poverty (Baldock *et al.*, 2009; Pugh, 2010; Baldock, 2011). These developments were widely welcomed by those in the early years (Sylva and Pugh, 2005; Booker, 2007; Pugh 2010). There was a commitment by the Labour Government in the *Children's Plan* (DCSF, 2007b), to place children and families at the centre of developments. It was claimed in the *Children's Plan Progress Report* (DCSF, 2009) that there had been considerable progress in the early years, including over three thousand children's centres established and more than four

thousand practitioners trained as Early Years Professionals, a figure that had risen to seven thousand by 2011 (CWDC, 2011b).

The actions taken by the Labour Government had much to commend them as well as to be critiqued. One of the challenges has been that implementing policy takes time and the huge step change required to move towards integrated services presents massive challenges at central and local government levels and for settings. May 2010 saw the new Coalition Government in the UK and with it immediate changes to policy direction, with a decentralising agenda in relation to finances and accountability and a shift of language to early intervention across the life cycle. There was still a commitment to eradicating child poverty by 2020 but the language of the *Every Child Matters* agenda was removed at a central level. A review of the *Early Years Foundation Stage* was immediately put into place with a major focus on streamlining requirements to be implemented by September 2012 (DfE, 2010a).

There was still assurance of support for early years provision with the extension of free childcare provision for three and four year olds from 12-15 hours. The continuation EYPS, at least in the medium term, was evidenced through the *New Leaders Project* (CWDC, 2010b) and a new phase in training programmes for EYPS (CWDC, 2011b). However, the structures that had been put in place during the previous government tenure began to be dismantled, by policy directive or because of the lack of government ring fencing for early intervention finances which were devolved to the local authorities. Consequently, changes were made to *Children's Trusts*, with the justification that it would remove bureaucracy. These changes have implications for the integration agenda. Despite the well documented challenges of education, health and social care working together (Harrison *et al.,* 2003; Carnwell and Carson, 2005; Frost *et al.,* 2005; Lumsden, 2009), the requirement for schools to cooperate was removed so they could just focus on education and local authorities no longer needed to provide *Children and Young Person's Plans* (DfE, 2010b). Inequity in local provision is beginning to emerge with some local authorities choosing not to invest in children's centres or not to continue funding the upskilling of the children's

workforce, despite recognition at a national, European and international level of the importance of workforce reform.

3.4.5 ECEC and Workforce Reform in Children's Services

A major theme that permeates current development of ECEC is workforce reform. In the English context the former Labour Government (1997-2010) was committed to workforce development in all services for children and young people. This direction of travel has been fuelled by a range of issues including the benefits of high quality early years provision, the safeguarding agenda and 'the quest for 'joined-up' working in services for children' (Kirton, 2009). Workforce reform is a complicated and extremely challenging area for policy development as it needs to embrace the multi-professional, interdisciplinary nature of the immense children's workforce and the multitude of job roles and qualifications levels that exist within it. It is the overarching policy development in relation to workforce development that will be the concern of this section. Specific issues in relation to the early years and the Early Years Professional will be explored in Chapter Five when the professionalisation of the early years will be specifically addressed. However, it is important here to acknowledge that changes in the early years are central to workforce developments in children's services (Kirton, 2009; Owen and Haynes, 2010).

Whilst the need for workforce reform in England was evident in reports published during the 1990's (Abbott and Hevey, 2001), proactive policy engagement with issues concerning the whole workforce began in earnest following the *Every Child Matters* agenda (DfES, 2004a). Changes were aimed at enhancing understanding between different professional groups and included a move towards harmonising elements of training, for example the *Common Core of Skills and Knowledge* (DfES, 2005b). Due to concerns that it was not being embedded in all areas of the workforce (Owen and Haynes, 2010) consultation resulted in a revised version being published in 2010 (CWDC, 2010c).

The commitment to workforce reform and integrated working was evident in the introduction of the *2020 Children and Young People's Workforce Strategy*

(DCSF, 2008c). This clarified the policy direct of improving the quality of services through qualifications, training and skill development of all those in the children's workforce. The *Integrated Qualifications Framework* (CWDC, 2010d) is central to these developments and aims to support the ability of workers to move around the workforce and for employers to understand more fully the range of qualifications in the workforce. The argument for this approach stems from the work of Hevey in a meeting with the Rt Honorable Margaret Hodge MP in 1997 where she coined the phrase 'climbing frame' as opposed to a single ladder, approach to qualifications in the early years. A detailed account of this can be found in Abbot and Hevey (2001).

The practicalities of workforce reform are not easy, as Frost and Parton (2010:177) highlight. Moving outside traditional work areas is extremely difficult not only in relation to line management but actually ensuring that the different sectors of the workforce 'operate consistently and in harmony with each other.' For Frost and Parton (2010), the main concern is in relation to areas of children's social work and where this sits in a new integrated world. Similar concerns have been expressed about how the introduction of a new professional in early years sits with the early years teacher. Arguably these questions should also be asked about the relationship between the EYPS and social work. This new professional role could actually become a proactive partner in work with children deemed in need (Kornbeck and Lumsden, 2008; Lumsden, 2010).

Policy at a macro level faces considerable challenges in terms of implementation at all of the levels of the ecological framework. These challenges are further complicated by the structural issues. Currently it appears far from clear who is leading what change, with different organisations having responsibility for different areas. Owen and Haynes (2010) argue that this complexity could not be avoided in the short term because workforce change has to embrace the interests of different stakeholders.

Whilst acknowledging that policy shifts are hard and the move from segregated to integrated provision presents what can seem like

insurmountable challenges, movement has happened. Different professions, such as Social Work and Health Visiting have had to reflect on their roles, responsibilities and working arrangements with other professional colleagues (Anning *et al.,* 2010; Frost and Parton, 2010; Leeson and Huggins, 2010; Owen and Haynes, 2010). However, the move to release schools from the integration agenda (DfE, 2010b) raises questions about whether the integrated vision of the former Labour Government will ever be achieved. One might question whether the vision was ever achievable in the first place, when segregated professional development and professional interests in all sections of the workforce are so embedded. Anning *et al.* (2010) raises some valid points here that are relevant to workforce reform and the interwoven nature of policy making. They argued that the policy initiatives of the former Labour Government (1997-2010) gave confused messages concerning devolved decision making, yet increased central accountability coupled with negativism both from government and the media about professions working in the universal services. Furthermore, it became apparent:

> …that professionals were primarily concerned with defending their vested interests and were bedeviled by over staffing, bureaucracy, duplication and time-wasting.

<div align="right">Anning et al. (2010:3).</div>

They also suggested that the changes in the public sector, which have included 'radical and rapid changes to working contracts and conditions' (Anning *et al*., 2010:4) may not have been tolerated if the former Conservative Government (1979-1997) had not been so successful in 'disempowering the unions.'

3.5 Conclusion

This chapter has explored the complexity of developing and implementing policy and the challenges of an agenda that promotes integrated rather that separatist provision. The historical perspective history has shown that, despite evidence that young children have holistic needs, 'education' and 'care' have followed separate trajectories in the UK. It has only been since research from a range of disciplines has demonstrated proven benefits to all

the stakeholders, that policy shifts have taken place. However, research is not always able to provide the quick answers that governments require to justify their choice of particular policy strategies. Change takes time and researching the impact of change takes longer. Furthermore, policy direction is sensitive to political change and different political ideologies, as the change in the UK government in 2010 has illustrated.

Interwoven with all these issues is the role of women as mothers and their positioning within the state and workplace. In an English context 'mothers' have arguably been placed in a 'deficit model' and children are invisible to policy makers, whereas in other European countries such as Sweden, policy has developed with children and women as central stakeholders. Whilst England can learn from the practice of others, for instance the Nordic countries, *Reggio Emilia* in Italy and *Te Whariki* in New Zealand, it is important to remember that these are culturally specific and reflect the different political, economic and practice philosophies of their location.

It is relatively recently that the early years have become a priority for policy initiatives in England. These initiatives are central in supporting an agenda aimed at integration rather than separatist provision that covers the skills development across the whole of the children's workforce. In order to achieve this there is a need for workforce reform that embeds common skills and knowledge but also maintains individual professions and allows for new professional roles and ways of working to develop. Yet, the way in which separate professions have developed in the UK is deeply embedded. The conceptualisation of professions in the twenty-first century provides a further dimension to the ecological systems that are supporting the critique of the concept, implementation and impact of EYPS as a new professional model and is the focus of the next chapter.

Chapter 4

Professions in the 21st Century

4. 1 Introduction

The professions are a large, integral and an accepted part of British society (Panel on Fair Access to the Professions (PFAP), 2009). Whilst the post war period saw social mobility impacting on the social background of those entering the professions this appears to be no longer the case. PFAP (2009) have identified a concerning trend that reflects 'social exclusivity' with disadvantaged groups and the middle classes underrepresented in the professions, a trend that they argue needs to be changed if the wider needs of British society are to be met. Consequently, the central concern of this chapter is to consider what is considered to be a 'profession' in England in the 21st Century. Professional characteristics will be considered, including motivational factors for entering a specific profession and the place professions play in society including issues of gate keeping and power. The knowledge and skill base of the respective professions is considered as is the greater regulation and scrutiny by regulatory bodies and the government. Particularly pertinent to this research, is an understanding of the expansion of old and new occupational areas being seen as professions delivering professional services and how professional identity is developed.

4.2 Professions and Definition

Deconstructing the term 'profession' is an area that has and continues to be the focus of academic debate. Discussion has centred on understanding professions through a comparison of the differences between a profession and non-profession (Illich, 1977; Schon, 1983; Freidson, 1983; Farigon, 2006). Traditionally they have been dominated by men (Baly, 1984; Witz, 1992) and viewed as having competence, or expertise, in their specific area. They have developed from a separatist perspective with autonomy and a lack of independent scrutiny over their work (Baly, 1984).

A formal definition of what constitutes a profession is challenging because the concept is not static rather '…a changing historic concept, with particular

roots in an industrial nation strongly influenced by Anglo-American institutions' (Freidson, 1983:22). This is pertinent to current debates because of the rapid growth in the number of occupations becoming professions. PAFP (2009:13) suggested that a list of recognisable characteristics of a profession is more appropriate. These are:

- Recognisable entry points – for example, with standard qualification requirements.
- Codes of ethics – for example, that set out aspects of professional responsibility.
- Systems for self-regulation – for example, setting and regulating standards for professional development.
- A strong sense of vocation and professional development.

Whilst it may be possible to provide a check list which characterises the key traits that separate a profession from an occupation, the criteria on this list are not currently met by all new professions. Furthermore, though they identified more than 130 professional groups in existence which they divided into eight categories (Appendix 4.1), the list was not inclusive of all professions. For instance, Social Work was not evident, even though the General Social Work Council (2009) clearly indicates that it is now seen as a profession. The list did include early years specialists but if the Early Years Professional is considered, it only meets two of the categories.

Freidson (1983; 2001) differentiates two ways that professions can be analysed, as occupations with graduate entry or occupations who share characteristics, such as the list provided by the PFAP (2009). His analysis of training supports understanding of the difference between occupations and professions (Appendix 4.2). For him, craft occupations embrace employment where the employee is trained on the job, whereas the technician receives training both within a formal education setting and on the job. Some areas of professional occupations receive training and education across the spectrum of education and training establishments, such as engineering. He suggested that professionals always have university education and are taught by people with distinct characteristics including being researchers in their own right (Freidson, 2001). Eraut (1994) indicated that professionals gain their qualification, either as part of the degree or as a post graduate. Arguably,

professionals therefore have knowledge not held by lay people (Furlong, 2003).

The traditional apprenticeship model, where the apprentice serves time with a master craftsman is also relevant. This model is often applied to the crafts such as carpentry however it is also seen in the professions such as the law where new entrants to the profession apply for articles and the medical profession where trainee doctors are attached to a consultant to learn about different specialist areas. It has been recommended PFAP (2009) that one way to address 'social exclusivity' is by increasing the different types of routes into the professions. These routes would be available at different ages rather than reserved for those just beginning work.

It is important to note that someone does not just become a professional; there are a number of processes which the potential professional has to negotiate. Eraut (1994) considered these processes in relation to competency and contends that this is a fluid process, though he prefers to use the word capability as this encompasses a process that is not static. Higham (2009:17) develops this discussion further and cites the *Higher Education for Capability* (1994) project that suggested using the term capability offers an understanding of growth potential by addressing 'knowledge, skills, values and esteem'. Their work stemmed from what was seen as a 'top down' approach following the introduction of *National Vocational Qualifications* in the early 1990's (Stephenson, 1998).

Consequently, actually reaching an agreed definition of what it means to be a profession has not been possible. However, it can be argued that a tacit understanding is held by all because professions are an integral part of society. As the professions have grown so has the language and terms used to describe the professionalisation process (Appendix 4.3). It also appears more appropriate now to view professions as having a range of characteristics, including qualifications, training, registration, and knowledge and skills. Some or all may be evident in any one specific professional group and may change and develop over time. Therefore, professions have an ecological historical dimension (*Chronosystem)* that is impacted on by

individual, organisational and state interventions. Furthermore, a range of processes occur to support socialisation of the individual into their professional group, evidence their professionalism and make them distinct from other professions, occupations and lay people. The interesting question is at what point does the trainee see themselves as a professional (Dobrow and Higgins, 2005).

4.3 Professions as a Vocation

Parsons (1954:36) contended that professional vocation distinguishes professions from occupations. He described professions as having 'altruistic' motives which differentiate them from other groups whose business is aimed at profit. The argument suggests that professions are concerned with collective products rather than self interest. This notion of professions being 'altruistic' has been evident in the work of other researchers as they have tried to tease out the traits of various professions. For example, a number of writers draw attention to Durkheim (1858-1917) who was concerned with the professional ethics which underpinned the altruistic nature of the professions (Johnson, 1972; Brint, 1994; MacDonald, 1995). The arguments around the altruistic nature of professions have resonance today. In Social Work, for example, Moriarty and Murray (2007) drew on the work of the Audit Commission (2002) who considered recruitment and retention issues in public services. They found that despite low pay and status, 'making a difference' was influential in choosing this career choice, 'altruism' and 'idealism' were also influential factors.

Arguably, this view of joining a profession for the wider good is naive as delivering services for profit are not just the province of non professionals. Whilst altruistic values or personal characteristics may have led to specific vocational choices of professional careers, many professionals are either employed in organisations that operate a profit making business model or practice as part of a partnership or individually. The professional may have to balance their original 'altruistic' motivation for pursuing a specific profession with the demands of meeting wider organisational, governmental or personal targets.

While being part of a profession may be a vocation and stems from altruistic motives, it is an exclusive club. According to PFAP (2009), professions, especially law, have become more exclusive with over 50% of lawyers and barristers having attended independent school. This concurs with the research undertaken by Sommerlad (2007) into the connection between the organisation and individual in the development of professional identity. She draws attention to the fact that law provides little opportunity for those from the working class to join the profession let alone obtain the highest roles within the profession. With only seven per cent of the population attending independent schools the pool from which law professionals is being drawn is small and unrepresentative of British society (PFAP, 2009). Indeed, '… independent schools still produce over half of leaders in most professions, even though they make up only 7% of schools' (Sutton Trust, 2009:8).

If becoming a professional is about fulfilling a vocation and professions evidence 'social exclusion' then there is a huge pool of people who may have the vocation for a specific profession but are excluded by birth and inequalities in the education system. Gender is also an excluding factor and while women are currently more visible than in the past in certain professions, they still face huge barriers. Furthermore, regardless of the *Equal Pay Act 1970* (Department of Works and Pensions, 1970) pay continues to be an issue with women being paid '…on average, 22.6 per cent less per hour than men…' (Women and Work Commission, 2009:5). Furthermore, 'new mothers face downward mobility' (PFAP, 2009:35). This unequal position is reinforced further by the fact that '…over one in every three [jobs]' (PFAP, 2009:16) is in a profession.

4.4 Professions, Privilege and Social Mobility

Being a member of a profession brings with it social standing, privileges and status. Professions have used their privileged position to maintain the differentiation with occupations (Wilding, 1982). Indeed a professionalised society comprises of '…career hierarchies of specialised occupations, selected by merit and based on trained expertise' (Perkins, 1989:2). The privileged position ascribed to the professions has led to other occupational groups aspiring to receive the same benefits. Some occupations have increased

their entry qualifications and training and sought the perceived benefits of the professions and privilege has been given to those occupational groups that have come to be viewed as important to society (Wilding, 1982). Arguably this should lead to greater social mobility but the latest research by the PFAP (2009) provides a different picture.

When comparing the composition of certain professionals born in 1958 and 1970 against the average family income, PFAP found that a very few professional groups recruited from families below the average family income. Teachers, lecturers and musicians were the exceptions. Professions such as medicine, law, nurses, stockbrokers and engineers tend to be recruited from families above the average family income. Consequently, families on average incomes have limited access to the professions and so exclusion applies to some extent to the middle as well as the lower social economic classes. PFAP (2009) argued that in order to meet the future professional needs of British society this situation needs to change to ensure that talent and merit drive who enters the professions.

This perspective complements recent interest in academia about the place of professions within society. This has arisen from the privileged position ascribed to professions being challenged by the professionalisation of new occupational areas. For instance, the emphasis on new 'professional roles' in children's services coupled with greater government control, intervention, regulation and the erosion of boundaries of what had been traditionally the domain of certain professional groups (Fook *et al.,* 2000).

If the changes that have occurred in Social Work, nursing and teaching are considered, the developed specialist knowledge and expertise led to pressure to be viewed as 'professions' (Williams, 1993; Burt and Worsley, 2008). This process of professionalisation is now evident in the early years with the introduction of EYPS. However, the professionalisation and up skilling of certain occupational groups to graduate level entry has brought with it what is arguably an unforeseen consequence in increased social exclusion, '...not least because young people from less well-off backgrounds tend to opt for vocational qualifications' (PFAP, 2009:23). This situation reinforces not only

the privileged position of the professions but also their role in gate keeping those who can enter. It will be interesting to see if the introduction of the Early Years Professional can challenge trends in this area over time.

Social mobility is also pertinent to the exploration of the development of a new professional and a move to a more integrated rather than separatist professional. The early years, which has been predominately a low paid, low status, gendered employment area provides a good example here. Social mobility in this area should be greatly enhanced by the new training opportunities in this field.

In summary, when considering exclusivity in relation to the professions it is evident that despite the growth in professional groups they are not open to all. Indeed, current social mobility trends, coupled with the graduate level education required, mean that the professions are not representative of British society.

4.5 Professions and Power

The analysis of power and the professionals presents a number of challenges. It is a complex area that is entwined with the autonomy of professions, their privileged position and their ownership of specific knowledge and skills. There is also the issue of the relationship with their 'client' and the perceived or real power imbalance between the two in their working relationship. Illich (1977) provided a useful contribution when he deconstructed the place of professionals in society. He argued that historically professionals had seen themselves holding all the knowledge and the users of their services perceived them as having this knowledge. For Illich (1977), this is 'disabling' rather than 'abling' for those in need of professional services. He developed his argument to suggest the need to move away from an age of 'disabling professionals' and set out his vision for a 'post-professional ethos' (Illich, 1977:38-39), in which clients were empowered - a view that has resonance today in the caring professions. He used solicitors as an example of a professional group who saw themselves as the only group who could undertake certain tasks. This exclusivity has been challenged and there is

now a slight trend for individuals to undertake tasks that previously involved employing a professional. Divorce and conveyance work are examples here.

The discourse about the professions therefore embraces some complex and challenging areas around their perceived privileged position in society, selection into the professions, the knowledge from which their expertise is drawn and the power differentials that have resulted (Wilding, 1983). The 21st Century adds new dimensions to the debate as the number of professions has increased. Greater accountability and changes in the relationship with consumers of the services has been required. There has also been a growth of professional bodies, codes of practice, requirement for CPD and the ability to discipline professionals not practicing competently. This does not mean that power and elitism are no longer issues and the research by the PFAP (2009) clearly shows that the elitist entry to certain professions is still normal practice. Gatekeeping into the professions continues to reinforce the privileged and powerful position they hold within society (Faber, 2002).

Entry to the traditional professions was initially policed through social standing and the numbers entering professions controlled through strict entry requirements and examinations to ensure elitism (Freidson, 2001). As concerns about corruption emerged in the 18th Century examinations were introduced, which initially had the aims of reward and deterrent (Baly, 1984; Brint, 1994; Sutherland, 2001). The importance of examinations grew and had two functions, to assess competence and to restrict entry, so as to maintain elite privileges. Consequently, social class also has a major role to play in the twenty first century (PFAP, 2009; Sutton Trust, 2009) and potential candidates for the different professional groups have to achieve a certain number of GCSE qualifications and points at 'A' Level to be considered. Hence initial education and training are vital and successful completion is seen as '…an indicator of knowledge and professional competence' (Wilson and Halpin, 2006:80). Being the owners of this specific knowledge and skills, the professions are provided with a collective powerbase that reinforces them as gatekeepers.

Gatekeeping is also impacted upon by registration. This way of regulating who can be a member of a particular professional body is now well established and the medical profession, whose registration system dates back to 1858, have provided the model for registration that others have followed (Sutherland, 2001). As different professions have become professionalised so the requirement for registration has been added, for example social work. In 2001 the General Social Care Council was established and with it the need for the social work practitioner to evidence ongoing professional development to maintain their registration. Registration also importantly brings with it the ability to discipline members and remove the license to practice.

4.6   Professions as Owners of Unique Knowledge and Skills

It is the ownership of distinct knowledge and skills that is seen as giving the professions privileges. It is the 'desire to emulate' that Larson (1977) has described as a 'professional project' (Larson cited in Macdonald, 1995:1). It is this ownership of knowledge which arguably produces a hierarchy of professions related to the nature of the knowledge owned. Subsequently new professions drawing on a range of disciplines are viewed as different to the more traditional professions who have developed their own distinct knowledge base, such as the law and accountancy. Ownership of knowledge also can result in what some sociologists have argued to be 'structured inequality' (Macdonald, 1995:24).

The historical perspective about who owns knowledge stems from epistemology and the development of new forms of knowledge through the application of science and technology (Macdonald, 1995). Furthermore, '…scientific or expert knowledge in dealing with everyday problems appears to be core traits that define a profession' (Fargion 2006:255). Schon (1983) suggested that professional knowledge has different dimensions. For him a profession is '… specialised, firmly bounded, scientific, and standardized' (Schon, 1983:23). It is the nature of the knowledge that has to be required that necessitated lengthy training through higher education and has led to the divide between those who own the knowledge and those that do not. Though Faber (2002:319) argued that '…if knowledge is indispensible, it should be free...', unfortunately this has not been the case and so the

professions are maintained in their elite positions of owners of specific knowledge and skills. For some professions such as social work, this is a contested issue as the relationship between the professional and the service user should aim to rebalance the power differentials that knowledge brings.

Burt and Worsley (2008) added to the debate by identifying three characteristics of professional knowledge. Firstly, professional knowledge provides professionals with the skill of their trade. Secondly, that training and education is needed to provide the knowledge and finally '...professional competence is tested, normally through some form of examination against criteria laid down by the professional training body' (2008:26). In relation to the professional skill base Freidson (2001) differentiated skills from knowledge. He argued that they are both interrelated but that skill has diverse meanings from the application of knowledge to others that are tacit. These 'tacit' skills are seen at a higher level that those needed in other areas of employment (Furlong, 2003; Fargion, 2006). Higham (2009:17) provided some help insights into 'tacit' skills. She considered the work of Benner (1984) and Dreyfus and Dreyfus (1986) who have explored the stages of developing professional skills, identified as 'novice', 'advanced beginner', 'competent', 'proficient' and 'expert', the latter described as grasping '.,a deep tacit understanding...' Higham (2009:18). This later stage can arguably only be reached if a CPD framework has been embedded throughout the professionals work life. However, it is also important that once this stage has been reached that the professional does not become static rather that they continue to learn, reflect and grow in their role.

Johnson (1972) also discussed the skill base contending that the historical sociological discourse about the professions concerned itself with the relationship with the 'division of labour' and whether 'professionals perform a special role in industrial society' (Johnson, 1972:10). He critiqued the functionalist and trait approaches to understanding the professions that were dominant until the late 1960's. Johnson stressed that the over emphasis on the traits of the professions acted as a barrier to what occupations could be a profession.   He argued that the trait discourse was flawed as it was influenced by the professions themselves and reflected engagement with only

a few professional bodies. He cites the work of Millerson (1964) whose review of twenty-one authors found twenty three characteristics used to define a profession. These included the development of skills from theoretical knowledge; being trained and educated; belonging to an organisation, signing up to a code of practice and being altruistic. Debates about professional traits led to classification about what was considered a profession, a semi-profession and, by default, occupational areas not considered as professions.

It has also been argued that it is the power that professionals have through being the owners of this knowledge that can produce '…ambivalent feeling among both scholars and lay people' (Fargion, 2006:256) about the role of professionals in society. With this challenge to, and questioning of, professional knowledge there has also been the realisation that the professions do not always have the answers. Indeed, they can behave in a way that does not always represent their client's best interest and act unethically. This can result, through the intervention of registration bodies, in the professional losing their right to practice.

Challenging the professions about the existence of objective knowledge and embedding the importance of using theoretical perspectives in practice is raised by Furlong (2003). He challenges the notion of professionals holding all the answers, citing the work of Schon (1987a) who suggested professionals often work in very difficult areas where there are no easy answers; they need to draw on their knowledge, expertise and experience in order to make informed decisions. Parton (2003) develops this to consider the challenges in deconstructing the relationship between those who are professionals and those who are not. Social work is an example here because of the specific relationship with knowledge and service users. It is one of the professions that has long debated whether it should be a profession at all (Fargion, 2006; Lorenz, 2007; Burt and Worsley, 2008; Llewlllyn, *et al.*, 2008). The arguments stem from the fact that the social work knowledge base draws upon a range of disciplines; it does not have its own distinct knowledge base which characterises the traditional professional groups.

It is professions like social work and nursing that have challenged professions having a distinct knowledge base. In social work, as in other public services, there has been a move towards evidence based practice in order to support professionalisation. Butler *et al.,* (2007) contribute to the debate and discuss one of the profession specific characteristics of social work, that is where objective knowledge and subjectivity in relation to a specific persons experience have to work together in order to facilitate change in the service users life. This brings with it tensions within practice about knowledge versus real life experience and what weighting each should have in decision making, especially in a climate of increased control by the government over professional outputs.

The ways in which knowledge and skills are operationalised are open to criticism. The thresholds set down for a particular professional do not guarantee a knowledgeable and skilled service. Social work has recently come under public scrutiny in this area because of high profile child abuse cases (Laming, 2003; Haringey, 2008). Medicine has also faced issues following increased public scrutiny of operation success rate statistics (Treasure, 1998). However, as Fook *et al.* (2000:2) argued, professional expertise is still important and there needs to be a refocusing on how professionals are educated trained and supported in what they define as 'working in uncertainty.'

Professional training in how to apply knowledge and skills by trainee professionals has been questioned by Dall'Alba (2009) suggesting that education providers should consider the importance of the ontology of being a professional. Whilst recognising that knowledge and skills have to be taught she argues that too much time is spent on these and is concerned that if education just focuses on enabling the student to 'know' it prevents the student learning about 'being' - what it means to be the professional they are training to become. This raises an interesting issue in relation to the point at which the trainee becomes a professional. Knowledge and skills have an important place but cannot be seen in isolation of other characteristics that impact on professional development. It is this 'being' within a profession that is closely related to professional identity and a central focus for this research.

4.7 Professionals and Government Intervention

Schon (1992) argued that while society is dependent on professionals, their reliability needs to be questioned. Fook *et al.* (2000) also raise this issue when they discussed the fact that the position previously held by professionals of dominance and control is now being challenged from both above and below. The former Labour Government (1997-2010) considered tighter controls and argued that society is asking for greater accountability. Furthermore, PFAP (2009) also requested positive intervention by Government and a commitment from professional groups to a widening participation agenda to support increased social mobility and turn around the 'social exclusivity' that currently dominates professional entry.

Entry into the professions has been one way in which supply and demand has been managed and for some professions entry is governed by political control. For example, teaching, whose student entry is carefully monitored and controlled by the Training and Development Agency for Schools (TDA). If a provider of teacher education recruits over or under the targets given by the TDA they incur penalties. Medicine is another example where increased government control is evident. The future of the profession has been guided by the direction of travel contained within *Tomorrow's Doctors* (General Medical Council, 2003) and the National Health Service (NHS) controls training numbers. The development of the Early Years Professional is a prime example of direct government intervention. There was a need for graduate leaders to be introduced quickly and there was a strong push to meet the targets laid down by central government. This control and intervention by the government within the professions of the 21st Century is a central concern of this thesis.

Control and intervention by the government can bring with it considerable challenge for professionals, teaching is a good example here. The work of Forde *et al.* (2006) highlight some of the issues facing the teaching profession as it negotiates its way between what the government wants and their own professional agency. Consequently, many educational commentators argue that 'teachers now work within an ethos of performativity, generated and legitimated by government policy' (Forde *et*

al., 2006:51). Arguably this situation is not restricted to teaching, as now all professionals working in publically funded services face increasing government intervention in prescribing their roles, training, professional development and pay scales. Some commentators would argue this situation has produced a climate where professional confidence is undermined (Schon, 1983; Freidson, 2001; Furlong, 2003). It is also contended that alongside this greater political intervention there has been an important shift in the power held by professionals over the users of their services. This has resulted from practice scandals and the growth of the consumer movement, leading to greater regulation which has challenged the professional dominance of individual professions (Illich, 1977; Schon, 1983).

Areas of work traditionally undertaken by a specific profession have been challenged. Discussion earlier in this chapter highlighted changes in the law profession, social work is another example. There has been an ongoing debate about role and task and considerable concerns expressed about different occupational areas taking over social workers traditional areas of work. Similar concerns have been expressed by health professions where nursing, for example, has had to develop more clearly defined '…boundaries of practice and to differentiate itself from other healthcare professions' (Chan and Schwind, 2006). The introduction of the Early Years Professional has also brought with it concerns about occupational boundaries between this new professional and the Early Years Teacher, thus illustrating how actions taken in the *Macrosystem* impacting on the workings of the *Mesosystems.*

The role of government intervention is therefore a complex debate - on the one hand their involvement is being challenged and on the other it is ensuring that there is greater accountability and reflection on the tasks being undertaken. PFAP (2009) also called for greater government intervention in order to increase social mobility into the professions and therefore enhance opportunities for future generations to access professional roles.

4.8 Professions and Continuing Professional Development

Traditionally CPD was 'ad hoc' rather than planned and continual throughout a professionals work life. The late 1980's saw a shift towards a more formal

and systematic approach to this area as professional bodies became more involved because of, for example, technology, professionals being held accountable for their actions and the impact of Britain being a member of the European Union (Rapkins, 1996). He argued that CPD is about developing '...knowledge, skill and expertise...' (Rapkins, 1996:216), as well as keeping abreast of changes.

CPD is an evolving area with the number of professions formalising their approach to this area increasing. In the early years Worthington (2007) contends that because of the rapid changes taking place in society, practitioners need to recognise the importance of ongoing training. Indeed those teachers who are most effective see themselves as learners (Coultas, 2008). However, there is as yet no formal requirement of teachers to maintain a CPD record unlike, for example, doctors and social workers.

Schon (1983; 1987b) has been an important contributor to CPD debates, arguing for the need to move towards personal reflection and evidenced based practice. He argued that expertise gained through knowledge and experience is necessary in any society. Professionals needed to transform that knowledge into knowledge-in-action, where they are able to test out their knowledge in practice and knowledge-on-action- where they consider past actions and what can be learnt from them. He advocated that this is necessary to prevent professionals becoming blinkered as this can lead to dangerous practice.

Some professions have embraced the importance of supporting new professionals with the transition from student to professional. For example the newly qualified year in teaching (NQT), with full teacher status (QTS) being awarded after this, and more recently in English social work. Interestingly there is variation across Britain about how this year is practiced, Northern Ireland being the only country that has a formalised assessment process in this year for social work (Higham, 2009).

The work being undertaken with teachers through postgraduate professional development (PPD) is an example of how further engagement with studying

to support 'knowledge-in-action' can have a positive impact. The *PPD Evaluation Impact Report* for 2007-8 reported that participants reported improved self confidence, self esteem and reflection. They also believed their practice has improved (Training and Development Agency, 2009).

It is also important to recognise that CPD is not just about the individual professional and their responsibility to ensure that they are constantly challenging and enhancing their knowledge base. There are three other important stakeholders, the customer/client, the employer and the government. Therefore, CPD is one of the characteristics of a profession that ensures that the knowledge and skills developed during training are extended and developed. This in turn contributes to being a member of a profession and the development of the professional self.

4.9 Developing the Professional Self

This section aims to explore the processes that support students and workers in developing a sense of who they are professionally. Developing professional identity is a complex and evolving process and there is a strong relationship between the professional and personal in the process. The development of professional identity embraces all the systems contained in the theoretical framework, with the professionals in the *Microsystem* being involved in reciprocal relationships with the *Macrosystem* and *Exosystem* and with other professions in the *Mesosystem.* Discussion therefore considers the relationship between the personal and professional self; professional socialisation and the challenges of developing integrated rather than separatist professional identity.

Professional identity is complex, fluid, context specific, impacted on by policy development, by experience, life cycle changes and how others see you. It involves more than the process of being trained to practice in a specific profession, as much of this is ascribed by others. However, it is important that the trainee is socialised into 'being' a professional and develops a sense of their professional self and as a member of a distinct profession. For some traditional professions the power, status and privilege provided by belonging to a particular professional group can makes other roles in their lives seem

less important (Adams *et al.*, 2006). Arguably for some of the new professions in children's services, balancing their personal and professional identities it not about power, status and privilege but the emotional labour demanded from their professional roles.

The individual develops a sense of personal and professional identity through a range of processes which are not divorced from each other and are shaped by individual and group experiences. It is important to note here that there is also a process of 'changing professional identities' (Forde *et al.,* 2006:142) through CPD. The process allows the professional to reflect upon their practice and develop their knowledge, skills and professional expertise. Thus an individual's professional identity is not a single entity; it is impacted on by, for instance, their personal identity, belonging to a professional group and individual and collective professionalism. All of these elements are influenced by personal and professional ecology over time (*Chronosystem)*. Some professions also require greater interplay between the personal and professional, for example teaching and social work. In teaching this interplay is impacted on by the work environment including a strong element of relationships with colleagues and pupils (Day *et al.,* 2006).

Changing professional identities is a term that can also be used to consider the 'new professions' and the demands of integrated working. One of the interesting outcomes of the former Labour Government (1997-2010) agenda for integrated working is that it helped illuminate the importance of professional identity and ways in which new identities can be developed by multi-professional teams. Research into the relationships between health and social care practitioners suggested that one of the barriers to multi-professional working is professional identity (Hudson, 2002). He contended that belonging to a professional group is valued by the individual and impacts both on their professional and individual identity. There may be some connection here with the work of Faber (2002:322) who considers issues around professional dominance in relation to 'changing and declining professions.' If professionals want to maintain their elite knowledge and view themselves as the holders of specific knowledge then acknowledging that

other professional groups may hold knowledge in the same area is difficult and can act as a barrier to multi-professional working.

Edwards (2004) has also considered issues concerning professional identity in relation to the new multi-professional teams. She raised some important issues around the fact that experience of working in the new teams is different to working in partnership and collaboration. She suggested that emerging characteristics of professional practice in a multi-agency, multi-disciplinary context:

- a focus on children and young people as whole people, ie not as specific 'needs';
- following the child's trajectory;
- an ability to talk across professional boundaries;
- an understanding of what other practitioners are able to offer the responsive package of protection that is built around the child or young person;
- acknowledgement of the capacity of service users and their families to help to tailor the services they are receiving;
- an understanding that changing the trajectories of exclusion of children and young people involves not only building confidence and skills but also a reconfiguring of the opportunities available to them - ie systems-wide change.

Edwards (2004:5).

Anning *et al.* (2006) research into multi-professional working, specifically the development of multi-professional teams, highlighted concerns about losing unique professional identities. These concerns were also reflected in research undertaken into the transition of a nursery into a children's centre (Lumsden and Murray, 2007). The different professionals within the team have to embrace different models and demands; the distinct features that identified their respective profession of origin are put to one side and the hierarchy of different professional groups exchanged for a more equitable playing field. If this does not happen old identities may act as barriers to achieving integrated ways of working. Furthermore, professionals in the team need to address the challenge of how they construct their 'customer', for example client, service user, parent child, pupil or family and issues including 'assessment,

defining need, predisposing factors, and current problems faced by children and their families' (Anning *et al*., 2010:51).

Research into integrated teams (Anning *et al.,* 2006) highlighted that some of the biggest challenges for people joining teams concerned professional identity. This included identifying what they brought to the team, as an individual when some of their traditional roles were being undertaken by others; how others professionally outside the team would view them and the perceptions of 'customer'. In other words, exploration of the development of multi-professional teams supports the view that one of the contributing factors to professional identity is that it is something ascribed by others.

The move towards multi-professional working challenges professional protectionism and dominance and arguably unsettles and problematises traditional professional roles in health, education and social care. This does not mean that there is no place for individual professions in these fields, rather a need for a new understanding of who holds what knowledge and where the knowledge base comes together for the benefit of those who use the services. This supports the development of new knowledge and expertise specifically related to working either in multi professional teams, across agencies or in the new multi-professional role of an Early Years Professional. The changing face of children's services is visualised in Figure 4.1 which also illustrates how the new multi-professional teams and the new multi-professional worker occupy the same space. This central area of overlap therefore needs to be visualised with permeable boarders that support inclusivity and integration.

Separatist Professions	Integrated Professions Teams
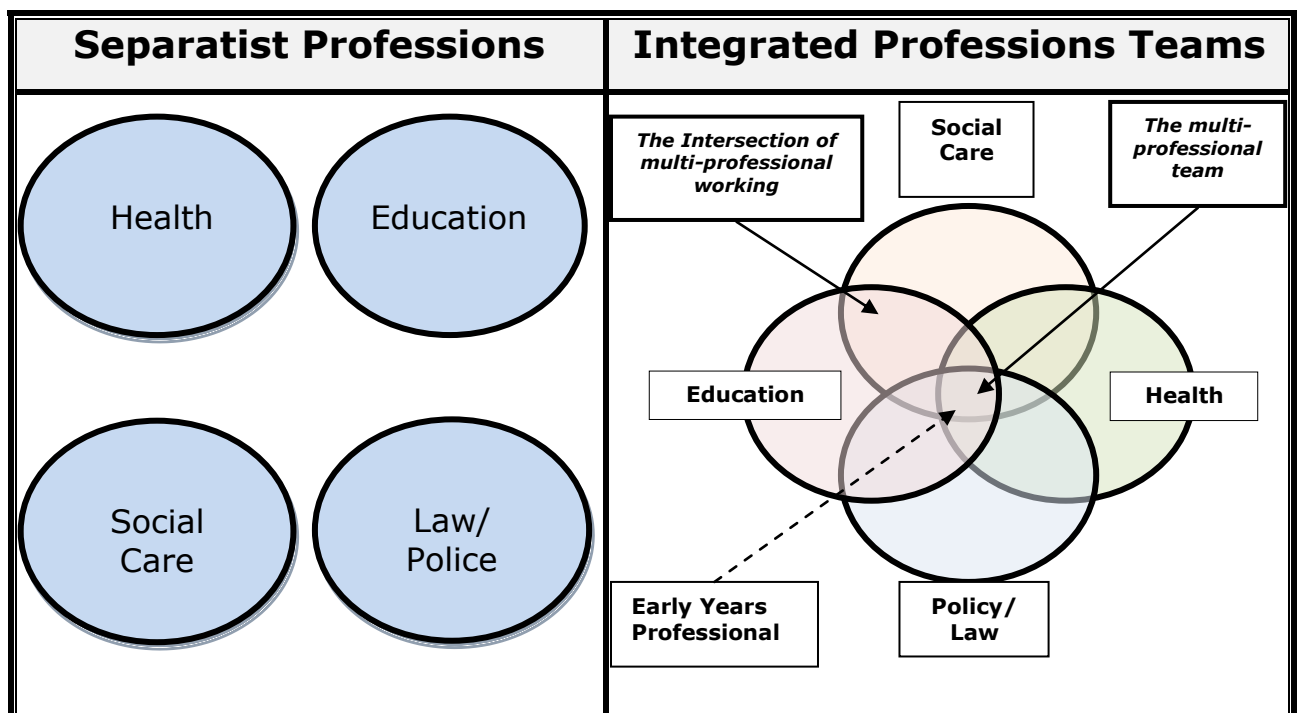
Figure 4.1   Separatist and Integrated Professions in Children's Services

Analysis of integrated working also supports understanding about the socialisation process involved in the development of professional identity. Adams *et al.,* (2006) researched the development of professional identities in health and social care and at what stage inter-professional education in these areas should start. Findings indicated that students entering a particular health or social care profession already had a sense of a professional identity, though the nature and strength of this identification varied in different professions and may have been impacted on by the individual's enthusiasm at the start of their training process. They identified a number of variables that influenced socialisation including 'gender, profession, previous work experience…understanding of team working, knowledge of profession; and cognitive flexibility' (Adams *et al.,* 2006:55)*.* Furthermore, they contend that part of the socialisation process '... is about individuals developing an understanding of what it actually means to be professional' (Adams *et al.,* 2006:57). It is through this process that they move from an idealised notion of what they think it means to be a professional in a certain group to developing an understanding of what being a member of a certain profession is like in reality. The nature of training processes also influences the embryonic development of professional identity. For example, training for teachers in England has become increasingly technocratic and focused on

delivering a prescribed curriculum which may mitigate against reflective practice informing autonomous professional judgements. This can detract from the newly qualified teacher developing their individual style or feeling a sense of professional autonomy.

Mentoring also has a role in developing professional identity (Storrs *et al.,* 2008). This is an umbrella term used to describe a range of activities designed at supporting and developing 'others' either on a formal or informal basis (Dobrow and Higgins, 2005; Callan, 2006; Eby *et al.,* 2007*;* Pask and Joy, 2007). As Callan (2006:5) suggested, it is now 'culturally embedded' and a mentor model can be seen in all aspects of life as a means supporting others develop skills and knowledge. It is a concept that '…is everywhere, everyone thinks they know what mentoring is, and there is an intuitive belief that mentoring works' (Eby *et al.*, 2007:1). However, it is difficult to define exactly what it is and even within the same disciplines it is difficult to achieve a consensus.

One of the challenges for the Early Years Professional is to develop a distinct professional identity that distinguishes their position in the changing professional landscape of the 21st Century. Given the lack of a well established professional identity, both trainers and EYPS candidates during the research period had the policy vision of what an Early Years Professional should look like presented through the EYPS standards. Furthermore, the range of experience and roles in the early years that the candidates brought to their training varied considerably from those with decades of experience in various roles, including teaching, to those who had little or no experience. Consequently, some of the candidates already had a developed professional identity whereas others were just beginning to develop their professional self and how this 'fits' with their personal self.

4.10 Professional Identity and Professionalism

Central to any discussion about professional identity is the notion of professionalism. How does the new member of the profession demonstrate their membership? How do you know a professional when you see one? This

leads to a consideration of what is professionalism and is there a difference between being a professional and acting in a professional way?

For some professions there is a clear uniform which makes one member of a group distinct from another. However, being a member of a profession is more than just wearing the 'uniform', the professional has to act in a way that makes their behaviour distinct for others. It is important to note that acting in a professional way is just not the domain of professionals. Conceptualising professionalism is difficult and comprises of many elements, yet it can be argued, is evident when seen, a tacit understanding. For Freidson (2001), professionalism is about how the actual professional owns their work. It appears to be a unique relationship between the individual member of the profession and how they undertake their roles. Within the medical profession there has been considerable debate in recent years about a decline in professionalism yet there has never been a shared definition of what it actually is, nor has it been the focus of research (Goldie *et al.*, 2007)*.*

One way to understand professionalism is to consider its characteristics. Professional judgements can be considered here.   When exercising their judgement, professionals are interpreting the knowledge they have and translating it into practice (Eraut, 1994). Yet, judgements do not only draw upon knowledge but also on experience and values, therefore judgements can also have a moral dimension. This is important as professionals have to be accountable for their actions and they need to draw on professional values, knowledge, skills and the resources available. Part of their professionalism will be in knowing when to seek advice and support from others in making these decisions. In other words, they do not see themselves as omnipotent; rather they have responsibilities to make the appropriate decision for their 'customer' and must be able to appropriately justify their decision when challenged.

The importance of making professional judgements brings with it responsibilities in relation to professional development and highlights the interconnectedness of professionalism with CPD. One of the key elements here is professionals recognising their own responsibility for their professional

development and ensures their knowledge and skill base is constantly challenged and enhanced. In social work the *Code of Practice* (General Social Work Council, 2002) places this responsibility for professional development on to individual social workers when it states:

> As a social care worker, you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills.

General Social Care Council (2002:36).

Employers do have a duty to support professionals and offer opportunities for professional development, but arguably the professional themselves cannot use lack of employers support as a reason not to pursue their own development. In social work the *Code of Practice* indicates that if social workers do not feel equipped to undertake particular tasks then they must inform their employers.

Paradoxically another characteristic of professionalism involves intuition (Atkinson, 2003; Atkinson and Claxton, 2003). Here the professional is able to carry out complex activities within an unstable situation based not only on their knowledge, understanding and experience but also on an intuitive belief about what needs to be done. There is also the notion of 'emotional labour' something which is difficult to measure and define but can be seen especially in professionals engaged in work with children and families. It is the extra effort that is required that cannot be quantified, especially financially. In social work, for example, it involves working in the grey areas of society where there are no clear answers and solutions and involvement in the problems of others can emotionally impact on the individual worker. In education the art of teaching demands more than just relying on knowledge of a subject but really caring about pupils. This notion of 'emotional labour' links to the previous discussion about motivation to be a professional, specifically altruism.

Stone and Rixon (2008) discussed the challenges placed on those working in children's services by debates about professionalism leading to ambivalent

feelings about the status of professionals. Concerns about expertise versus the barriers of professional language are leading to an emerging debate about professionalism and the relationship between the service provider and service user. The contention is the need for the relationship to be more equal and to evidence participatory practice. Arguably the professional themselves have a responsibility to acknowledge the challenges that power, knowledge and language bring to the relationship and to manage these alongside the client to ensure a more equitable relationship. This dimension of professionalism is 'being' the professional rather than just an owner of knowledge and skills. It is professionalism in action.

The notion of professionalism in action is particularly important for professions located in services for families and children. Instead of problematising the power and knowledge differentials with the service users, these should be embraced. Arguably there are key characteristic that differentiates 'new professions' from more traditional professions. Rather than being detached from emotion, 'emotional labour' is vital. This traditionally feminised characteristic it is not a weakness but a strength that allows professionals in children's services to work alongside children, parents/carers and other professionals to enhance the quality of services being provided.

4.11 Conclusion

This chapter has considered what it means to be a professional in the 21st Century. The concept of a profession lacks a single definition; rather professions need to be seen as having an evolving historical persona with understanding of what a profession is being supported through a focus on the characteristics of the profession. Professions formally were elitist, (and to some extent still are), gender biased, self regulatory and the specific owners of knowledge, expertise and skills. The privileged place of professionals has led other occupations to want to share in the perceived benefits and there has been a continued growth in the number of occupations becoming professions. The latest to join this list is the Early Years Professional which has been prescribed rather than evolved and illustrates the growing intervention of the government in the professions. This intervention has also

been evidenced through greater control over regulation, registration and inspection, aimed at making professions responsible for their actions.

In children's services in particular, the growth of multi-professional teams has brought with it further challenges to what it means to be a professional in the 21st Century as some areas have moved towards an integrated rather than separatist model of professional development. This development brings with it opportunities for further debate about the boundaries of what is professional knowledge and skills, as many new professions draw upon a range of disciplines to support their practice. However, whilst there is an increase in professional opportunities it must be acknowledged that the traditional characteristic of professions being the domain of the higher social classes has not disappeared. Following greater social mobility within the professions post Second World War, the trend has now reversed, and many professions in 21st Century Britain reflect social exclusion.

The characteristics or dimensions of the professions supports understanding of conceptualising a profession however the ontology of being a professional is more complex. It involves analysis of how the individual becomes the professional they are trained to be and how they demonstrate their professionalism. Professional socialisation can be a vital process in the development of professional identity. In order to develop a professional identity the person must experience some form of socialisation process that enables them to know 'who they are' in their particular professional role, what makes them part of a profession but also be an individual. The development of new multi-professional teams and indeed a new multi-professional worker provides new challenges here, especially as one of the important lessons emerging from research in this area is about how professional identity is shaped by how others view you. Furthermore, as new integrated ways of working develop, especially in children's services, knowledge and understanding about what constitutes 'professionalism' will be enhanced. The professionalisation of the early years workforce has much to offer to understanding about professionals, professional identity and professionalism in the twenty-first century and is the focus of the next chapter.

Chapter Five

Professionalism to Professional in the Early Years

5.1 Introduction

In the English context the introduction of EYPS signified formal recognition at a macro level about the importance of a highly qualified and trained workforce. EYPS is the embodiment of a new integrated professional that should be able to navigate across the multi-professional and multi-agency nature of the wider children's workforce in order to improve outcomes for all children. The development has not been without challenge not least because it provides a mirror to some key issues that are deeply embedded in English provision for young children and that obviate against an easy passage for workforce reform. These stem from a segregated tradition of service delivery and training, the positioning of the early years in the policy landscape and the gendered nature of the workforce (see Chapter 3). These issues have become sharpened by the orchestration of workforce reform at a macro, policy level.

This chapter is concerned with the imposition of a new graduate professional role and status in the early years which is central to wider workforce reform in children's services. It considers how a new profession develops its own practice, territory and identity as a 'new space' that arguably lies in the middle of service delivery in children's services in the early years. Whilst acknowledging that the professionalism debates are multi-dimensional and interrelated, this chapter will specifically focus on four areas which are linked by their contribution to the development of a new professional identity. The first area specifically addresses the professionalisation of the early years workforce. It will consider how the Early Years Professional challenges traditional notions of what is a profession and the contribution this makes to the debate about the new professions. Discussion will also focus on how professionalisation is challenged by low status, pay and conditions which are complicated further by the background experiences of those joining the workforce. Secondly, the challenges of workforce reform will be explored, followed by consideration of the issues relating to motherhood and the qualities attributed to childcare. The final section will focus on the qualities

specific to professionals working with children and families and in particular the early years workforce.

5.2 Professionalism and the Early Years Workforce

The growing profile of the early years and the professionalisation of the workforce is reflected in the proliferation of international literature with, increased research into issues of professional identity, professionalism and more recently in England the development of the Early Years Professional (Hevey *et al.,* 2008; McGillivray, 2008; Miller and Cable, 2008; Peeters, 2008, Urban, 2008; Simpson, 2010; Lloyd and Hallet, 2010; Jopling *et al.,* 2010). The emerging debates raise challenges that are deeply embedded in the early years that mitigate against a reform agenda and are highlighted further by the rapid policy development. An example here is the divide between education and health and social care. The literature review by Taylor and Burgess (2007) on the integration agenda, focused only on health and social care. Arguably education and the early years in particular should been included.

The professionalisation of the early years workforce and the introduction of the Early Years Professional also provides interesting insights into the development of new professions where there is increased government intervention and integration rather than segregation are vital components of the professional role. The work of Friedson (2001) on training differences between occupations and professions is useful here (Chapter 4, Appendix 4.2). The new professionals appear to bridge the technician and profession to produce a new column that of the 'New Professional' (Table 5.1).

Table 5.1 Characteristics of training by type of occupation and the 'New Professions'

	Characteristics of training by type of occupation			
Characteristics of training	**Craft**	**Technician**	**Profession**	**New Professional**
Proportion of training in school	Low	Significant	High	Combined
Teachers members of the occupation	Always	Not always	Always	Multi-professional
Primary training on the job	Always	Sometimes	Seldom	Combined
Full-time teachers	Rarely	Sometimes	Usually	Combined
Teachers do research	No	No	Yes	Sometimes
University affiliation	No	No	Yes	Sometimes

(Based on Freidson, 2001:93)

Each of the new professions have different training routes that combines both university study and practical experience to achieve professional status. The Early Years Professional has an expectation of prior graduate level study. EYPS is delivered by a range of providers including universities and private providers or a collaboration of both. Furthermore, unlike social work, nursing and teaching there are no observations as part of the practice assessment and no formal examination, rather an audited assessment based on a setting visit. It can be contended that the Early Years Professional changes the characteristics of what constitutes a profession by demanding the higher level skills of graduate study but by not restricting the training as the domain of the Universities.

EYPS also challenges other traditional norms associated with a profession. For example Gunz and Gunz (2007:853) suggest that 'the idealized model of the professional as defined by Anglo Saxon societies is of highly trained practitioners providing services…' These services must abide by the

standards and requirements of the specific profession. At present the standards of the Early Years Professional are clearly laid down by the government but there is a lack of clarity about a uniform role description. Indeed, the diversity of the settings where an Early Years Professional practices may mitigate against this. There is currently no affiliation requirement to a specific professional body. However, historically different professions only introduced membership or registration requirements as the need for more regulation and accountability became recognised.

The new professional in early years has been given 'Early Years Professional Status' which implies it can be removed as in other professions. However the systems for ensuring the regulation of this newest profession have still to be established. If it is to take its place alongside the growing number of new professions, arguably it needs to mirror the regulatory requirements that other professions working with children and families are subjected to (Cooke and Lawton, 2008). These include registration and the importance of a CPD framework. Whilst the government has not yet placed this requirement on the Early Years Professional it has made provision for a support system for the Early Years Professional, including local support groups and web support.

Another way in which the Early Years Professional challenges traditional norms of professional development is that it has been imposed by government rather than evolved. According to Cook and Lawton (2008:17) this has led to the workforce feeling a 'sense of powerlessness' that changes are being 'done to' rather than in partnership. However, it can be argued that the last few decades have seen an evolutionary process taking place which supported the emergence of a graduate workforce. It is the nature of the professional status, the lack of partnership in policy development and the initial alignment claims of equivalency with the Early Years Teacher that have been contentious. Furthermore 'entrenched professional divisions' are presenting barriers to multi professional working (Cooke and Lawton, 2008:17). A situation compounded by '...damaging differences in training routes, status, pay and conditions' between 'educators' and 'carers' of the young (Karstadt et al., 2003:27).

The graduate professional in the early years emerged from the government workforce consultation (DfES, 2005a). Miller (2008) points out that two models were suggested, one reflecting the 'Social Pedagogue' with a long tradition in many European countries (Petrie *el al*., 2003; Cameron, 2006a; Peeters, 2008; Cameron and Moss, 2011) and the 'new teacher' seen in New Zealand and Spain. The government decided to go with a new model more a kin to the 'new teacher' but without the same pay and conditions. As Moss (2008) suggested, this decision has potentially served to reinforce a divided workforce. Calder (2008:34) adds further to this in her discussion about the development of Early Childhood Studies as a recognised area of academia that encompasses a holistic approach to young children. She argued that either 'pedagogue' or 'new teacher' could have been appropriate but that the introduction of the Early Years Professional has 'made the development of a new integrated professional role particularly complex.'

This complexity is especially visible in the current differences between the Early Years Professional and the Early Years Teacher. The former attracts none of the professional 'privileges' that have been ascribed to the teaching profession, such as pay, pension rights, conditions of service and public recognition and public sector employment. Indeed, as Oberhuemer (2008:137) argued, countries with 'a split or multi-sector approaches from birth to school age' reflect a workforce challenge as those in education appear to be more valued.

Given the embryonic nature of EYPS, research into its development has emerged during the research period. It embraces a growing number of small scale studies (Hevey *et al.,* 2008; Sharpe, 2009; Hevey, 2010a; Lloyd and Hallett, 2010; Lumsden, 2010; Simpson 2010) and two research projects specifically commissioned by the CWDC into EYPS. The first was the *Evaluation of the Career Developments of Early Years Professionals (EYPs)* (Walker *et al.,* 2009). The second is a longitudinal study being conducted by The University of Wolverhampton. The first report of this study, *First National Survey of Practitioners with Early Years Professionals Status* was published in 2011 (Hadfield *et al.,* 2010). In addition the *Evaluation of the*

Graduate Leader Fund (Mathers *et al.,* 2011) reports on the wider impact of this fund and EYPS.

The evaluation into the impact of EYPS by Walker *et al.* (2009), released in January 2010, was conducted in two phases with candidates on the 'pilot' (2006) and the validation and short pathways in 2007. Telephone and face-to-face interviews were undertaken with 315 Early Years Professionals and employers in Phase One and 474 in Phase Two.

The overall findings highlighted the uniqueness of those going through the pilot phase and the two initial validation and short training pathways. In their response to the research the CWDC referred to this group as 'trailblazers' (CWDC, 2010e). The majority of those participating in this research were reflective of the sector working in a range of settings, including the private and maintained sectors, and employment areas. As would be expected the pilot and validation pathways tended to recruit those in high skilled employment roles and the short training pathway those in less senior roles. The achievement of EYPS also had a greater affect on those on the short training pathway than the other two routes.

EYPS was completed either at the suggestion of their employer or for their own professional development. Employers supported the training for three main reasons. Firstly was because the employee wanted to complete EYPS, secondly because of the directive from government and finally '... because the setting needed a professionally qualified member of staff' (Walker *et al*., 2009:7). Three key areas of role and responsibility development were noted with changes in leadership and management responsibilities and actual practice. Those on the Short Training Pathway evidenced greater personal development and there appeared to be a commitment to remain in the early years sector '...over the next three years [though] just over half interviewed were interested in moving setting' (Walker *et al*., 2009:17). The majority of these wanted to work in a children's centre. There was also concern expressed about the relationship with teaching and salary levels, the need for further support with what the Early Years Professional actually role was and future CPD support.

The second evaluation (Hadfield *et al.,* 2010) is being conducted over a three year period. The first phase took place between January and February 2010 and was reported on in January 2011. This research is using both survey methods, focusing on a survey of Early Years Professionals 'career development, needs and aspirations' (Hadfield *et al.,* 2010:5) and case studies of 30 settings. Questionnaires were returned from nearly 30% (1045) of all 'Professionals' with EYPS and the results were presented as being reflective of all aspects of the workforce, with the least skilled and experienced undertaking the Full Training Pathway. Those on the other pathways tended to be experienced with those with the highest qualifications undertaking the Validation and Short Training Pathways. Participants were generally positive about EYPS and the impact it had had on their professional and personal development, though a variety of barriers were acknowledged that ranged from resource issues to engaging parents.

The *Evaluation of the Graduate Leader Fund (*Mathers *et al.,* 2011), provides compelling evidence about the impact of EYPS. Their remit was to consider how the *Graduate Leader Fund* was influencing quality development in the PVI sector. Whilst the research covered 238 settings, only 32 settings employed an Early Years Professional - three of which had two graduates with EYPS.   The 35 Early Years Professionals had all experienced a minimum of six months with EYPS and five were also qualified teachers. Key findings in relation to EYPS included 'significant improvements' and 'added value' (Mathers *et al.,* 2011:6), in settings with an Early Years Professional. The relationship with children was key and the role of the Early Years Professionals was:

> ...defined as having three interrelated factors: leadership and skills; the EYPs position within the setting; and the extent to which the role and the remit of the EYP was defined and agreed.

> Mathers *et al.* (2011:8).

The research raised a number of issues for consideration to support the further development of EYPS. It recognised the importance of clarifying role

and remit and continual professional development. The report also suggested that the leadership role was key.

Despite the overall positive outcomes from these evaluative studies, there is concern being expressed in the literature about EYPS as a professional model. For example, the literature review and discussions with Early Years Professionals conducted by Lloyd and Hallett (2010:83-84) lead them to suggest that 'the creation of the Early Years Professional can be seen as a flawed attempt at professionalising the early years workforce.' Their rationale being that this new profession fails to meet the sociological conceptualisation of the professions and professionalism. Their synthesis of sociological debates indicates four main criteria that continue to characterised professionals and professionalism. These are:

> ... monopolisation of specific and exclusive knowledge and skills, group membership solidarity, restricting access to learning opportunities and requiring accreditation to practice
>
> Lloyd and Hallett (2010:76).

However, they fail to acknowledge that the Early Years Professional has the potential to challenge such professional elitism.

They draw on dialogues with twenty Early Years Professional candidates and argue their findings support a survey undertaken by the trade union Aspect (Willis, 2009a, cited in Lloyd and Hallett, 2010) which indicated:

> Lack of recognition of the new status and role, lack of career prospects, lack of parity with teachers, as well as scant improvements in pay and conditions after acquiring the status.
>
> Lloyd and Hallett (2010:83).

The survey undertaken by Aspect (Willis, 2009b) highlighted both a positive attitude towards the status and the potential it has, alongside concerns about pay, conditions of services, recognition, publicity and CPD. Though the latter

raised comments about the value of CPD given the pay levels of workers, the average pay of respondents reported was between eight and nine pounds per hour for a graduate. Issues of poor pay have been reinforced by other surveys. For example, Cooke and Lawton (2008:6) using figures from the DCSF (2007c) found the average pay for those in childcare setting as six pounds and eighty pence an hour. The Department for Education (2010c) in the workforce audit commissioned by the former Labour Government (1997-2010) indicated that the average wage for those in childcare settings was £7.60 (£14,829 per annum) and that staff in children's centres were earning £10.40 an hour (£20,280 per annum). The former tended to be in the private sector and the latter in the statutory sector reflecting some of the consequences of a mixed economy of provision in the early years. The low pay scales were also evidenced by Hadfield *et al.* (2011:6) who found that:

> 60 per cent of respondents earnt under £24,000 (full-time) and many earned significantly less, particularly if they worked in the PVI sector, or as chidlminders.

The challenge of pay was also reflected in the national evaluation by Walker *et al*. (2009:18). The first tranche of Early Years Professionals had not seen little change in their pay nor did they expect to. This '...led some Early Years Professionals to feel undervalued', reinforcing what Cooke and Lawton (2008) contended that pay levels in the early years sector do not reflect the level of task performed.

These salary scales compare very unfavourably to new graduate professionals in teaching who earn between £21,102 and £26,000 depending on location (Teachernet, 2009). New graduates in social work and nursing start on similar salaries. If the Early Years Professional is meant to be at graduate level then arguably they should attract the similar entry pay scales as other professions in children's services that have similar levels of training and qualification requirements. Promoting a professional status that perpetuates such levels of inequality presents considerable challenge to those at the forefront of developments.

Simpson (2010) also raises the challenges of the new professional role. Interviews with eight Early Years Professionals suggested a lack of clarity about the role and variation in how they viewed their developing professional identity. For some, especially in the private school sector, their professional identity had been positively reinforced through salary, role and public acknowledgement. For others whose work involved statutory education settings, hierarchical factors were emerging that served to undermine the development of professional identity especially in relationships with the teaching staff.

Consequently current discourse about the professionalisation of the early years workforce in England raises a number of issues about whether the Early Years Professional was the right direction. It also highlights the challenges of developing a distinct professional identity. Whilst acknowledging that the argument presented by Lloyd and Hallett (2010) holds some validity, the debate appears to be developed within a negative framework and does not appear to take account of the lessons provided by the professionalisation of former occupations, such as teaching, social work and nursing (see Chapter 4). Nor does it recognise the role that those positioning themselves as contributors to the debate have in proactively addressing the divide to help promote and shape the Early Years Professional and use the development to challenge traditional model of professions.   There is a danger of disempowering the new professionals and colluding with the 'educator' and 'carer' divide if those in positions of influence do not support and facilitate this new professional develop their new space within children's services, not just in relation to teaching.

Additionally, the rights of young children to a workforce that is well qualified, valued and paid appropriately needs recognising in the emerging debate. The development of the Early Years Professional is not just about the workforce, it is also about recognising the rights of children who are not always able to verbalise their needs and seem to be have become invisible in recent debates. As Karstadt *et al.* (2003) appropriately contend, adults have an important position in children's learning and development, arguable

children's current invisibility may be because those in the field make the assumption that children's need are implicit in debates.

Whatever direction the government had taken (new teacher or social pedagogue) a critique would have developed. However, current challenges to the introduction of the Early Years Professional continue to reflect concerns expressed over a decade ago about the need to proactively address workforce issues, especially the 'issues of pay and conditions' (Abbott and Hevey, 2001:181). Debates at this time also considered the challenges of a multi-disciplinary approach to workforce reform, not least because of different professional traditions, language and relationships with service users. Karstadt *et al.* (2003:26) argued convincingly that the role of the early years workforce needed to be broader recognising the interdisciplinary nature of the knowledge needed and 'the importance of all early years professionals working together.'   Working together also highlights issues of power- who is the owner of what knowledge and whose knowledge is more important- these are important issues in debates about the traditional professions as they serve to support their elitist position (IIllich, 1977) and present barriers to multi-professional working.

Debates about the development of professionalism in the early years provide greater insight into the issues raised by Illich (1977). For example discussion at the start of the twenty first century considered a 'new teacher' who would cover 0-6, a viewpoint criticised:

>...for endangering the unique status of early childhood teachers in the UK who are technically qualified to work across, and hence influence, the wider primary phase of education.

>Abbott and Hevey (2001:180).

This critique raised issues about the tensions between developments in the early years and teaching which have actually materialised. Arguments have been presented suggesting that the Early Years Professional is teaching on the cheap and may lead to job losses (National Campaign for Real Nursery

Education, 2007; National Union of Teachers (NUT), 2009). Arguably the initial alignment by the CWDC (2006a) of EYPS being broadly equivalent to qualified teacher status (QTS) was misjudged. However, it has been an effective way to gauge issues of power of the established professions as discussed by Illich (1977). Perhaps they should have presented the real strengths of the new professional as a multi professional worker that potentially bridged services for young children in keeping with the spirit of multi-agency working apparent in government documents such as the *Every Child Matters* agenda of the former Labour Government (1997-2010) and the more recent Allen review (2011) on early intervention .

It is important to note here that the challenge for the 'new professional' in early years and the wider children's workforce is to learn from the past. The traditional view of a professional having a distinct body of knowledge (Chapter 4) is challenged by the development of the Early Years Professional especially as no one professional in children's services has the whole picture and the needs of children and families are often more effectively met from a multi-professional perspective in partnership with those they are working with. In other words, the needs of families and children dictate an integrated rather than segregated professional approach. However the interdisciplinary nature of the knowledge needed raises further issues around training, qualifications and entry routes.

5.3 Professionalism and Workforce Reform

Despite the rapid policy development in the early years since 1997 actually embedding the structures for workforce reform is an immense challenge - there is no 'quick fix'. Change is required at all levels of the ecological system and evidence supporting the impact of workforce reform on outcomes will take years to accumulate. It can also be argued that the rapid changes post 1997 in training routes and qualifications has presented challenges for the workforce, firstly as it grappled with the concept of training and regulatory requirements and secondly with shifting goal posts. The introduction of early years foundation degrees in 2001 with sector endorsement leading to a new senior practitioner status was welcomed by the early years community. It had a positive impact on personal and professional

development and the desire to seek further training (Lumsden, 2008; Miller, 2008; Miller and Cable, 2008). However, just as early years workers were beginning to be awarded the senior practitioner status (Level 5) it was superseded in 2006 by the introduction of EYPS (Level 6) and the foundation degree was repositioned as a vehicle to support this development.

Workforce reform is not as simple as just providing training. If discussion considers those joining the workforce from school, there are some historical and contemporary workforce challenges illuminated. Gender, class and academic ability have received very little attention from researchers but are vital in understanding the immense challenges posed by workforce reform (Colley, 2006; Vincent and Braun, 2010). Colley (2006), building on research into vocational education and training (Colley *et al.,* 2003) considered the 'vocational habitus' of how nursery nurses learn to manage their emotions during initial training up to Level 3. Her concern was with '…the combination of idealised and realised dispositions to which students must orient themselves in order to become "the right person for the job"' (Colley, 2006: 25). Research was undertaken on one cohort and their tutors of a Council for Awards in Care, Health and Education (CACHE) Diploma course over a two year period. Her findings reflected the gendered nature of the workforce, class issues, attracting 'working class girls' the subordination of this role to teaching and health and poor pay.

Background issues also figured highly in the work of Vincent and Braun (2010), who researched students undertaking Level 2 and 3 childcare courses at two further education colleges with different catchment areas. It is important to note here that the term 'childcare' rather than 'early years' was used because it was the term used by the respondents. Arguably this term reinforces that initial engagement with this area of work positions students in caring roles. Indeed, the concern for Vincent and Braun (2010) was with how students responded to the challenge of managing their emotions to be able to 'care' and with how their learning environment supported:

> ...students who had often operated at the margins of their schools… to reinvent themselves as mature and responsible learners both in their placements and at college… the extent to which students can be understood as having *chosen* childcare.

Vincent and Braun (2010:205).

Their findings, indicate students who had been directed to a childcare pathway through school, their family or by being responsible for caring for younger family members. They sadly reported a commonality among students of 'dismissal by the compulsory schooling system as, at worst, outright failures, and at best, barely adequate performers' (Vincent and Braun, 2010:212). However those that finished the courses reported reinventing themselves and becoming 'competent learners, and mature, caring, responsible young people.' They conclude their work by stating:

> By choosing childcare, the young women can find a resolution without tension. They can make choices, act as agents taking control and constructing their own biographies but they do so in a way that does not take them outside what seems possible and acceptable for them. Childcare is for them both a site of agency and a site of boundaries.

Vincent and Braun (2010:212).

In this lies some of the clues for a lack of activism on behalf of the habitus of early years for the continued apparent perceived lack of desire to formalise challenge to the deep connection between pay and employment that involves caring. This lack of activism is compounded further by the different routes into childcare, from school or after having children (Abbott and Hevey, 2001) and by the conclusions drawn by Colley (2006) that the nature the CACHE Diploma has become narrow based on skills and competency - which prevents deeper discussion and serves to '…reproduce docile subjectivities and uncomplaining caregiving. Most young women today find themselves caught up in a disempowering paradox' (Colley, 2006:27). By choosing to work with children stereotyping and discrimination continue to prevail.

Furthermore, employment in a range of settings, predominantly in the PVI sector, is hard work. For those in non-managerial roles it involves all their working hours being spent directly with the children (DfE, 2010c). Therefore it can be contended that this mitigates against the workforce actually coming together to discuss and support each other in their roles. This situation reinforces the challenge of change from the bottom up and resonates with the arguments presented over thirty years ago by Freire (1993:12) about 'the culture of silence.' He contended that 'ignorance and lethargy' resulted from 'economic, social and political domination.' The impact of 'paternalism' countered against challenge. He continues:

> As long as the oppressed remain unaware of the causes of their condition, they fatalistically 'accept' their exploitation. Further, they are apt to react in a passive and alienated manner when confronted with the necessity to struggle for their freedom and self affirmation.

Freire (1993:46).

His work provides a further lens in which to consider the immense challenges of change in the early years. The sector clearly reflects all the elements associated with low social and economic status. However, the workforce has a real commitment and love of their work and for many their motivation is fuelled by the '...sense of reward of helping children' (Cooke and Lawson, 2009:16). For some this experience is empowering, especially if they have faced oppression in their previous educational histories (Vincent and Braun, 2010). As Vincent and Braun (2010) contend, it is not always easy for this group to be critical of an area of work that has empowered them. Therefore policy makers can actually alienate the workforce if they are not '...reflective participants in the act of liberation' (Freire, 1993:47). However, creating reflective practitioners is central to workforce development and current reforms do not have to be accepted passively. Students and those responsible for their training

> ...can be active agents with the power to enable early years practitioners to harness their own agency and thus develop a sense of professional identity.

Miller (2008:260).

Whilst acknowledging the need to 'harness their own agency' and for 'reflective participants', the work of Colley (2006) provides further evidence about how this goal is potentially mitigated against by a performativity agenda. There is emerging evidence that performativity indicators are impacting on all areas of post sixteen education (Lumsden *et al.,* 2010). Thus for those delivering Early Childhood Studies and foundation degrees in early years in Higher Education, there is need to reflect on how the transition to higher level study is managed to take account of previous educational histories and work experience. If practitioners and the Early Years Professional are going to be able to 'harness their own agency' and be 'reflective participants' who are able to challenge a performativity based agenda they will need to engage in:

> ...education and training that goes beyond the demonstration of technical competence to provide opportunity for critical reflection and consciousness raising will enable practitioners to assess how they are positioned and the ways in which they might actively reposition themselves in competing and alternative discourses of professionalism.

> Osgood (2006c:11).

If the discourses of professionalism are explored further, it is evident that this is a complex and challenging terrain. Debates previously discussed, have embraced the professionalisation of the workforce in relation to the benefits for children, families and the wider society and there is no doubt that issues around the quality of ECEC provision needed addressing. However, alongside these debates is the challenge to a predominantly female workforce of a performivity agenda imposed from above. Osgood (2006a; 2006b; 2006c; 2009) contributes effectively to the debate. Her main concerns focus on how a gendered workforce, disempowered through status, pay conditions of service and compounded by the mixed economy of provision, continue to be disempowered by a professionalisation agenda. She contends that the professionalisation agenda needs to promote the development of '...assertive, self-assured and wise ECEC professionals who can challenge the status quo of low pay, poor working conditions and lack of respect...'

(Osgood, 2006c:12). Thus offering opportunities to develop and challenge the growing debates in this area. However, as the professionalisation of the workforce moves towards incorporating a specific professional role to lead and support practice further, challenges are emerging that serve to reinforce a disempowering discourse.

The professional role of those with EYPS, unlike other professions, is not validated through the professional name which identifies the specific professional to the general public and other professionals. The Aspect Survey (Willen, 2009b) completed by three hundred respondents found over sixty different names ascribed to Early Years Professionals and huge variation in roles being undertaken. This concurs with the roles of the respondents in Simpson's study (2010) and supports McGillvray (2008) who considers the 'multiplicity' of titles, roles and responsibility in the early years that impacts on professional identity. Drawing on the work of Tucker (2004) she used discourse analysis to consider what is professional identity in the early years and suggested that 'multiplicity' evident in early years fuels uncertainty about what is the identity of the early years. Arguably this situation could be compounded by the imposition of the Early Years Professional, especially when current debates highlight that the actual title is not necessarily being used in practice (Willis, 2009b; Hadfield *et al*., 2010; Lloyd and Hallett 2010; Simpson, 2010).

Other important factors involved in this 'evolution' of professionalism have been the growing link between economics, early intervention and 'quality' early years provision for later outcomes (see Chapter 3). These have resulted in workforce reform developing a central position. However, this positioning has highlighted the challenges for new professional areas in developing a qualifications framework that mirror the requirements of entry into the traditional professions. To develop a 'world class workforce' in early years, as the former Labour Government advocated, is not as simple as imposing graduate status, it is far more complex and needs to take account of the historical divides in provision and the low status, training levels and gendered nature of the workforce. Indeed, Cook and Lawton (2008:6) presents some uncomfortable points around the criticality of early years

services in 'delivering both economic prosperity and social justice' for young children. The early years is seen as a prime player in eradicating poverty, yet it is an area itself that reinforces poverty through low pay. The challenge of upskilling the workforce is all the greater when they can see no financial rewards for their efforts. Pay levels and training serve to reinforce the positioning of this area yet policy explicitly locates this area as providing the answers for addressing these issues (Osgood, 2011).

If training is specifically considered, it has only figured in the political agenda since the latter half of the 1990's. At this time very few practitioners held qualifications (Hevey and Curtis, 1996) a situation reinforced by the first workforce survey in 1998. Discussion has shown that the reasons for training are intertwined and were also impacted on by a need to rapidly increase the workforce to meet the demand for childcare as women's working patterns changed (Miller, 2008). Arguably the workforce itself presented barriers to accessing training. For example, Penn and Quail (1997:39) found that the predominantly female workforce believed that being mothers or their experience as carers '...was as least important, if not more important, than training.' These entrenched ideas may account in some part for the initial reticence to complete National Vocational Qualifications in childcare introduced in 1992. Developments in workforce reform are becoming well charted (Abbott and Hevey, 2001, Miller, 2008, DfE, 2010c; Hevey, 2010) reflecting the growing changes as a result of government intervention and it is important to recognised that shifts are beginning to emerge in the qualifications and training levels of the early years workforce.

If the target, set by the former Labour Government, is considered (at least one Early Years Professional in every full time setting by 2015), the *Childcare and Early Years Providers Survey 2009* (DfE, 2010c), indicates that overall only 22% of non local authority provision had met the criteria. Furthermore, the target of two graduates in the most deprived areas by 2010 fell far behind with only four percent of settings having achieved this. By 2011 there were over 7,000 with EYPS (CWDC, 2011c); however, not all of these are employed as an Early Years Professional.

5.4 Professionalism and Motherhood the Caring Ethos

The gendered nature of this particular area of the workforce illuminates wider issues concerning the professionalisation of the early years. David (2007:144) argued that motherhood has been seen as instinctive and '…this assumption has been extrapolated to mean that early childhood practitioners can do their job instinctively too'. This notion has been endemic in early years and mitigated against the professionalisation of the workforce. Furthermore:

> The 'myth of motherhood' is so pervasive that it is widely assumed that all you need is love and that the experience of being a mother yourself is sufficient to equip anyone (or at least any female) to work with children.

> Hevey (2009:191).

She goes on to argue that if early years continues to be seen as an area where women are seen as 'genetically predisposed and instinctively pre-programmed' (Hevey, 2009:192) then the positioning of this area of work will continue to be low status and children will fail to have their needs met through an appropriately trained and qualified workforce.

This deep embedding of the relationship between women's work and motherhood continues to be a barrier to women's achievements, in spite of it being over thirty years since the Sex Discrimination Act 1975. Medicine provides an interesting example here. Gatrell (2008:2) argued that medicine attracts 'some of the brightest and most privileged young women in contemporary society', indeed women's entry to medicine now outweighs men's by a 'ratio of 60:40', yet her work with student doctors found that right from the start of their training they are guided to consider becoming a GP rather than other areas of medicine as it is seen as more conducive to motherhood.

Why is this relevant to early years? One reason is that medicine and early years can been seen at two ends of a continuum - medicine being high status, high paid and highly qualified and early years traditionally the

absolute opposite. What unifies the women in both areas is the relation with motherhood which has an impact on opportunities. Early years contributes another complicated dimension to discussions because the workforce is dominated by women. The different employment roles, whether as a practitioner or manager, are filled by women and therefore the discrimination and barriers seen in other areas of work where men are more visible are not present. While it can be contended that feminism provides an appropriate framework for understanding this area of employment, there is little evidence of those working in the early years embracing a feminist discourse (Manning-Morton, 2006).

Osgood's (2006a) critique of the former Labour Governments early years policy adds to the debate:

> Just as the young child is created as a saviour of future generations and national economic prosperity, the role of the ECEC professional is equally clear…to ensure that the young generation are taught 'correct' values; so maternal employment is feasible; and so that citizenship rests upon credentialism, technical competence and economic activity.
>
> Osgood (2006a:2).

So, the early years professional (who has low status, pay) is given the hugely important task of being responsible for producing future generations. The value of this role is further highlighted in monetary terms by the New Economic Foundation (Lawlor *et al.,* 2009). Their critique of the economic situation in light of the bonuses being paid to bankers led them to consider the value of six different professions in England and the contribution they make to the wider society. They claim that working with children is very important for families and society and:

> For every £1 they are paid, childcare workers generate between £7 and £9.50 worth of benefits to society [and] while collecting salaries of between £500,000 and £10 million, leading City bankers destroy £7 of social value for every pound in value they generate.
>
> Lawlor *et al.* (2009:3).

A further complicating factor that has impacted on the professionalisation of the workforce is that early years practitioners 'often express a 'passion' for their role and for children which is perhaps difficult for those in other phases of education to understand' (Moyles, 2001:87). ECEC demands that the ability to support learning is 'characterised by an ethic of care,' (Osgood, 2006b:190) and is an area of provision where quality and 'passion' are uniquely combined. It is argued that the cultural embodiment of 'care' being 'women's work' mitigates against men joining the workforce. There is 'a longstanding cultural unease about male carers' Cameron (2006b:69), a viewpoint reinforced by Jones (2003). This situation can lead to men who do work in the early years, being viewed negatively by their peers (Jones, 2003, Cameron, 2006b; Rolfe, 2007). Pay is also an issue and Rolfe (2007) concludes that there is little evidence to suggest that the gender imbalance will be changed unless this is addressed. Indeed, about three percent of the European childcare workforce is male (Peeters, 2007) and careers advice does little to address this. Young people appear to be directed to careers based on gender (Rolfe, 2007; Vandenbroeck and Peeters, 2008).

5.5 Profession Identity in the Early Years

Early Years Professional Status is in an embryonic stage of developing an identity of its own. Those involved in the initial training phases were employed in various roles, including managers, teachers, advisers and nursery nurse and therefore already had a sense of identity. In other words they are members of a community of practice (Wenger, 1998). Becoming an Early Years Professional and developing a new professional identity within a new community of practice presents challenges compounded by the nebulous nature of the role. However, as the number of Early Years Professionals grows, so should understanding of the role.

One way in which understanding of the habitus of this new community of practice will be supported is through reflection - a vital ingredient of practice for those working with children and families (Fook and Gardner, 2007; Reed and Canning, 2010). Reflection on how the Early Years Professional is being embedded in the early years workforce will contribute to this process at all levels of the *Macro, Exo and Microsystems* and information will be pondered

overtime about its impact (*Chronosystem*). To support this process there needs to be identification of what was known at the outset of the research period about the Early Years Professional.

The Johari Window of personal self reflection (Thompson, 2009) offers one way of understanding the initial positioning of this new identity development. As a reflective tool it accommodates the *Chronosystem* of the theoretical framework. The model has fours area, open, blind, hidden and unknown, the contents of which are affected by what it is 'known to self and others', 'known to others and not self' and 'not known to anyone'. The aim is that the process of reflection will lead to the contents of what is known to everyone increasing and the others decreasing, though there will always be unknown areas. If this model is applied to the Early Years Professional the areas impacting on the development of professional identity and the new community of practice are more easily identifiable. It becomes evident that some components of the identity were known to the professional themselves, some components which influence the development were known to others and some were not known at all at the outset of the research (Table 5.2).

Table 5.2   Early Years Professional Window

	Known to Self	**Not Known to Self**
Known to Others	EYP Standards Training Routes Training Providers Qualities, skills, values, ethics and attributes to work in early years Pay and working conditions Status Views of some colleagues Lack of publicity Targets Positive personal and professional impact	Current policy discussions and development of the role Future policy direction Views of Stakeholders Views of some colleagues Potential of role to impact on outcomes for all children Future targets How the Transformation fund and graduate leadership fund is being used in specific settings Future funding
Not Known to Others	Reasons for undertaking EYPS Reasons for undertaking higher education Lack of knowledge about the role and its potential Personal values and ethics	Impact of time Collective professional identity Collective and individual role descriptors How the role embraces being a multi professional worker into its identity Policy development/changes Long term impact on quality Relationship with other professionals in children's services Positioning of EYP in the early years sector (Private/public divide) Sustainability

Based on The Johari Window (Thompson, 2009).

The ingredients that distinguish the Early Years Professional are contentious and core to this specific research. However, the nature of the role, including working with colleagues, other professionals, children and their families and drawing on inter-disciplinary knowledge, means that these 'ingredients' have commonality with others working in the human services. These 'common' areas have been identified through the introduction of the *Common Core of Skills and Knowledge* (DfES, 2005) for those working in children's services- skills that can be learnt and/or developed Thompson (2009). The difference

stems from how they are reflected and enacted in different occupational and professional roles.

5.6 Conclusion

This chapter has been concerned with the professionalisation of the early years that has led to the imposition of a new professional role and status. It has argued that this development has not happened in isolation - it is a part of a much wider agenda to improve outcomes for all children (*Macrosystem)*. One of the challenges is in identifying what is different about this new profession and it is this that presents the rationale for this research. By considering what is already known about the Early Years Professional it is possible to begin to locate it within its own 'community of practice'. There has been emerging evidence through the research period about the positive impact EYPS is having on the workforce and in terms of outcomes for children. However, the development of a new 'community of practice' is being impacted upon by a range of factors including the continued low pay and status of this work, linked to a gendered workforce and the traditional connection between ECEC and mothering.

Through considering what is already known about the Early Years Professional status and role, it is possible to develop a base line understanding of when EYPS was introduced. This enables the evolution of this new professional identity to be made explicit *(Chronosystem).* The next chapter present the research methodology and methods of this research

Chapter Six

Methodology

6.1 Introduction

The range of routes to achieving EYPS and the backgrounds of those being researched is multi-dimensional, multi layered and evolving. This new professional role is affected by differing factors, including the setting in which the professional practices, government directives and time. It is a role that that has been imposed rather than grown organically. Therefore, the research design needed to be sensitive to these complexities and to offer a degree of flexibility, thus favouring a mixed methods approach in which adjustments could be made at each research phase. This chapter begins with a statement research aims and objectives. This will be followed of mixed methods as a research methodology and the rationale for using a mixed methodological approach. The specific research design is then presented. Issues of reliability, validity, generalisation and triangulation are integrated in the discussion as appropriate.

6.2 Aims and Objectives

The overarching aim of this research was to explore the development of professional identity through a critique of the concept, implementation and impact of Early Years Professional Status as a new professional role and status.

A number of research objectives were identified:

1. To explore the separatist versus integrated models of professional identity.

2. To interrogate and critique the concept of Early Years Professional Status in relation to wider policy and professional roles, including international comparisons.

3. To analyse the impact of achieving Early Years Professional Status on candidates' roles and practice and on perceptions of their professional identity.

4. To critically evaluate the success and limitations of the Early Years Professional Status model for developing a profession (as opposed merely to professional development) and to assess the potential implications for future policy and practice.

6.3 Research Methodology

The unique nature of the implementation of EYPS required a methodological stance that supported flexible, sensitive and responsive methods. This section discusses the methodology underpinning the research design and methods. It also provides the rationale for employing 'mixed methods' using both qualitative (interviews and focus groups) and quantitative (questionnaires) research methods (Punch, 2005; Silverman, 2006; Alexander *et al*., 2008; Bergman, 2008; Creswell and Plano Clark, 2011*)*. This eclectic research approach has historical currency in educational and social research. Contemporary debates over the research period are concerned with establishing mixed methods as a research paradigm in its own right (Burke Johnson, Onwuegbuzie, and Turner, 2007; Alexander, *et al.,* 2008; Tashakkori and Teddlie, 2010; Creswell and Plano Clark, 2011).

The mixed methods paradigm has grown from philosophical debates and subsequent 'paradigm wars' between quantitative (aimed at large scale data from which generalisations can be made) and qualitative research methods (where the focus is on smaller samples and in-depth interviews). Debates amongst other things have concerned themselves with epistemology-understanding the nature of knowledge and the nature of reality (Burke Johnson and Onwuegbuzie, 2004; Burke Johnson *et al.*, 2007; Plano Clark and Creswell, 2008). It is argued that:

> Mixed methods research is, generally speaking, an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research).

> Burke Johnson *et al.* (2007:113).

The distinction between 'mixed methods' research as a distinct paradigm and the use of mixed methods in the specific ways in which the data are gathered, must be acknowledged. If 'mixed methods' is to be a new paradigm it needs to be seen as more than asking questions in a different way, rather it needs to offer a new way to view the world (Morgan, 2007). Mixed methods offers a paradigm to improve knowledge and understanding of a complex world (Morgan, 2007). This view is shared by many researchers in the field (Tashakkori and Teddlie, 1998; Burke Johnson and Onwuegbuzie, 2004; Burke Johnson, *et al.,* 2007; Creswell and Tashakkori, 2007a; Tashakkori and Teddlie, 2010; Creswell and Plano Clark, 2011).

According to Denscombe (2008:271) the 'mixed methods' research paradigm can be '...sufficiently flexible, permeable, and multilayered to reflect the reality of social research in the 21st century.' Additionally, Burke Johnson *et al.* (2007) contended that mixed methodological research allows pragmatism to be applied by researchers. Tashakkori and Teddlie (2010) add further to this by suggesting that one of the general characteristics of mixed methods research is 'methodological eclecticism.' They define this as:

> ...selecting and synergistically integrating the most appropriate techniques from a myriad of QUAL, QUAN and mixed methods to cancel out respective weaknesses of one or other [the researcher] selects the best techniques to answer the research questions that frequently evolve as the study unfolds.

> Tashakkori and Teddlie (2010:8).

A number of researchers (Greene, 2008; Creswell and Tashakkori, 2007b; Morgan, 2007; Creswell and Plano Clark, 2011) have expanded the discourse about the mixed methods paradigm and the research methods used. Morgan (2007) has identified four main ways in which paradigms are used in the

social sciences - world views, epistemological stances, shared beliefs and research models. He suggested that the research paradigm chosen can influence both the research approach and the questions asked. Similarly, Greene (2008) focuses on research paradigms and explores the relevance of 'mixed methods' developing a paradigm specific discourse that incorporates quantitative and qualitative philosophical underpinnings. It is suggested there are two areas that need addressing by researchers, understanding paradigm considerations that influence methodological choices (Morgan, 2007) and the importance of the alternative paradigm.

Creswell and Tashakkori (2007b) have also contributed to the debate by suggesting that there are four distinct perspectives emerging, a 'Methods Perspective' which focuses on how the research is collected and analysed; a 'Methodological Perspective', concerned with mixed methods being seen as distinct methodology embracing all aspects of the research process. Thirdly is the 'Paradigm Perspective' purporting that philosophical debates are more important than actual methods used. Finally the 'Practice Perspective' where researchers advocate mixed methods as offering appropriate procedures to undertake practice-based practical research.

Two other areas raised by Greene (2008) are 'Guidelines for Practice', concerned with the practicalities of undertaking a mixed methodology and 'Socio-political Commitments'. These domains reflect the complex issues of what underpins the research in relation to who and what it is for, as she suggests:

> A mixed methods way of thinking is an orientation toward social inquiry that actively invites us to participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished.

> Greene (2008: 20).

The spirit of this quote is reflected in this research. It considers the new professional role and status through the multiple lenses of participants by

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using quantitative and qualitative methods with both Early Years Professionals and stakeholders.

Greene (2008) argued that research models that are specific to 'mixed methods' are undergoing considerable development as the search for what constitutes mixed methods methodology is pursued. For her mixed methodology is concerned with:

> … inquiry purposes and questions, broad inquiry designs, sampling logics, analysis options, criteria of quality for both methodology and inference, and defensible forms of writing and reporting.
>
> Greene (2008:9).

In short, it is about what methods should be mixed, how they should be analysed and how the findings are written up.

Rather than looking for a specific framework, any mixed methods methodology 'should be itself multiplistic, iterative, interactive and dynamic' (Greene, 2008:17). An example here is the work of Morse (1991) whose research into triangulation approaches in nursing has '…had a lasting impact on the field' (Plano Clark and Creswell, 2008:149). The notation developed by Morse, is concerned with the relationship between qualitative and quantitative methods, which one is more dominant at a particular time, whether they are conducted sequentially or concurrently and what is the relationship between them. In other words, does the quantitative strand have greater weighting to the qualitative strand or are they equal?

In fact, the legacy of his work has continued to influence developments in mixed methods during the research period and is evident in the work of Creswell and Plano Clark (2011). They suggest that '…there are four key decisions involved in choosing an appropriate mixed methods design to use in a study' (Creswell and Plano Clark, 2011:64).   Firstly, how the qualitative and quantitative strands of the research interact with each other, secondly how they are prioritised, thirdly timing and finally how they are mixed. Therefore the mixed methods study requires careful consideration to be given

to the research design as this dictates how the quantitative and qualitative data is generated and how the findings are analysed. For example, if the design is sequential either the quantitative methods support the development of the research questions for the qualitative research methods or vice versa. If the research design reflects concurrent data collection the as the title suggests quantitative and qualitative data are gathered simultaneously (Creswell, 2009).

More recently Creswell and Plano Clark (2011) have put forward six main mixed methods research designs:

> ...the convergent parallel design, the explanatory sequential design, the exploratory sequential design...the embedded design...the transformative design and the multiphase design.

> Creswell and Plano Clark (2011:69).

Alongside actually deciding on the appropriate framework to support the research Creswell and Plano Clark (2011) reinforce the importance of presenting the mixed methods research design visually.

One way in which these decisions can support a mixed methods study is by embracing a case study approach. Case studies are an established research approach within educational and social research (Miles and Huberman, 1994; Yin, 1994; Grix, 2004; Stake, 2005; May and Perry, 2011). Case studies fit well within a mixed methods approach and the contextualised paradigm of ecological theory (Creswell, 2007). While they are widely used by researchers, there is considerable debate about what a case study actually entails and whether it has just become a term that embraces everything (Platt, 2007, Stake; 2005; Creswell 2007; Willis 2007, May and Perry, 2011). However, they can positively support '...a full rich understanding *(versteben)* of the context they are studying' (Willis, 2007:239). Though, as Miles and Huberman (1994) stress, it is important to define the boundaries of the case and the context in which it is taking place. The overarching case may also have other cases embedded in it which '...offer the researcher an even

deeper understanding of processes and outcomes…' (Miles and Huberman, 1994:26).

In order to attain this richer, deeper engagement with the bounded case, mixed methods afford the researcher with the opportunity to employ a range of quantitative and qualitative research methods. Broadly questionnaires provide the opportunity to gather survey data and support general understanding of the area being studied (Plana Clark and Creswell, 2008; May and Sutton, 2011). They can be conducted in a range of ways including in person, on the phone, postal or on the internet. They also embrace a range of question types from closed to open and can employ scales such as a *Likert* scale (Drew *et al.,* 2008; May 2011).

Individual or group interviews allow for greater in-depth understanding. As May (2011:131) states: 'Interviews yield rich insights into people's biographies, experiences, opinions, values, aspirations, attitudes and feelings.' He continues to consider the range of interviews from fully structured to unstructured. The challenges of interviewing cannot be underestimated, nor the analysis processes (Creswell, 2007; Drew *et al.,* 2008; May, 2011). They can be, for example, face-to face or conducted on the telephone. Interviews can be with individuals or groups. Focus groups are one method of group interviews and provide opportunities to gather data that is generated through the interactions of the participants (Krueger, 1998; May, 2011). They afford the opportunity for participants to discuss particular subjects and as Krueger (1998:6) suggested they '…encourage interaction among the respondents and allow people to change their opinion after discussion with others.'

Regardless of which methods are employed attention must be given to addressing sampling, ethical issues and the analysis process (Miles and Huberman, 1994; Krueger, 1998; Creswell and Plano Clark, 2011). Furthermore, the time required to address these issues cannot be underestimated, especially in a mixed methods study which demands both a quantitative and qualitative skill base. It is also essential that there is a pilot phase embedded to ensure the questions being asked, regardless of methods

are clear and misinterpretation minimised (Drew *et al.,* 2008; May, 2011). This takes on more importance in mixed methods when the methods are being drawn from different paradigms. Furthermore, mixed methods also require very clear reflection on how to address the ethical issues of the different strands of research. As May (2011:277) contends: '...ethics are fundamental for maintaining the integrity of the research as a whole...' Indeed, protecting the anonymity of participants regardless of the method employed is vital, as is ensuring that 'in the interpretation of data, researchers need to provide an accurate account of the information' (Creswell, 2009:91).

Ethical considerations therefore run through the whole of the research including the presentation of the findings and analysis phase (Creswell, 2009). In mixed methods analysing the findings draws on both quantitative and qualitative methods (Creswell and Plano Clark, 2011) and ensuring that both strands are presented accurately is vital. Whilst statistical computer packages have been widely used in quantitative research, more recently packages such as NVivo (Brazely, 2007; Creswell, 2007) have become more widely used by qualitative researchers. However, regardless of tools used, coding is a vital stage in the process (Saldana, 2009), as is the decision about when the 'mixing' of the different research strands occurs. Creswell and Plano Clark (2011) identify four different integration strategies that can be applied. Firstly is at the point of interpretation, secondly during analysis, thirdly during the data collection and finally at the design stage.

In summary, mixed methods is a developing area offering an alternative to the traditional research paradigms. It provides the opportunity to gain richer insights into particular situations by engaging with both quantitative and qualitative methods – collective perspectives being enhanced by individual experiences. Furthermore, reliability and validity are supported by the integration of the findings. The opportunity provided by mixed methods has much to commend it to this specific research project.

6.4 Rationale for Mixed Methods

Adopting a mixed methods research approach allows for statistical data gathered supported by detailed understanding of the multi-dimensional lived experiences of those being researched. This links into the underpinning theoretical framework of Bioecological Theory of Human Development (Bronfenbrenner 1979; 1992; Bronfenbrenner and Evans, 2000; Bronfenbrenner, 2005) which exposes the interconnectedness of different systems and the individual experiences within them.

This research conceptualises Bronfenbrenner's Bioecological Theory of Human Development with those who are developing as Early Years Professionals as the central focus rather than the child. It supports a multi-dimensional, contextualised perspective of development that fits within a mixed methods research paradigm. Mixed methods embraces an ontological stance where reality is multi-dimensional and that the research participants are providing insights into what is known at the particular time periods when data was gathered. If a quantitative paradigm only was adopted the individual lessons from the micro and meso experience would not be heard. It would also prevent the opportunity to undertake deeper analysis that supports understanding of how professional identity develops and specific insight into the development of an integrated rather than separatist professional.

Using mixed methods also made visible the experiences of a particular gendered group by providing a structured framework from which to illuminate this complex area at both individual and collective levels and allowed comparisons to national evaluative research.

6. 5   Methods

The primary focus of the study was the development of a new profession located in the early years - the Early Years Professional with EYPS. Quantitative and qualitative methods of data collection were used to gather data from four interlinked groups. Individual case studies were embedded within the overarching case to support a richer and deeper understanding. They also supported the reliability and validity of the research and triangulation. Appendix 6.1 provides an overview of the research design.

6.5.1 Research Sample

The research sample reflected both purposive and convenient sampling (Creswell, 2007; Drew *et al.,* 2008; Creswell, 2011). It comprised of those completing EYPS with one training provider in 2006 or 2007 and stakeholders from the wider early years community. The challenge of this type of sampling being unrepresentative of the total population of those completing EYPS during this period is mitigated against by the fact that the provider recruited candidates from nine different local authorities and included areas of deprivation, rural areas, cities and counties. Furthermore, the stakeholders were drawn from both local and national organisations.

The EYPS population also included three groups; the First Group who started the 'pilot phase' of EYPS in Autumn 2006, the Main Sample started the Validation Pathway or one of three other training pathways in January or September 2007. To support richer understanding of the emerging new professional a focus group was conducted with Early Years Professionals who had completed EYPS in the initial phases. Therefore, the sample embraced those who were already highly skilled to those who had no prior experience. This was representative of the backgrounds completing EYPS with all training providers in England. One of the strengths of this was the wide range of perspectives that could be gathered. However, as candidates had the choice to complete questionnaires a potential challenge was that not all pathways would be represented.

The stakeholders were identified during the research process from the steering group supporting the programme, settings working in partnership with the university, children's services and a national early years network group. The participants included senior advisory staff with responsibility for Early Years Professionals in their authorities; senior staff from other professional groups involved in multi-agency work with early years settings; reception teachers; headteachers and children's centre managers. Questionnaires and interviews (selected for those who indicated agreement to be interviewed on the questionnaire) were conducted in Phase One (2008) and Phase Two (2009) (Table 6.1). Phase Two also included a focus group

which provided a space for discussion about how others viewed the new professional.

Table 6.1 Individual Case Studies

Case	Method
First Group	Survey data collection after completion of EYPS (January 2007) and a year later (January 2008).
	Telephone interviews a year after the award of EYPS (January 2008).
Main Sample	Survey data gathered in three phases at the start of their pathway training (January 2007 or September 2007), after completion of EYPS (April 2007-January 2009) and a year later (April 2008- January 2010).
	Phase One telephone interviews (after the competition of EYPS). Participants self selected into the interviews. Phase Two telephone interviews (one year after the award of EYPS) drawn from those who completed Phase One interviews.
Focus Group	Undertaken in 2009 with Early Years Professionals who had undertaken EYPS in 2006 and 2007.
Stakeholders	Survey data collection in two phases, 2008 and 2009.
	Phase One telephone interviews in 2008 Phase Two telephone interviews in 2009.
Focus Group	Undertaken with stakeholders in 2009

This mixed method approach and the inclusion of both those with EYPS and stakeholders in the research supported triangulation of the data and enhance the reliability and validity of the findings (Blor and Wood, 2006; Alexander *et al*., 2008; Drew *et al.,* 2008).

6.5.2 Research Methods

As outlined earlier, this research aimed to explore the concept of professional identity through a critique of the concept, implementation and impact of Early Years Professional Status as a new professional model. In order to address this, a number of objectives were developed and are presented in Table 6.2 as questions with the specific methods used (Tashakkori and Creswell, 2007).

Table 6.2 Research Questions and Methods

Research Questions	Methods
1. **What are the similarities and differences between integrated and separatist models of professional identity**	Relevant literature reviewed (macro level) In-depth telephone interviews (micro level)
2. **How does EYPS fit with wider policy and professional roles, including internationally**	Policy documents and relevant literature (macro level). In-depth telephone interviews (micro level)
3. **How does EYPS impact on candidates' roles and practice and on perceptions of their professional identity?**	Questionnaire survey of all those who Early Years Professional Status programmes between 2006-2007 in the research area. First Group: questionnaires after completing the EYPS training route and a year later. The Main Sample: questionnaires at the outset of the training, after completing the training pathway and again a year later. Questionnaires were followed up by in-depth interviews with participants from different academic/ professional backgrounds (for example, Early Years Foundation Degree, BA (Hons) Early Childhood Studies, Qualified Teacher Status) and working in different settings (for example, Children's Centres, Day Nurseries, Child Minders and Independent Schools). These interviews provided insight into the impact of EYPS at different levels - the individual (including professional identity), the setting and the broader policy level. Focus group with Early Years Professionals in Phase Two. Questionnaires and telephone interviews were undertaken with stakeholders in two research phases (2008 and 2009). A focus group was completed in Phase two.
4. **What are the successes and limitations of the EYPS model for developing a profession (as opposed merely to professional development) and what are the potential implications for future policy and practice?**	The empirical data gathered under question 3 was synthesised with material from questions 1 and 2 to underpin the critical evaluation of the development and implementation of EYPS as a new professional role and status and provide recommendations for future development.

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6.5.3 Research Design

The research design drew on the work of Greene (2008) and Morse (1991), who influenced more recent debates concerning mixed methods designs (Creswell and Plano Clark, 2011). A sequential model was adopted, quantitative (survey questionnaires) followed by qualitative (interviews and focus groups) which were undertaken in a time sequence that was dependent on the training pathway undertaken (Figure 6.1).

Baseline	End of Training	One Year On
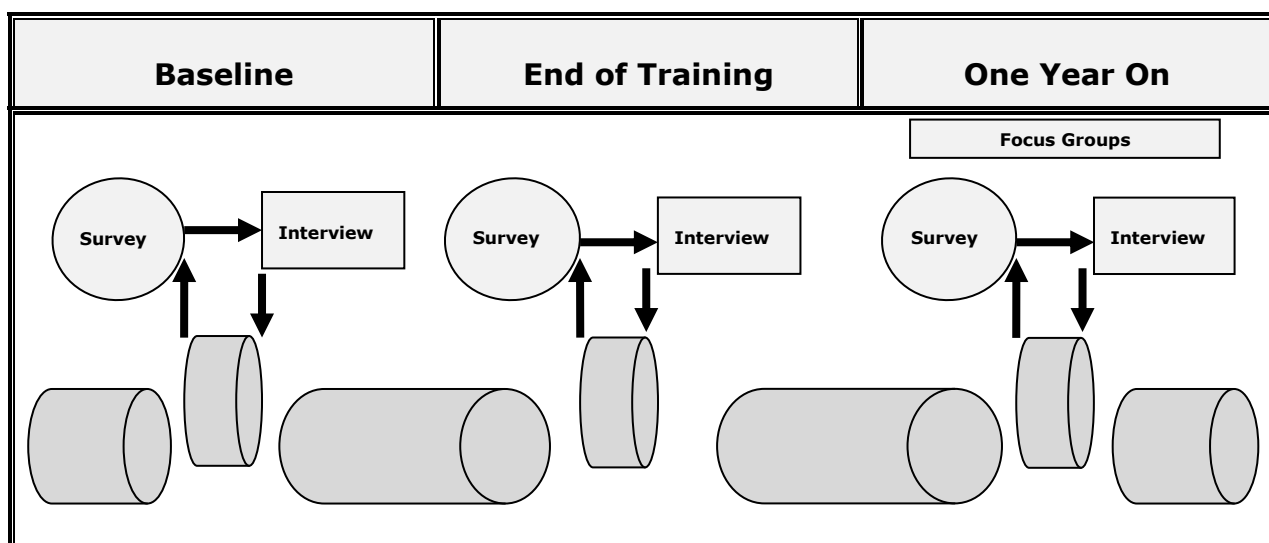
Figure 6.1 Time Sequence Sampling illustrates the sequential mixed methods design undertaken with Early Years Professionals.

The same sequential process was mirrored with stakeholders engaged in the early years to ascertain their views about the early phases of development of EYPS.

This model provides the opportunity to repeat the research at some point in the future to support a trend analysis (Bronfenbrenner, 2005). However, it is also important to recognise that each situation is unique and the exact same circumstances will not occur again. The research participants all offered their perceptions of a process that was affected by a range of factors. These include previous personal and professional experiences, the pathway undertaken, their individual employment setting and the way the new professional role and status was being implemented at that time.

Additionally their responses were influenced by how they and others view EYPS at a particular point in the development.

The First Group completed questionnaires after the assessment had been completed and a year later (Table 6.4). For all other pathways there were three questionnaires, the first was undertaken at the start of each pathway (Baseline Questionnaire), after the assessment (Questionnaire One) and a year later (Questionnaire Two). In order to support the analysis process the respective Short and Validation Pathway groups of the Main Sample (January and September 2007) have been combined (Table 6.5).

The quantitative data collection took place first in order to generate collective understanding about the initial stages of the introduction of EYPS and generate questions for the qualitative phase. Furthermore it allowed for people to self select into the interviews. Both the quantitative and qualitative research phases equally contribute to addressing the research questions and were 'mixed' at the discussion stage for both the Early Years Professionals and the stakeholders. This process supported the reliability and validity of the findings (Hall and Hall, 2004; Blor and Wood, 2006; Creswell, 2007; Alexander *et al*., 2008; Drew *et al.,* 2008).

Plano Clark and Creswell (2008) argued that mixed methods enables the weakness of quantitative and qualitative methods to be offset by the strength of another thus providing 'increased confidence in results' (Plano Clark and Creswell, 2008:105). This is supported further by validity being embedded in both the quantitative and qualitative methods. Validity was addressed in the quantitative research through the selection of the sample, the timing of the questionnaires, questions asked and engagement with both Early Years Professionals and stakeholders. Intercoder agreement (Creswell, 2009) was also used to support coding of the open-ended questions. Statistical Package for Social Scientists (SPSS) was employed to explore the data descriptively and using inferential statistics to undertake trend analysis.

Validity in the qualitative phase was addressed through a variety of 'validity strategies' (Creswell, 2009:191). Interviews and focus groups were

undertaken with both Early Years Professionals and stakeholders. The codes and themes identified were generated from a number of interviews over the research period (Creswell and Plano-Clark, 2011) with cross checking embedded throughout.

6.5.3.1 Questionnaire

When specific research questions are considered, it is important as Tashakkori and Creswell (2007) indicate that careful attention is given to how they are framed.   In mixed methods this is affected by the type of research, for example is it sequential or concurrent? Do the questions indicate how the methods are mixed? They also suggest that in sequential research each phase should be allowed to impact on the next set of questions.

For this research the quantitative data was gathered as outlined in Table 6.3. The questionnaires included a mix of questions to aid effective analysis with tick boxes for collecting simple, factual background information, *Likert* type rating scales for judging the extent of agreement or disagreement with statements in key areas and open-ended questions for soliciting individual views and attitudes (Appendix 6.2 (Early Years Professionals), Appendix 6.3 (stakeholders)).

Table 6.3 Survey Questionnaires Data Gathering Phases

	Baseline	Questionnaire One	Questionnaire Two
First Group	–	Summer 2007	Summer 2008
Validation Pathway *January 2007 Start*	Spring 2007	Summer 2007	Summer 2008
Short Training Pathway *January 2007 Start*	Spring 2007	Summer 2007	Summer 2008
Short Training Pathway *September 2007 Start*	Autumn 2007	Summer 2008	Summer 2009
Full Training Pathway *Autumn 2007 Start*	Autumn 2007	Autumn 2008	Autumn 2009
Long Training Pathway *Autumn 2007 Start*	Autumn 2007	Spring 2009	Spring 2010

Table 6.4 provided the response rate for the First Group, Table 6.5 for the Main Sample and Table 6.6 for the stakeholders.

Table 6.4 Questionnaires completion by the First Group and Main Sample 2006- 2010

	Total Population	Response Rate	Total Population	Response Rate	Total Population	Response Rate
	Pathway Start	*Start of Pathway Questionnaire (Baseline)*	*Candidates Undertaking Validation*	*End of Validation (Qu. One)*	*Awarded EYPS*	*One Year on Questionnaire (Qu. Two)*
First Group	46	-	41	30	39	5
% Response Rate		-		77% (of 39)		13% (of 39)
Main Sample	115	73	96	43	76	44
% Response Rate		63% (of 115)		45% (of 96)		58% (of 76)

Table 6.5 Questionnaires Completion Rates Stakeholders
2008-2009

Total Population	Phase One Summer 2008	Phase Two Summer 2009
100	63 (63%)	46 (46%)

6.5.3.2 Telephone Interviews and Focus Groups

The qualitative data was gathered through semi structured telephone interviews and focus groups (Creswell,2007, Krueger and Casey, 2009). Telephone interviews were chosen rather than face to face interviews for several reasons, including the geographical dispersal and availability of participants. The nature of their employment roles meant that it was difficult always to keep pre arranged appointments. On several occasions interviews had to be arranged because of workplace issues. Telephone interviews also allowed participants, if they chose to be interviewed in the evening or at weekends without distraction from the work environment. The recording of the interviews supported the process and allowed for accurate transcription of the interview and also to listen to emotional cues in the voice. However, as Creswell (2007:133) rightly points out '...informal communication' is missed. Furthermore, you do not know that you are interviewing the right person. This was mitigated against in this research all those interviewed self selected into the interview phase and were spoken to on the phone number provided prior to the actual interviews. Additionally, if they had not completed EYPS they would have not held the level of understanding of the processes.

The semi structured interview in Phase One with the Early Years Professionals aimed at gathering data that included:

- Background information, including why early years as a career, setting and job role;
- views about EYPS;
- impact of EYPS;
- professional identity;

- qualities required by those working in children's services, early years and early years teaching;
- the differences between EYPS and QTS.

The second interview followed broadly the same pattern but asked additional questions about any changes in circumstances and how EYPS was impacting on their role and professional identity. The telephone interviews for the stakeholders drew on those asked of the First Group and Main Sample. A full outline of the interview questions can be found in Appendix 6.4 (Early Years Professionals) and Appendix 6.5 (stakeholders).

Table 6.6 provides an overview of the interview schedule for the Early Years Professionals. Due to the distinct elements of the Full Training Pathway and First Group, interviews were conducted as follows. For the Full Training Pathway interviews were conducted at the start of training and a year after the award of EYPS. The First Group were only interviewed a year after the award of EYPS. For the Short, Validation and Long Training Pathways, Phase One interviews were undertaken at the end of the EYPS assessment and, Phase Two one year later. In total 25 Early Years Professionals were interviewed, 18 of whom were interviewed in Phase One and Two.

Stakeholder interviews were undertaken in Summer 2008 and 2009 and were also drawn from questionnaire respondents who had indicated willingness to be interviewed. Ten participated in the first round of interviews and six in the second, four of whom were interviewed at each research phase. The additional two asked to participate in the second phase of interviews. Therefore, a total of 12 stakeholders took part in interviews.

Table 6.6 Interview Schedule and Number of Interviews

	Phase One	Interviews	Phase Two	Interviews
FIRST GROUP *September 2006 Start*	–	–	Spring 2008	5
VALIDATION PATHWAY *January 2007 Start*	Summer 2007	1	Summer 2008	1
SHORT PATHWAY *January 2007 Start*	Spring 2008	7	Spring 2009	7
SHORT PATHWAY *September 2007 Start*	Summer 2008	4	Summer 2009	4
FULL PATHWAY *Autumn 2007 Start*	Spring 2008	7	Summer 2009	4
LONG PATHWAY *Autumn 2007 Start*	Spring 2009	3	Spring 2010	2
		22		**23**

Separate focus groups were also undertaken with five Early Years Professionals in the second phase of the interview process and four stakeholders. One of the reasons for these emerged from the questionnaires and interviews in relation to have participants were able to verbalise their views about the emerging professional identity of the Early Years Professional. Focus Groups were therefore seen as an opportunity to obtain further understanding of the range of perspectives about the emerging role of the Early Years Professional from the perspective of the Early Years Professionals and the stakeholders. This method does present challenges for the researcher in relation to group management, ensuring that all members are able to contribute and analysis (Crewsell, 2007, Krugher and Casey, 2009). However, for this research '...the interaction among interviewees...' (Creswell, 2007:133) afforded the opportunity for the participants to discuss and develop their views about the emerging new professional identity and role together.

The focus group members were invited to participate from a local authority support group for Early Years Professionals in the research area and may have completed questionnaires but were not part of the interview sample.

Unlike the main stakeholder sample for questionnaires, the stakeholders were employed in higher education leading on the delivery of EYPS, early years teaching at undergraduate and post graduate level and delivering the BA (Hons) Early Childhood Studies programme. Whilst the stakeholder focus group was less that the number recommended for a focus group (Krueger, 1994), with four participating, they had considerable professional practice and academic experience on which to draw.

The focus groups discussion areas were generated from the sequential mixed methods design and gathered greater detail about how the role of the Early Years Professional was perceived. An outline of the focus group questions can be found in Appendix 6.6 (Early Years Professionals and stakeholders).

6.5.3.3 Research Design: Key Dimensions and Data Collection

Table 6.7 conceptualises the research design based on Green (2008)

Table 6.7 Key Dimensions of Mixed Methods Designs and the Early Years Professional

Design Dimension	Description	EYPS Research
Primary Dimensions		
Independence/ Interaction	The degree to which the different methods are conceptualized, designed, and implemented independently or interactively When the mixing happens— primarily at the end (drawing of inferences) or throughout the inquiry	Methods conceptualised to be implemented independently but are interdependent on each other. One method - questionnaire -leads data collection and identifies sample and questions for interviews.
Status (parity, dominance)	The priority or dominance given to one methodology or another versus the equality of methodologies	Interdependence of methodologies
Timing	Whether the different methods are implemented concurrently or sequentially	Sequential implementation
Secondary Dimensions		
Transformative Intent Study	Presence or not of an explicit action or political agenda in the inquiry Whether the mixing happens within one study or across coordinated studies in a program of research	Social and educational critic Mixing in one study in the discussion
Strands/Phases	Number of different strands that are mixed in a study	4 research questions 3 strands (First Group, Main Sample, stakeholders) 3 phases in each strand (Questionnaires, interviews, focus groups)
Methods Characteristics	The character and extent of the offsetting differences (in bias, perspective, instance) in the methods being mixed.	Choice in completing questionnaire Self selection for interviews and focus groups.

(Based on: Greene, 2008:14)

6.5.3.4 Data Gathering

Table 6.8 Stages of Data Gathering

Research Sample	Research Design	Timing
First Group *4 Months part time*	**Quantitative Methods**	
	End of pilot survey questionnaires	Finish of course
	One year after achieving award survey questionnaire	12 months after award
	Qualitative Methods	
	Interviewees identified	12 months after award
	Interviews	12 months after award
Validation *4 Months part time* **Short Training Pathway** *6 months part time* **Long Training Pathway** *15 months part time* **Full Training Pathway** *12 months full time*	**Quantitative Methods**	
	Start of pathway baseline data survey questionnaires	Start of course
	End of pathway survey questionnaires	Finish of course
	One year after achieving EYPS survey questionnaire	12 months after award
	Qualitative Methods	
	Interviewees identified	Start of course
	interviews	End of course
	Interviews	12 months after award
Stakeholders	**Phase One** **Quantitative Methods**	
	Baseline survey questionnaires	Summer 2008
	One year on survey questionnaires	Summer 2009
	Qualitative Methods	
	Interviewees identified	Summer 2008
	Interviews	Summer 2008
	Interviews	Summer 2009

6.5.3.5 Data Analysis

The data analysis was multidimensional to reflect the nature of the research methods employed and was both quantitative and qualitative. It is presented in three chapters. Chapter Seven provides an overview of all the research strands to support understanding of the dimensions of the overarching case study. Chapters Eight and Nine present the specific findings from the quantitative and qualitative strands of the research.

The design of the large scale survey questionnaires facilitated collation of baseline and overview data (based on tick-box and rating scale type questions) whereas the inclusion of open ended questions required content analysis to identify emerging themes and issues. These were ascertained through the coding process (Crewell, 2009; Saldańa, 2009, Mukherji and Albon, 2010) with the words or phrases provided about the qualities required to work in the various areas of children's services being organised into categories that emerged from the data, such as knowledge and understanding, professional skills and personal attributes. This supported key themes to emerge which fed into the design of the follow up questionnaire and the interviews. Furthermore, intercoder agreement (Creswell, 2009) was conducted with two people to support coding of the open-ended questions.

Despite the small scale nature of the quantitative data SPSS was used to process the questionnaire responses and support the statistical analysis. As well as descriptive analysis, the decision was made to interrogate using inferential statistical procedures for any statistical difference that may support inferences about the findings. Chi –square test for independence was used to ascertain whether there was any difference between the pathways responses to any of the questions; however there was insufficient evidence to support this. The decision was also taken to explore the data in relation to trend analysis. The assumption was made that as the questionnaire respondents could not be identified as the same in each research phase, they could be treated as independent groups within the same research population. Mann Whitney U Test was used but the findings

reinforced that the research population was too small to generate data that rejected the assumption of the null hypothesis.

All interviews were recorded, where permission was given and transcribed to support detailed analysis. For the purposes of analysis the findings from the two Short Pathway interviewees (January and September 2007) were combined.   NVivo was used to support the initial organisation of the data, the analysis process, alongside a more detailed engagement by the researcher with the interview transcripts. The coding process and development of tree nodes in NVivo were initially supported by the questions and the themes that emerged from the quantitative data. Key themes and issues were identified and relevant quotes were highlighted and annotations made on NVivo. The variety of backgrounds, role and settings meant that, as would be expected with case studies, some information and opinions are specific to the circumstances of the individual interviewee and their actual words are used for illustrative purposes.   These were selected through the coding processes outlined above.

The work of Greene (2008) on analysis strategies discussed earlier was used as a framework for the mixed methods analysis (Table 6.9). The information gathered from this process discussed in relation to the theoretical framework.

Table 6.9 Integrated Mixed Methods Analysis Strategies and the Early Years Professional

Analysis Phase	Mixed Methods Analysis Strategy	EYPS Data Analysis Strategy
Data transformation	Data transformation, one form to another. Data consolidation or merging, multiple data sets into one.	Findings from questionnaires-pathway specific and all pathways combined Findings from interviews pathway specific and all pathways Findings from focus groups Analysis of all qualitative and quantitative data Findings from questionnaires stakeholders Findings of interviews and focus group stakeholders Analysis of all qualitative and quantitative data stakeholders
Data comparison, looking for patterns	Data importation—using interim results of analyses of one data set to inform the analysis of another data set (e.g., extreme case analysis). Integrated data display—presenting data from multiple sources in one. display, thereby enabling cross-method comparisons and analyses.	Analysis of questionnaires all routes and stakeholders to inform interviews. All data findings analysed to identify specific patterns
Major analyses for inferences and conclusions	Warranted assertion analysis—iteratively reviewing all data for purposes of directly generating inferences. Pattern matching. Results synthesis.	Discussion of data findings in relation to literature Discussion of key findings in relation to questionnaires and Conclusions

(Based on: Greene, 2008:15)

The Process – Person – Context - Time research framework (Lerner, 2005) provided a framework to discuss the findings in relation to the Early Years Professional, the processes which impacted upon them, the context in which

it was happening and the impact of time. It also provides the opportunity to consider the place of the *Chaotic System* introduced by Bronfenbrenner in his final work.
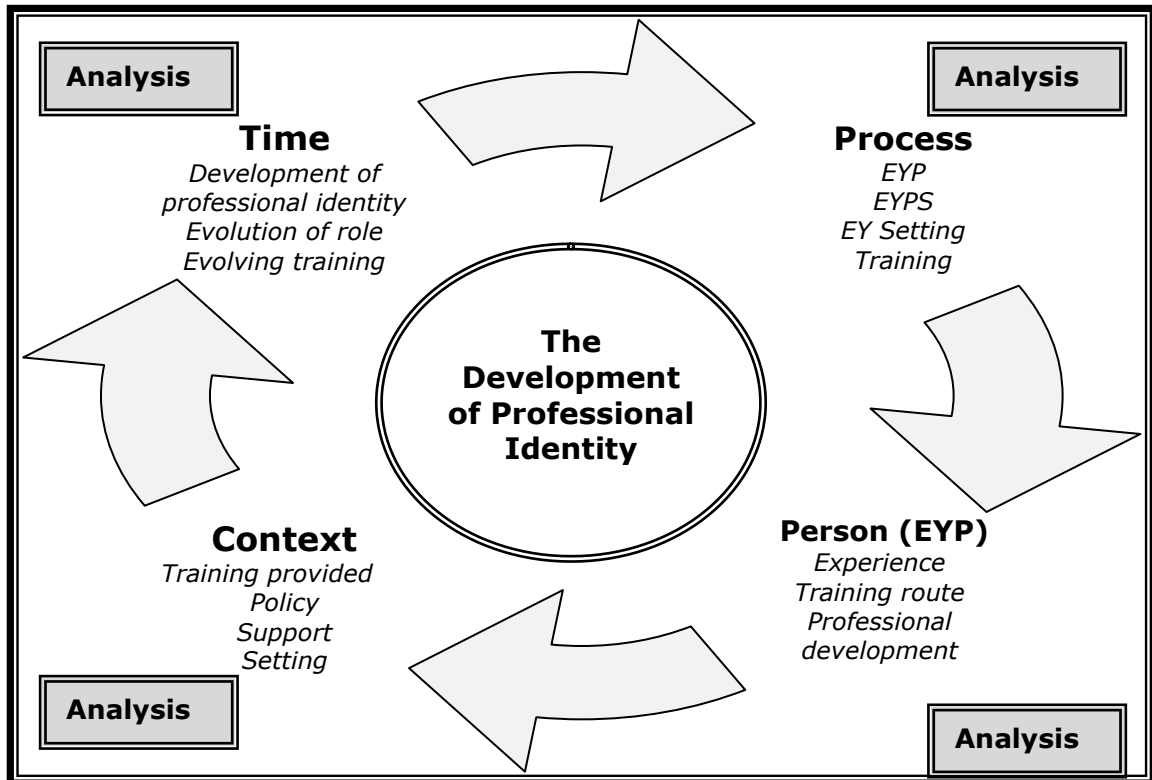
Figure 6.2 The Development of Professional Identity. This figure illustrates the different processes impacting on the development of the new professional identity.

6.6 Ethical Issues

It is essential that any researcher gives sufficient weight to considering and reflecting on the ethics of the research being undertaken. Primarily it should reflect the pursuit of the contested notion of 'truth' and should 'respect human dignity' (Bulmer, 2008:146). This research is underpinned by the British Education Research Association Guidelines (BERA)(2004) and the ethical guidelines for The University of Northampton (2011). It also complies with all aspects of the Data Protection Act (1998) (Information Commissioners Office, 2011). The ethical statement for this research provided to the participants can be found in Appendix 6.7. All participants were informed at the start of the process that they did not need to complete the initial questionnaire. They received written information outlining the aims

of the research, risks and benefits of participation, their rights, the nature and levels of involvement including the right to withdraw at any point in the research process prior to publication of data. They were also informed about how the data will be stored and ultimately destroyed.

The researcher recognised that participants involved in the research had the right to the protection of their confidentiality at all times and to withdraw from the research. Consent was sought at every stage of the research process in writing and verbally. All participants in the main surveys provided initial consent through agreeing to complete anonymous questionnaires. In order to maximise the confidentiality of the research sample only those willing to be interviewed were asked to provided further contact details.

The researcher was mindful that issues relating to bias might arise because she may have previously taught some of the participants. In order to minimise any risk that may have compromised the ethics and validity of the research, the researcher was not involved in administering the initial questionnaires to the participants and they were given stamped addressed envelopes to ensure anonymity on return.

Data collected during the research project related to named individuals were only known to the researcher and were held securely throughout the research. The researcher was committed to reporting accurately, truthfully and fairly on the information obtained during the research. Ensuring that individual opinions and perceptions were not misrepresented was achieved through giving research participants the opportunity to have access to a draft version of material related to themselves. The dissemination of the research recognises the confidentiality of the research participants and no individual or setting was named.

6.7 Pilot Study

In preparation for the main phase of research, a pilot study was conducted to test out the research tools (Drew *et al.,* 2008; Mukherji and Albon, 2010; Creswell and Plano Clark, 2011). However, one of the challenges faced in the pilot phase was that little was known about EYPS at the start of the research

and the fast pace of change in the development of EYPS negated against extensive pilot phases. This situation meant that it was not possible to undertake this phase with those who already had achieved the status or who had a thorough understanding of the role. Therefore, the pilot phase participants were requested from experienced early years practitioners undertaking a foundation degree in early years and those being trained as assessors and mentors as well as those delivering the academic components of EYPS. Ethical issues were explained and they self selected into the pilot. Questionnaires were used to explore the questions to be included in the baseline questionnaire and the two subsequent questionnaires to identify the key dimensions or areas of focus for the main phase of the research. Participants were encouraged to provide written and verbal feedback about their engagement with the instruments. Learning from the pilot phase informed refinement of research instruments for subsequent cohorts.

Changes to some of the questions were made and the challenges of actually defining professional identity were identified. This led to the questions about the characteristics of those working in children's services. Interview questions emerged from the questionnaires. The interview questions were tested on course team members. The challenges of actually defining professional identity were identified, alongside the challenges of actually verbalising views about how interviewees perceived their own professional identity. This supported the further development of semi structured questions that enabled a range of questions that could be asked to support the interview in expressing their opinions.

It was through this process that the need to undertake focus groups emerged. It was perceived that they could support greater understanding of the professional identity of the new professional in the early years. A pilot was undertaken with students completing a new pathway to EYPS introduced during the research phase. This process supported the refinement of the research questions, however it also reinforced that this was a valuable dimension to add to the research as the participants appeared to be able to use the group process to define and refine issues of professional identity.

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Draft stakeholder questionnaires and the interview format was piloted with members of an Early Years Professional Steering Group. This comprised of key personal form the local authorities and the National Childminding Association in the research area.

6.8 Conclusion

Early Years Professional Status was new, innovative, prescriptive, multi dimensional and multi layered. Its investigation demanded a methodological approach that was responsive to the uniqueness of the situation. The work of Bronfenbrenner provided the theoretical framework to explore the development of this new professional role and their distinct professional identity. The mixed methods research design was adopted to provide the flexibility and pragmatism required. It enabled data to be gathered that supported understanding of the different processes impacting upon the development of a new professional identity. This supported understanding of the processes taking place in the different systems of the theoretical framework. The collective and individual findings from the Early Years Professionals and the stakeholders supported the reliability and validity of the research as well as the enabling triangulation and generalisation. The following three chapters report on the findings.

Chapter Seven
Characteristics of Research Samples

7. 1 Introduction

This chapter presents the overarching characteristics of the population researched. Data about the First Group, the Main Sample and the stakeholders is presented in two sections reflecting the quantitative (questionnaires) and qualitative (interviews and focus groups) research strands. Supporting data is in Appendix Seven.

Section One: Quantitative Data
7.2 Questionnaires First Group and Main Sample

Thirty (77%) of the first Group completed questionnaires after the award of EYPS and five a year later. The Main Sample has 73 (63%) response rate for the Baseline Questionnaire. Nineteen (17%) withdrew through the process; consequently Questionnaire One was distributed to the 96 candidates who undertook the assessment (Validation), 43 (45%) of whom responded. Seventy six were awarded EYPS, forming the research population for Questionnaire Two, of which 44 (58%) completed questionnaires.

7.3 Questionnaires: Stakeholders

One hundred questionnaires were sent to a range of people working in children's services at a local and national level either as practitioners, professionals, academics or policy makers. Sixty three (63%) responded to the first questionnaire. The process was repeated a year later and 46 (46%) of the initial research population responded.

7.4 Participants Profile
7.4.1   Gender, Ethnicity and Age of the First Group and the Main Sample

The First Group were all White British females, reflecting the national characteristics of the early years workforce (98% female). There was insufficient data from the Baseline and First Questionnaire to comment about ethnicity of the research population. However, for Questionnaire Two, three (7%) of the respondents were of Black/Black British origin and one described

themselves as mixed; therefore four (9%) of the respondents were not White British (Data about the ethnicity of the total research population is in Appendix 7.1). There was also greater diversity in the Main Sample with men representing six (5%) of the 115 candidates (compared to 2% national average). Five men (4%) completed the Baseline Questionnaire, four (5%) Questionnaire One and two (3%), Questionnaire Two. Therefore, the gender diversity of participants was slightly above sector norms

Age bands reflected the different recruitment strategies for the First Group and Main Sample (Appendix 7.2). The qualifications levels also reflected this difference with the majority of the First Group being qualified teachers (Appendix 7.3). There were pathway 'differences' in the Main Sample reflecting the respective pathways admissions criteria. The majority of participants with ECS honours degrees undertook the Short Training Pathway and those with a relevant foundation degree and an ECS ordinary degree the Long Training Pathway

7.4.2 Occupational/Professional Roles

The huge variation in the employment titles used was reflective of the early years sector (Appendix 7.4). To support analysis they were divided into eight categories, embracing leadership and management roles in the PVI and maintained sectors, practitioner roles and, the trainees and 'other' which included participants who described themselves as consultants, researchers and trainers. The roles also reflected the range of settings and the public/private divide of service delivery in the early years. The very high percentage of advisers in the First Group was reflective of the role of the pilot in capacity building in terms of future assessors and mentors of EYPS (Table 7.1 and 7.2). Furthermore no respondents used the title Early Years Professional following the award of EYPS. Appendix 7.5 provides further detail.

Table 7.1 Employment Roles of the First Group

Employment Role	First Group
Lead and Manage(Setting wide, PVI)	7
Lead and Mange (Specific, PVI)	2
Lead and Manage (Education)	0
Adviser	9
Teacher	5
Early Years Practitioner	1
Trainees	0
Other	6
Totals	**30**

Table 7.2 Employment Roles Main Sample

Employment Role	Baseline	Questionnaire One	Questionnaire Two
Lead and Manage(Setting wide, PVI)	13	8	10
Lead and Mange (Specific, PVI)	10	2	8
Lead and Manage (Education)	6	5	6
Adviser	4	3	5
Teacher	13	10	5
Early Years Practitioner	11	4	5
Trainees	11	9	0
Other	5	0	4
N/A	0	2	1
Totals	**73**	**43**	**44**

When asked to comment on role changes since achieving EYPS, 34 (77%) did not answer, one stated they had employed an administrator and nine (21%) of the respondents indicated that they had been given more responsibility within their current role. Consequently, there is some evidence of EYPS impacting on the employment of a third of the respondents. However, it is not possible from questionnaire data alone to draw any other conclusions about the impact of EYPS on employment role because of the high proportion who did not answer this question.

7.4.2.1 Employment Mobility and Salary

In relation to employment mobility, Questionnaire One saw only two (5%) with new roles, one within their setting and another had moved to work in a children's centre. The Full Pathway students were looking for employment. Questionnaire Two evidenced considerable employment mobility with 15 (34%) indicating they had new jobs, 12 (27%) of whom believed the award of EYPS had helped them with their application. Four of these had completed the Full Training Pathway.

Questionnaire Two asked respondent about their salary. Despite 26 (59%) of the respondents being in senior management or teaching positions, 33 (75%) earnt less than £30,000. Nine (21%) earnt less that £15,000 and nine (21%) still earnt between £15-£20,000, giving a total of 42% earning at levels not commensurate with the expectations of a graduate salary.

7.4.3 Occupational/Professional Responsibilities

To support understanding of the scope of the occupational and professional responsibilities prior to EYPS becoming established, participants were asked about areas for which they had specific responsibility. Based on the findings from the First Group additional questions were added for the Main Sample, including 'Management Responsibilities', 'Training', 'Multi—Professional Working' 'Interagency Working' and 'Birth to Three' as the Early Years Foundation Stage had not yet been implemented. Given that this section focuses on work responsibilities the 'Students' category (Full Training Pathway) were omitted from the Main Sample as they were not in employment at this stage. Therefore, the number of respondents being reported on is, 62 for the Main Sample, 30 for the First Group.

The respondents provided data about their roles and responsibilities which divided into three sections Leadership and Management, Teaching and Learning and Working with Others (Appendix 7.6). Both the First Group and Main Sample evidenced commonality across different roles. However there appears to be clearer responsibility delineation within the education sector (leadership and management, advisory and teacher roles) than within the PVI sector (whole setting and specific leadership and management responsibilities

and Early Years Practitioners). Furthermore, it is evident that those in teacher roles are more unlikely to be involved in the full range of management and leadership tasks than other employment roles. Teaching and learning was, not surprisingly, integral to all roles. Responses to working with others reflected the complexity surrounding the language in this area. For example, respondents in the Main Sample indicated high levels of responsibility for liaising with other early years settings and both samples reflected high levels of responsibility for liaising with other services. Yet, this was not necessarily viewed as interagency or multi-professional working which may reflect different perceptions about other services, with other early years settings being seen as within the same area of work and health and social care 'outside' services.

7.5 Participants Profile: Stakeholders Employment Roles

Respondents reflected a range of roles in the maintained and private sector (Appendix 7.7).

7.6 Summary of Questionnaire Sample Characteristics

The findings from the First Group, Main Sample and stakeholders supported a profile of the research population:

- All samples were reflective of the gendered nature of the workforce, though the Main Sample had a slightly higher than sector average representation of men largely accounted for by the Full Training Pathway.

- The age range for the Main Sample reflected more participants in the 21-29 age range than the First Group, where the age profile was older and positions held more senior.

- The data available indicates that respondents in all samples are predominately of White British origin.

- The qualification levels of those completing the different EYPS pathways (Main Sample) were reflective of the admissions criteria.

- All samples represented the diversity of employment roles in the early years workforce with the stakeholders evidencing greater numbers from senior employment roles both in the maintained and private sector

- The First Group and Questionnaire One (Main Sample) participants provided evidence that specific responsibilities in the workplace are not restricted to one role and that roles are multi-dimensional.

- Participants were more likely to have a full range of leadership and management responsibilities if they were working in the PVI sector or were classified as Early Years Practitioner.

- Employment roles in the First Group and Main Sample evidenced high levels of responsibility for delivering teaching and learning.

- Despite legislative and policy requirements for working together, not all respondents from the First Group and Main Sample included safeguarding, Looked After Children and interagency working as core responsibilities of their role.

- The First Group and Main Sample responses suggested there maybe some misunderstanding of the language of working together.

- Health and safety was not seen as a core responsibility of all respondents from the First Group and Main Sample despite legislative and policy requirements.

- Whilst there was evidence of promotion for roughly one third of participants over the research period and evidence of enhanced levels of responsibilities for others, there was little evidence that EYPS had impacted on the range of responsibilities in the workplace and there was no evidence that the actual title Early Years Professional was being used.

- Salary scales appear to remain very low relative to graduate salary expectations.

Section B: Qualitative Data

This section reports on the profile participants who took part in interviews and focus group. The findings will firstly be considered in relation to the interviews and then the focus group.

7.7. Interviews: First Group and Main Sample

A total of 45 pathway specific semi-structured telephone interviews were undertaken with 27 Early Years Professionals, 18 of whom took part in Phase One and Two interviews (See Chapter 6). The interviews were representative of all pathways and a detailed breakdown of the Early Years Professionals, including pseudonym, pathway, academic qualification, role, why a career in early years and interview phase can be found in Appendix 7.8.

7.8 Interviews: Stakeholders

Semi-structured telephone interviews were undertaken in Summer 2008 and Summer 2009 with a total of 12 stakeholders (10 Phase One and six Phase Two) A detailed breakdown of the stakeholders, including pseudonym, academic qualification, role, why a career in early years and interview phase can be found in Appendix 7.9.

7.9 Participants Profile of Interviewees

7.9.1 Gender, Ethnicity and Age of the First Group and Main Sample

All those interviewed from the First Group were White British Females. There was greater diversity in the Main Sample with five (23%) of Phase One interviews being male and three (13%) of Phase Two, considerably higher that than sector norms of 2%. One male participant completed the Short Pathway and the others undertook the Full Pathway. Three of the men were of Black British/African backgrounds and were on the Full Pathway. One of the female participants was Asian and another Black British. Participants from the First Group and Main Sample were drawn from all age bands.

7.9.2 Gender, Ethnicity and Age of the Stakeholders

All participants were White British females reflecting the gendered nature of the workforce. Data about their age profile was not gathered.

7.9.3 Qualifications and Employment Roles: First Group, Main Sample and Stakeholders

The interviewees represented the range of undergraduate qualifications with the majority having non relevant undergraduate degrees, two of which undertook a PGCE (Table 7.3.). Five interviewed in Phase One were qualified teachers and eight in Phase Two, the additional three had completed the First Group. The stakeholders were not asked about their qualifications.

Table 7.3 Qualifications: First Group and Main Sample

	Phase One	Phase Two
ECS	6	7
BA/QTS	3	6
BA Other	11	8
BA/PGCE	2	2
	22	**23**

All those interviewed in all three interview strands were reflective of the range of employment roles in the sector (Appendix 7.10). They included those employed in higher level management, leadership and advisory roles in the PVI and public sector, teachers and 'practitioner'.

7.9.4 Reasons for Working with Children

All those participating in three interviews samples were asked about why and when they decided to pursue a career with children (Table 7. 4), with the majority of Early Years Professionals deciding straight from school. In relation to 'Career Change' five of the respondents completing the Full Pathway, the sixth was on the Short Pathway.

Table 7.4 Careers with Children

	After School	After First Degree	After Children	Career Change	Total Interviews
First Group/ Main Sample	12	1	7	7	**27**
Stakeholders	5	0	6	0	**12**

7.9.5 Reasons for Undertaking EYPS

Those interviewed from the Main Sample provided a range of reasons why they completed EYPS (Table 7.5).

Table 7.5 Why EYPS

	Full	Long	Short	Validation
Opportunity	2	0	1	0
Career Change	5	0	0	0
Work in Early Years/ Not Teaching	0	2	6	0
Workforce Requirement	0	1	4	1

7.10 Summary of Interview Sample Characteristics

- All samples were reflective of the gendered nature of the workforce, though the interviewees involving the Main Sample has a substantially higher than sector average representation of men.

- The data available indicates that the participants in all the research samples are representative of the lack of ethnic diversity in the workforce.

- Those interviewed from the First group and Main Sample evidenced a range of undergraduate qualifications, with the majority having a non relevant degree.

- The majority in the First Group and Main Sample were employed in leadership and management roles or as teachers.

- Just under a quarter of those interviewed in Phase One and just under a third of Phase Two interviews were teachers.

- The four Full Pathway interviewees (Phase Two interviews) had all found employment, three in senior management and leadership roles, the fourth as a family worker.

- The majority of those interviewed from the First Group and Main Sample had decided to work with children straight from school and completed EYPS as an alternative to teaching, a change of career, because it had given them an opportunity or because of the workforce requirement.

- When all those interviewed are considered together there was almost an equal divide between those who decided to work with children straight from school or after having their own children.

- The interview participants for the stakeholder research strand were employed in a range of senior, academic and practitioner employment roles.

7.11 Focus Groups

Two focus groups were undertaken with Early Years Professionals and stakeholders. Five people took part in the first focus group; they were all female and had undertaken EYPS between 2006 and 2008. Four were qualified teachers and they represented the range of roles in the early years including, childminding, managing and leading in the PVI sector, children centre teachers and Local Authority Advisers. None of them had the title 'Early Years Professional' incorporated into their job title and several had become mentors and assessors for EYPS. Thus the focus group provided insights from those who have completed EYPS training who had substantial

experience and already had defined occupational roles in the early years sector.

The second focus group with stakeholders comprised of four white females. They were all qualified teachers with 14 -25 years experience both in maintained settings and lecturers in higher education. Two had also been advisers.

7.12 Summary of Focus Groups Characteristics

- The focus groups were reflective of the gendered nature of the workforce, the lack of diversity in the workforce, the pathways to EYPS and the diversity of employment roles.

- The employment titles of the EYP focus groups reflected that the title Early Years Professionals was not being used.

7.13 Conclusion

This chapter has presented the profile of the research case studies. The following chapter will present the quantitative and qualitative data that specifically focuses on the introduction of the EYPS as a new professional role in the early years.

Collective Perspectives

8.1 Introduction

This chapter presents the largely quantitative research findings from the First Group, Main Sample and stakeholders. The questionnaires gathered data about the introduction of EYPS, the development of the Early Years Professional as a new professional identity and role in the early years and whether views changed over the research period. Questionnaires included *Likert* scale statements and respondents had the opportunity to add further qualitative comments. The findings are in two sections; Section One focuses on the First Group, Main Sample and Section Two on the stakeholders. Initially there will be consideration of the statistical analysis undertaken.

8.2 Statistical Analysis

SPSS was employed to explore the data both descriptively and for statistical significance. The findings from the chi- squared tests undertaken indicated that there was no significant difference between pathway or employment role and views about Early Years Professional Status. This appeared to result from the smaller size of the sample when considered in relation to the specific pathways to EYPS.

Consideration was also given to whether there was any statistical significance when comparing the same questions (Mann-Whitney U Test) asked at the different research phases, none was found. Appendix 8.1 provides examples of tests undertaken. Consequently, whilst the descriptive data enables insight into respondent's views about EYPS and key themes to emerge, there was insufficient data to support any statistical significance.

Section One

First Group and Main Sample

8.3 Questionnaires First Group and Main Sample

This section is concerned with the different questionnaires responses. Several themes emerged which are used to support the presentation of the findings:

- The introduction of the Early Years Professional and impact on early years.
- The training process.
- The relationship between EYPS and teaching.
- EYPS as an emerging profession.
- The professional profile of the Early Years Professional.

Very few took up the opportunity to provide additional comments and those made tended to highlight individual challenges. However, there were some common themes about the training process and the relationship with teaching that will be included in the appropriate sections. A copy of the questionnaires are in Appendix 6.2A.

8.4 Early Years Professional Status: A new Profession

Perspectives about the introduction of EYPS and whether these changed over the research period were gained through a range of statements arranged on a *Likert* scale. They focused on whether the introduction of EYPS was positive, if it improved the status of early years, led to a more competent workforce and improved services for children.

FIRST GROUP (A)   **MAIN SAMPLE (B)**

n=30 (Qu1)   n= 73 (Baseline)   n=43 (QU1)
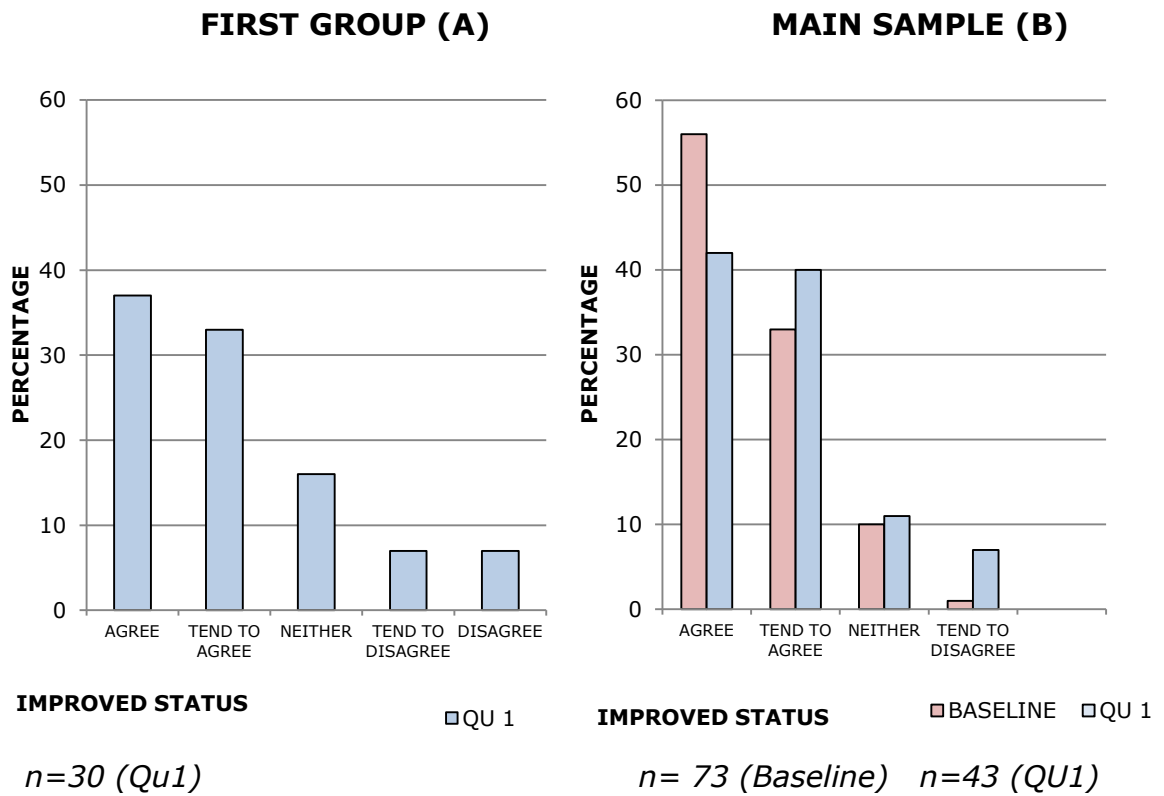
Figures 8.1A and B Improving the Status of the Early Years

Figures 8.1A and 8.1B suggest the majority believed EYPS would improve the status of the early years. The Baseline Questionnaire saw 65 (89%) of the Main Sample in the agree categories. For Questionnaire One, 21 (70%) of the First Group and 35 (82%) of the Main Sample responding in the agree categories. Interestingly, when asked in Questionnaire One whether *'EYPS will allow me to contribute to developing the status of early years'* the responses were less positive, 17 (57%) of the First Group agreed or tended to agree and 9 (30%) were undecided. The Main Sample saw 18 (42%) and 25 (48%) not agreeing. Given the role as 'Change Agent' it is surprising that they did not recognise the personal role they potentially played in this area especially as they saw EYPS as a positive step forward that it was leading to a more competent workforce (Figures 8.2A/B and 8.3A/B).

FIRST GROUP (A)   **MAIN SAMPLE (B)**
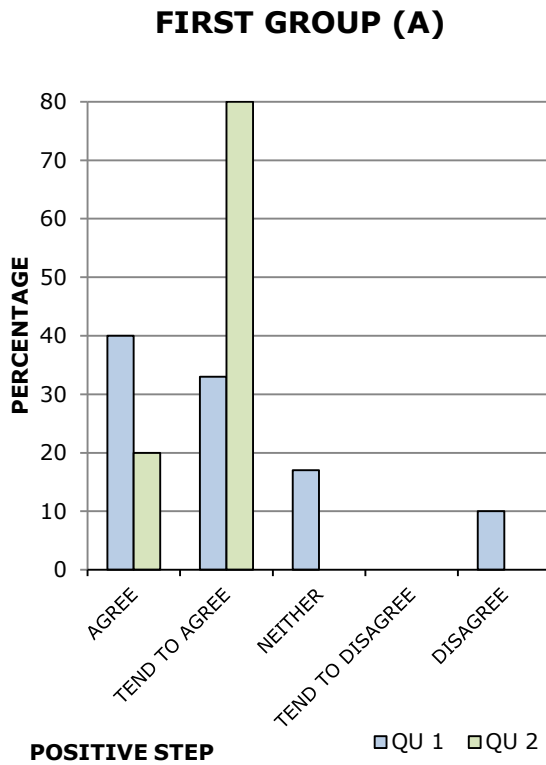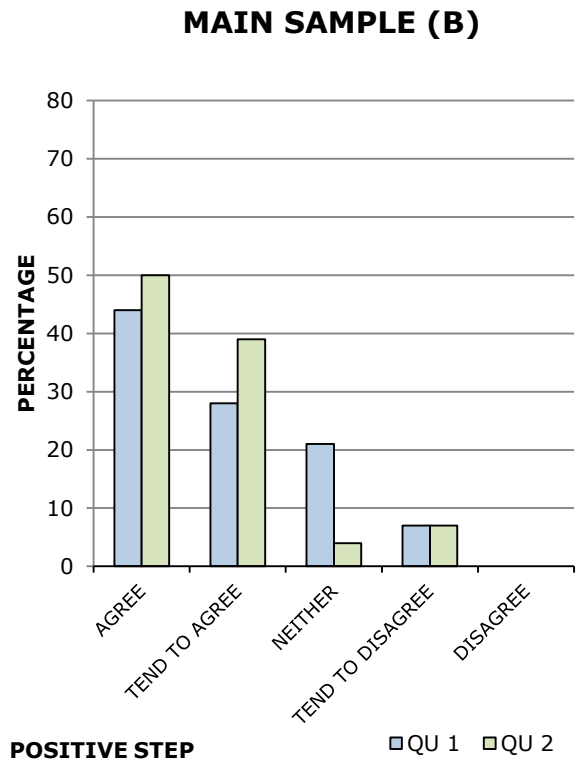
n=30 (QU 1) n=5(QU 2)   *n=43 (QU 1)   n=44 (QU 2)*

Figures 8.2A and B EYPS as a Positive Step Forward

Figures 8.2A and B illustrates that both samples saw EYPS as a positive step. This increased over the research period for the Main Sample from 31 (72%) to 39 (89%) in agreement.

FIRST GROUP (A)
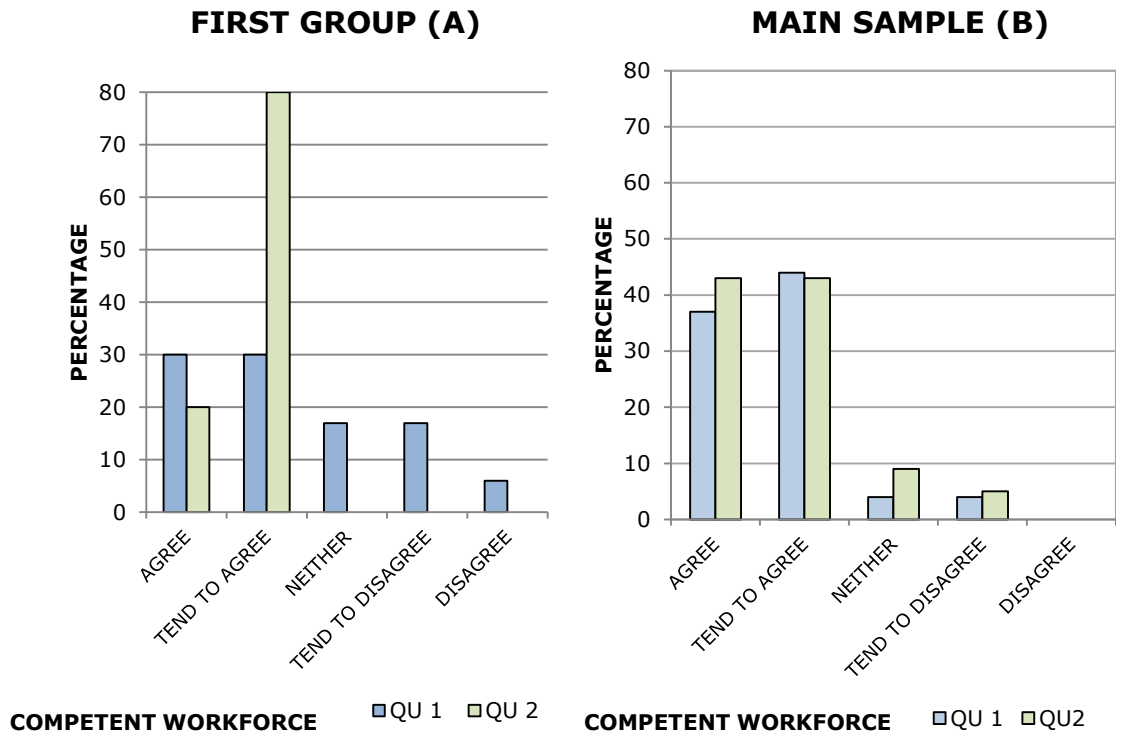
MAIN SAMPLE (B)

Figures 8.3A and B EYPS is Leading to a more Competent Workforce

Figures 8.3A and B also present a positive picture about the impact of EYPS on the workforce. The Main Sample views change little over the research period and they were more positive than the First Group.

FIRST GROUP (A)

MAIN SAMPLE (B)

IMPROVING SERVICES FOR CHIDLREN

QU 1
QU 2

n=30 (QU 1)

IMPROVING SERVICES FOR CHIDLREN

BASELINE
QU 1
QU 2

n=73 (Baseline)

n=43 (QU 1)

n=44 (QU 2)
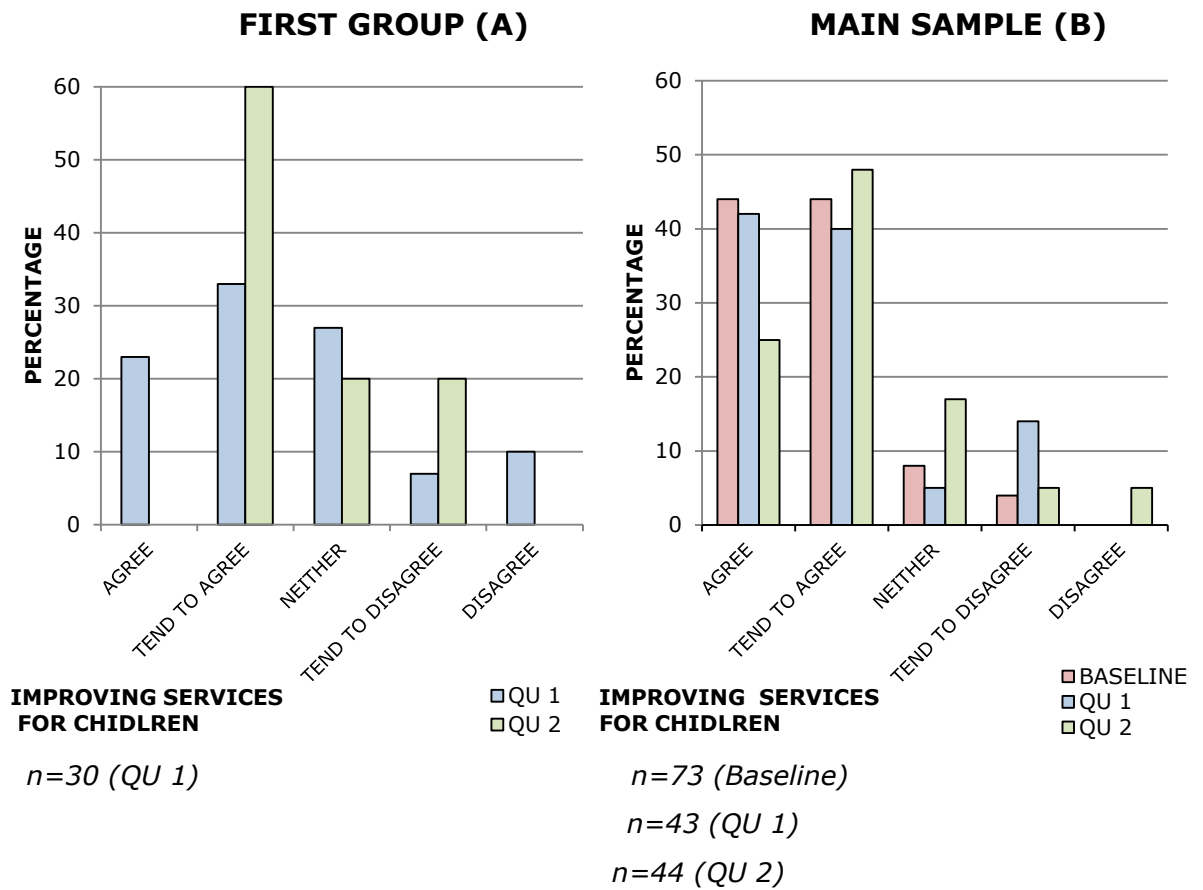
Figures 8.4A and B EYPS and Improving Services for Children

Figures 8.4A and B illustrates overall agreement between the two samples that EYPS would improve services for children. However, the Main Sample appeared slightly more positive at the start of the process than they were at the end, with 64 (88%) of the Baseline Questionnaire in agreement, 35 (82%) of Questionnaire One and 32 (73%) of Questionnaire Two.

The introduction of EYPS had not been without controversy. Respondents were asked to what extent they agreed with the statement that '*The EYP role could be a missed opportunity in developing an integrated approach to meeting the needs of children in the early years'* (Figures 8.5A and B and Figures 8.6A and B).

FIRST GROUP (A)　　　　　　　　MAIN SAMPLE (B)

n=30 (QU 1)　　　　　　　　　　　n=43 (QU 1)

n=5 (QU 2)　　　　　　　　　　　　n=44 (QU 2)

Figures 8.5A and B　EYPS: A Missed Opportunity for an Integrated Approach

Figures 8.5A and B suggest that about 40% respondents from both samples agreed with the statement, a view that remained constant over the research period. Similar percentages were undecided with 47% of the First Group and 35% of the Main Sample. For the Main Sample there was an increase to 41% in response to Questionnaire Two with the percentage who were in the disagree categories declining.

Questionnaires One and Two asked respondents about whether '*The role is too biased towards education.*'

ROLE TOO BIASED TO EDUCATION □QU1 □QU2

n=30 (QU 1)
n=5 (QU 2)

ROLE TOO BIASED TO EDUCATION □QU1 □QU2

n=43 (QU 1)
n=44 (QU 2)
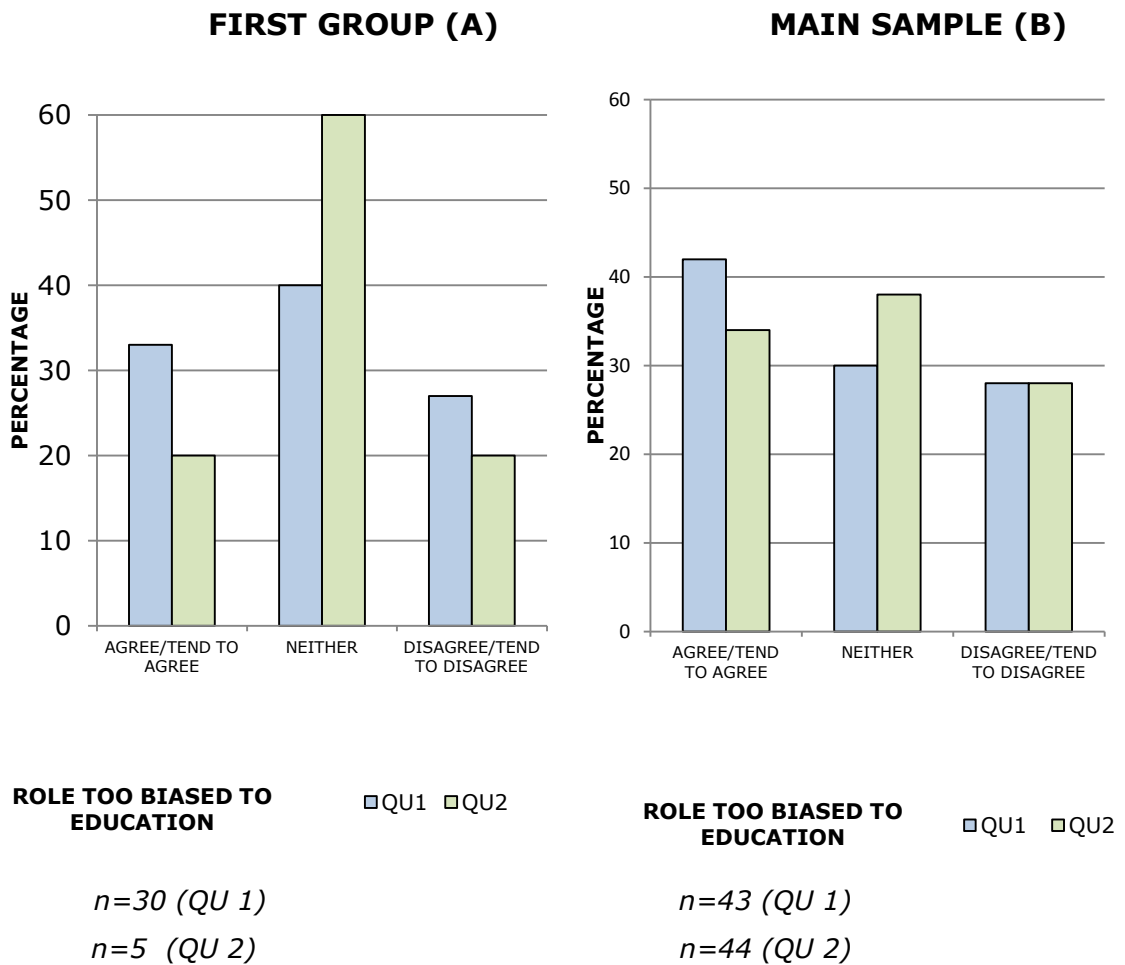
Figures 8.6A and B EYPS: Too Biased Towards Education

Figures 8.6A and B suggest both samples were divided in their responses. The Main Sample saw no difference across the research period in respondents who disagreed with the statement and a slight increase in those who were undecided. There is insufficient data from the First Group to suggest any changes in perceptions over the research period.

8.5 Professional Training
8.5.1 The Validation Process

This professional training process included preparation days, mentoring, a 'needs assessment' (later known as the Gateway Review of Skills), tasks and a full day setting visit (See section 1.2). Respondent's views on this process were gathered (Figures 8.7A and 8.7B).

ASSESSMENT TOO PRESCRIBED

PAPERWORK TOO COMPLICATED

WOULD WELCOME PROFESSIONAL DIALOGUE

NEEDS ASSESSMENT IDENTIFIED DEVELOPMENT AREAS

WELCOMED USE OF WITNESSES

MENTOR ROLE SUPPORTIVE

PREPARATION SUPPORTIVE

ENJOYED VALIDATION PROCESS

ASSESSMENT PROCESS APPROPRIATELY RIGOROUS

COMPLETE AGAIN

STATEMENTS

PERCENTAGE

☐AGREE/TEND TO AGREE   ☐NEITHER   ☐DISAGREE/TEND TO DISAGREE

n=30

Figure 8.7A Validation Process (First Group)

STATEMENTS (vertical axis labels, top to bottom):
- ASSESSMENT PROCESS RIGOROUS
- ASSESSMENT TOO PRESCRIBED
- PAPERWORK TOO COMPLICATED
- WELCOMED USE OF WITNESSES
- WOULD WELCOME PROFESSIONAL DIALOGUE
- NEEDS ASSESSMENT IDENTIFIED DEVELOPMENT AREAS
- MENTOR ROLE SUPPORTIVE
- PREPARATION SUPPORTIVE
- ENJOYED VAIDATION
- COMPLETE AGAIN
- PATHWAY SUPPORTIVE

PERCENTAGE (horizontal axis)

☐ AGREE/TEND TO AGREE   ☐ NEITHER   ☐ DISAGREE/TEND TO DISAGREE   ☐ N/A

n=43

Figure 8.7B Validation Process (Main Sample)

As illustrated in Figures 8.7A and B, there was overall agreement that the assessment process had been appropriately rigorous, with 19 (63%) of the

First Group and 26 (60%) of the Main Sample responding in the agree categories. However, there was less agreement over the statement about whether the assessment process had been *too prescribed'* with 18 (60%) of the First Group in agreeing with the statement compared to 19 (44%) of the Main Sample. A further 18 (42%) of the Main Sample were undecided.

Responses also differed to statements about the Needs Assessment and the paperwork involved in the assessment process. Twenty (47%) of the Main Sample found the paperwork was too complicated whereas 7 (23%) of the First Group had. Two of the First Group and three of the Main Sample who provided additional comments suggested there was too much paperwork. The statement about the Needs Assessment saw 36 (84%) of the Main Sample agreeing it had identified areas for development, compared to 11 (37%) of the First Group. Arguably this reflects the difference in professional experience of the two groups, with the Main Sample finding it more supportive in indentifying development areas.

Both samples overwhelming welcomed the use of witnesses, though the Main Sample were less positive with 72% (31) agreeing, whereas the First Group had 90% (27) in these categories. One of the areas that had not been included in the assessment process was a professional dialogue with the EYPS candidate. Respondents from both research samples indicated that they thought this would be a positive step forward, with 77% (23) of the First Group and 70% (30) of the Main Sample. Furthermore, three of those providing additional comments, two from the First Group and one from the Main Sample thought that practice should be observed.

EYPS candidates were allocated a Mentor. Both the research samples were positive about this role, with 19 (63%) of the First Group and 25 (58%) of the Main Sample answering 'agree' or 'tend to agree'. However, a greater percentage of the Main Sample were undecided with 13 (30%) in this category compared to four (13%) of the First Group. One of the First Group and four of the Main Sample who commented suggested that the role needed developing, though one did agree it had been supportive.

In relation to preparation for the EYPS assessment (Validation), respondents were asked if it had been supportive. Twenty five (83%) of the First Group agreed/tended to agree and 35 (81%) of the Main Sample. The Main Sample were also asked if their specific training pathway had supported them. Sixteen (37%) did not respond to this question and 23 (54%) agreed/tended to agree, four (9%) indicated 'Neither'.

Respondents were also asked if they had enjoyed the validation process and whether they would complete the process again. There were mixed responses to both statements, though almost half of the First Group 14 (47%) and 19 (44%) of the Main Sample had enjoyed the process. Only 14 (47%) of the First Group and 20 (47%) for the Main Sample said they would complete the course again though this is not a surprising response at this stage because the validation process was relatively fresh in their minds. Furthermore, of those making specific comments four of the First Group and one of the Main Sample drew attention to how time consuming the process had been.

8.5.2 The Validation Process and Reflection on Practice

One of the characteristics of work with children and families is the importance of reflection. Figure 8.6 provides the respondents views about whether the validation process had supported them in reflecting on their practice.

VALIDATION SUPPORTED REFLECTION

☐ FIRST GROUP   ☐ MAIN SAMPLE
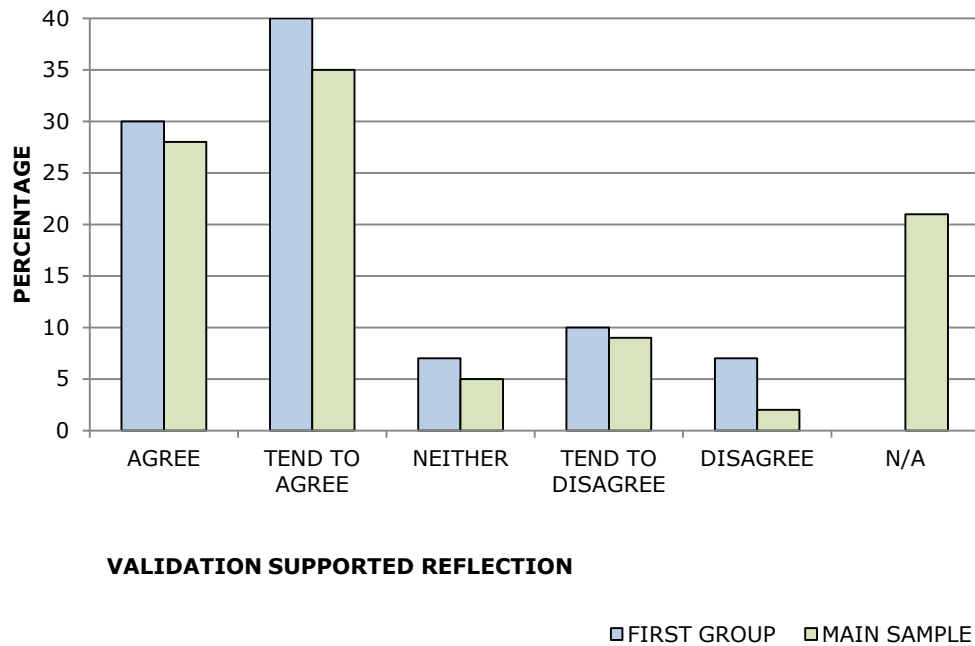
n=30 (First Group)

n=43 (Main Sample)

Figure 8.8 Validation and Reflection on Practice

All respondents clearly agreed that the validation process had supported reflective practice. The nine (21%) in the N/A category for the Main Sample were those who followed the Full Training Pathway who did not answer this question, despite being asked. When asked about reflection in Questionnaire Three all respondents from the Main Sample and the First Group were unanimous in agreeing that it was not only important for them to reflect on their own practice but that it was essential that those with EYPS were reflective practitioners. Two of the First Group who provided qualitative comments indicated they specifically welcomed the opportunity for practice reflection.

8.5.3 EYPS Standards

The respondents were asked for their views on the EYPS Standards after completing the validation process and a year later. The vast majority were agreed that they were relevant to the role (Figures 8.9A and B).

FIRST GROUP (A)

MAIN SAMPLE (B)

EYPS STANDARDS — QU 1

EYPS STANDARDS — QU 1   QU 2

n=30 (QU 1)

n=43 (QU 1)
n=44 (QU 2)
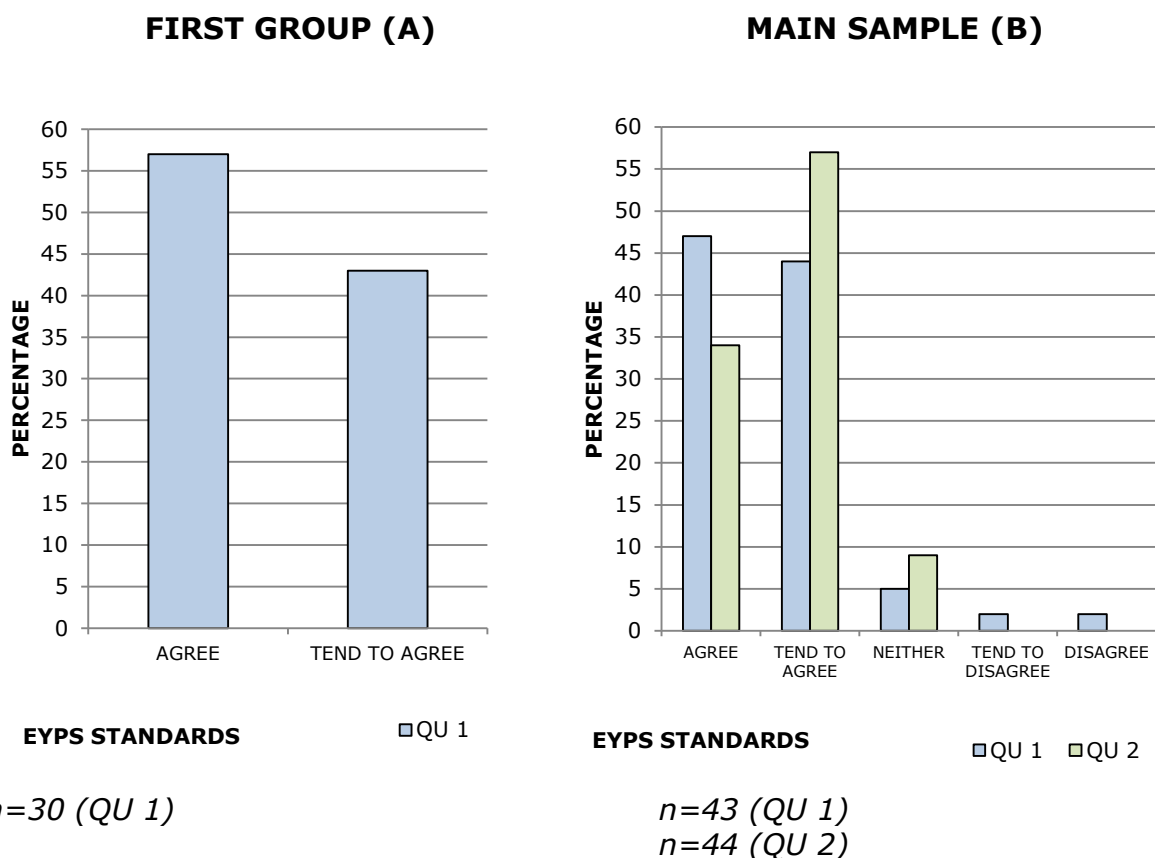
Figures 8.9A and B Standards are Relevant for the EYPS Role

8.6 The Relationship between EYPS and Teaching

EYPS was initially presented as being broadly equivalent to Qualified Teacher Status (QTS). Respondents were therefore asked about the relationship between the two professions. The Baseline Questionnaire (Main Sample) asked respondents if they believe the Early Years Teacher should also have EYPS and 61 (83%) completing the Baseline Questionnaire were in agreement, only four (6%) tended to disagree and eight were undecided.

The following two questionnaires addressed issues of equivalency. Questionnaire One found that 22 (73%) of the First Group and 33 (77%) of the Main Sample agreed or tended to agree that they would never be seen as equivalent. Although, a year later 28 (64%) of the Main Sample believed they should be.

FIRST GROUP (A)
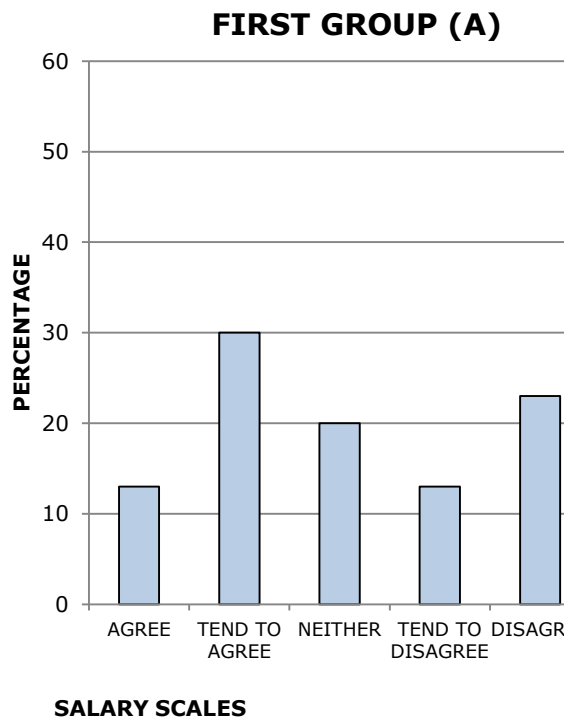
MAIN SAMPLE (B)

n=30 (Qu1)
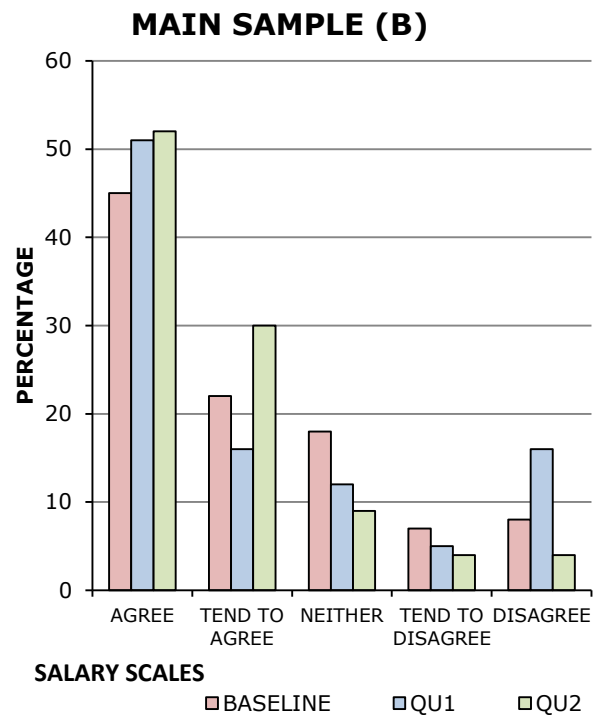
n= 73 (Baseline)

n=43 (QU 1)

n=44 (QU 2)

Figures 8.10A and B Salary Scale

Figures 8.10A and B illustrates that when it came to equivalency over salary scales there was clear agreement by the Main Sample that the two professions should be paid the same whereas the respondents to the First Group were somewhat equivocal. This may have reflected that EYPS was an unknown quantity at the time the pilot group completed questionnaires.

8.7 The Early Years Professional as an Emerging Profession: Questionnaire Two One Year On

This section reports on the Early Years Professional as a new profession and how the respondents believe it is viewed by others. It also considers the emergent roles and responsibilities of the Early Years Professional compared to others working in the area. As only five from the First Group responded to Questionnaire Two the main focus of this section is on the Main Sample with the responses from the First Group being commented on where appropriate.

8.7.1 Early Years Professional a New Profession: The Views of the Early Years Professionals One Year On

Questionnaire Two asked participants to what extent they agreed with a range of statements about the evolution of EYPS into a 'Profession' in its own right.
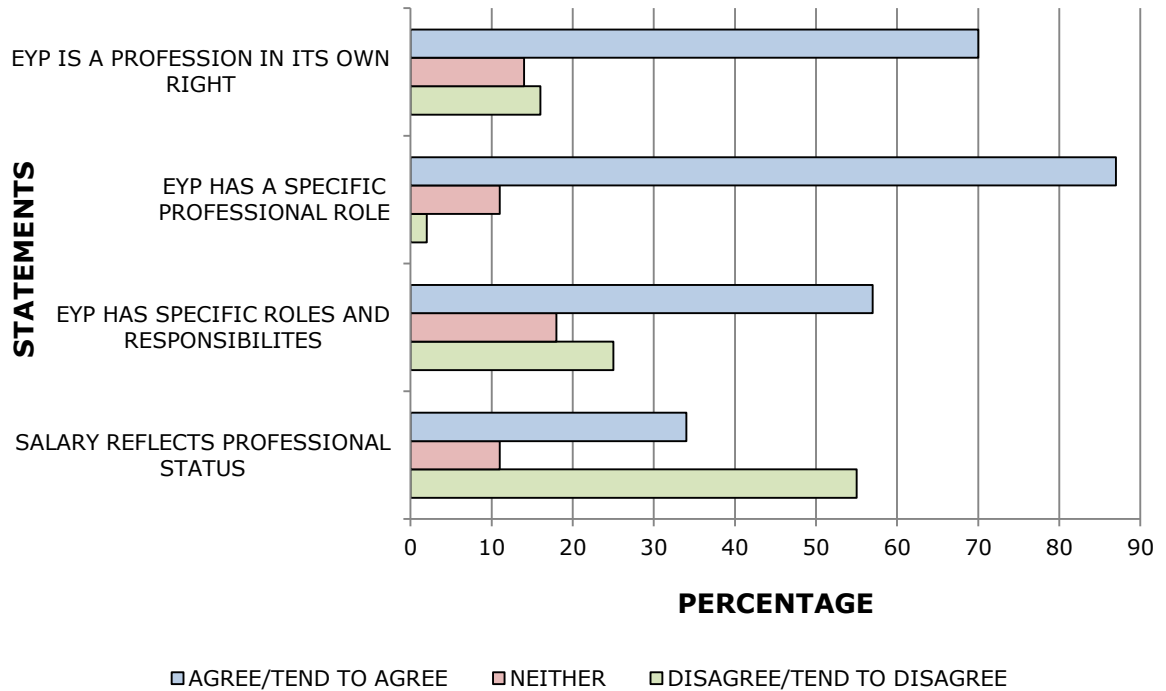
n=44

Figure 8.11 Early Years Professional as a New Profession (Main Sample Questionnaire Two)

Figure 8.11 illustrates a positive response one year on to EYPS as a new profession with 31 (71%) agreeing that it was a profession in its own right and 38 (87%) that Early Years Professional had a specific role in the early years. However, over half, 24 (55%), of the respondents believed their salary did not reflect their professional status, five (11%) indicated 'Neither' and 15 (34%) believed their salary was appropriate (Appendix 8.2 provides further detail). The First Group respondents showed similar trends except for EYPS being a profession in its own right, three out of the five were undecided.

8.7.2 Early Years Professional as a New Profession: The Views of Colleagues

Respondents were asked about whether their employers valued their skills and expertise, how their colleagues viewed them and whether parents/carers understood the role of the Early Years Professional (Figure 8.12).

AGREE/TEND TO AGREE   NEITHER   DISAGREE/TEND TO DISAGREE
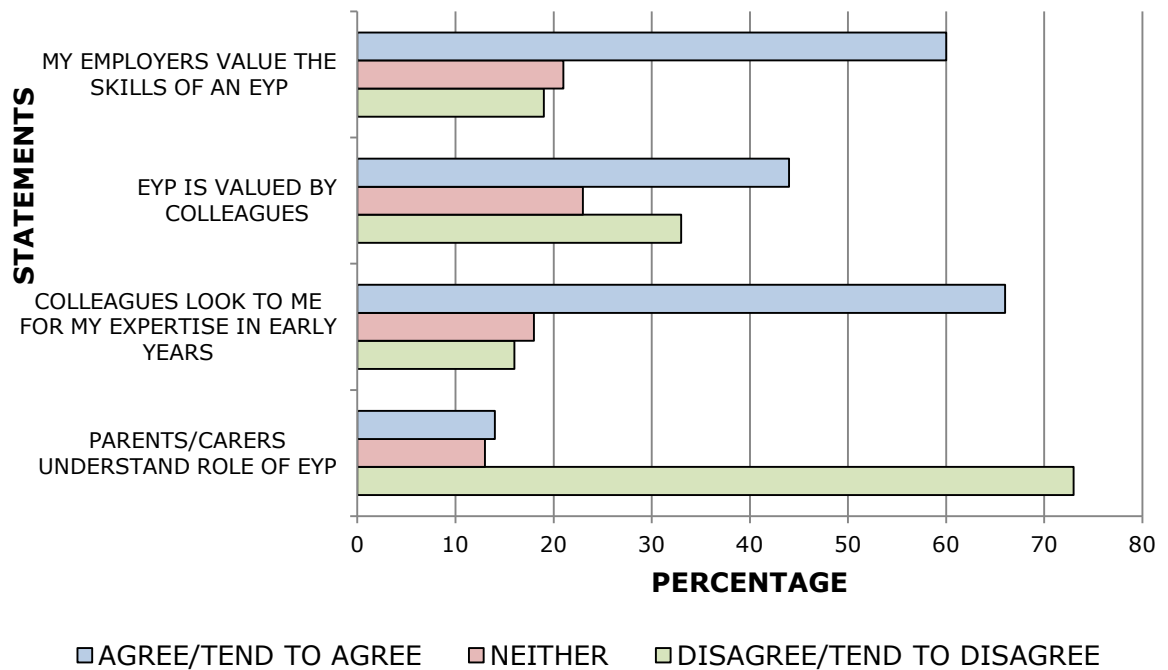
n=44

Figure 8.12 How Others View Early Years Professional (Main Sample Questionnaire Two)

Figure 8.12 illustrated that respondents tended to agree that employers valued their skills with 26 (60%) responding in the agree categories. However, responses were mixed about whether EYPS was valued by their colleagues with 19 (44%) agreeing, 10 (23%) were undecided and 15 (35%) disagreeing.

Despite this mixed response when asked about whether colleagues look to them because of their 'expertise' in the early years, there was a more positive response with 29 (66%) in the agree categories. (Similar trends were apparent in the First Group). Arguably, therefore, whilst colleagues may have mixed views about the status they recognise that the Early Years Professional did have 'expertise' on which they could draw. However the

respondents clearly saw parents/carers as having little understanding about EYPS.

32 (74%) of the Main Sample and four First Group tended to disagree or disagreed with the statement '*Parents/Carers understand the role of the EYP'*

8.7.3 Developing a Professional Identity

Throughout the quantitative research phases respondents were asked questions to support understanding of the development of their professional identity as an Early Years Professional. The Baseline Questionnaire completed by the Main Sample asked whether completing EYPS was important for their own professional development. Regardless of employment role there was an overwhelming agreement with 70 (96%) in the agree categories and no one disagreeing.

Questionnaire Two therefore aimed to explore in what ways completing EYPS had enhanced the respondents professionally and whether it was supporting development of a new professional identity. However, actually describing the elements of 'professional identity' is challenging, therefore a range of statements were posed about the respondents personal perceptions of EYPS (Figure 8.13).
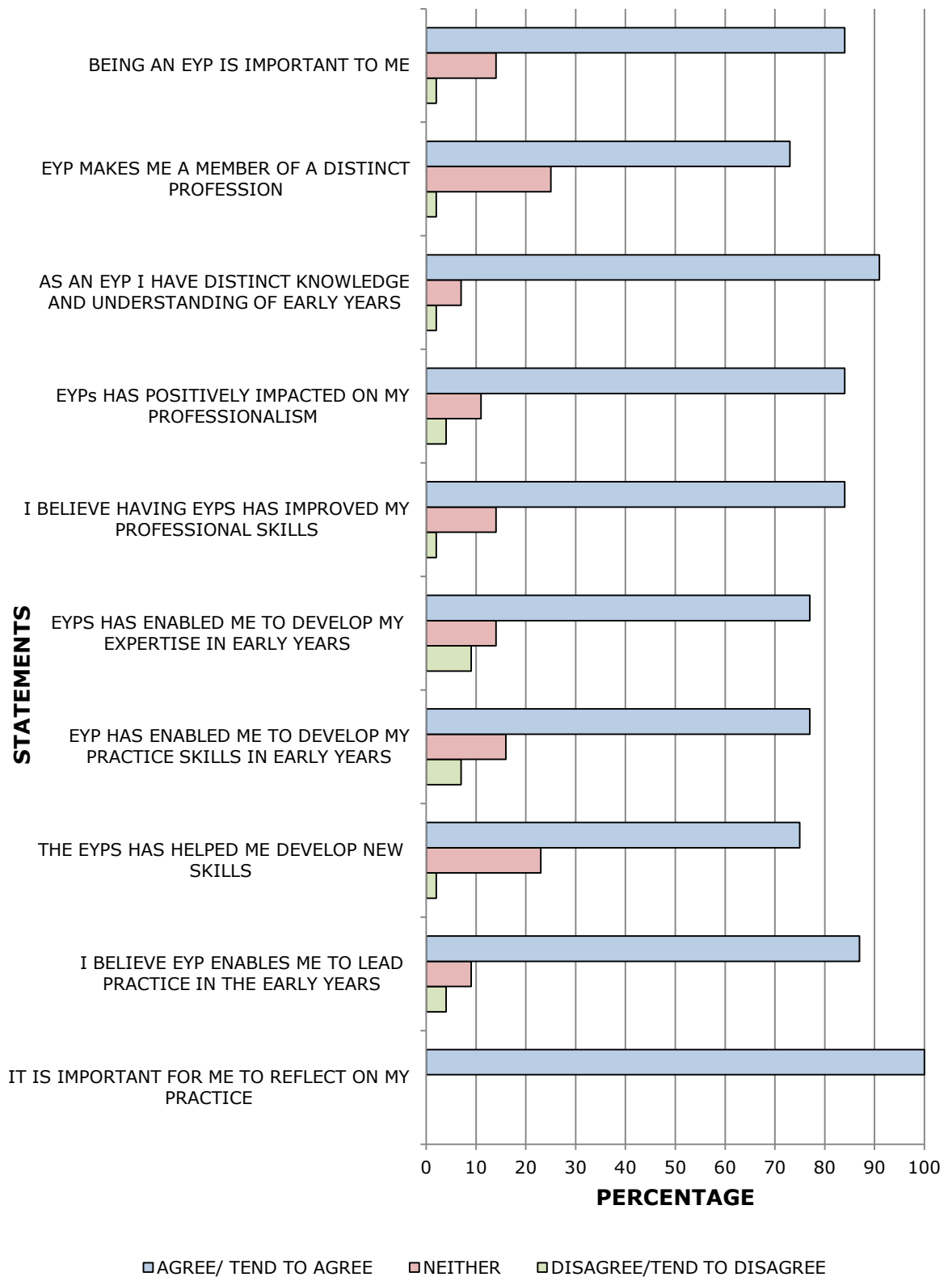
n=44

Figure 8.13 Being an Early Years Professional (Main Sample Questionnaire Two)

Figure 8.13 illustrates that the individual responses supported a collective understanding that the Early Years Professional was developing a distinct professional identity that was influenced by a range of factors. Thirty six (84%) indicated that being an Early Years Professional was important to them, six (14%) were undecided and one tended to disagree. They clearly believed they had distinct knowledge and understanding with 40 (91%) in the agree categories. (The First Group concurred with all five being in the agree categories). They also believed they were a member of a distinct professional group with 32 (73%) responding in the agree categories, 11 (25%) were undecided and only one disagreed. (All five of the First Group respondents also indicated they felt part of a distinct professional group). The respondents also believed that being an Early Years Professional had impacted on their professionalism with 36 (84%) (three out of five of the First Group) in the agree categories and 37 (84%) agreed that their profession skills had been enhanced (four out of Five of the First Group). Thirty three (75%) of the Main Sample had developed new skills, 34 (77%, improved those they had and 34 (77%) had developed their expertise in the early years.

8.7.4 Becoming a Profession

Respondents were asked for their views about the need for a professional body, a framework for CPD, Code of Practice, disciplinary procedures and an induction year for new Early Years Professionals.
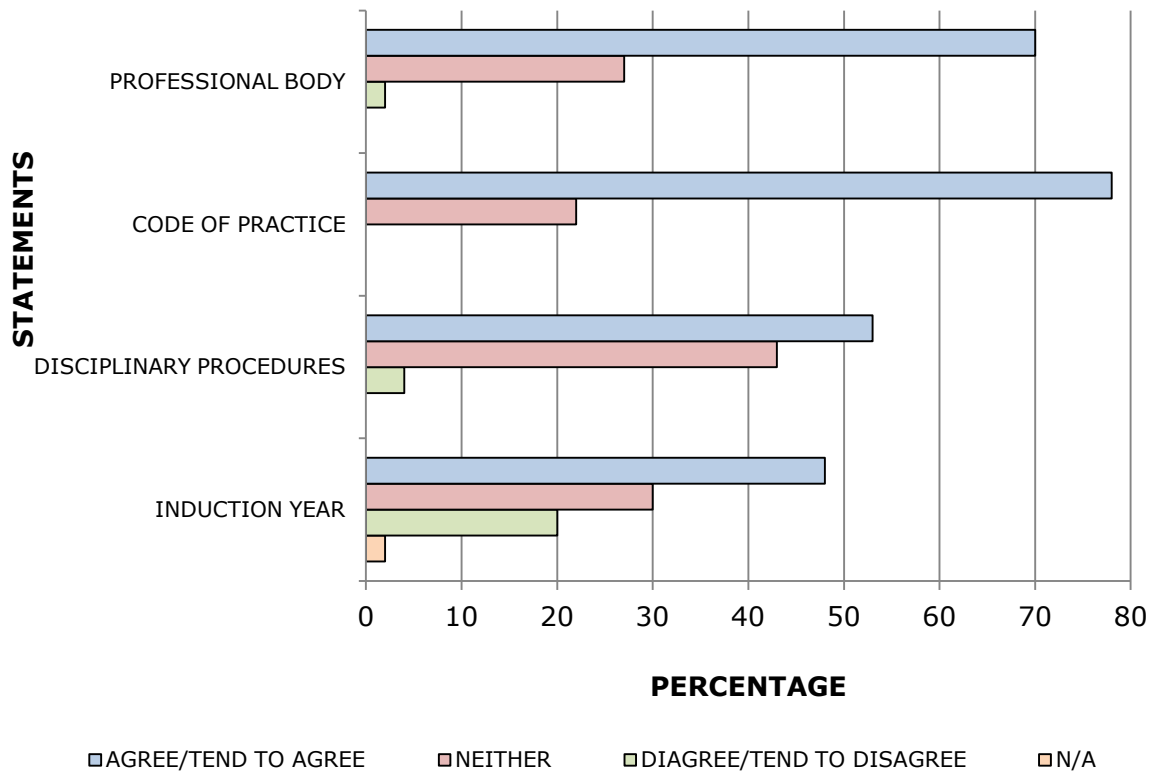
n=44

Figure 8.14 The Professionalisation of Early Years Professional (Main Sample Questionnaire Two)

Figure 8.14 illustrates the responses from the Main Sample a year after they had been awarded EYPS. There were mixed views expressed and whilst 31 (71%) were in favour of a professional body and 34 (77%) recognised the need for a code of practice more were undecided about whether disciplinary procedures needed to be put in place but only two disagreed.

There were also mixed views about whether, like teaching and social work, an induction year was needed to embed the professional status. Twenty one (48%) were in the agree categories and 9 (19%) disagreed. However, Questionnaire One and Two clearly indicated that respondents were in favour of an accredited framework for CPD (Figures 8.15A and B).

First Group (A)　　　　　　**Main Sample (B)**

n=30 (QU 1)　　　　　　　n=43 (QU 1) n=44 (QU2)
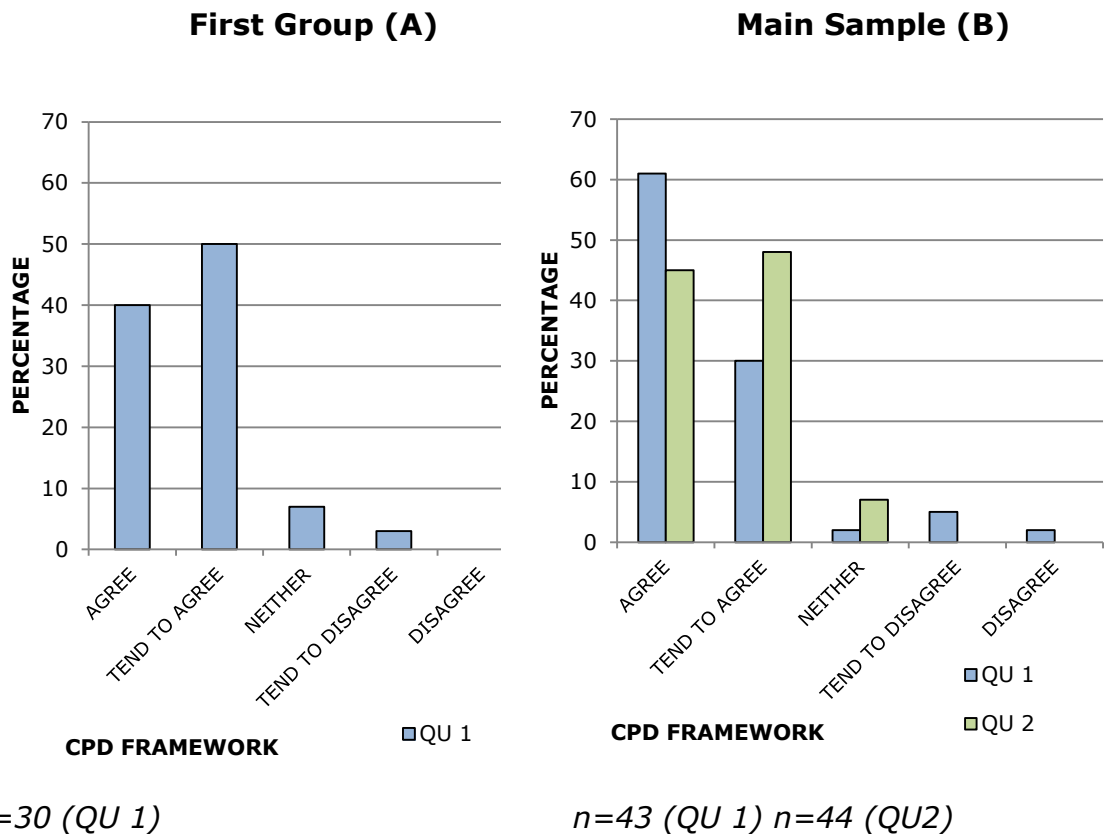
Figures 8.15A and B CPD Framework

8.8 The Professional Profile of the Early Years Professional

To support understanding of how respondents viewed their emerging professional identity a range of open ended questions were asked. These gathered data to support understanding of what makes the Early Years Professional distinct to other areas of work in children's services and what were the perceived professional differences between an Early Years Professional and an Early Years Teacher. They were also asked to provide five words that describe an Early Years Professional.

8.8.1 The Qualities needed to work with Children and Families, in the Early Years, as an Early Years Teacher and an Early Years Professional

In Questionnaire Two, respondents were asked to define the qualities they perceived were needed by anyone working with 'Children and Families' and in the 'Early Years' and specifically in the professional roles of an 'Early Years Teacher' and an 'Early Years Professional'. Responses appeared to be made

through the lens of being a member of the early years workforce, rather than someone who works in the wider sector of children's services. One of the challenges faced appeared to be differentiating between the specific categories and there was considerable overlap in the qualities identified.

Detailed responses were provided by the research sample. Given the wide ranging responses, the data was coded then two people independently applied the coding system to the data (inter-rater reliability). This achieved 98% and 97% agreement with the initial coding. The perceived qualities were coded as falling into three main categories, 'Knowledge and Understanding', 'Professional Skills' and 'Professional Attributes'. Full data is available in Appendix 8.3.
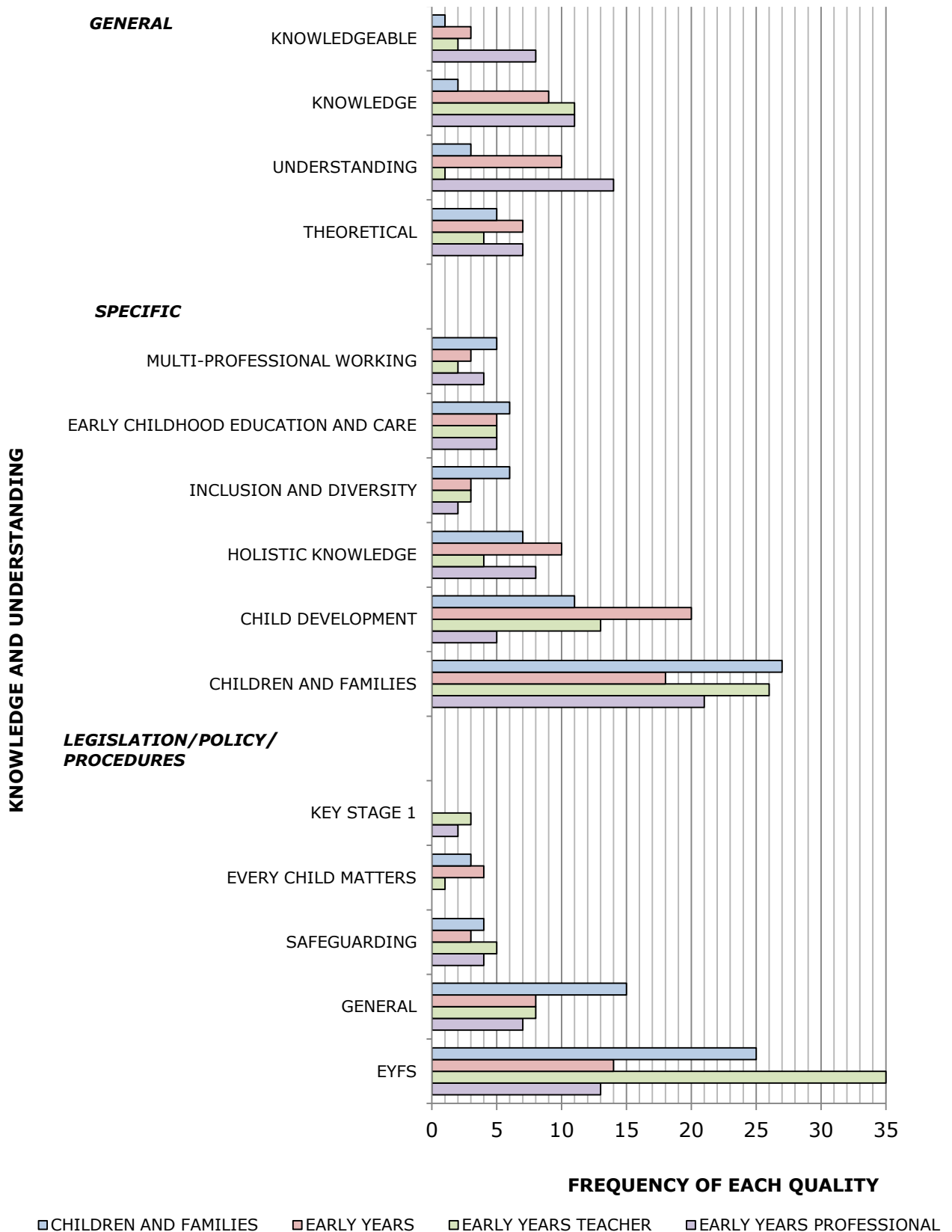
Figure 8.16 Perceived Knowledge and Understanding needed to work as an Early Years Professional and in Related Areas (Questionnaire Two)

n=471

Figure 8.16 presents the data categorised as 'Knowledge and Understanding' in three groups, 'General', 'Specific' and 'Legislation/Policy/Procedures'. As would be expected, one of the main qualities required by those who are employed in the area of children and families is knowledge and understanding.

Not surprisingly, findings suggested perceived similarities in the knowledge base between the Early Years Professional and the Early Years Teacher. An area of difference was specific knowledge of the Early Years Foundation Stage (EYFS) where the Early Years Teacher was perceived to need more knowledge and understanding at the time of Questionnaire Two. However, at this stage not all Early Years Professionals were in roles that meant they were leading on the EYFS.

It is interesting that Key Stage One did not figure more highly in the knowledge needed by an Early Years Teacher given the importance of transitions in school. It is also interesting to note that given the policy drive at the time of the *Every Child Matters* agenda (ECM) knowledge about this agenda and safeguarding children were mentioned relatively infrequently.

n= 533

Figure 8.17 Perceived Professional Skills needed to work as an Early Years Professional and the Related Areas (Questionnaire Two)

Figure 8.17 illustrates the qualities in relation to professional skills that emerged from the coding of the responses to the open ended questions. As with knowledge and understanding, a range of skills were shared by all. As might be expected interpersonal skills were mentioned frequently as core to each of the four areas. The data suggests little difference between the Early Years Professional and Early Years Teacher except in the area of leadership, with this area being clearly perceived as an important quality for the Early Years Professional (EYP 42 references, EYT 16 references). The Early Years Professional was also seen as being more reflective (EYP 15 references, EYT 6 references) and to have more qualities related to professionalism (EYP 16 references, EYT 8 references).

n=487

Figure 8.18 Perceived Professional Attributes needed to work as an Early Years Professional and the Related Areas (Questionnaire Two)

Figure 8.18 presents the qualities coded as professional attributes. These were divided into three main areas, 'Principles and Values', 'Practice Attributes' and 'Resilience'. As with the other categories there are a range of attributes shared by all areas with 'passion', 'work ethos' and 'caring' being seen as key for all areas. There was considerable synergy between the professional attributes to be an Early Years Teacher and an Early Years Professional with only a few areas evidencing a difference in responses. For example, integrity and passion were referred to marginally more for the Early Years Teacher whereas 'work ethos', 'patience' and being a 'role model' figured slightly more frequently for the Early Years Professional.

8.8.2 The Differences between the Early Years Teacher and the Early Years Professional

In order to gain more detailed understanding Questionnaire Two specifically asked about the differences between the Early Years Professional and the Early Years Teacher. Given the similarities in responses, results from the Main Sample and First Group are combined. Despite having been Early Years Professionals for at least a year the respondents found the task challenging. In fact nine of the 44 respondents actually stated there was no difference. The remaining 35 provided data that has been divided into the categories of status, knowledge and role (Appendix 8.4). Frequent concerns were expressed about those with EYPS having less status and lower pay. They were seen as having wider holistic knowledge and greater engagement with the child. Leadership and support of staff were also seen as an important difference and they had a different educational focus.

8.9 Early Years Professional Descriptors

To support further understanding about the professional identity of the Early Years Professional respondents were asked to provide five words to describe it. One hundred and ninety eight descriptors were provided which were divided into the same three sections used to categorise the quality descriptors (Figure 8.20 and Appendix 8.5)
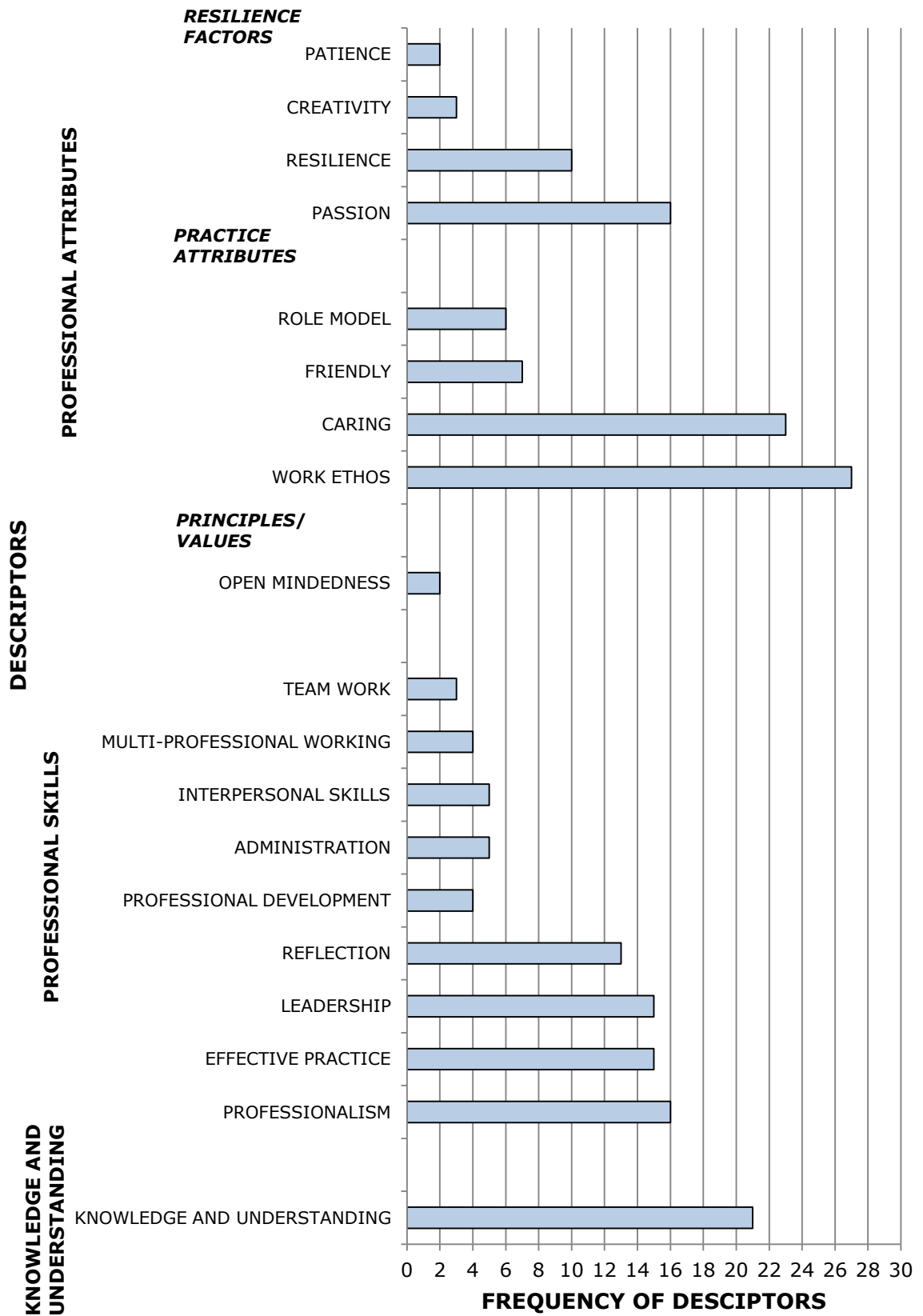
Figure 8.19   Early Years Professional Descriptors

The descriptors were divided into the three categories of 'Knowledge and Understanding', 'Professional Skills' and 'Professional Attributes'. The last category has been presented under the sub headings 'Principles and Values', 'Practice Attributes' and 'Resilience Factors'.

This revealed a profile of the Early Years Professional as someone who is typically passionate about their work with a strong work ethic and commitment to professionalism. They are also caring, emotionally resilient and reflective. Early Years Professionals are effective practitioners in their own right with high levels of knowledge and understanding who are able to lead and support others.

8.10 Key Findings Summary: Early Years Professionals

- EYPS is perceived as a positive step forward in raising the status of the early years, developing a more competent workforce that is improving the quality of services for children.

- The respondents appeared mainly open minded about whether the Early Years Professional was developing as an interdisciplinary professional with a tendency for it to be viewed as a missed opportunity in developing an integrated professional. There were divided views about whether it was too biased towards education.

- The assessment process is viewed as appropriately rigorous and for the Main Sample the Needs Assessment had been a supportive process in identifying areas for development.

- Candidates tended not to find the paperwork over complicated.

- The use of witnesses was positive and there was strong agreement for the need for a professional dialogue between the candidates as part of the assessment process.

- The mentor role was perceived as positive.

- The preparation for the assessment was positively responded to and some actually enjoyed the process not surprisingly there was some uncertainty whether they would want to complete the process again given they had just finished the assessment process, which they had found rigorous.

- There was overwhelming agreement for both the First Group and Main Sample that the validation process had supported professional reflection and that it was essential that the Early Years Professional was a reflective practitioner.

- The EYPS standards were seen as appropriate.

- There was clear agreement that Early Years Teachers should hold EYPS, though there was a tendency to believe that Early Years Professional was being compared too much to teaching.

- The research period saw a shift in how respondents viewed the equivalency between the Early Years Teacher and the Early Years Professional. At the start of the process findings suggested they would never be seen as equivalent while at the end of the research period findings suggested they should be.

- The research period saw continual support for the Early Years Professional and the Early Years Teacher to be on the same salary scale, though there was some evidence in the data that those who were qualified teachers were less favourable.

- Questionnaire Two provided evidence that Early Years Professionals viewed it as a profession in its own right, with a specific professional role and responsibilities. Overall the salary did not reflect the professional status.

- Whilst employers were beginning to recognise the value of the Early Years Professional, colleagues were not as positive though they did look to the Early Years Professional for their expertise.

- Parents/Carers did not understand about EYPS.

- The respondents indicated that EYPS was personally and professionally important.

- Respondents saw themselves as part of a distinct group in which reflective practice was really important.

- The Early Years Professional was perceived as having distinct knowledge and understanding in the early years.

- Completing EYPS had enabled the respondents to improve and develop new professional skills; develop their expertise, practice skills and lead practice.

- There was clear agreement for a professional body, code of practice and a framework for CPD. There was a tendency to agree about the need for disciplinary procedures and an induction year for newly qualified Early Years Professionals.

- The Early Years Professional shares many qualities with others working in children's services including Early Years Teachers. They require an extensive knowledge base and a range of professional skills and attributes that they bring to the role with leadership skills, patience and being a role model standing out as core traits of an Early Years Professional.

- The Early Years Professional and the Early Years Teacher share similar professional qualities, though the Early Years Professionals believe they have wider knowledge, especially holistic knowledge, have greater leadership roles, closer relationships with children and have a more active role in supporting staff.

- The Early Years Professional is collectively describes as a professional with, considerable professional skills where professionalism, effective

practice, leadership and reflection are vital. They also have a full range of professional attributes with a strong work ethos, a caring disposition and passion being significant. Resilience is also important to manage the challenges of the role.

Section Two
Stakeholders' Perspectives

This section reports on questionnaires conducted in June 2007 (Questionnaire S1, 64 responses) and June 2008 (Questionnaire S2, 46 responses) (Appendix 7.2). The findings from each questionnaire will be presented followed by the stakeholders' perceptions of the professional profile of the Early Years Professional.

8.11 Stakeholders: Questionnaire One

The stakeholders were given a range of statements broadly similar to those given to the Early Years Professionals with the aim of gathering data about how they viewed the introduction of EYPS, the relationship with the Early Years Teacher and how this new professional was introduced into the workforce (Figure 8.20). (See specimen Questionnaire in Appendix 6.2A).
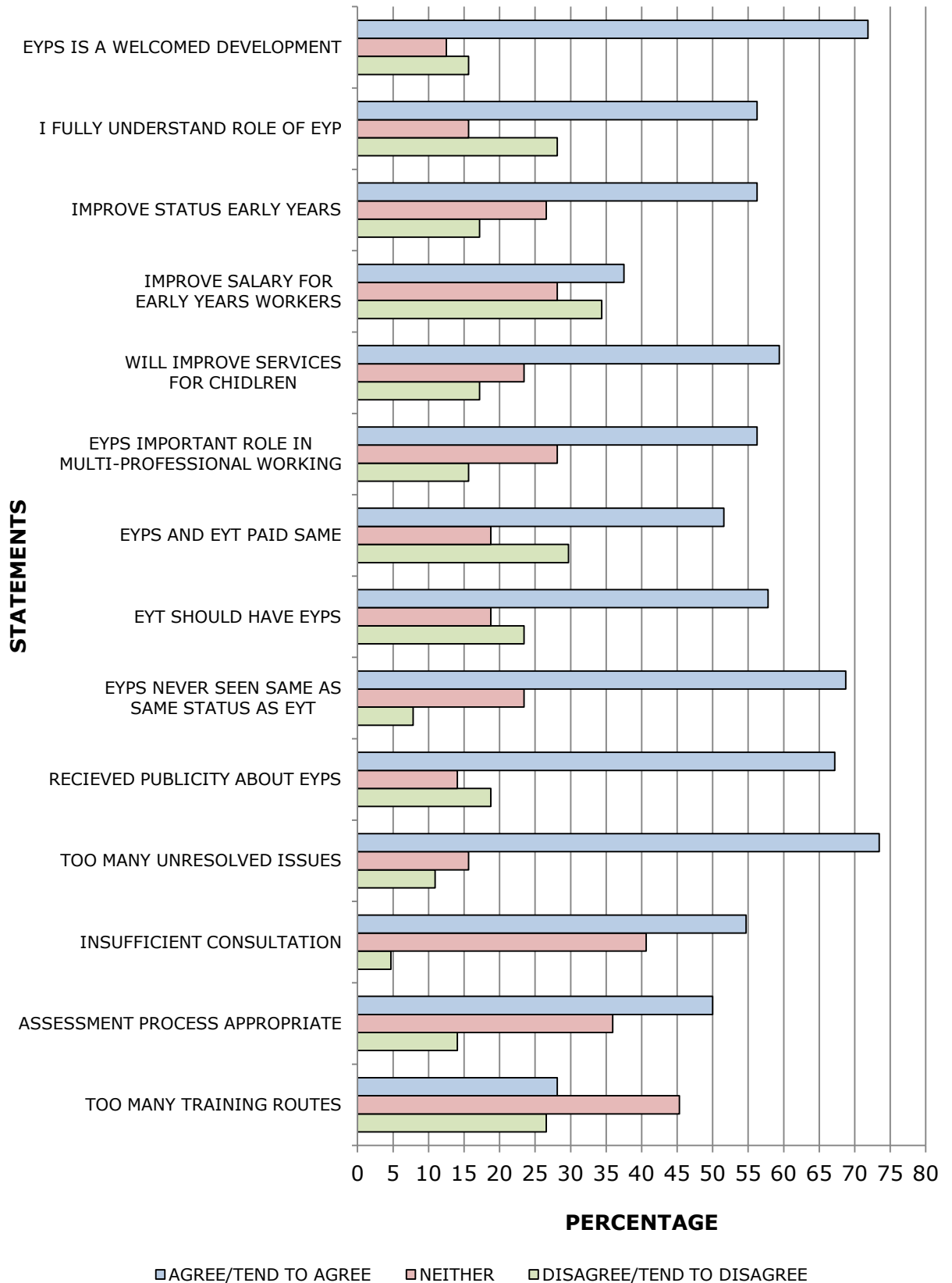
Figure 8.20 Stakeholders' Views about the Introduction of EYPS

n=64

184

Figure 8.20 illustrates an overall positive response by the stakeholders to the introduction of EYPS. Forty six (72%) saw it as a welcomed development and only 10 (16%) were in the disagree categories. However, only 36 (56%) claimed to fully understand the new professional role, with 18 (28%) indicating they did not understand it. Just over half, 36 (56%) believed EYPS would improve the status of the early years but there were divided views about whether it would improve salaries. Twenty four (38%) agreed it would, 22 (34%) disagreed and 18 (28%) responded 'Neither'. For those making specific comments two were concerned that there had been too little consultation, seven were equally concerned about the low status that the Early Years Professional had, their low pay scales and the challenges of experience versus qualification levels.

Thirty eight (59%) were in agreement that services for children would improve. Eleven (17%) disagreed and 15 (23%) were undecided. They tended to view the Early Years Professional as having an important role in multi-professional working with 36 (56%) agreeing, 18 (28%) responding 'Neither' and 10 (16%) disagreeing with the statement.

Respondents clearly saw that EYPS and QTS would never be seen as equal, with 44 (69%) agreeing this would never happen. Roughly half, 33 (52%), agreed that the Early Years Professionals should be paid the same and while 19 (30%) in the disagree categories. Similar figures were found to the question about whether the Early Years Teacher should have EYPS. Thirty seven (58%) were in agreement, 12 (19%) answered 'Neither' and 15 (23%) were in the disagree categories. Five of the latter provided comments indicated that the two should be more closely integrated and one raised the challenge of employing an Early Years Professional in a maintained school as they cannot teach other age ranges.

Stakeholders were asked about how EYPS had been introduced into the early years workforce. There was overall agreement that they had received enough information about EYPS with 43 (67%) agreeing and only 12 (19%) in the disagree categories and just over half, 35 (55%) believed there had been insufficient consultation with a further 26 (41%) undecided. Thirty two

(50%) believe the assessment process was appropriate, though 23 (36%) were undecided. At this early stage stakeholders were also undecided about whether or not there were too many training routes with the 29 (45%) neither agreeing or disagreeing, 18 (29%) in the agree categories and 17 (27%) in the disagree categories.

8.12 Stakeholders: Questionnaire Two

The original research population of 100 were approached again and there were 46 questionnaires were returned. The statements paralleled those on the Early Years Professionals questionnaire, covering the introduction of EYPS, the relationship with teaching and views about the future development of the role of those with EYPS (see specimen questionnaire in Appendix 6.2B). Additional comments were invited and four responded. Three of who indicated they had not enough knowledge to make specific comments and the fourth raised the challenges of EYPS being valued in the workforce.

Figure 8.21 Stakeholders' Views about EYPS One Year Later (Questionnaire Two)
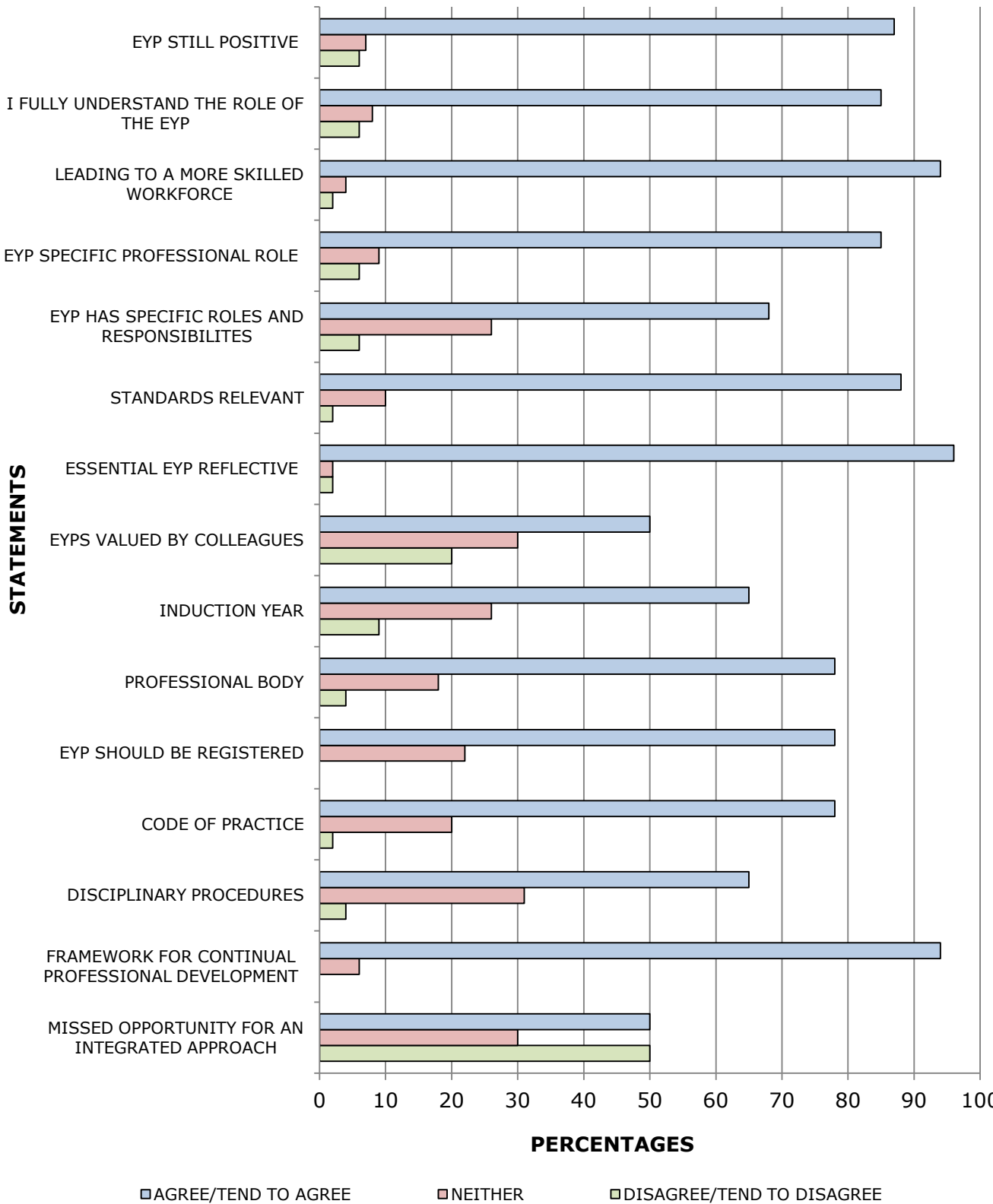
n=46

Figure 8.21 Stakeholders' Views about EYPS One Year Later (Questionnaire Two)

Figure 8.21 illustrates a positive shift in the perspectives of respondents over the course of a year with 40 (88%) now agreeing that it was a positive step forward compared to 46 (72%) for the first questionnaire. This positive trend was also evident in the stakeholders understanding of the role with 39 (85%) indicating they now fully understood the role compared to only 36 (56%) in the first questionnaire. Furthermore, whist there was only partial agreement in Questionnaire One that the status of early years would be improved (36 (57%) in the agree categories), a year later 39 (95%) believed the early years workforce was becoming more skilled and had a specific professional role. Additionally, 31 (68%) perceived the Early Years Professional as having distinct roles and responsibilities, though 12 (26%) were still undecided. There was also uncertainty about whether colleagues valued EYPS. Half of stakeholders (23 /50%), believed it was valued, 14 (30%) were undecided and nine (20%) believed EYPS was not valued by colleagues.

The stakeholders indicated that the standards for EYPS continued to be appropriate with 40 (87%) agreeing.   They believed that the Early Years Professional should be a reflective professional with 44 (96%) in the agree categories. The vast majority also believed that the professionalisation of the Early Years Professional should be taken further in the coming years. Thirty (65%) believed there should be an induction year for newly qualified Early Years Professionals, 36 (78%) there should be a professional body with all Early Years Professionals being registered and 36 (78%) that there should be a code of practice. Additionally 30 (65%) believed there should be a disciplinary process and 43 (94%) that there should be an accredited framework for CPD.

This positive view continued when the stakeholders were asked questions about the impact of the Early Years Professional on early years provision (Figure 8.22).
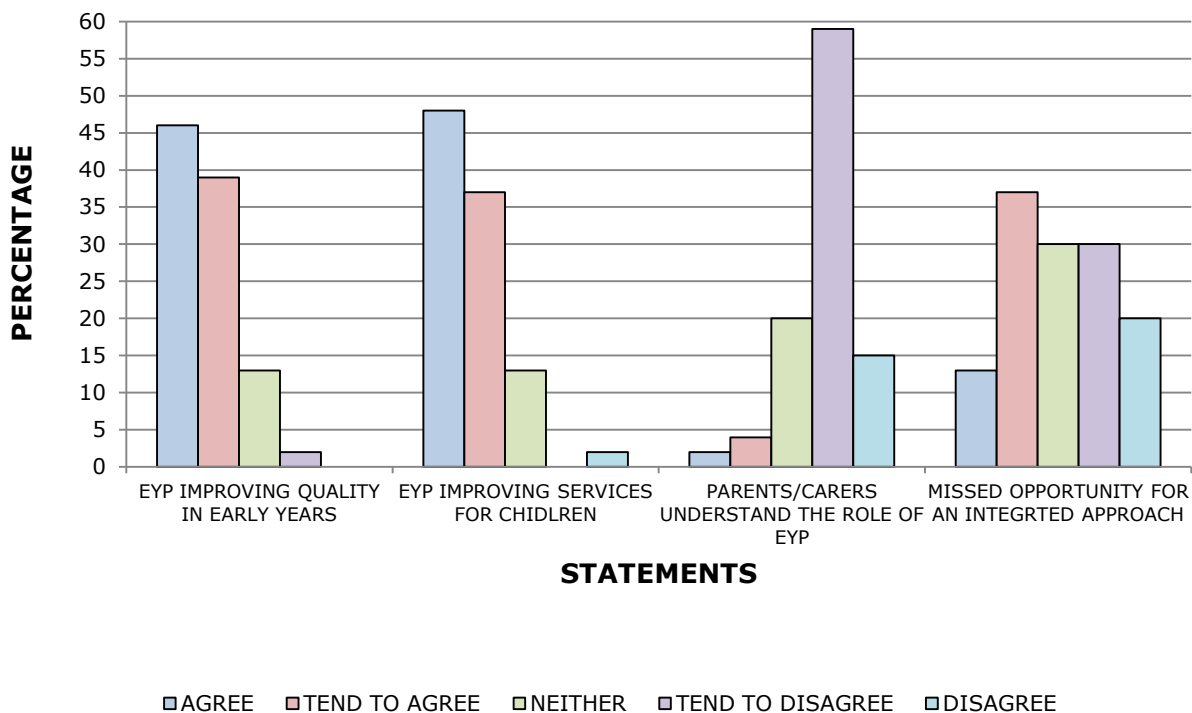
Figure 8.22 The Early Years Professional and Quality Enhancement

Figure 8.22 clearly illustrates that the stakeholders saw quality and services for children in the early years improving as a result of EYPS. In fact 39 (85%) answered in the agree categories to both these areas, compared to 38 (60%) from Questionnaire One. However, they still did not believe that parents/carers understood the role.

Given there had been considerable debate prior to the introduction of EYPS about professionalising the early years workforce the stakeholders were also asked about whether or not they thought EYPS had been a missed opportunity in developing an integrated approach in the early years. Half of the respondents agreed that it had been a missed opportunity. A further 14 (30%) were undecided and only nine (20%) thought it had not.

Finally respondents were asked about what they thought about the relationship between the Early Years Professional and the Early Years Teacher one year on (Figure 8.23).
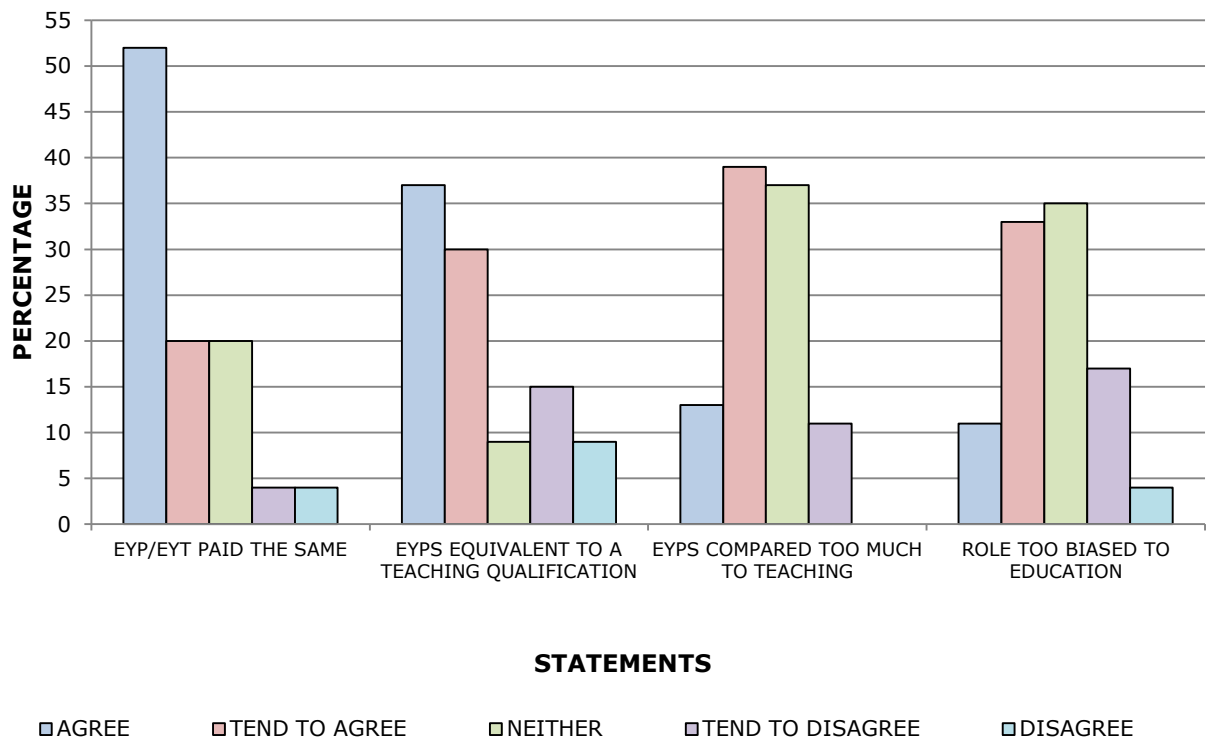
n=46

Figure 8.23 Early Years Professional and the Early Years Teacher

Figure 8.23 reflects that the stakeholders had positively revised their views since the first questionnaire. Only five (8%) stakeholders responding to Questionnaire One thought that EYPS would ever have the same status as teaching, one year on Questionnaire Two has 31 (67%) stating that EYPS and teaching qualifications are equivalent qualifications. Only 33 (52%) from the first questionnaire thought they should be paid the same, this rose to 33 (70%) in the second questionnaire with only four disagreeing compared to 19 (31%) who disagreed in the first questionnaire. Opinion remained divided about the relationship with teaching. Just over half of the stakeholders still thought EYPS was compared too much to teaching and 20 (44%) that it was too biased to education with 16 (35%) remaining undecided.

8.13 The Professional Profile of the Early Years Professional: Stakeholders' Perspectives

The second questionnaire used the same open ended questions asked of the Early Years Professionals to gather data of how stakeholders viewed the emerging professional identity of the Early Years Professional and the

professional differences between an Early Years Professional and an Early Years Teacher, though few responded to this open ended question. They were asked to provide five words that described and Early Years Professional.

The data was analysed using the same processes employed to analyse the data provided by the Early Years Professionals. The emerging codes mirrored those of the Early Years Professionals. The stakeholders also found it challenging to differentiate between the different areas and there was considerable overlap in the specific qualities provided.

GENERAL

KNOWLEDGE AND UNDERSTANDING

SPECIFIC

LEGISLATION
POLICY
PROCEDURES

FREQUENCY OF EACH QUALITY

☐ CHILDREN AND FAMILIES   ☐ EARLY YEARS   ☐ EARLY YEARS TEACHER   ☐ EARLY YEARS PROFESSIONAL
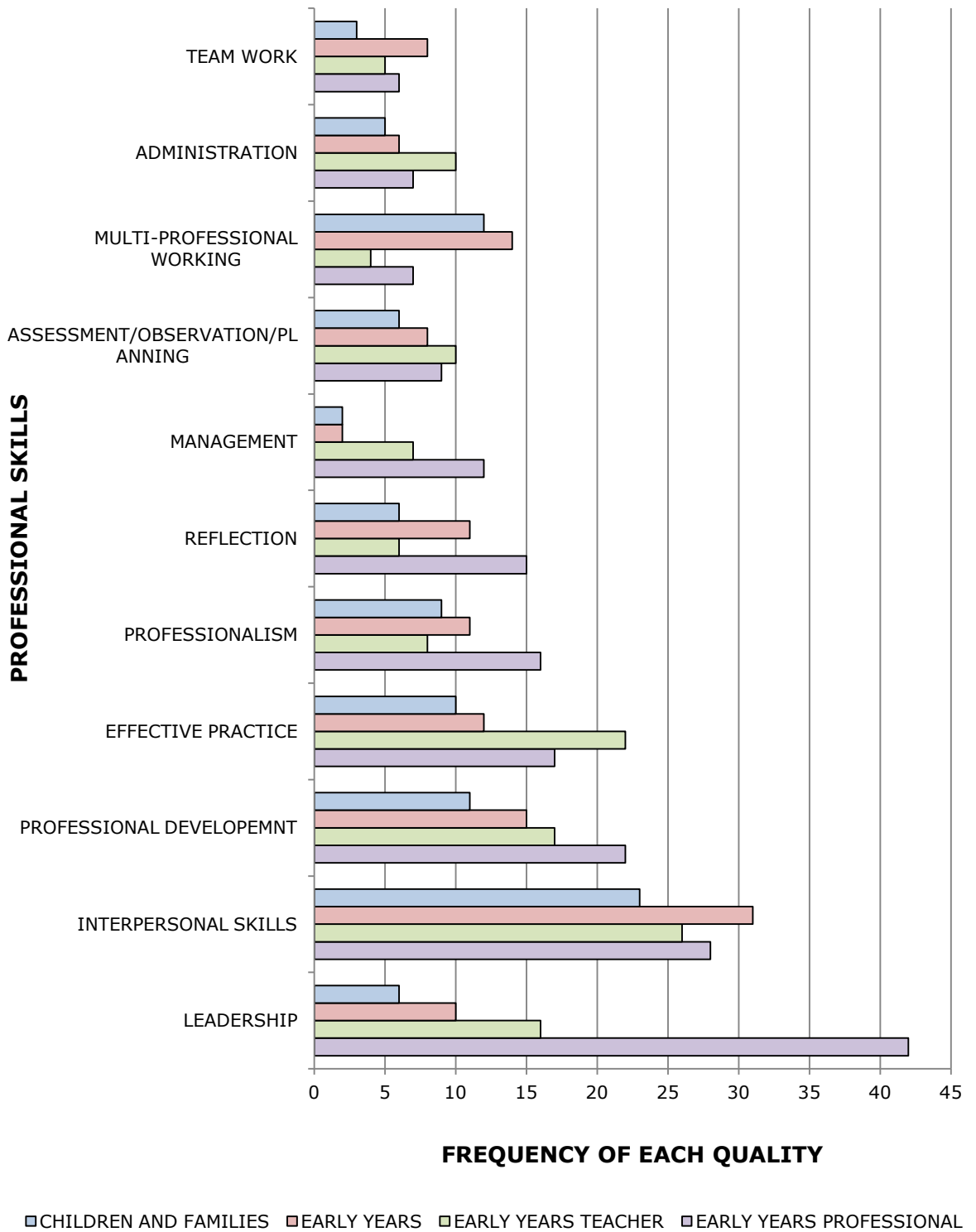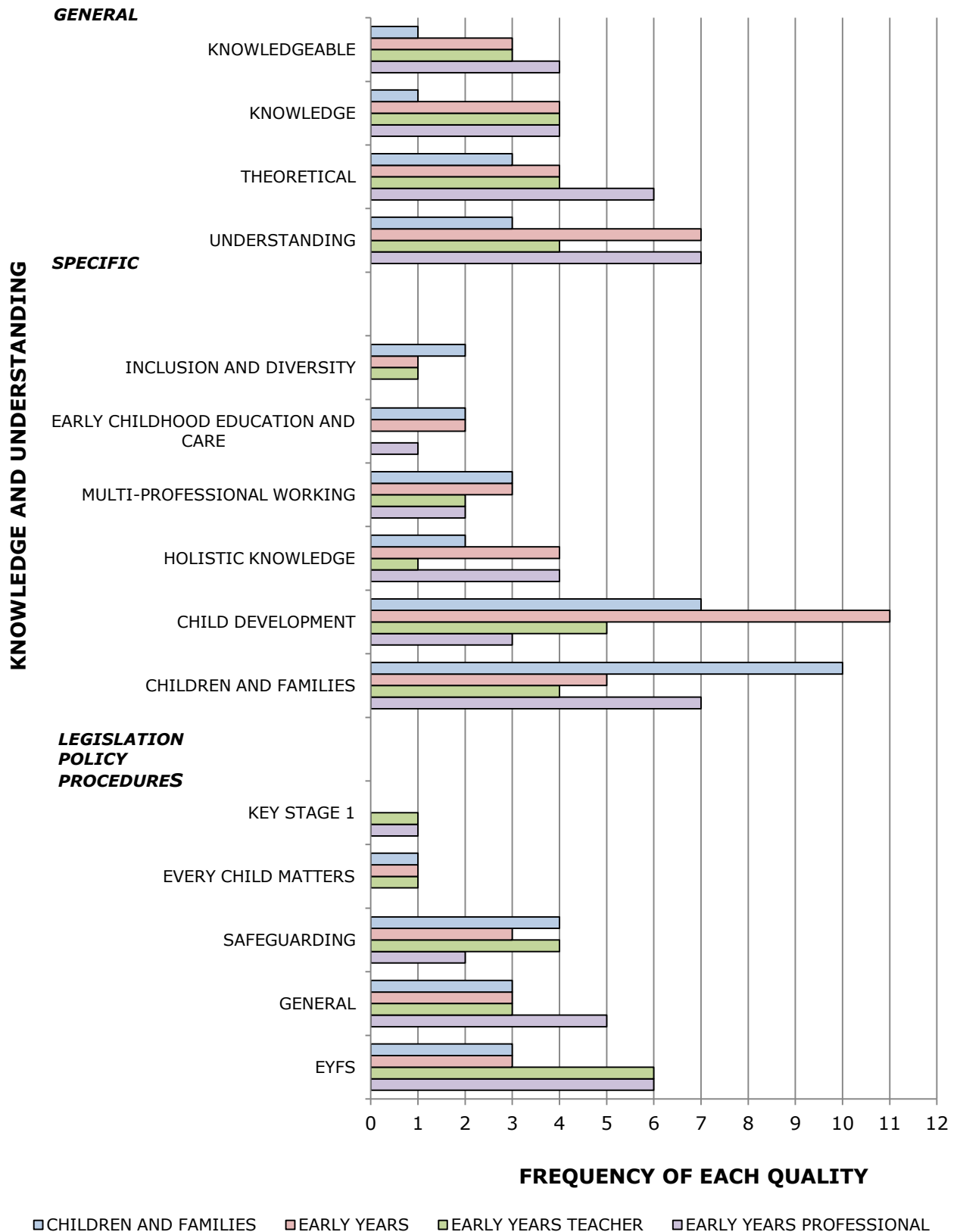
n=310

Figure 8.24 Stakeholders' Perceived Knowledge and Understanding needed to work as an Early Years Professional and the Related Areas (Questionnaire Two)

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Figure 8.24 reinforces the importance of knowledge and understanding when working with children and families. There were some interesting similarities the Main Sample of Early Years Professionals (See Figure 8.16). The Early Years Professional was again perceived as being slightly more knowledgeable, having more theoretical knowledge and understanding and significantly more holistic knowledge than the other related areas. Unlike the Early Years Professionals the stakeholders saw the Early Years Professional and the Early Years Teacher as having the same level of knowledge about the EYFS.
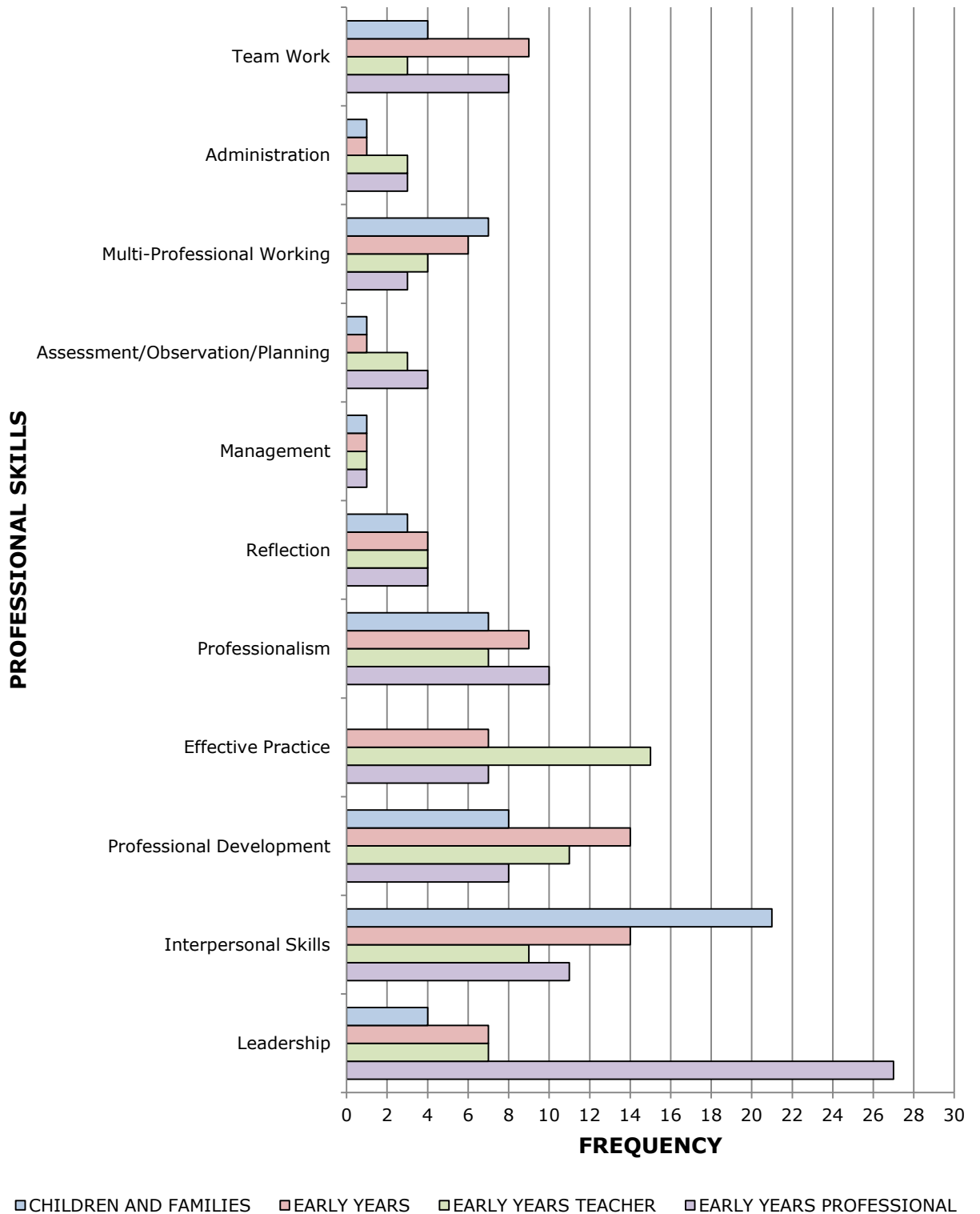
n=283

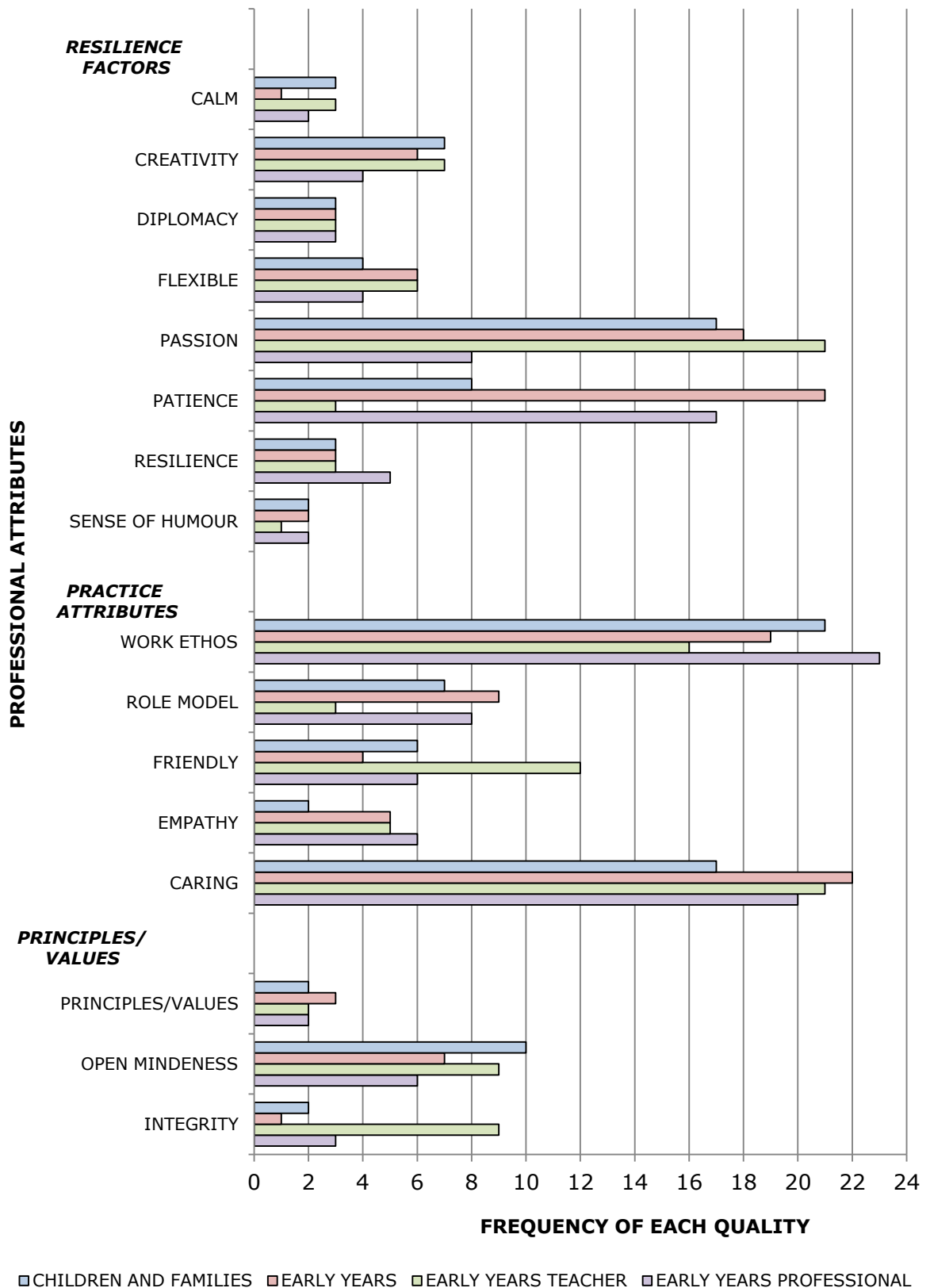**Figure 8.25 Stakeholders' Perceived Professional Skills needed to work as an Early Years Professional and the Related Areas (Questionnaire Two)**

Figure 8.25 illustrates the stakeholders perceptions of the professional skills required to work across the categories. A range of qualities were identified and, as would be expected, interpersonal skills were important in all areas. The data also suggests little perceived difference in the professional skills required by an Early Years Teacher and an Early Years Professional with the exception of 'Leadership.' This was seen as an important professional skill for the Early Years Professional whereas 'Effective Practice' was more important for the Early Years Teacher. Both of these findings had synergy with the perceptions of the Main Sample (Early Years Professionals).

RESILIENCE FACTORS

(chart with categories: SENSE OF HUMOUR, RESILIENCE, CALM, CREATIVITY, FLEXIBILITY, DIPLOMACY, PASSION, PATIENCE)

PRACTICE ATTRIBUTES

(chart with categories: EMPATHY, FRIENDLY, ROLE MODEL, CARING, WORK ETHOS)

PRINCIPLES/ VALUES

(chart with categories: OPEN MINDEDNESS, PRINCIPLES/VALUES, INTEGRITY)

X-axis: **FREQUENCY OF EACH QUALITY** (0 to 18)

Y-axis: **PROFESSIONAL ATTRIBUTES**

Legend: □ CHILDREN AND FAMILIES □ EARLY YEARS □ EARLY YEARS TEACHER □ EARLY YEARS PROFESSIONAL

n=237

Figure 8.26 Stakeholders' Perceived Professional Attributes needed to work as an Early Years Professional and the Related Areas (Questionnaire Two)

Figure 8.26 illustrates that that there are a range of professional attributes shared by all, with 'Patience', 'Caring' and 'Work Ethos' figuring particularly highly for all areas. Once again, when this data is considered in relation to the Early Years Professional and the Early Years Teacher there is little difference between the two professions, though the qualities in the category 'Work Ethos' tend to be mentioned more frequently for the Early Years Professional than the Early Years Teacher.

8.13.1 Stakeholders' Perspectives of the Differences between the Early Years Professional and the Early Years Teacher

Only 16 responded to this question. Ten suggested that the roles were similar and one that there were 'huge' differences. It was also suggested that the quality of students were not the same and that pay levels and qualifications were different.

8.14 EYP Descriptors: Stakeholders' Perspectives

A range of descriptors were provided by the stakeholders that were divided into the same three categories that had been applied for the analysis of the Early Years Professionals themselves. These were 'Knowledge and Understanding', 'Professional Skills' and 'Professional Attributes (Appendix 8.6 provides further detail).
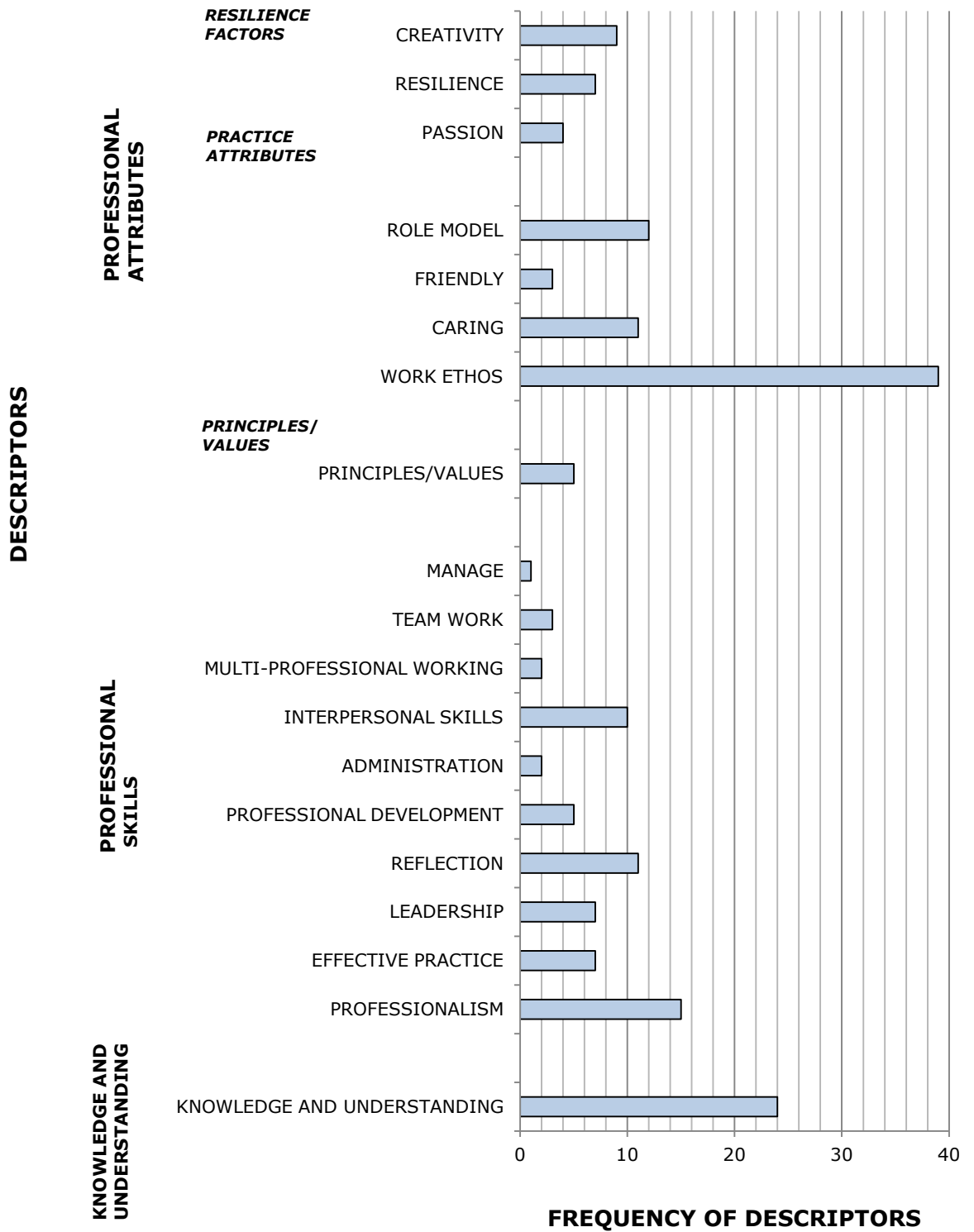
n=180

Figure 8.27 Descriptors: Stakeholders' Perspectives (Questionnaire Two)

Figure 8.27 illustrates the range of descriptors presented by the stakeholders. 'Knowledge and Understanding' and 'Work Ethos' were mentioned the most frequently and leadership was surprisingly less prominent.

8.15 Key Findings Summary: Stakeholders' Perspectives

- The stakeholders welcomed the introduction of the Early Years Professional over the research period. The majority agreed they understood the role with greater understanding being evidenced at Phase Two of the research.

- At the start of the research period the majority of the stakeholders agreed they had received enough publicity about the introduction of EYPS but agreed that there were many issues unresolved and that there had been insufficient consultation.

- The stakeholders agreed that EYPS would improve the status of the early years and services for children. This was confirmed in the second questionnaire, where there was clear agreement that the Early Years Professional was definitely improving quality in the sector and services for children.

- They were less certain at the start that EYPS would raise the salaries of the early years workforce, though they generally agreed that the Early Years Professional and Early Years Teacher should be paid the same. The second questionnaire saw overwhelming agreement they should be paid the same and the majority agreed that EYPS was equivalent to a teaching qualification and the tended to agree that the two professions were being compared too much.

- There was general agreement that the Early Years Teacher should have EYPS. They saw little difference between the knowledge base of the two professionals, their professional skills or professional attributes, except in the area of leadership which they indicated was essential for the Early Years Professional and surprisingly they saw effective practice as more important for the Early Years Teacher. They also saw the

Early Years Professional has having slight more qualities in the area of work ethos.

- At the start of the research period they tended to agree that the Early Years Professional would have an important role in multi-professional working, though were generally undecided a year later whether the introduction of the Early Years Professional had been a missed opportunity for an integrated approach or whether it was too biased towards education. They did see it as a role where holistic knowledge was very important.

- Initially the stakeholders were not totally sure about the assessment process or whether there were too many training routes, however by the end of the research period the majority agreed that the standards were relevant and they were very positive about the Early Years Professional.

- The final questionnaire saw unanimous agreement that the Early Years Professional was a reflective professional with a specific professional role and responsibilities that should have an accredited framework of CPD.

- The majority agreed there should be an induction year, they should have their own professional body, be registered and have a code of practice and that there should be disciplinary procedures.

- Stakeholders were less convinced that the new role was valued by colleagues, with their responses being divided between agree and not agree.

- They did not believe parents/carers understood the role.

- Stakeholders described the Early Years Professional as a professional who has a broad range of professional skills, attributes and knowledge

and understanding to bring to the role. They are someone who not only needs to be knowledgeable but has a very strong work ethos.

Chapter 9

Individual Perceptions of Early Years Professional Status

9.1 Introduction

This chapter presents both phases of the qualitative research undertaken with Early Years Professionals and stakeholders. Section One considers the findings from the interviews with Early Years Professionals conducted across the two research phases. Section Two presents the findings from the focus group interview with Early Years Professionals undertaken in the second phase of the research. Section Three is concerned with stakeholders perceptions collected from interviews across both phases of the research and a focus group in the second phase.

In the case of the Early Years Professional respondents, a pathway code is in brackets after the name of the participant: Full Training Pathway (FP), Short Training Pathway (SP), Long Training Pathway (LP), Validation Pathway (VP) and First Group (FG). Descriptors of their pathway, pseudonyms and employment roles are presented in Appendix 7.8 and the framework for the semi-structured interview questions in Appendix 6.4.

The interview and focus group data was initially coded with NVivo and recoded manually to support greater engagement with the data. Emergent categories and key themes had synergy with the quantitative data. Therefore, wherever possible, the organisation of this chapter mirrors Chapter 8, with discussion presented under the following headings and a summary of the key findings at the end of each section:

- The introduction of Early Years Professional Status.
- Impact on the early years sector.
- Training process.
- Relationship between the Early Years Professional and teaching.
- The Early Years Professional as an emerging profession.
- The professional profile of the Early Years Professional.

Section One: Interviews Early Years Professionals

9.2 Introduction

As reported in Chapter Six, a total of 45 telephone interviews were undertaken with 27 Early Years Professionals. Twenty two were conducted in Phase One, 18 were interviewed again in Phase Two. A further five interviews were conducted in Phase Two with Early Years Professionals who participated in the First Group (FG) only. Given the commonality of emerging themes their contributions are integrated rather than presented separately, unless there are unique pathway specific issues. A qualitative data summary for each interview participant can be found in Appendix 9.1.

9.3 The Introduction of Early Years Professional Status

The interview phases gathered views about the imposition of EYPS by central government and whether these changed over the research period (Appendix 9.2). Regardless of pathway or interview phase, the professionalisation of the early years workforce was received positively: *"I think it is long overdue and I think it is an excellent concept"* (John (SP), Manager) and "…*it is something that early years' workers need"* (Nicola (SP), Nursery Assistant). Even Julie (SP), a teacher in an independent school, who initially had been "…*quite apprehensive and probably a little bit negative about it",* recognised during her training that EYPS had potential.

Whilst this potential was also recognised by Jane (SP, Children's Centre Teacher) she suggested that "…*it is* [not] *right at the moment."* Indeed, the majority of participants recognised that the introduction of EYPS had not been straightforward with similar themes emerging in both research phases:

- Uncertainty about sustainability-would the government continue to support it?
- Low status and pay levels of early years in general and for a graduate workforce in particular.
- Lack of knowledge about the development within the sector, by other professionals and parents/carers resulting from a lack of a national awareness campaign and limited dissemination by settings themselves.

- Tensions between experience versus qualifications in the sector and concerns that undertaking further qualifications was not right for all.

9.3.1 Sustainability, Government Support, Status and Pay

Phase One saw concerns expresses about the future of EYPS. Alexander (FP) stated: "*I am a little bit concerned about – because I never trust the government – concerned about how it will go on down the track.*" Ruth (LP), a Pre-School Supervisor, was especially concerned about a potential change of Government: "*Whether it will carry on or whether it won't, I am not sure.*" They both suggested that the future of EYPS was connected to issues of salary and status. At both interviews Ruth was concerned that people were not going to undertake training if these issues were not addressed.

Her views were echoed by others, John (SP) was particularly concerned in his first interview about how some settings were spending the *Transformation Fund* (Later *Graduate Leader Fund*) allocated by central government to supplement salaries of graduate leaders and called for greater auditing. However, as Rachel (SP, Pre-School Assistant) highlighted in her first interview, the lack of guidance over the *Transformation Fund* meant that some settings did not understand its purpose. At her setting the parent committee "*...calved all the money up and they gave everybody staff bonus.*"

9.3.2 Raising Awareness

Government failing to raise awareness of EYPS appropriately was a very important issue in Phase One interviews. Concerns were expressed about lack of knowledge in the early years sector, both by other professionals and by parents/carers. For John (SP), a national campaign akin to the campaign for teaching was required: "*...so next time I open the Observer or the Telegraph you know, if I see an EYPS advert - that would be quite a thing.*" However, there appeared to be a divide between independent schools and other settings, the former using the fact they had staff with EYPS as a marketing strategy, as Susan (VP) illustrated:

> *I did make quite a big song and dance about it because I think it is important that the parents know that we are investing in the continuous professional development right across the organisation.*

In fact this setting was one of three PVI settings that actually publicised the achievement of their staff to parents. Others appeared not to celebrate their achievement within the setting or raise the awareness of others. As Laura (SP) highlighted in her first interview, "*I never really thought about it really.*" Furthermore, no-one interviewed was actually using the title Early Years Professional.

9.3.3 Experience Versus Qualifications

This theme embraced the concerns about those with limited experience from the Full Training Pathway, achieving EYPS and those with considerable experience who did not want to pursue further training or academic study. For example, *Emma* (SP), a teacher in a state school, expressed concerns about the Full Training Pathway, where experience was not a prerequisite and the newly trained Early Years Professional could work "... *in a children's centre as a manager or whatever without ever having worked with young children.*" Concerns also shared by Louise (FG), an adviser who was worried that those without relevant degrees and experience but with EYPS would lead to "...*a dumbing down of early years really.*" However, those interviewed on the Full Training Pathway recognised the challenges they faced. As Dawn (FP) acknowledged in her first interview, "*I won't be in a management role because you don't have experience for that.*" Helen (FP) also raised similar issues indicating that she would "...*go in near the bottom and I've got years to work my way up.*" A year later the she was being promoted from the role of Supervisor to that of manager of the pre-school in which she worked.

Peter (FP) also evidenced how those completing this pathway recognised the challenges of acceptance in the sector. For him there was an added dimension of "*... being a male and a Black African man*" and preconceptions about whether he was "*… a paedophile or something…he is gay.*" He started his first job as a nursery Deputy Manager facing challenges. Not only was his lack of experience an issue but he faced questions about his gender and

sexuality. He was worried about parents accepting him: "*Initially they were not that comfortable and I was thinking I hope they would not withdraw their children.*" Staff also had difficulty accepting him, but by being patient, he saw a change in attitude and greater willingness to work with him.

He also evidenced that lack of experience did not lead to being less aspirational for change or unable to appreciate why change was needed:

> *I can see why the government has introduced it—there is a lot that needs changing—I know I am an Early Years Professional and it is time to prove myself –we have satisfactory now and I want outstanding* [Ofsted].

In contrast, Julie (SP), a teacher in an independent school, referring to an experienced colleague who did not "*... want to do any more studying...just to do another qualification to say that she can do the job that she is already doing.*" Whereas Susan (VP), was concerned that while it was not appropriate for all of "*those wonderful people who are nursery nurses*" to have to undertake further academic study, actually developing the quality of provision was restricted by "*those nursery nurses who are not willing to do any* [further] *qualification.*"

While there are tensions for some in relation to experience and qualifications, there is evidence from the Full Training Pathway that the lack of experience does not mean that you cannot be a 'Change Agent'. Furthermore, not all those with experience want to or are in a position to undertake training, indeed there are some for whom academic study is seen as inappropriate.

9.4 Early Years Professional Status and Practice Development

Both interview phases generated data about the new professional developing a locus of practice that was supporting improved practice. Three interrelated areas emerged, early years practice, services for children and work with families (Appendix 9.3).

9.4.1 Early Year Practice

Quality enhancement and improved training levels were key themes emerging from both interview phases. Over time there was an increased in

responses about quality enhancement and a decrease in the frequency training levels were mentioned. A minor theme in both phases was 'resistance to change'.

9.4.1.1 Quality Enhancement

Practice improvement was reported across the sector. In Phase One Laura (SP) shared how colleagues welcomed the changes being made and Zoe (SP) noted that staff were beginning to look to her for advice. However, change was not only a result of EYPS but reflected wider workforce reform permeating the sector. As Samantha (SP) highlighted, prior to her enrolment on a Foundation Degree "…*the planning hadn't changed and our topics had stayed the same and now everybody is becoming more flexible."* She found that the management team at the independent school where she worked were now listening to her. Indeed, in her second interview, she reported being placed on the same pay scales as the qualified teachers and charged with redesigning the provision.

Prior to undertaking the Full Training Pathway Helen (FP) observed one setting where practitioners had completed SEFDEY and then the Top Up degree in Early Childhood Studies. She stated: "*… they have got so much more from doing it and…being able to change the setting in a better way."* Unfortunately, raised qualifications levels were not embraced by all and some settings evidenced resistance. For example, Zoe (SP) indicated that "*some management felt threatened"* and Lorraine (SP) found that her setting did not allow her to practice as an Early Years Professional. She suggested that "*…they have just ignored me," a* situation which led her to leave the setting during the research period and give up working in the early years.

Phase Two interviews provided further detail of practice development with the impact of EYPS being gauged through the eyes of external scrutiny. Six settings reported being inspected during the research period. One did not give the grading but referred to Ofsted welcoming the levels of reflection and recorded examples of how practice had changed because of it. The second setting, where the Early Years Professional had just started, received 'satisfactory'. Three achieved 'Outstanding' and a fourth 'Good'. The latter

was a real disappointed to Zoe (SP) as she did not believe it reflected the positive changes in practice that had occurred, *"You know, we got a 'good' which, it was a bit disappointing…we've hoped for better…but it reads really very, very well."* The inspector at Rachel's (SP) setting was full of praise in the final report about the impact of the Early Years Professional on setting practice. However, one of the issues raised was a lack of knowledge amongst some Ofsted Inspectors, John (SP) believed having EYPS meant he could face *"Ofsted with 110% confidence"* but considered he had more knowledge than the inspector. Susan (VP) indicated that the inspectors of her setting did not know what EYPS was, a situation reinforced by Laura (SP) who found the Ofsted Inspector who observed her practice not only did not know what an Early Years Professional was, but urged her to go into teaching.

9.4.1.2 Workforce Training

Previous discussion about qualifications raised some interesting issues about whether graduate level training is appropriate for all. The research design supported both an immediate response and one based on practice as an Early Years Professional. General agreement existed across both research phases that a 'training ethos' was now permeating the workforce. This was multi dimensional with examples from their own engagement with the EYPS and the in-house training they were providing, alongside colleagues engagement with the wider training agenda, such as the SEFDEY.

Specific questions about the EYPS pathways in Phase One interviews (Chapter One and Appendix 9.4) evidenced two key interrelated themes. Firstly, training supported knowledge and skill development. Secondly, training was a positive experience that supported personal development and enabled learning from others but was challenging. John (SP) indicated *"It was very enriching; it was very, very good"* and Laura (SP) *"… it was fantastic and the actual leadership skills that I have got…".* Susan (VP), an experienced headteacher, compared the training to her PGCE: *"I just don't think it has got the rigour…"* Here there appears to be some confusion over the Validation Pathway, it was not meant to be 'training' rather the preparation for the assessment process, so inevitably would not be the same as the PGCE she undertook. Emma (SP), also a teacher, provided a different perspective.

When she compared her setting visit to the National Professional Qualification for Headship (NPQH): "*I had one of our leadership teachers saying 'wow, this is like the NPQH headship thing'.*

For Nicola (SP), even though she had considerable experience she thought just completing the Validation Pathway would be "…*too quick."* A situation echoed by Nina (SP) who also chose the short pathway. Nina also indicated in Phase Two, that the knowledge and skills developed were transferable to her new role working with young people. As she stated:

> *Quite a few of them were considered problem children at school or have some special needs quite often dyslexia… so yes, if I think if young people like that had more understanding of their needs …in the early years they would have felt they had achieved more in mainstream schools.*

It is important to note that four of the five First Group interviewees specifically mentioned how the EYPS had developed their practice, despite being in high level employment roles. For one, it provided an opportunity for deep reflection on her work. Another found that her knowledge and skills were affirmed. The third indicated her role as an adviser had been improved and the fourth that understanding the process supported her with subsequent roles as an assessor and mentor for EYPS. However, as Hannah pointed out their training was the 'pilot' and consequently "*…it was quite full on at the time and there seemed to be a lot of unanswered questions."*

The interviewees evidenced how they were developing the practice of others. Samantha (LP) described how her own learning had prompted practitioner research and subsequent training about policy at her independent school. She had found that *"90 % of the staff were not aware of the 'Every Child Matters' outcomes and the 10% that were aware, were in the early years part of the school."* Laura (SP) in her second interview, discussed how she used training to address challenges faced by practitioners "…*when they're really, really struggling to understand things."* Another example was provided by Paulette (SP) who was given specific responsibility for all student placements in her setting.

9.4.2. Improving Children's Experiences

The interviewees were asked for views about whether children's experiences were being enhanced by Early Years Professionals. Three interrelated themes were identified across the research phases in relation to, improved practice, improved understanding and improved outcomes for children. The longitudinal research lens evidenced increasing frequency in responses that suggested that children's experiences were enhanced by workforce developments.

Samantha (LP) provides a good example of how practice with children has improved in her setting. Children were now seen as individuals with individual needs rather than just parts of groups. This has resulted in them "…*actually achieving more as I have a different approach with them than I used to.*" However, improving outcomes for children is not just about direct engagement between the Early Years Professional and children; it is also strongly influenced by changes in the adults who work alongside them. As Laura (SP) articulated, reflection has an important place: "*I am constantly mulling over in my head how to improve practice.*" This reflective part of the Early Years Professional role was frequently raised.

Samantha (LP) and Jane (SP) in their Phase Two interviews provided examples from different independent schools where private education had been chosen by parents because of strong views about formal education. Nevertheless both had been able to change practice from rigid and planned to less formal and child led: "*…children being able to choose their own activities…and planning to reflect the children's interests*" (Samantha). For Samantha the biggest achievement was convincing others that children learn through play. This shift was echoed by Jane who observed how a teacher of twenty years found that becoming an Early Years Professional had not only "*changed her life*" but had a major impact on quality and outcomes. This Early Years Professional had focused on a problem solving approach rather than more formal ways of teaching and, as Jane stated: "*I tell you the improvements those boys have made.*" For Jane the change was heightened by the fact that this particular Early Years Professional had changed parental attitudes and expectations as well. Parents were able to recognise that

formal education was not the only method, thus reinforcing that working alongside parents was important.

9.4.3 Work with Families, Parents and Carers

Improved relationships with parents/carers stood out as a key theme in both research phases. Conversely responses from the interviews raised questions about why this was not already embedded in practice. Twenty of those interviewed in each phase indicated improved communication with parents at all levels, from newsletters to training session being mentioned. Ruth (LP) reflected in her second interview on how her personal and professional journey had given her greater knowledge and confidence allowing her to run training sessions for parents. Her setting had also become more proactive in communicating with parents about "*…what their child is learning and how they can be involved in that learning."*

Furthermore, many were taking a lead in supporting parents/carers to understand their role in their child's development. Liz (SP) found no difficulty engaging parents as those using the parent led preschool setting, located in what she described as a *"middle class area",* already understood the importance of parental involvement. Whereas Laura (SP), who worked in a children's centre covering an area of social deprivation indicated in her first interview she experienced the opposite: "*…it has been really hard work encouraging them* [parents] *to come."* It is important to note that the lack of parent engagement can be an issue across social classes. Regardless of the level of 'social need' the second interview saw both these interviewees reinforce the importance of working alongside parents/carers in developing outcomes for children. Liz believed her skills as an Early Years Professional could be used more effectively with parents who were harder to engage and now wanted to work in a children's centre and Laura, despite the challenges raised in her first interview, was still totally committed to parent engagement. For her a child could not be seen in isolation from their family, there needed to be an open relationship where the setting and family learnt from each other:

> *To work with families you need to be, it should be really open...it's that looking at the whole child... if parents can see the way that you interact with a child and listen to them, it helps them see it as well...*

It is interesting to note at this point that only a few of the Early Years Professionals acknowledged the importance of their own role in disseminating information about the 'Change Agenda' to parent/carers. Arguably, given earlier discussion about the lack of awareness of parents and other professionals they could have had a key role at a micro level in changing this situation.

9.5 The Relationship between the Early Years Professionals and Teaching

Each interview phase explored perceptions of the differences between an Early Years Teacher and an Early Years Professional (Appendix 9.5 provides an overview of the coding processes). Similar themes emerged in both research phases.

9.5.1 Different Training and Employment Conditions

Differences in training were acknowledged with views ranging from, for example, EYPS not being as demanding as a PGCE, to it being more demanding. There was wide agreement that the Early Years Professional had lower status and pay and differing work contracts, including hours of work and holidays. As Laura (SP) stated in her First interview:

> *…sixteen and a half thousand and xxx is on thirty-two. It just doesn't make sense…, I sit there and mentor her on different things that she could choose, and I think, hang on a minute, this is the wrong way round…*

This remained an issue for her in the Phase Two interview. She reported being invited to a meeting to discuss a pay rise thinking she was going to be formally recognised and given the title "*Early Years Professional'.* However, she was given "...*about £400 more a year which I bawled my eyes out over because when you're told you're getting a pay rise, you think 'wow' you know?"*

Others expressed similar concerns. Julie (SP) suggested that EYPS "*…should be rewarded for what it is."* Rachel (SP), stated: *"…and I think other sectors such as the school sector and that, don't value it at all."* However, the experience of Samantha (LP) was different. As indicated earlier she was placed on qualified teacher scales. For her it was more than just being given responsibility, it was about seeing the divide between the teachers and non teachers being eroded and the Early Years Professional changing teachers practice. The transition policy she wrote was adopted across the school.

9.5.2 The Nature and Depth of Knowledge and Understanding

The Early Years Professional was presented as having wider, more holistic knowledge with greater understanding of child development. As Liz (SP) stated:

> *I am coming from it from birth upwards…we are following them through. I think it must be harder for a reception teacher not having the in-depth knowledge of the child development that we have. Knowing how the child has got to that development and how and why they are there and what the progression was.*

Rachel (SP) also raised the difference in the knowledge base in relation to child development. For her she not only had "*…a better experience of their development right from when they are babies"* there were also "*…more issues with transitions in early years' children."* This area is also evident when the different roles of the two professionals are considered.

9.5.3 Roles and Relationships

The interviewees suggested that the Early Years Professional worked across age ranges, could be involved in a number of transitions (for example, home to setting, setting to childminder, within the setting and setting to school), and had greater levels of partnership working with parents/carers than Early Years Teachers. Teachers who were trained to work with primary aged children could work with the younger children but, conversely an Early Years Professional could not take on this role in a state school but could in the independent sector. It was suggested that headteachers in the maintained sector would not employ an Early Years Professional because they could not

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be used flexibly across the school. The comments of Nina (SP), who worked in a Montessori School, encompass some of the points raised by many interviewees:

> *I don't think it is the same as teaching but I think it should be regarded as equivalent to teaching...at least the same status if not more so because in some ways you do more than a teacher does when you are with such young children....We are concerned with the total welfare of the child and you need to know about their home and their background and the social care that they need as well as the educational needs that they have. I think that teachers should know this but I think it is evident that they don't...I have heard of experiences of teachers who have been used to teaching older children then going to work with younger children. They don't seem to be able to understand the way in which much younger children learn.*

A number interviewed in both phases were qualified teachers, four in Phase One and seven in Phase Two, three of whom were from the First Group. Their responses were analysed separately because of the unique insights this group brought as participants who already had a clear professional identity based in teaching. Given the anecdotal concerns expressed about EYPS and the debate in the teaching professional forums, the interesting outcome from this analysis was the positive shift in perceptions of the Early Years Professional role over the research period. Key themes emerging in Phase One were:

- They are complementary but different.
- The status and employment contracts are different.
- There are different views about the training process.
- The relationships with children and families are different.

Interestingly, it was the insights of those with QTS a year later that supports a richer understanding of these different professional roles. It was evident that a shift in understanding had taken place. This had been influenced by their own practice experience and observations of others. They still saw the roles as complementary but different, with the Early Years Professional having a different knowledge base but there was recognition that quality was being improved and that the two roles were very powerful together.

Emma (SP) illustrates some of the issues when she discusses the teachers on her training pathway:

> *Three of us were teachers and the rest weren't and I didn't see any difference between us at all ...I didn't see any difference on a professional level between any of us on the course... all had always been in early years or had always wanted to be Early Years Professionals.*

She was able to reflect during the research period on the value of having both EYPS and QTS. She recognised that the role of the Early Years Professional "...*encompass* [es] *the whole family unit…whatever that family unit is...so that you're working for the child really."* She also could see, from her own experience but also from now having a trainee Early Years Professional in her setting, that Early Years Professional see different things: *"They've sort of brought to the forefront perhaps different things…that they see as immediately important* [compared] *to what myself and my colleagues*[see]." However, she also reinforces when she uses the term '*they*' that, whilst she also has EYPS, her primary professional identity is still that of a teacher. Nevertheless, she recognised the value of the additional knowledge about health and social care and even suggested that this should be available "...*alongside the teaching degree."*

Further insights were provided by John (SP) who explored the differences around teaching, leadership and working in teams, the latter two being core to the EYPS: "*... you might think primary schools are about teams but really it is one teacher and a TA* [teaching assistant] *within their class.... For me it is about knowledge of child development from birth and leadership..."* John found that EYPS had extended his knowledge and practice skills and subsequently improved the quality of his setting, a situation reflected by others. He also provided insight into the debate about whether the training of the two professions was comparable. For him it was not about academic rigour, rather EYPS and QTS were assessing two different things. The Early Years Professional focused more on leadership in their training and the PGCE on "*observation and teaching"* and he argued that by specifically addressing teaching, the Early Years Professional validation process "*could be enhanced."*

However, not all were convinced. Louise (FG) expressed concern about the equivalency *"I know it is supposed to be on the same sort of level but I mean I spent 4 years obtaining my B Ed."* Here there may be some misunderstanding with EYPS being viewed in isolation, not as part of a whole academic and professional training programme. Many of the candidates did have a relevant degree before undertaking EYPS. As Lorraine (SP) indicated *"I wouldn't have been able to do Early Years Professional Status without Early Childhood Studies"* a situation echoed by Laura (SP) *"I did have a lot of theory because I had done the Early Childhood Studies."*

Susan (VP) indicated in her second interview that *"If I am looking at employing a teacher—they have to have a 2:1 from a good university...The qualifications - Early Years Professionals and QTS - are not comparable."* Her views appeared to be influenced by her perceptions of staff members studying Foundation Degrees with a range of providers. Susan is assuming that none of those undertaking EYPS achieved a 2:1 degree from 'good universities,' which in reality was a false assumption. In contrast the majority articulated in the research that EYPS was not easily achieved. As Liz (SP) indicated she wanted it acknowledged *"…because of the intensity, it is not an easy thing to take, it is higher level."* A viewed echoed by Samantha (LP):

> *…the Early Years Professional is the pinnacle of the early years' setting. It is challenging and you have to go through a degree course to achieve it…um um I don't know what more to say than that- It is the icing on the cake.*

9.5.4 Interpersonal Skills

The Early Years Professional was presented as having different and advanced interpersonal skills. For example, they had to communicate on a range of levels, from non-verbal children to other professionals. As Julie (SP) stated:

> *Understanding what the children need at different times of their lives and it's the understanding of communicating with the children who can't communicate, it's that kind of understanding where the children are starting from and the way that they develop and all the different ways that they develop.*

Here the Early Years Professional is presented as someone who has to be able to communicate not only across the birth to five age range but also have considerable knowledge and understanding about child development.

9.6 The Early Years Professional as an Emerging Professional

This section is concerned with professional identity, with findings indicating that a new professional space was emerging in the early years. The interviews addressed how the socialisation processes involved in becoming an Early Years Professional supported the development of a distinct professional identity. Many found it difficult to discuss their own professional identity, finding it easier to discuss it more abstractly. Discussion will focus on the three emerging themes (Appendix 9.6).

9.6.1 Professional and Personal Development

Both research phases evidenced the importance of the socialisation process. Previous study on the Early Childhood Studies degree or the SEFDEY was important for some, as was the acquisition of knowledge and skills, being a reflective practitioner and increased confidence.   Liz (SP) in her first interview stated:

> …the difference is me inside, I felt I should be here, this is my role now and what I have to say is relevant and important and carrying things forward and coming up with ideas.

She went on to discuss how her professional identity was influenced by her knowledge and confidence in allowing children to learn for themselves.

The importance of professional and personal development was supported by the experiences of those on the Full Training Pathway. They started the course with diverse background experiences but unlike others completing EYPS had no former professional identity associated with working in the early years. Their insights into this new space that was developing were no less important than those in high level or teaching roles. Alexander (FP) in his second interview indicated that his development embraced not only reflection

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but the knowledge and skills that supports work with children and adults and involves:

> *...putting my own stomp on it, caring- not just caring for the children but for the environment and the people... is important to stand back and think.*

Peter (FP) reinforced the role of reflection in the development of this new professional identity describing himself as *"a reflective professional now"* someone who feels *"...good having done it. I feel more self-fulfilled..."* He adds a further dimension to the professional identity of the Early Years Professional, 'resilience'. Lorraine's (SP) negative experiences of 'other' led to re-evaluation and the decision not to pursue a career in early years whereas Peter faced racism and sexism from within the sector and suspicion from parents/carers but as he stated: *"I know I am an Early Years Professional and is time to prove myself."*

In contrast, those undertaking EYPS training who were qualified teachers already had an embedded professional identity. This group appear to have added EYPS to their qualifications rather than becoming socialised into the new professional identity of the Early Years Professional even though for some it enhanced their knowledge and skills. Emma (SP) is an example here, she really embraced EYPS and indicated that this with her teaching qualification made her a *"...specialist in this area and this is where I want to be. I want everyone to know that this is where I want to be."*

Despite valuing the changes it had brought to her practice she still located herself in the teaching profession as evidenced in her discussion of 'us and them' when considering what trainee Early Years Professionals brought to her setting. She suggested that they see different things *"... to what myself and my colleagues* [see]." This suggests that the new professional space is emerging occupied by those who were developing a professional identity as an Early Years Professional as well as those who had a professional identity as a teacher who had embraced EYPS.

9.6.2 The relationship between the desire to improve practice and ongoing professional development

Both research phases provided data about ongoing professionalisation (Appendix 9.7). The socialisation process and the engagement with knowledge and skill development fuelled a desire to improve practice. With this came recognition of, and engagement with, their ongoing professional development. Julie (SP), in her discussion of a job description of an Early Years Professional, illustrates how the two are combined. They need to be *"Passionate and understanding not only passionate about children but your own learning."*

Findings reinforced the complexity of professionalisation that demanded more than just initial training. The importance of a CPD framework, professional body and an induction year for newly qualified Early Years Professionals was highlighted. Personal responsibility for development was recognised, as was the importance of the emerging role of the Early Years Professional networks that were developing especially, as Claudette (FG) highlighted: *"…working in a day nursery you can tend to feel a bit isolated."* However, the way in which the networks developed was variable. Peter (FP) indicated that training was provided that supported networking and professional development and for Rachel (SP) whilst acknowledging how those in her network felt supported, indicated they were "…*far luckier within xxx than a lot of authorities."* It was interesting to note that the Early Years Professionals themselves were beginning to take ownership of their development. For example, Rachel described how her area had developed 'buddying': *"…where you can either act as a host or you can be a buddy to go and learn about something."*

The interviewees spanned nine different local authorities. They evidenced how each of these treated their role in the ongoing support of the new professionals very differently. Some were very proactive and others were failing to engage in the process at all, as evidenced by Jane (SP) in her second interview. Her local authority had not moved beyond discussion whereas the neighbouring authority "… *were on the ball and had a support group up and running."*

9.6.3 Affirmation by Others

For some of those interviewed their view of 'self' was influenced by the positive and negative perceptions of others. Discussion has already illustrated the importance of government promoting EYPS so that it is recognised by others. Findings highlighted that the affirmation by others is important in the development of professional identity. Paulette's (SP) experience over the research period provides a useful insight here. At her first interview she had just started a new job and did not know whether they even knew she had EYPS. A year later she stated:

> *Yes, it did make me feel more of a professional. It made me feel like 'yes, I am doing something valuable here'. I had people asking advice from me which I had never had all the years that I had been working. It was nice that they were including me in everything; they wanted me to move forward and for them to follow on.*

In contrast, Lorraine (SP), who was very positive about EYPS and her first degree in Early Childhood Studies, faced negative experiences during the research period and difficulties in finding employment as a young graduate with EYPS but limited work experience. This impacted on how she viewed herself leading her to re-evaluate of her career direction and return to her original career plan of social work.

Lorraine's experience of not being recognised had negatively affected her self-worth; however this was not the case for all. The time perspective reinforced the importance of others perceptions in the development of professional identity. Those in high level employment roles who were part of the First Group or Validation Pathway provided useful insights. Susan (VP) discussed how her self-worth was primarily influenced by her role as a headteacher. However, she recognised the role EYPS played in developing this in others and had two staff completing EYPS "...*which will help their self-worth more than mine as I was already a headteacher—they think it is worthwhile.*"

The importance of a professional title that is recognised by society and supports understanding of the role was also raised. Louise (FG), an adviser, stated that she still saw herself and described herself as a teacher because others would not recognise what an adviser was "...*but if you say you are a teacher it does mean something to people.*" The connection between status and identity was supported further by interviewees who were already members of the teaching profession. Louise (FG) reinforced the comments made by Susan (VP) that completing EYPS had been of less significance personally but she could see the positive impact it was having on others: "*I think it really has added to their work in terms that they have now got something that actually recognises their work at that higher level.*" Furthermore she could see how her own engagement with EYPS had supported her in the socialisation of others into the new profession:

> *One practitioner in particular I really have made her grow through doing it. She is a lot more confident and she has got that recognition from her colleagues as well.*

9.7 The Professional Profile of the Early Years Professional

The interviews also aimed to develop understanding the personal and professional qualities needed to be Early Years Professionals and what makes them a distinct profession. The interviewees were asked about the qualities needed to work with children and families, in early years and as an Early Years Teacher and as an Early Years Professional. As with professional identity many struggled articulating their views. Consequently different prompts were used to support those being interviewed. For example, what a job description would include and what they thought the role of the Early Years Professional was. This generated further views about the qualities of the Early Years Professional and how these compared to the qualities attributed to an Early Years Teacher (Appendix 9.8).

Phase One interviews saw the Early Years Professional emerging as someone with broader knowledge and understanding and professional attributes than the Early Years Teacher. Whist the differential was still evident in the second phase of interviews there were some noticeable changes in the frequency of

certain qualities with 'Reflection', 'Effective Practice' and being a 'Role Model' becoming more prominent as key qualities of the Early Years Professional.

When it came to indentifying the specific role of the Early Years Professional a range of interrelated themes emerged and, as would be expected greater understanding was evidenced in the second phase of interviews, with the frequencies of responses doubling for each theme (Appendix 9.9). The three main themes were, working with others, specific responsibilities and practice responsibilities. A few participants in each phase also mentioned personal responsibility for maintaining knowledge and seeking advice when necessary.

a)   *Working with Others*

This included the range of responsibilities within and outside the setting which supported improved communication with others and outcomes for children. Liz (SP) illustrated how being an Early Years Professional had enabled improved setting provision and subsequent transition into school:

> *I don't want to blow my own trumpet but some of the suggestions I had made and things that we had tried and the way in which we had brought this child forward… we had made significant progress with her just on our own, they were quite impressed and the psychologist said 'oh, that's a really good idea' and the infant teacher was making notes. So I guess they were happy with what they heard.*

Helen (FP) evidenced how the team around the child is important. She had discussed her role in working with a child alongside others. Her role being "…*to look over the child and give regular support to the family support worker or social worker [on], how the child's getting on.*

b)   *Specific Responsibilities*

This embraced leading on the EYFS and having specific responsibility for inclusion, safeguarding and students in the setting. For Samantha (LP) achieving EYPS had given her new opportunities. Not only did she become the EYFS coordinator she also became the "… *safeguarding officer."* Paulette (SP) indicated she had taken on responsibility for "*…long term planning",* leading on the forest school initiative in her setting and student support.

Working with other professionals and settings were also mentioned. As Rachel (SP) stated: *"I have more contact with other professionals than they do and with other settings."* Helen (FP) also indicated that her role involved working with other professionals: She stated:

> *It took me a while, I have to admit…The first, my first review was very scary and I hardly said a lot…but you gain more confidence as you go along I think...and I've had a lot of dealing with them when they've come in the setting now and from other schools when they've come in to visit.*

C) Practice Responsibilities

This theme was concerned with the areas that promoted and enhanced the quality of the setting, including the role of 'Change Agent', leader and role model across the whole setting. For example, Julie (SP) discussed how working practices had been positively influenced in her setting with staff being *"more motivated in their own training."* This in turn has impacted on their work with children as they were "...*motivated about each child...*" She also found end of year reports reflected "...*they knew each child better-there was an element of the child's personality in reports."*

Alexander (FP) added an important perspective on the relationship between the Early Years Professional and children"*...you've got to love kids and have the best interests of the children at heart."* This is not unique to those with EYPS but arguable the relationship between the child and its environment is a distinguishing characteristic that shapes the new space EYPS occupies in the early years sector.

9.8 Summary of the Key Findings from the Interviews

- The professionalisation of the early years was welcomed.

- Concerns were expressed about whether EYPS would be vulnerable to government change and the workforce deciding against training if the rewards did merit the investment.

- Experience versus qualifications was an issue. Concerns ranged from experience not being a pre-requisite of the Full Training Pathway, to those with experience not wanting to pursue further education or that for some, it was not appropriate.

- The lack of dissemination at a central level was an issue, though many of the interviewees did not recognise their own role as a 'Change Agent' in a wider context.

- Improved quality was evidenced through the reflections of those with EYPS about their own practice and the practice of others coupled with the judgments of external scrutiny.

- Holistic understanding about children was improving outcomes and enhancing partnerships with parents/carers.

- Interviewees were positive about the EYPS training though it was challenging.

- Most interviewees found the training and assessment processes had supported personal and professional development and reflective practice.

- The Early Years Professional and the Early Years Teacher are different. The training is different; they have a different knowledge base, they have distinct roles with some areas of similarity, different relationships with children and families and employment conditions.

- Evidence suggested that Early Years Professionals were occupying a 'new professional space' in the early years sector with the new professional having distinct areas of knowledge and skills.

- There was emerging evidence that the professional identity of the Early Years Professional was influenced not only by their 'self-worth' and confidence but also by a notion of 'otherness.' Here professional identity is ascribed by how others view you.

- The important of a professional title in supporting professional identity was evidenced.

- Early Years Professionals have an evolving role in the early years sector that embraces working with others and specific practice responsibilities.

Section Two: Focus Group: Early Years Professionals

9.9 Introduction

This section presents the views of those who participated in the focus group with Early Years Professionals in Phase Two of the research. They were drawn from the support network located in one local authority. The focus group discussions were shaped by questions about the role of the Early Years Professional. Similar interrelated themes emerged to those from the interviews.   The data is presents in relation to their views about the development, the differences with teaching and the role of the Early Years Professional (Appendix 9.10 provides the data underpinning the discussion in this section).

9.10 Early Years Professional Status: A new Profession

Two key themes were articulated by the Early Years Professional focus group:

a)   *EYPS was a positive development but there was a lack of knowledge and recognition about the new professional role.*

It was early days but the potential was recognised. For example, Anne discussed how in areas of economic disadvantage the Early Years Professional could support "…*learning, education, raising standards, educating the parents, having higher expectations of themselves, of the children"* and in children's centre's: *"I can just see how an EYP and a children's centre teacher could join forces and work together to meet the needs of that community*." However, not all settings had an Early Years Professional or, if they did a specific role for the Early Years Professional had not been developed. Furthermore, the focus group participants suggested a lack of knowledge

about the development of EYPS both within the sector, by other professionals and parents, a situation which they believed needed addressing: *"Well we haven't just got the parents to get on board for this; we've got the other professionals to get on board with this"* (Gayle). This was seen to be a complicated process because of the lack of national marketing and 'professional hierarchies'. Ellie (Childminder) described her involvement in the transition of one of the children in her setting to school. Despite having EYPS the school would only work with the nursery setting where the child spent two days a week, even though the other three days he was in her setting.

Concerns were also expressed about experience versus qualifications. Fiona raised the challenge for those on the Full Pathway of evidencing *"...leadership and management in nine weeks."* Others discussed how they had experienced people within their settings who did not want to complete any academic training but were excellent practitioners. On the other hand, some were qualified but as Fiona stated:

> *...she just has not got the passion...the commitment, the personality; I don't actually think you know she wants to work with children.*

However, Ellie believed it was important to recognise that not all needed to pursue the highest qualifications because it was about the team working together:

> *I employ xxx who is 57, she is fantastic with the babies...and she will do everything, she has been a mother, she is a grandmother and she is bringing a lot to the setting as well.*

The focus group therefore contributed collectively to understanding about the positive nature of the development but the challenges it posed, especially the lack of knowledge and recognition about EYPS.

b)   Quality enhancement but sector variation.
Improving quality was viewed as integral to the role of the Early Years Professional. Given the early development stage of EYPS, there was variation

not only in quality improvement but also in how different settings were embracing the 'Change Agenda.' Fiona stated that:

> *I think the umbrella is you are improving quality, but the how you do it varies from setting to setting and on people...and on people's experience. But our main goal or our main reason for being is…to improve the quality.*

9.11 The Relationship between the Early Years Professional and the Early Years Teacher

Two themes emerged from the data:

a) *The Early years Professional and the Early Years Teacher were perceived as having different roles and responsibilities.*

A range of views were presented which were effectively summarised by Anita. It was suggested that the EYPS role broader than QTS and involved a range of responsibilities that were not just child focused:

> *Therefore Early Years Professional gives that umbrella of part of your role is management and administration, part of your role is leading and supporting, and part of your role is with the children, teaching them or encouraging them whatever you do, and part of them is, you know, liaising with parents.*

There was consensus that the EYPS role was primarily about improving quality rather than teaching. How this was reflected in practice was setting specific and affected by the Early Years Professional themselves. As Fiona stated:

> *...and evaluating your practice, standing back, reflecting, evaluating it and taking it forward, and managing that change process, and leading it, but we will all do that very differently I think.*

b) *Teaching has a Higher Status.*

Teaching was recognised as having a higher status. However, rather than being despondent about this, there was recognition that change takes time. Furthermore, if you combined the two roles or put an Early Years Teacher and Early Years Professional working together you would have, as Ann suggested "...*an enormous impact."*

9.12 The Professional Profile of the Early Years Professional

Participants discussed the core role of the Early Years Professional. Three interrelated themes emerged which were akin to those from the individual interviews, namely, 'Practice Responsibilities,' 'Specific Responsibilities' and 'Working with Others'. Focus group members also provided their perspective about the attributes needed by the Early Years Professional with a description emerging of someone who is committed, dedicated and passionate about working in the early years, as the job is demanding, low paid and has long working hours. Furthermore, as Anne highlighted, despite the level of qualification, EYPS does not attract an appropriate salary and working conditions: *"Well not at the minute anyhow."*

9.13 Key Findings: Focus Group with Early Years Professionals

- EYPS is a positive step forward, however it is still embryonic and not all settings have an Early Years Professional.

- There was some evidence of quality improvement but that there was variation across the sector.

- There was a lack of knowledge within the sector, by other professionals and parents/carers about the introduction of EYPS.

- EYPS and QTS involve different roles and responsibilities, with the former being broader, though teaching is viewed as having higher status.

- The Early Years Professional had clear areas of responsibility that embraced setting practice, specific responsibilities and working with others, including families and other professionals.

- A description of an Early Years Professional emerged as a resilient professional who is committed, dedicated and passionate about working in the early years, as the job is demanding, low paid and has long working hours.

Section Three: Stakeholders

9.14 Introduction

This section presents the views for the stakeholders' interviews and focus group. The first interview phase gathered initial data about the imposition of EYPS and the second about whether views changed over the research period (Appendix 9.11). They had varying degrees of involvement with EYPS and were representative of the range of roles that exist in the early years. These included practitioners, headteachers, teachers, advisers, academics and childminders. They represented four different local authority areas and contributed to an 'insider' 'outsider' perspective, having some considerable understanding of the sector but without holding EYPS themselves.

9.15 Early Years Professional Status: Stakeholders Perspectives of a new Profession

EYPS was viewed as a positive development, a view maintained over the research phases.   Nevertheless, concerns were expressed about a lack of knowledge, recognition by others and the role of government. Gill (Headteacher) had mixed feelings; she was positive about a graduate led workforce but was concerned about the way it had been introduced by government and the shape it had taken. These concerns were also echoed by Rebecca (Adviser) who suggested: *"There are not choices; it has all been prescribed, so here we go."* Jackie (University) expressed concern that a different direction had been taken to the one those on the Advisory Group for workforce development had advocated. Like Gill, she was concerned that the direction of travel was leading to privatising birth to five provision.

Other areas of initial concern included a lack of knowledge about the development, the apparent lack of real planning and lack of recognition in the sector. There were also concerns about the challenges presented by achieving EYPS without experience. However, the issues of qualifications and experience were wider than just concerns about the Full Training Pathway; they also embraced the low levels of qualifications in the early years workforce generally. For example, Jenny (Foundation Stage Manager) questioned how the workforce could address professionalisation when *"We have a lot of girls coming through with NVQ level 2 or 3 and it does not*

match the old fashioned NNEB qualifications. Some of them struggle…"
Views also expressed by Heidi (Headteacher), who could see the difference in training and qualifications reflected in the reports written by teachers compared to some nursery staff whose reports did not reflect the same quality or "*… understanding of the kinds of things that can be reported on."*

The overall positive nature EYPS was evident in Phase Two with greater evidence of practice improvement. Eva reflected on an Early Years Professional who had completed the Full Training Pathway and taken on the leadership role in a nearby setting. She had been very impressed with how the setting had developed and the enthusiasm, ability and professionalism of the leader. Her views are particularly pertinent given the concerns expressed about this pathway.

There were also concerns about salary and funding, which were discussed more frequently in the Phase One interviews with considerable concern about the lack of sufficient financial investment by government. Gill, for example, despite her initial concerns, could reflect on the real benefits of having an Early Years Professional in her setting. However, she was concerned that they were not being valued by the government because of the lack of leadership over pay and conditions. Consequently, she had not been able to provide the same employment conditions afforded to the teacher in the setting.

9.16 Stakeholders' Perspectives of the differences between the Early Years Professional and the Early Years Teacher

There were a number of themes emerging from Phase One interviews with different roles, training and the difficult relationship between EYPS and QTS being the most prominent. Andrea (Pre-School Owner) discussed her perception of the difference between the children's experiences in her setting and the local school reception class, where she was a governor. For her there were different roles, responsibilities and policies in teacher led and PVI settings. Furthermore, the interaction with the children is different:

> *They* [schools] *are supposed to be doing the six areas and free flow and all that and they don't and we* [pre-school nursery] *have to have that even if it is snowing...it is completely different. And, of course as a nursery you have got so many different legislations and policies but the schools don't, it gets me cross.*

However, in relation to Early Years Professionals, Andrea did not believe that teachers "*... take them seriously.*" Sara (Childminder) also expressed concern about the emerging challenges between EYPS and QTS:

> *I do have more and more worries now, the more I read and listen to people. I don't like this battle and divide that is coming up between teachers and early years' professional status.*

Furthermore, Michelle, a qualified teacher and centre manager, suggested that: "*In education, I think that they are quite precious about their roles [and] can be very precious about the title...*" That, alongside the National Curriculum "*...is one of the reasons I left education.*" One of the reasons for the perceived divide could be far wider that just the relationship between some teachers and their new colleague in the early years. Heidi (Headteacher) provides some insights here when she discussed the challenges faced by the early years in general and in her role specifically. She described a divide in schools between primary and early years where the latter is not viewed as always being important, a situation that Jodie, also a Headteacher, concurred with: "*This is generalised but they look down-they do not see themselves as the same level—undervalue what we do*". Jenny (Foundation Stage Teacher) indicated that she is employed in a large primary school where her colleagues think "*I play all day.*" Heidi sees one way forward is for those in other parts of the school to spend time in the nursery. She cites how a member of her Key Stage One team had spent sometime in the nursery, an experience which has made her understand "*... that she didn't have a very good grasp of what the early years was about.*" This experience had led her to conclude that "*I've got a whole new view of how to support children's transitions to Key Stage One*". However, for Jodie it was not just about experience, some of her colleague's just do "*...not understand about early years.*" She cites "*...a very able and confident head teacher*" who

just does not understand what a maintained nursery is, she asked if "*I had school holidays and do I take babies.*"

Heidi also explained that the challenges are not just within the school or in the field of education; they are a result of wider government pressure.   She saw the introduction of EYPS as another example of government imposing how services should be delivered. She indicated that in education "...*this happening to us all of the time.*"

While the two professional roles were seen as different it is evident that the way EYPS had been introduced was problematic and potentially acted as a barrier to acceptance by their teaching colleagues. Rebecca (Advisor) expressed her concerns about the initial upskilling process to EYPS. Whilst recognising that "*...some excellent practitioners that have reached EYP status...*" there are "*...some that I would question why they have achieved their status.*" She also suggested that as the Early Years Professional becomes more established, the professional differences between EYPS and QTS would become more visible.

9.17 Stakeholders' Perspectives of the Professional Profile of the Early Years Professional

Where appropriate the stakeholders were asked about what qualities they thought were required to work with children and families, in the early years, to be an Early Years Teacher and an Early Years Professional. The data was combined to gain insight into the perceived qualities to work as an Early Years Teacher or an Early Years Professional (Appendix 9.12). The two roles were seen as similar; however, the Early Years Professional role was seen as broader with greater knowledge about child development, was slightly more caring and creative than the Early Years Teacher, had slightly more interpersonal skills and was more reflective. As Rebecca (Adviser) stated:

> *They are a leader; they have knowledge around child development- in depth knowledge - they know how children learn, they are able to role model.*

Some of the stakeholders also contributed to an understanding of the role of the Early Years Professional. The main themes were 'Working with Others' which involved working with families, children and other professionals. 'Specific Responsibility' included EYFS, being a trainer and administration. As Maureen (Workforce Development Officer) stated they are leaders who "*... give guidance to other people in the setting. They could take on some of the in house training.*" The third theme was 'Practice Responsibility.' Eva (Pre-school owner/leader) highlighted how those with EYPS should not just have the specific responsibility of planning but "*...to work with child side of it.*"

9.18 Summary Key Findings: Stakeholders' Interviews

- The stakeholders viewed the introduction of EYPS as a positive step forward, a situation that was maintained over the research period.

- Phase One interviews saw considerable concern about how EYPS would evolve.

- Concern was expressed about the relationship between the Early Years Professional and the Early Years Teacher. They were seen as having similar roles, though the role of the Early Years Professional was broader than the teacher and had greater knowledge about child development.

9. 19 The Stakeholders' Focus Group

The stakeholders' focus group comprised of four academic staff, all qualified teachers that were all highly experienced in the education sector and early years specifically (Appendix 9.13). The focus group took place towards the end of the research period in 2009, the timing supporting reflection about the introduction of EYPS.

9.20 The Relationship between the Early Years Professional and the Early Years Teacher

The first theme emerging from the discussions was that the two professionals had different roles and responsibilities though there was some overlap. The role of Early Years Professionals was seen as broader, setting dependent with

a whole setting focus, whereas teachers, as Jackie indicated "*…are all guilty of it I think, of tending to be quite insular.*"   The Early Years Professional was also seen has having a wider knowledge base. Amelia saw the early years agenda being of "*…improving outcomes for children.*" This was similar for both professions however the teacher was "*…driven towards particular educational outcomes… but an EYP is about improving outcomes in that really broad sense.*" Deanna expanded this to include the fact that the Early Years Professional also has responsibility for "*…development and support colleagues as well.*"

The second theme emerging concerned the differences in pay status and recognition, though both professions face issues over recruiting men*.* Discussion was far reaching and embraced how teachers had an established salary framework and people knew what a teacher was. This raised pertinent points about the title 'Early Years Profession' as Amelia stated:

> *…if you say I'm a teacher, I'm a lawyer, I'm a doctor, people know what they are, if I say 'I'm an EYP', it's 'EY?? What does that mean?' And the term is also used by people who are not EYP. They say, 'oh I'm an early year professional…*

She also discussed what it means to be a professional in the twenty-first century, suggesting that maybe the word has been "…*downgraded and devalued.*"   Additionally, the "*elite professions*" do not need to use the term 'professional' after their title because people equate the title with the profession, whereas this is not the case for the Early Years Professional, as Amelia stated:

> *We don't think we're a teaching profession instead of a teacher. We're not a legal profession, we're a lawyer. But because it's a new profession it needs to have that stamp on the end of it, to say that this is a credible elite professional developing area.*

They also discussed the gendered nature of the workforce. Several pertinent points were raised about the fact that not all women will want or be able to undergo further training and the demands of being a working mother act as a barrier to accessing further academic study. Interesting connections were

also made about the role of men and unions in establishing a profession. Here the participants considered how men in the early years appear to quickly accelerate up the career structure into lead positions:

> Jackie: *The reason why we've got good paid positions in teaching is because of unionisation and there's a significant number of men in the teaching.*
>
> Amelia: *You say that but it's interesting Jackie, I can't recruit men to my PG early years, but Kelly can recruit men to EYP.*
>
> Jackie: *And I think that's because you see benefit lines that say 'lead, lead, lead'. They see that having that embedded management potential straight away. And if you look at the figures for head teachers, the number of men going into school leadership in comparison with women is just expediential.*
>
> Amelia: *And anecdotally, the same might be said about progression for EYPs, because I know people who were on the full training pathway... the ones whose careers have accelerated most rapidly...into children centre leadership, one into a training role in a local authority,* [are men] *and I don't think that's coincidental.*
>
> Deanna: *So once again we're going to be in that same situation that schools are in. Where all the leadership positions are all filled by men.*

Consideration of pay and status is therefore complex and a concern for the whole early years workforce.

The final theme was the different relationships with children. Deanna suggested that the Early Years Professional was an advocate for children, they had a broader focus. They were involved directly with the child and ensuring that a child's experiences were of high quality.

9.21 The Professional Profile of the Early Years Professional

Discussion about the relationship between EYPS and QTS suggested that the Early Years Professional had a broader role. This was reinforced when the core role was discussed. Firstly, they suggested that the EYP needs to have a

full range of personal and professional skills many of which are interlinked, though as Amelia pointed out, it is still early days. In fact, the more the participants discussed the role the broader it became. They revisited the title of this new professional and queried whether it should be more in tune with the European Social Pedagogue or at least have a title like 'Pedagogue'. As Jackie suggested *"… it can portray purely as a teaching and learning sort of role, but it can be much wider sort of social role can't it."* Thus, Jackie can be seen to summarise the holistic nature of the role that needs to be underpinned, as Deanna stated by *"…skills and knowledge."*

They clearly saw it as an evolving role, where differences already existed between those who undertook EYPS in the early stages and those currently undertaking EYPS. Also, the environments that may facilitate 'coming together' are variable. Unlike teaching the newly qualified Early Years Professional is not afforded the same supportive first year of practice. Additionally, the Early Years Professional is likely to be the only one in the setting and their roles differ.

A second theme emerging was the need to have a range of personal and professional attributes underpinned by principles and values. Deanna stated they*"…are immense aren't they."* Amelia suggested that this area was still evolving and that the standards associated with the Early Years Professional need to become embedded. She was suggesting that the teaching standards *"…have kind of got a life of their own, but you have a sense of what the professional qualities of a teacher"* are, whereas there are not enough Early Years Professionals who have been able to come together to discuss these issues.

9.22 Summary Key Findings: Stakeholders Focus Group
- Focus Group participants were positive about EYPS, though they saw it as evolving and the standards needed to become embedded.

- They perceived the role of Early Years Professionals and Early Years Teachers as different, with different relationships with children.

- The Early Years Professional had a more holistic role with children underpinned by a wide knowledge base and professional skills.

9.23 Conclusion

This chapter presented findings from the two qualitative research phases undertaken with Early Years Professionals and the stakeholders. There were similarities in the findings with both viewing EYPS positively. They also viewed the role as evolving and the title 'Early Years Professional' was not being used. There was a lack of knowledge about EYPS especially as the professionalisation of the early years workforce had not been effectively disseminated. Furthermore, the Early Years Professional and the Early Years Teacher have different roles and relationships with children; however the Early Years Teacher had higher status and more favourable employment conditions. The core role of the Early Years Professional is broad and setting dependent. It is underpinned by a deep knowledge base and requires a range of professional skills and

Chapter Ten
Discussion
Professionalising the Early Years Workforce

10.1 Introduction

This research aimed to capture the initial development of a new professional status and role imposed by government. In order to support a richer understanding, the two interrelated discussion chapters consolidate the findings from the quantitative and qualitative research strands. Discussion is underpinned by the theoretical framework (Chapters 2) based on Bronfenbrenner's work with Chapter Eleven focusing on the evolving professional as policy is translated into practice (*Exosystem* and *Microsystem)*. This chapter focuses on the wider policy issues and consider the emergent issues about the role of government in the professions (*Macrosystem)*. It will specifically focus on the government's role in 'controlling' the professionalisation of the early years workforce. It is a workforce which has typically poor working conditions - low pay, status and qualification levels – and is an area of employment seen as 'women's work'. Arguably the new Early Years Professional is more susceptible to governmental orchestration than other organically grown, 'unionised' (in the broadest sense) professions with professional bodies.

These findings are presented at a time of change and uncertainty as the research period spans two governments in the UK with different political ideologies and policy agendas. This situation highlights the juxtapositioning of complex issues that exist between practice, research and politics in the early years. The two governments represent different standpoints about intervention in family and sometimes the child appears invisible in the debate. It is a classic example of Bronfenbrenner's notion of the *Macrosystem* impinging on all layers of policy, practice and relationships, right through to the child at the core. However, it is difficult for any political party to ignore the international, European and national research which emphasise the holistic importance of quality provision in the early years (Sylva *et al.*, 2003, 2010; Feinstein, 2003; NESSE, 2009). These findings have been supported by key reports in England which recognise the

longitudinal value for the whole of society if young children are given the best start (Field, 2010; Marmot, 2010; Allen, 2011).

The difference between the former Labour Government and the Coalition Government was most starkly represented in the change of name from the Department of Children, Schools and Families to the Department for Education, clearly indicating a direction of travel where, arguably education was going to take a prominently role. Alongside this comes the challenge of imposing a new professional status, in a shifting landscape of service delivery that appears to be driven by economic imperatives. This chapter aims to enhance understanding about the imposition of EYPS at a policy level, in a shifting political landscape, by drawing upon the individual and collective voices of the research participants. It will specifically consider the research findings in relation to how the policy agenda is impacting upon the status of the early years. There will be consideration of the government's involvement in the professions and the specific introduction of EYPS. Finally, discussion will focus on how policy is shaping the role of the Early Years Professional.

10.2 Implementing the Policy Agenda

The originating policy context (*Macrosystem)* and its translation at a local level (*Exosystem* and *Microsystem)* is one which reflected that services for children and families were dominated by the separation of care, education and health with different practitioners and professionals being responsible for different aspects of children's lives. However, those working with children and families had long understood that young children needed a holistic approach (Nutbrown *et al.,* 2008; Owen and Haynes, 2010; Baldock 2011). Indeed, in Continental Europe other professional models (Social Pedagogue) were evident that embraced the whole child (Cameron and Moss, 2011).

In England it was not until the Labour Government (1997-2010) took office that a policy direction was followed that required a fundamental shift in social policy. Workforce reform in children's services had integration at the heart (Chapter Three). An important legislative development was the 2006 Childcare Act (DfES, 2006a), which legally removed the distinction between education and care, formally recognising that the youngest children required

a holistic approach. The positive nature of workforce development in the early years was not just acknowledged by the academic and political communities but at a micro level as well.   All strands of this research recognised the positive changes that were being made with 70% of the First Group and over 80% of the Main Sample believing the introduction of EYPS was improving the status of the early years. Moreover, over the research period 89% of the Main Sample continued to view EYPS as a positive development. These views were reinforced by the stakeholders whose positive response increased over the research period shifting from 72%-88%. Though 55% believed there had been insufficient consultation about the changes, suggesting they may have been unaware of the wider consultation undertaken by the Labour Government and the subsequent *Children's Workforce Strategy* (DfES, 2006).

Furthermore, the findings suggest that issues concerning the skill level of the early years workforce were beginning to be addressed (Colley, 2006; Vincent and Braun, 2010). Questionnaire respondents over the research period believed EYPS was leading to a more competent workforce, with over 80% of the First Group and Main Sample in agreement. This view was supported almost unanimously by the stakeholders, with 95% indicating in the Phase Two interviews that the early years workforce was becoming more skilled. Not surprisingly, given the positive response and changes in competency levels of the workforce there was also considerable agreement that services for children were improving, a view supported by the stakeholders. This view of improving outcomes for children is reinforced by Mathers *et al.* (2011), whose evaluation of the *Graduate Leader Fund* found significant improvements for children in settings with an Early Years Professional. The interviews and focus groups reinforced that the professionalisation of early years was a positive development. There was unanimous agreement that EYPS was leading to a more competent workforce with Liz (SP) being representative of many participating in the interviews. She reinforces not only the positive views about the introduction of EYPS but the multi-layered impact of the training process:

> *It sounds a bit cynical doesn't it but when I started it I thought it would be a status, I thought it would be something I would achieve, I didn't quite expect it to change me in as many ways as it did as a person, not just in work…*

The stakeholder interviews and the focus group reinforced the positive response to EYPS. Heidi (stakeholder), a primary school Headteacher stated:

> *I see it as a superb idea...For many years it has been hard to convince people not involved in early years of what the important aspects are, what you have to hold on to really firmly.*

Paradoxically, a child's earliest ' ...linguistic, cognitive and social skills...are the foundations for later life learning' (UNESCO, 2011:29) but in the English context, the early years had mainly been invisible in policy prior to 1997 (Baldock *et al.,* 2009). What is important about Heidi's comments is that the positive response was not just about the introduction of EYPS but the fact that the significance of the early years was being formally recognised by government, a view echoed by others. Michelle (stakeholder) for example, also welcomed the policy focus and the recognition of the critical role the early years played in children's lives:

> *Obviously I am very much behind it because it is an area that is so undervalued, it is such a critical job looking after small children...I think so many of the parents I work with are scared of education and they are scared of professionals and they are very defensive about professionals and teachers because of the experience they had when they were younger and they pass it on to their children. A lot of children start out in their nursery education without having a positive role model around education.*

For her, there was an opportunity to address intergenerational issues that impacted on children's longitudinal outcomes (Allen, 2011; DfE, 2011).

The importance of the development for children was also raised by Claire (FG), a qualified teacher working in a children's centre. She highlighted that the Early Years Professional was the first professional role to formally be responsible for the holistic development of the birth to five age range. For her it was the first time in her career that her knowledge and skills with this

age range was "*...acknowledged and accounted for.*" She had really welcomed the opportunity to deeply reflect on her practice afforded by completing EYPS. However not all welcomed the opportunity and while they recognised the value of the new status, completing EYPS was not out of choice but direction.

Six of those interviewed in Phase One from the Main Sample and one from the First Group in Phase Two indicated they completed it because it was a workforce requirement. As Susan (VP) stated:

> *I did the qualification because in my setting needed to have the qualification...I did it for the good of the organisation that I work in rather than for my own professional development.*

This view was echoed by others. Jane (SP) for example stated: "*Well, I didn't really have any choice – [laughter] I was told I was doing it, I was the chosen one!!*" For Julie (SP), who worked in the PVI sector, government funding played a key role: "*...part of getting the transformation fund was getting the EYPS and so that made us do it.*" Here the effect of government funding that was accessible to the PVI sector was evident and the need for a lever to actually engage this sector in raising the quality of provision. Hannah (FG), provided a further example as she undertook EYPS for her company as "*...they knew we were going to need* [someone with] *EYPS.*" However, for her it made no difference to the role in her setting, it was viewed more as a something they had to do rather than wanted to do but they received the funding regardless.

Some interviews with stakeholders reinforced that there was 'no choice'; the training directives had to be followed. There were also concerns about the direction the professionalisation of the early years had taken. For Suzanne (stakeholder), the views of the reference group for the professionalisation of the early years had not been fully embraced; it was a "*Missed opportunity because I do not think it can work easily with Early Years Teachers because jobs are not sufficiently different.*" Furthermore, at this stage there was not a direct route from the Early Childhood Studies degree to EYPS as she indicated

this "*…should be a basic academic qualification, knowledgeable of the whole child."* Jeanette's (Headteacher) concerns included the lack of clarity with teaching because *"EYP has new equivalency to teaching but there are acute relations and a lot of muddled thinking about their role."*

Early Years Professionals and the stakeholders were also asked about whether EYPS was too biased towards education and whether it had been a missed opportunity in developing an integrated holistic professional. What emerged at this stage was that the collective lens indicated open-mindedness. However, as discussion in Chapter Eleven will illustrate, there was clear agreement from the final phases of the research that the Early Years Professional has distinct roles and responsibilities and is emerging as a profession in its own right.

In summary, the individual and collective voices of the research participants were in agreement adding to the validity and reliability of the finding that the introduction of EYPS was a welcomed development. However, the findings also suggest that it is not just EYPS that was welcomed but the wider recognition of the importance of early years. These findings also reinforce those presented in the *First National Survey of Practitioners with Early Years' Professional Status* (Hadfield, *et al.,* 2010:6). This study found that Early Years Professionals were extremely positive about the impact EYPS had had on their skills, knowledge and understanding.

Whilst acknowledging this very positive response it is important to recognise that the introduction of EYPS at a policy level presented and continues to present some real challenges. There were also concerns expressed about the nature of government involvement in the professionalisation process. Introducing a new professional role without clear parameters and appropriate pay and status was problematic. For a minority of those interviewed EYPS appeared nothing more than a hurdle to jump, for the majority it was a positively valued opportunity.

10.3 Government involvement in the Professions

Chapter Four discussed how professions have come under increasing scrutiny in relation to their professional dominance and control (Schon, 1992; Fook *et al*., 2000; PFAP, 2010). Woodward (1996) argued that the nature of the professions is changing, with government becoming more proactive in controlling some professions such as medicine and teaching (General Medical Council, 2003; Forde *et al.,* 2006). EYPS brought with it a new dimension, for the first time government was explicitly involving itself in orchestrating a new graduate level profession. Rather than the sector developing '…areas of expertise, developing regulatory and educational structures to support it' (Rixon, 2010: 157), these were imposed by government.

This situation feeds into the wider debates about the characteristics of a profession (Illich, 1977; Schon, 1983; Friedson, 1983; Farigon, 2006; Robb, 2010). The introduction of EYPS has fuelled debates about whether it is a distinct profession. Lloyd and Hallett (2010) argued that EYPS does not fulfil the sociological criteria of a profession. In addition, if the four characteristics of a profession proposed by PFAP (2009:13) are considered, EYPS currently only meets two of them - 'recognisable entry points' and 'a strong sense of vocation and professional development.' The two areas missing are a code of practice and 'systems for self-regulating', for example a professional body. However, while not being awarded all the characteristics of a profession, findings from this research, the *First National Survey of Practitioners with Early Years' Professional Status* (Hadfield, *et al.,* 2010) and the *Evaluation of the Graduate Leader Fund* (Mathers *et al.,* 2011) all suggest that the professionalisation agenda is making a real difference to work with children and that a new profession is emerging. This has yet to be recognised or celebrated by government.

In order to move the professionalisation agenda further forward the research findings from all research strands were in agreement. The majority of research participants believed that Early Years Professionals should be afforded with the same characteristics as other established professions such as a code of practice, a professional body and a CPD framework (Dowbrow and Higgins, 2005). Ruth (LP) stated: "*…it would be good to have something*

there that you had to join." This was reiterated by others. John (SP) thought that having a professional body might actually support improvements in employment conditions. A view reinforced by Liz (SP) who thought that establishing a code of practice and a professional body would support others to recognise that those with EYPS were full professionals. The importance of affirmation by others was a theme that recurred through the research. Zoe (SP) highlighted the power of the perceptions of others when she stated: *"I think that until others take it seriously we are not going to see ourselves in that role. It is a catch 22."*

Actually achieving recognition by others is complicated by the limited knowledge about EYPS across the children's workforce sector and amongst parents/carers. Both this research and that by Hadfield *et al.,* (2010) provided overwhelming evidence that there was limited or no understanding about EYPS, as will be discussed later. Additionally, recognition is further complicated by the fact that the CWDC, charged with the development of EYPS, has over the research period argued that there is no one distinct role of an Early Years Professional - it is setting dependent. The primary focus is to lead practice birth to five and '...deliver high quality experiences for children and their families' (CWDC, 2010:4). The Early Years Professional is seen as having two key attributes, namely effective and reflective practice and leading and supporting others. In addition, anti-discriminatory practice is becoming increasingly recognised as central to their work as part of the team around the child and their family.

Developing a profession without a distinct parameter and specific role recognised by others is challenging. Indeed, one of the findings of the research by Mather's *et al.* (2011:8) was that the quality of a setting was positively impacted upon when '*...the role and remit of the EYP was defined and agreed.'* This finding is reinforced by this research, for example Claudette (FG), a qualified teacher in a PVI setting, found that clarifying her role and that of the manager really supported embedding the Early Years Professional role in her setting. It was agreed that the manager would be responsible for administration and her role was clearly defined as "*...in charge of leading and delivering the early years' curriculum."* This involved

working directly with children, leading and supporting colleagues, working with other agencies and families. However, when the role of the Early Years Professional was not agreed within a setting there were greater challenges. Lorraine (SP) found her new status was not recognised, so she left, and Laura (SP) indicated that she needed to "*...fight for the role.*" She continued:

> *I don't think it is recognised by colleagues or senior people and therefore I have to fight for it by, in a sense, taking on responsibility. No one offers it to me I sort of have to fight for it. So I' ll do this I'll do that so that I can show that there is an EYP role within the centre- do you know what I mean?*

Furthermore, Chloe (FG) raised the challenges for childminders being recognised as part of the policy agenda, thus raising issues about who could and could not be a 'professional'. This situation was reinforced by Ellie, a childminder, in the focus group with Early Years Professionals who found other professionals did not recognising her professional status. Chloe highlighted specifically the challenges for childminders actually being able to undertake training because of their role prevented them from accessing day time training. Similarly, Sara (stakeholder) was a graduate but could not access EYPS because of having children with her all day, nor could she access funding to provide alternative cover for them. So in this case government intervention has not fully appreciated the barriers for childminders in accessing EYPS. In fact for Chloe, her local authority provided no support or incentive for childminders to become part of the wider workforce reform in the early years at all. They would not fund qualifications beyond NVQ 3 nor would they support Chloe in any CPD activities, which she believed were essential in enhancing her practice*,* especially as she had the role of Network Coordinator.   However, the local authority would "*...bander me around as their childminder with EYPS.*"

The situation for childminders reflects the challenges of professionalising a diverse workforce. It also highlights the difficulties for government of specifically defining the role and responsibilities of those with EYPS when settings are so diverse (from home base to community pre-schools or private nurseries to large children's centres with outreach and family support

functions). For childminders with EYPS there is no need to negotiate what their specific roles and responsibilities are as they are usually responsible for them all. However, not all settings are in this situation and the ambiguity over the exact role and responsibilities at a macro level has been compounded further by a lack of validation of the new professional, in the eyes of others, through the use of a name which represents what they actually do. So unlike other professions (for example, the doctor, the lawyer, the nurse and the teacher) who have distinct roles and responsibilities which are recognised by others, the Early Years Professional has no clear, exclusive role. Furthermore, the title Early Years Professional has been reduced to an acronym, 'EYP'. As Amelia (stakeholder focus group) stated:

> *...if you say I'm a teacher, I'm a lawyer, I'm a doctor, people know what they are, if I say 'I'm an EYP', it's 'ey?? What does that mean?' And the term is also used by people who are not EYP. They say, 'oh I'm early years professional.*

The fact that others see themselves as 'early years professionals' who do not have EYPS provides further evidence about the challenges of the professionalisation agenda in the early years. This is not restricted to the UK as the recent review of the 27 countries in the European Union reinforces the variation in how professionalism in the early years is viewed (Oberheumer, Scheryer and Neuman, 2010; Oberheumer, 2011).

In England, prior to the introduction of EYPS, consideration had been given to the Continental European model of a Social Pedagogue (Kornbeck and Lumsden, 2008; Cameron and Moss, 2011) and to the New Zealand new teacher model (Calder, 2008; Moss, 2008).   The resultant policy decision to adopt the professional model of an 'Early Years Professional' with EYPS led to some concern being expressed that it fell short of the radical shift in approach that had been called for- a view reinforced by Suzanne (stakeholder) when she said:

> *When I was part of the reference group all the sorts of things that EYPs do were down as advanced teacher skills but EYP is not seen as an advanced teacher - rather devaluing the role.*

For some, despite financial incentives to early years settings, the introduction of EYPS was still seen as government 'trying to professionalise the workforce on the cheap...' Hevey (2010:4). Though, it is also important to note here that government intervention was providing unprecedented opportunities in the early years not least because of the initial *Transformation Fund* and the later *Graduate Leadership Fund.* These provided incentives to the PVI sector in particularly to enhance the qualifications of their staff. Furthermore, there were no cost implications for undertaking the training and assessment for EYPS; bursaries of £5000 were available for those on the Full Training Pathway and financial support was available for Local Authorities to establish support networks.

The actual title, Early Years Professional, also raises questions about what that means for others working in the early years - are they not professional? This was part of the wider debate about what EYPS meant in the context of the wider professionalisation agenda for the early years workforce (Moss, 2008; Simpson, 2010; Miller and Cable, 2011). Osgood (2011) and McGillivray (2011) both expressed concern about issues of performativity imposed by government. Here the wider debates about the type of professional needed in the early years, whether they are 'democratic' or a 'technical expert' (Miller and Cable, 2011:4), have resonance.

As discussed in Chapter Nine the interviews raised issues about the tension between experience and qualifications. While some practitioners were perceived as excellent, the stage of their career was a barrier to undertaking further study. For some there was a sense of being overlooked, an issue raised by Hevey *et al.* (2008). They suggested that a 'Grandmother Principle' could allow formal recognition of this group, who had limited time left in the workforce. Entry into the new profession could be based on their experience and the valuable role they had in supporting the new generation of Early Years Professionals. Indeed, whilst the research findings indicate that EYPS is leading to a more competent and skilled workforce, actually developing a new generation of professionals was challenging when, as Maureen (stakeholder) highlighted, the early years sector had low levels of

qualifications with many at Level Two who "…*are quite happy at that level and never want to move on."*

It is important to differentiate between the professionalisation agenda and a new professional working in the sector. Arguably this distinction was complicated by the government's decision to use the title Early Years Professional, rather than embrace a more distinctive title for the new professional role, such as Early Years Pedagogue. Given that the equivalency to qualified teachers status and the relationship between the Early Years Professional and the Early Years Teacher was not clear, embracing a title that reflected the wider holistic role of the new professional might have been appropriate from the start and may have prevented some of the issues presented by those interviewed. For example, Rachel (SP) highlighted how the presentation by government of 'equivalency' with QTS was interpreted by some to mean that EYPS was the same as teaching rather than 'equivalent' in status:

> *I think in many people's minds it meant the same as* [QTS] *and I think everyone jumped on the bandwagon as 'oh, can we go and teach?*

However, as Joanne (LP) indicated EYPS at an institutional level was not seen as equivalent to QTS: *"I know that the LEA schools don't recognise it as the same status."* This lack of recognition was also reported by Zoe (SP) who tried to obtain a placement in a children's centre but found that they *"… wouldn't take anyone on placement that was doing EYPS because they didn't agree with it."*

So while the overarching theme from both the quantitative and qualitative research findings were supportive of the professionalisation agenda, the interviews provided further insight into the wider complexities of implementing policy. These included the challenges presented by the title and what this implied about the professionalism of others working in the early years. Alongside this were the misconceptions that emerged because of the initial statement about equivalency between EYPS and QTS. There was also the challenge of recognition by others when few in the sector or the wider public knew about the development and the government had failed to afford

the Early Years Professional with all the characteristics normally ascribed to a profession.

10.4 EYPS and Government Control

The interview phase with the Early Years Professionals saw concerns being expressed by some about whether the new professional status and role would be removed by a new government. The fact that EYPS was a product of government intervention does add a layer of vulnerability to the emerging profession. Unlike other professions the government introduced it and arguably they could remove it (Rigby 2007; Ball, 2008). The reality was that the government did change at the end of the research period adding uncertainty as to what the future might hold.

Evidence suggests that workforce reform was beginning to impact at a micro level however the initial lack of clear messages from the Coalition Government caused concern that the EYPS would be stopped as it was just beginning to take effect. However, the incoming government did recognise the need to continue supporting CWDC with their work in the early years and allocated £65 million for the financial year 2011-12. They also supported the development of EYPS with the new graduate leaders programme (CWDC, 2011a) and the next phase of EYPS training routes (CWDC, 2011b). The language of the policy agenda also shifted to 'Early Intervention'; however the role of children's centres in this agenda was less certain.   The move to local control, removal of ring fencing and devolution of responsibility for budgets to local authorities led to the government arguing that children's centres in the most deprived areas needed to be freed up to spend their funding more effectively (DfE, 2010). The requirement for children's centre's to have both a teacher and Early Years Professional was removed. How this will impact on practice is not known at this point. However the Early Years Professional is paid substantially less than a teacher and does not enjoying the same employment terms and conditions.

Regardless of the pay implications a significant point here is that the government appeared unaware of the essential differences between an Early Years Professional and an Early Years Teacher. This research provided some

interesting insight into the impact of both roles could have when coming together within a children's centre. The focus group with Early Years Professionals provided some very powerful discourse about the eagerly awaited arrival in their local authority of children's centres with both professionals. Anne stated that: *"I can't wait for, you know, the first EYP to appear in a children's centre and work along with the children's centre teacher".* Her views were based on extensive experience as an Early Years Teacher, being an adviser, a children's centre teacher and more recently becoming an Early Years Professional. For her it was about the difference that could be made in:

> *...the most deprived areas...I can just see how an EYP and a children's centre teacher could join forces and work together to meet the needs of that community.*

She highlighted that families had to work with a number of professionals but the Early Years Professional offered new ways of working:

> *...supporting learning, education, raising standards, educating the parents, having higher expectations of themselves, of the children, they could really nicely fit in and work together with the children's centre teacher.*

An important point here is that in her local authority area the two professional roles had not come together in a children's centre at the time of the research. Whereas, in the children's centre where Laura (SP) worked, the impact of this powerful combination was reflected through external scrutiny with the award of an 'outstanding' by Ofsted. For her, it was the complementary underpinning knowledge and skills of both the teacher and the Early Years Professional that contributed to the quality of provision within their setting, even if the Ofsted inspector did not know about EYPS and thought Laura should go and train as a teacher.

The impact in children's centres with both EYPS and QTS was reinforced by Amelia (Stakeholders' Focus Group):

If you're in a setting where there's an Early Years Teacher and there's an EYP, the way that they function in the setting seems to me to be significantly different. Where the teacher generally has their eye almost entirely on the children, the EYP has their eye on the practice as well as on the children.

Gill (stakeholder) who ran a maintained nursery and Children's Centre also affirmed the value of employing both, but funding was an issue. She was positive about the introduction of EYPS and the benefits to the setting but had struggled to provide equivalent salaries for the Early Years Professional and the teacher and believed this should have been addressed by government. The Early Years Professional in her setting had made a positive impact but was now leaving and she was unsure how she would replace her given funding shortfalls under the new government. Furthermore, she believed that government were letting those with EYPS down, as she stated:

The EYPs, I regret on their behalf that they are being let down, they are coming in inspirational and with vision in to a sector where they are not valued, where there is not the pay scales especially in the maintained sector.

This situation also highlights how government decisions can create an atmosphere of uncertainty that potentially could undermine workforce developments and the professional credibility of the Early Years Professional. This uncertainty was added to further by pronouncements by Sarah Teather, in her role as Minister for Children that have evidenced considerable inconsistency. While initially declaring government's commitment to a graduate led workforce and EYPS in January 2011 (DfE, 2011) and reinforcing this through the tender to deliver the next phase of EYPS in May 2011 at the National Day Nurseries Association annual conference in June 2011, she declared that:

The EYP intended to try and raise the status, but it hasn't done that and we know that. This is precisely the reason why we need to have a long-term think about our strategy...There is not an easy fix. Sadly some of it is down to the majority of women in the sector. The status could be raised if a few more men were involved.

Teather (2011) cited by Morton (2011, lines 6-11).

This inconsistency is important as it shows how government intervention in the professions can be problematical. Despite her saying there is no 'easy fix'; the actual political need for a 'quick fix' is evident in her reference to more men in the early years workforce. She failed to acknowledge the positive findings from the *First National Survey of Practitioners with Early Years' Professional Status* (Hadfield *et al.,* 2010) or the outcomes of the *Graduate Leadership Fund* (Mather's *et al.,* 2011). At the point in time of writing, the Coalition Government have, despite some inconsistency in their messages, recognised the need to continue professionalisation and to ensure the workforce, ensuring that the early years is recognised as a central not peripheral part of the early intervention agenda. Their direction of travel is laid down in *Supporting Families in the Foundation Years* (DfE, 2011).

10.5 Policy and Workforce Development in the Early Years

Workforce development in the early years is challenging on a range of levels not least because of the different routes into this area of work (Abbott and Hevey, 2001) and the previous educational experiences of some practitioners who have been directed to this area of work because they had not succeeded in compulsory education (Colley, 2006; Vincent and Braun, 2010). Furthermore, positions in the early years workforce are more likely to be occupied by 'White working class girls [who] are four times more likely as white middle class girls to go into childcare...' (Equality and Human Rights Commission (EHRC), 2009: 14). One of the particular characteristics of this research was that it was conducted within the first phase of the EYPS (2006-2010) where many of those participating especially in the First Group, were already in high level jobs as managers, leaders, and advisers. However, if the specific qualifications and entry points into the early years workforce are considered the research sample are representative of the workforce in general. The participants interview phase of this research (both the Early Years Professionals and stakeholders) represented four entry points into the early years workforce, straight from school, after a first degree, after children or as a career change (Appendix 7.8 and 7.9).

One of the contributions this research makes is to illuminate the important role of the SEFDEY. It has provided a financially supported route for those

who were employed on low salaries in a low status area of work, predominantly those who had either entered 'childcare' from school -and therefore more likely to be from a white working class background (EHRC, 2009). Though not directly asked about the place of the SEFDEY in their professionalisation journey many participants volunteered the crucial role this pathway had had on their development and hence on the early years workforce since its inception in 2001.

What was evidenced through the collective voice of many interviewed was recognition of the personal and professional rewards of engaging in higher education. With this came a 'voice' to challenge rather than accept the low levels of status, pay and work conditions that have permeated the workforce because of the close association with childcare and mothering. Samantha (LP) described EYPS as the "*...icing on the cake",* her journey to professionalisation was intertwined with her academic career which began with the SEFDEY. She also evidenced being a role model as others were recognising the importance of further study based on how they had observed her development - five colleagues in her setting subsequently decided to pursue foundation degrees.

Further benefits of the SEFDEY were provided by Nicola (SP) who reported "*...getting my degree. I think that was sort of my biggest achievement."* Ruth (SP) also indicated that her greatest learning was "*... probably on the foundation degree probably rather than what I am doing now."* She also made the connection to financial reward and recognised that she was able to continue leading her setting because she was in a privileged position in relation to pay "*I am lucky as I don't really need it really."* If she did she would have to change job, something she did not want to do, as she stated: "*I really enjoy what I am doing - I don't want to go and work anywhere else."* For her being part of the community was key as "*I live in the community, I work in the community and I enjoy that side."* However, she also was very clear to point out that the government could not rely on good will forever and needed to address pay if they were to recruit and keep a well trained workforce. In her setting, which is representative of issues faced by sessional care, there was not the money to pay graduate salaries.

Evidence from the research showed it was not just those who had never had the opportunity to access higher education before that were positively embracing the opportunities afforded through workforce reform. It also gave those who wanted to work with children but did not want to be a teacher, recognition through an alternative professional status. Eight of those interviewed specifically mentioned this in the Phase One interviews, several of whom had previously completed the multi-disciplinary Early Childhood Studies degree. They recognised, like those on the foundation degree that completing the Early Childhood Studies degree had been an opportunity. For example, Paulette (SP) initially started teacher training but "*...found it too rigid.*" She found completing Early Childhood Studies gave her greater theoretical knowledge of child development. The same was true of Laura (SP) who also started on a teacher course but changed when she realised that the early years is "...*much more about the children's individual levels of development and taking them at their own pace...*"

In the Phase Two interviews Hannah (FG) also discussed the importance of a multi-disciplinary first degree on her thinking and having an opportunity to have a professional qualification without having to be a teacher. For her "...*the first year on the degree course [ECS] changed my mind anyway.*" The focus group with Early Years Professionals also saw the participants discussing that EYPS provided opportunities for a professional qualification instead of teaching, as Gayle stated:

> *Whereas before in what we did there wasn't any of that opportunity unless you wanted to go on and train to be a teacher which I never wanted to do.*

Consequently, the Early Childhood Studies degree and the SEFDEY have had an important role in the wider policy developments (DfES, 2006b). The specific financial support provided for the foundation degree had a pivotal role for those who were not traditional university students and were employed in low income jobs.

The government funding of the Full Training Pathway also afforded opportunities for those who wanted a career change with five interviewees

indicating this had been a motivational factor. As Dawn, who had worked as a staff coordinator stated: *"I heard of this course that it was a good challenge and a career progression."* It also offered a route following a first degree for those who wanted to work with children, as Helen indicated:

> *I have always known that I wanted to work with children but I thought that I wanted to do a PGCE in secondary music because I am a musician but I realised when I was applying for my PGCE that it wasn't really that right for me.*

The previous Labour Governments professionalisation agenda for the early years provided unprecedented opportunities for a primarily female workforce to embark on personal, professional and academic journeys. The impact these has been recognised by others. Louise (FG) an adviser stated:

> *...in terms of practitioners that have done the EYPS I think it really has added to their work in terms that they have now got something that actually recognizes their work at that higher level.*

The interviews and focus group provided clear evidence that the workforce development agenda was having a major impact on the personal and professional lives of a disadvantaged and disempowered group of women. Interestingly though, there appears to be a lack of awareness of this impact by the policy makers who had created the opportunities. As Baldock (2011) pointed out, the positive engagement with the early years was not recognised as important enough to figure in the election campaign of 2010. Furthermore, he suggests the incoming Coalition Government in May 2010 did not place the developments in the early years as an important agenda item. Some of the Coalition Governments subsequent actions have countermanded previous policy directions even when they were enshrined in legislation for instance the removal of the language of *Every Child Matters* from government documents (DfE, 2010b).

10.6 Policy, Gender, Pay and Employment Conditions

Evidence from this research has already shown that the introduction of EYPS was beginning to improve the status of the early years. This appears to be despite, rather than because of, proactive government involvement in

promoting the role beyond the initial imposition of EYPS. Whilst incentive funding was available through the *Transformation Fund* and the subsequent *Graduate Leaders Fund*, Early Years Professionals were not afforded the privileges enjoyed by established professions such as appropriate levels of pay and status right from the start (Wilding, 1982; PFAP, 2009). It was presented as equivalent to teaching on paper but not in employment conditions.

The reference by Teather (2011) to men's involvement in potentially raising salary levels in the sector reinforces the underlying problem of the strong connection between working with children being 'women's work' that requires feminine qualities that is evident in the literature (Cameron, 2006b; Manning-Morton, 2006; David, 2007; Hevey, 2009; Osgood, 2010). A situation also raised by John (SP) who indicated in his first interview that the early years workforce should not take advantage of the fact that women:

> *…are prepared to work for less if the hours are more flexible. They are more creative in the work environment but it seems a shame that the sector doesn't have equal pay as primary teachers and things like that.*

He went on to suggest that more men in the early years workforce could make a difference to pay, as Teather (2011) suggested. However, he also saw unionisation and a professional body as important, as did the stakeholders' focus group who discussed the improvement in teachers' salaries being influenced by unionisation and as well as men in the sector.

It is important to note that it is not just low pay that prevents men from working in the early years, other barriers exist not only in England but in Europe (Rolfe, 2007; Vandenbroeck and Peeters, 2008; Koch, 2010; Robb, 2010). These include the early years being seen as the domain of women and men initially being viewed with accusing eyes. Cameron (2006b) has pointed out the public unease associate with male carers that child abuse inquires have done nothing to allay. Peter (FP) provided evidence supporting this view, as not only were his 'intentions' questioned in the workplace but also his sexuality. This is an area highlighted in the research by Jones (2003) into men in primary schools and Robb (2010) who suggested that the

discourse of risk has mitigated against men joining the workforce. For John (SP), there was a role for government in addressing stereotyping through marketing. He suggested that a similar campaign to that used to encourage men into primary teaching should be employed (TDA, 2007). However, despite the more attractive employment conditions and government recruitment campaigns, primary education remains a predominantly female led profession. Arguably this is reinforced by how young people are directed into careers (Vandenbroeck and Peeters, 2008) as well as the deeply embedded relationship between women's work, childcare and the relationship between learning and ethics of care (Osgood, 2006b; Osgood, 2010).

While recognising other barriers, that prevent men entering the early years workforce, issues of low pay cannot be ignored (Cooke and Lawton, 2008; Walker *et al.,* 2009; DfE, 2010; Hadfield *et al.*, 2009). Indeed while some interviewees stated they had received pay increases on achieving EYPS, apart from Samantha (LP) who was placed on teaching scales, the rises were very small. For example, Zoe (SP) indicated that she had "… just a £1.00 an hour", the same rise that was given to Ruth (LP) while Laura (SP) had been given £400 a year. This reinforced some concerns expressed in interviews that money allocated through the *Transformation Fund* and the *Graduate Leader Fund* was not reaching the Early Years Professionals. One reason for this could be that settings were not clear what the funds were for. Findings from the research conducted by Walker *et al.,* (2009) led to a call for greater guidance for employers about the salary for Early Years Professionals.

The question of a professional level salary was addressed through both questionnaires and interviews. Given the initial statement of equivalency to teaching, participants were asked whether the Early Years Professional should receive the same salary as the Early Years Teachers. The First Group were equivocal but the Main Sample clearly believed they should have the same pay scales and over half of the stakeholders responding to the first questionnaire believed pay scales should be the same. This was reinforced through the interviews with the Early Years Professionals where pay scales in general and the difference in pay between those with EYPS and teachers were raised. Indeed, the need for parity of pay was about more than just about

the money as Ruth (LP) and Laura (SP) suggested there were issues of receiving a salary commensurate to the training you had undergone. Furthermore, the findings indicate there was considerable inconsistency depending on employment role, setting and whether the Early Years Professional already had QTS. However, the issues are more complex as low pay and status are symptomatic of wider concerns (PFAP, 2009; Women and Work Commission, 2009) about women's unequal position in the professions.

The early years workforce provides unique insights into this debate. If women are struggling for equality in established professions, how can a new professional located in a gendered workforce ever achieve a professional salary? Not only was there evidence of considerable variation in pay, this research showed that there are also some real problems for settings in affording graduate pay scales in the first place. Ruth (LP) and Rachel (SP) both discussed the challenges of a committee run community pre-schools where, as Rachel stated they are often run:

> *...by a lot of people that don't know what they are doing. They are not skilled in early years, they are not skilled as managers, they just happen to be a group of parents who are willing to help out on a voluntary basis...*

She went on to discuss how they had used all the government funding to give staff bonuses and left none for developing the provision:

> *...they gave out so much money as staff bonuses there has not been much money left for projects that we might have wanted to do or training, they have just used it all.*

The issues appear wider than this, as Baldock (2011:127-128) argued 'Even the larger chains have had difficulty in making a financial success' which in turn affects the salaries they can pay. The situation is further complicated by the issue of government funding per ECEC place. This restricts the earnings of settings and the limited subsidy of childcare fees through a childcare element of working tax credit that impacts on affordability. However, the government does not control the PVI sector in which the majority of provision falls and was the target for EYPS. Furthermore, the real costs of supporting the PVI sector to achieve graduate level salaries are unacceptable. There are

also issues in relation to funding for ECEC places and subsidies through Working Tax Credit being held down or reduced.   The situation has become complicated further by the recession which makes it difficult for families to meet childcare costs (Daycare Trust, 2011).

Therefore establishing an appropriate graduate pay scale for those with EYPS, is a very complicated debate with no easy solution at present. It is compounded by lack of clear governmental direction over pay scales for the role across the sector and by the gendered nature of the workforce. This research has clearly evidenced the need for government to be more proactive in the guidance it provides and to grasp the importance of addressing pay as an issue if EYPS is to become fully integrated into the professional landscape.

10.7 Policy and the Early Years Professional Role

Discussion has already shown that unlike other traditional professions the new Early Years Professional does not have a clearly bounded professional role. Arguably this has complicated progress and in 2009 Walker *et al.,* called for extra governmental guidance about the role, local authorities' responsibility in promoting EYPS and the place of higher education in ongoing support. Hadfield *et al*., (2010), expressed concerns about the lack of government involvement in dissemination. They found that 86% of respondents believed the general public did not know about EYPS and 77% thought that other professionals did not understand the role either. A situation reinforced by those interviewed in Phase One of this research in which there were twenty nine distinct references to the government's perceived failure in raising awareness within the sector and with other professions.

It is important to acknowledge that raising awareness of EYPS, in its embryonic stage, by government may have raised expectations that could not have been met given the low qualification levels in the sector. Furthermore, many of the new professionals themselves did not recognise their potential role in dissemination of the developments in the early years. Ninety percent of the Main Sample did not see themselves as having a contribution to make despite their role as 'Change Agents', a view that was

reinforced in the interviews. Very few Early Years Professionals 'marketed' their achievements or recognised the role they potentially had in raising awareness about the importance of a graduate led profession. As Ruth (LP), stated: *"Perhaps that's my fault for not actually saying about it."* Indeed, the findings suggested that it was the independent sector that saw the benefits of raising awareness with parents because it reinforced the advantage parents were receiving for paying for their children's early years 'education'.

Interestingly, some evidence emerged indicting that the independent sector did not just see their employees with EYPS as marketing opportunity. Two of those interviewed clearly evidenced how they had been valued through increased pay and status. For these two having a 'voice' in their settings appeared to have an important role in them feeling valued. For Samantha (LP) this recognition was important *"...because everyone can see the benefits so everyone's views of the early years are changing."*

Julie (SP) also worked in the independent sector and had previously trained as a teacher. She repeated several times how lucky she was to be valued in her setting and receive a salary commensurate to her role. She states:

> *Yes. I am incredibly lucky...it went out on a news letter so that people were aware of what we had done and also, when we had done it the staff were made aware that we had got this...I am in a very lucky position... I work in the independent sector so I can't really complain about, well, I don't think I can complain about my salary and I have been recognised for the amount of work that I put in; so I don't feel disgruntled about it in any way.*

These two examples highlight how self worth and professional identity is contributed to by others. These two research participants now have a voice in their setting but to effect change at a macro level they also need to contribute to a collective national voice.

Arguably, the lack of recognition by 90% of the Main Sample of their potential as wider 'Change Agents' beyond the setting is symptomatic of a lack of 'voice' at a collective level. The fact that the government had intervened through a professionalisation agenda meant they were

orchestrating the development rather than being led by the early years sector itself. Indeed several mentioned they were undertaking EYPS because they had been told to. Here the work of Freire (1993) has resonance in relation to the factors that contribute to a lack of challenge by those who may be 'oppressed'. This research found that where settings employ an Early Years Professional they were usually the only one and could become isolated. Despite belated government support for establishing networks, there was evidence of the variability in continuing support. Furthermore, Early Years Professionals were and are not supported by a professional body.

The policy agenda around professionalisation has been welcomed but there is a sense of the early years sector being done to, rather than done with. The government has increasingly become involved in controlling the trainee numbers for certain professions (Chapter Four). Their involvement in controlling EYPS includes who provides the training – ensuring involvement of private providers as well as universities (Friedson, 2001) - training numbers, funding, standards and the nature of training assessment models. The difference between the EYPS and other professions is that it is government introduced and led. Its long term future has been problematised by inconsistency in messages about targets for, for example, the removal of requirements for every full day care setting to employ an Early Years Professional by 2015.

10.8 Conclusion

This research provides evidence from all research strands supporting a positive response to the professionalisation of the early years workforce. There is evidence that the quality of provision and services for children are improving. However, whilst acknowledging the positive contribution made by government in an unprecedented support package to develop EYPS, the fact that a new professional status was imposed but not effectively promoted presents a range of challenges. The lack of awareness about EYPS, the low pay and employment conditions and the relative isolation at this stage in the evolution of the new profession make it is difficult for the collective view to be voiced let alone heard. Indeed, there appears to have been a lack of

awareness by government about the positive impact that the SEFDEY and the Early Childhood Studies degree are also having on the workforce.

The challenges faced by the Early Years Professionals stem from intensive over involvement of government in defining processes but a reluctance to engage with the ultimate issues of professional pay and conditions. There has been a failure to take responsibility to provide common graduate level salary scales and a clearly defined and exclusive role commensurate with being a member of a profession. Yet, achieving this is difficult when the majority of those with EYPS work in the PVI sector where government has no control over pay and conditions. Additionally, there are challenges over how government funds ECEC places.

There was also only limited evidence that Early Years Professional recognised their potential role as 'Change Agents' to promote the profession in a wider context. This is not surprising given the complexities inherent in this particular gendered area of work, the emergent nature of EYPS and problems of working in isolation. Workforce reform has been welcomed but EYPS is still at an early stage. It is being faced by uncertainty and 'chaos' (Bronfenbrenner, 2005) caused by government change and lack of clarity over the long term future of EYPS.

Chapter Eleven
Discussion
Creating a New Professional Space

11.1 Introduction

The Early Years Professional was introduced without a clearly defined and exclusive role that was commensurate with being a member of a profession. This chapter therefore aims to develop understanding of how the new professional role and status is being embedded at a practice level. Discussion considers whether a new professional is emerging in the workforce, the locus of their professional practice and issues of professional identity. Within these interrelated areas consideration will be given to how the research participants perceive their role and responsibilities and what distinguishes them from others in the early years and children's workforce.

11.1 The Early Years Professional: An Emerging Profession

This section is concerned with whether those with EYPS are becoming members of a distinct profession. There will be a focus on training and assessment, the professional role and the developments those in practice believe should happen.

11.1.1 Professional Training

Traditionally professional training processes have distinguished professions from other occupations. The latter have been characterised by craft or technical training (Freidson, 1983, 2001). EYPS is representative of new professions where the training provided has moved the boundaries to include both technical and professional training. Arguably, EYPS added a new dimension, since professional training has not just been the responsibility of universities (Chapter Five, Table 5.1). Moreover, the training and assessment processes, (Chapter One) did not evolve from the early years sector, they were imposed centrally. EYPS was and continues to be delivered through universities, private training providers or a combination of the two. Quality assurance process were embedded and policed through a private organisation, Formation Training, on behalf of CWDC (Formation, 2011) rather than through a professional body.

This research sought to support further understanding about training, assessment (Validation) and EYPS Standards. The Early Years Professionals and stakeholders were asked if they adequately supported the new professional model. This research drew on participants who completed their professional training through a university not a private provider, so insights into this alternative source of training cannot be provided. However, the findings are representative of the different training pathways that started in 2006 (Pilot) and 2007 (Validation, Short, Long and Full Pathways). As evidenced in Chapter Seven, the respondents to all research strands generally reflect the gender, and ethnicity of the workforce. A slightly higher percentage of men participated in the interview phase. They also reflected a range of ages, the different reasons why people choose to work in the early years, different undergraduate routes, employment settings and roles. One of the interesting characteristics of the questionnaire sample was the almost equally divided between those with QTS, those whose first degree was Early Childhood Studies and those who had a 'BA Other' degree.

The findings from the questionnaires clearly indicated that all participants found the assessment appropriately rigorous. They reported that the Needs Assessment was supportive; the paperwork was not over complicated and the use of witnesses was positive, though a professional dialogue would have been welcomed. The mentor role was affirmed and the preparation for assessment supportive, reinforcing the importance of these roles in professional training (Storrs *et al.,* 2008). Both the validation and training processes had also supported reflection, a key professional attribute for the new professional (CWDC, 2010). The EYPS standards were also viewed as 'fit for purpose.' This view was maintained throughout the research period and reinforced by the stakeholders, with 87% in agreement that the EYPS standards were appropriate.

The stakeholders' focus group added an interesting dimension about the role of the standards in the negotiating the professional role at a practice level. Amelia saw the teaching standards being so well established they have a "*...life of their own"* that has been developed through teachers interpreting them in practice. She suggested that this had not yet happened for the Early

Years Professionals as there was not yet a sufficient critical mass. However, this research suggests that this process was beginning to emerge in practice. Louise (FG), for example, suggested that the standards were giving those undertaking EYPS a sense of identity. Whilst she did not see completing EYPS had changed her professional identity as a teacher, in her role as a mentor she was supporting others going through the process and the standards gave them a "*...shared understanding and when they say to me oh, standard whatever you can talk to them about...*" There was also evidence supporting that found by Simpson (2010) of the Early Years Professionals working on their professional agency. John (SP) and Liz (SP), for example, independently discussed that their network group were addressing what it actually meant to be an Early Years Professional.

The Phase One interviews reinforced the positive messages about the training and assessment process which were echoed again in the second phase of interviews. Many indicated that their personal and professional development had been supported but not all found the process easy. Others were able to draw comparisons with their professional training as teachers. However, there was no consensus, with some seeing it as less challenging than a PGCE, others seeing it as just as rigorous. In fact Emma (SP) reported how in her school setting no-one had realised the rigour of the process until the setting visit.

Some stakeholders were concerned that not all those who had achieved EYPS were operating at what they saw as the professional level required.   One stakeholder, Jenny (Foundation Stage Manager and qualified teacher) believed that EYPS training was not as good as her training: "*I had four years of teacher ed and I needed that to be half equipped for the job.*" What this represents is some misconceptions as all those completing EYPS were graduates and most had relevant degrees and all but the Full Training Pathway had previous relevant experience.

The lack of relevant experience of those on the Full Training Pathway was a concern, as discussed in Chapter Eight, especially because of the leadership demands of the role. However, this route to EYPS has synergy with other

professions, such as social work, teaching, law and some allied health professions, where post graduate training embraces socialisation into the profession. The entry requirements for these routes reflect the demands of higher level study and the experience gained through training is built on once qualified (Eraut, 1994; Higham, 2009). Eva's (stakeholder) observations of an Early Years Professional who completed the first Full Training Pathway illustrates this. She had been a student at her setting and she was now waiting for her "...*to have some more experience"* and then offer her a job. Furthermore, four Full Training Pathway graduates in this research were all offered leadership roles, with one actually being further promoted within her first year.

In summary, while the interviews provide some richer understanding of the complexities of the training and assessment processes, the merging of the quantitative and qualitative data effectively triangulated common findings (Alexander *et al*., 2008; Drew *et al.,* 2008). Namely, that the training, assessment and professional standards of EYPS were confirmed at an appropriate professional level to be able to confer the professional status of EYPS. There was also considerable agreement emerging from all research strands that the award of EYPS should mirror some other professions and be followed by an induction year for newly qualified Early Years Professionals.

11.1.2 The Early Years Professional: A new Profession?

One of the areas that the research wanted to illuminate was the impact of time (*Chronosystem)* on whether EYPS was supporting the development of a new profession. Those responding to Questionnaire Two, participating in the interviews and focus groups with both the Early Years Professionals and stakeholders collectively believed the training was at the appropriate professional level. Furthermore, the previous chapter evidenced that despite the lack of a clearly defined role emerging centrally over the research period, the Early Years Professionals unanimously viewed themselves as having a distinct professional remit with a broad range of responsibilities. What is interesting here is, that at a practice level the Early Years Professionals were shaping their new space or habitus in the early years workforce. A development that was given further validity by the stakeholders, whose

responses to understanding the role shifted from 56% in the first questionnaire to 85% a year later.

Chapter Eight provided evidence that the knowledge and skills being brought to the workplace were being recognised by others as raising quality - a finding concurring with the research by Hadfield *et al.* (2010) and Mathers *et al.,* (2011). It is important to note here that not all Early Years Professionals were seen in this light and one of the challenges was that some stakeholders and Early Years Professionals themselves reported was a variation in the quality of those awarded EYPS. However, to some extent this is true of all professions – some individuals are more effective professionals than others. Developing professionalism is also an ongoing process, as Higham (2009) contended, from novice to expert.

Further evidence about the importance of the development of EYPS was provided through Questionnaire Two with Early Years Professionals. When asked about their employer's response to EYPS there was clear evidence that their skills were valued. However, they were less certain about their colleague's perceptions of the new professional role and status, though they reported that staff member went to them as Early Years Professionals because of their 'expertise'.   This showed that others could recognise the impact the professionalisation process had had on the Early Years Professional, even if they were not formally acknowledging the importance of EYPS. The interviews provided further supporting evidence. Participants generally believed that others were beginning to recognise that they were bringing a new dimension into their setting. Laura (SP) indicated how members of the staff team she worked with directly could see how others in the setting were looking to her for advice. She stated:

> *People say to me "isn't it interesting how staff from the other team...,*
> *they come and speak to you... if they have got a problem" which is*
> *quite interesting.*

She also highlighted that staff in the children's centre were beginning to recognise that the Early Years Professional was different from other staff members:

But it is true that other people are noticing but in the sense of how I am treated by the staff, they come to me at the same level as [the teacher]... *but they don't* [go to] *the other two Nursery Officers, so the Early Years Professional Status does make a massive impact on that obviously.*

Here issues addressed in the previous chapter about not all practitioners in the early years wanting to embrace training are also evident. However, as Friere (1998:85) contended, those working in education need to take their ongoing education 'seriously' suggesting that those:

...who do not study, who make little effort to keep abreast of events have no moral authority to coordinate activities in the classroom.

The emerging Early Years Professionals and the stakeholders, individually and collectively recognised the need for a CPD framework, reinforcing the findings from the *Evaluation of the Graduate Leader Fund* (Mathers *et al.,* 2011). Julie (SP) is representative of others who believed that those with EYPS needed to continue with their training, reinforcing the views of Fieire (1998) on moral authority:

I feel CPD is really important because we ask staff to continue their development-we have EYP we have qualification-we specialise in early years- we have studies and if we talk to people we need to make sure that we have kept up with our training.

One of the areas that did develop in relation to CPD over the research period were networks. This research found that networks were both important and valuable, though there was variation in how they were being established.

For John the network to which he belonged was an affirming experience both from being with others: *"We've got a vocal group of about 20 of us,"* and because their local authority were valuing them through "…*the network training."* Their requests had been listened to and the additional leadership training they had been offered had been really helpful. A situation reiterated by Liz who attended the same network group. Furthermore, Jane (SP) who worked in a neighbouring authority was able to recognise the poorer quality

of the network support her peers with EYPS were being offered. In her area "*… all they are doing is talking at the moment."*

The findings here are consistent with Wenger's (1998) work on communities of practice which he saw as a vital space for professions to grow. The experiences of some of the interviewees in local support groups and their ongoing training reinforces what a powerful space this can be and the importance of ensuring that achieving EYPS is part of a continual programme of training, not a one of event. The space also affords the opportunity for the new professionals to come together to generate a collective voice to enlighten and challenge the political landscape in which they are evolving (Freire, 1993). As Miller (2008:260) argued the new professionals can be 'active agents', in other words their role as 'Change Agents' can take on a new life outside their settings.

John (SP) provides insights into what the Early Years Professional as an 'active agent' could look like. For him advocacy for children is vital both within the setting, challenging the owners of resources to use them to meet the needs of the children – having "*…some sort of power of authority to push for the children"-* and at a political level. Here he suggests that the Early Years Professional should be active:

> *… writing to their MP's getting in involved in local politics to a certain extent and so that the profile for the sector and there are people who are saying it is your job to raise the flag of the early years sector you know.*

For an emergent profession to take on this level of activism is complicated by their vulnerable positioning in the landscape of the professions. The training and assessment processes may be seen as equal to other professions but they have not been afforded with all of the characteristics normally held by professional groups. Having a code of practice to adhere to and a professional body, alongside a CPD framework, potentially could give them the confidence for wider advocacy (Friere, 1998). Indeed, the research participants unanimously agreed that these three professional characteristics

needed to be established to support the future development of this new profession.

A further area distinguishing the professions is that they normally have distinct areas of practice, though as Chapter Four illustrated aspects of traditional roles in some professions such as law, are now undertaken by others. The Early Years Professional brings new issues as, rather than specific roles and responsibilities, they are described by the CWDC (2010a) as having two main attributes - leadership and reflective practice - but their persona is setting specific. Therefore, negotiating roles and responsibilities is delegated to settings and the Early Years Professionals. Given the vast array of already established roles and settings in the early years sector, which embraces the PVI sector as well and maintained settings and children's centres, alongside the shifting political landscape, actually developing this new space for Early Years Professionals is not easy, as this research evidences.

One of the recommendations of the *Evaluation of the Graduate Leader Fund* was to '...systematically evaluate the impact of different paths on quality and children's outcomes... '(Mathers *et al.,* 2011:107)*.* A contribution of this research is that it provides some insight into this area. Evidence emerged of a 'new professional space' developing occupied by those with EYPS. However, the way in which the 'new professional space' was being negotiated was influenced by a range of factors. These included whether they participated in the First Group or Main Sample, which training route they undertook, what role or professional qualification the Early Years Professional already had and the setting they were employed in. Therefore, for some from the First Group already in high level employment roles, there was evidence that EYPS enhanced some of their professional skills but they saw their role in supporting others. There were others, who were qualified teachers working in maintained settings such as Emma (SP), for whom achieving EYPS was about reinforcing the importance of the early years as the foundation to later learning (UNESCO, 2011). It was an additional training opportunity that enhanced their practice rather than changed their

professional persona as a teacher, support them from moving form novice to expert (Eraut, 1994; Higham 2009).

It was in the PVI sector and children's centres where there was emerging evidence of how some of the new Early Years Professionals were negotiating a 'new professional space' in the early years sector. However, there was variation in how this space was emerging at a practice level and the challenges faced by individual Early Years Professionals. For example, Laura (SP) had to *"fight"* her employers in defining a new space for the Early Years Professional in her setting. Lorraine (SP), despite trying to negotiate how she could support the setting in developing practice, faced resistance and she realised that her setting was not going to create a new space for the Early Years Professional to occupy. Others interviewed, for example Samantha (LP) and Claudette (FG), gave evidence of employers working alongside them to define the space of the Early Years Professional within the setting. In Claudette's setting, rather than the Early Years Professional just returning to their former role and title as most of those in the research did, roles and responsibilities were actively reorganised. So the manager was going to do just that with a main focus on administration while the Early Years Professional took over responsibility for practice. This type of approach was also followed by Liz (SP) who decided to employ an administrator to free herself up to focus on practice. What was important for both these participants was that the Early Years Professional role enabled them to still work directly with children, something that was echoed by many of those interviewed.

Affirmation by others also emerges as important for establishing the Early Years Professional. Paulette (SP) stated:

> *I had people asking advice from me which I had never had all the years that I had been working. It was nice that they were including me in everything; they wanted me to move forward and for them to follow on.*

Here some distinct responses emerged about how the new professional space of the Early Years Professional in the early years sector was being shaped. At a setting level there were three responses, firstly there were settings

where a new professional space and identity had been negotiated, embedded and the Early Years Professional affirmed by others. Secondly, there were some settings that had shown resistance to shaping the new space but had been challenged to do so. Thirdly, were settings that appeared totally resistant to changing practice and renegotiating roles and responsibilities. The new professional space was also occupied by those who had gained EYPS who, because of their involvement in the initial stages viewed EYPS as an addition to their Curriculum Vitae – a training opportunity.

This section has presented evidence that the Early Years Professionals participating in all stands of this research have contributed to the development of a new professional space. A situation validated by the stakeholder research strand. However, not surprisingly establishing a new professional status and role has been complicated by a range of factors. These include the fact that the early years sector comprises of a variety of PVI settings as well as state maintained nurseries and children's centres. The Early Years Professionals also have the same standards to meet but how these are reflected in practice is negotiated at a practice level than fully ascribed centrally. Whilst there are a range of different themes emerging about a new professional identity being embraced, or not, by those with EYPS, a community of practice is emerging that wants government to ascribe them with the full characteristics of a profession. This community of practice is also beginning to address the roles and responsibilities of the Early Years Professional.

11.2 The Early Years Professional: The Locus of Practice

Determining a new professional role that is setting specific in a shifting political landscape is complex. Challenges have been faced when a distinct space has not been negotiated in the setting for the Early Years Professional or there has been resistance to change. Difficulties have also been experienced because of the initial broad equivalency to QTS. This section therefore focuses on the collective findings about the role and responsibilities of the Early Years Professional. The relationship between the Early Years Professional and the Early Years Teacher will be considered (an area raised by *Evaluation of the Graduate Leader Fund* (Mathers *et al.,* 2011) for specific

research). Discussion will then address whether the Early Years Professional is the owner of distinct knowledge and understanding, traits normally associated with a profession. There will be a specific focus on the ascribed attributes of leadership and reflective practice. Through this, discussion provides insight into the developing locus of practice of the Early Years Professional that is beginning to occupy a new space in the early years sector.

11.2.1 The Relationship between the Early Years Professional and the Early Years Teacher

The initial presentation of EYPS as broadly equivalent to QTS suggested that those responsible centrally wanted to reinforce that EYPS was at an equivalent professional level. However, the fact that that those with EYPS were not given the commensurate benefits has been problematic and a cause for concern. The status differential reflects the argument presented by Oberhuemer (2008) that where there is a division or different approaches to those who work with pre-school children, education seems to be more highly valued. EYPS was equivalent but did not have the 'privileges' applicable to teaching. Indeed as one of the stakeholders, Jenny (Foundation Stage Teacher) stated:

> *I would be very unhappy if they were ever to make it equivalent to teaching...I fought long and hard to be a teacher … You can say the EYP is a graduate-but when you look at a teacher like myself- it isn't the same.*

While Jenny verbalises views about the introduction of EYPS raised by some in the teaching sector, it is the final words that are really important here - *"it isn't the same."* The key theme from the Early Years Professionals and the stakeholders emerging from the mixed methods was that on many levels, EYPS and QTS were not the same. However, the strength of feeling evidenced by Jenny could be symptomatic of wider issues about the general position of how the early years is viewed in the education sector and how work with the birth to five year olds has traditionally been described as 'childcare', an area of work for those who may have failed at school or after having children (Vincent and Braun, 2010; Abbott and Hevey, 2001).

Evidence emerged about how some believed the early years was not always valued by other professionals in the sector. For Emma (SP), being a teacher and having EYPS makes her more of "*...a specialist in early years.*" She, like the other teachers who completed EYPS, practice had been enhanced. However, Emma believed that completing EYPS had demonstrated to others in her school that the early years are an important distinct phase requiring specialist knowledge. A view later reinforced by the Field Review (2010) which advocated formal recognition of the early years as the first phase of 'education' of equal in practice to primary, secondary and tertiary education. However this understanding was not held by all and it was reported that some Headteachers did not always have a deep understanding of the importance of ECEC in the birth to five age range. There were examples of teachers being given positions in reception classes who had no early years training. The importance of this training was reinforced by Heidi (stakeholder/ Headteacher) who explained how a teaching member of her staff spent time in the nursery at the school. Not only did it make her realise that:

> *… she didn't have a very good grasp of what the early years was about...now she has seen it from inside, within, and she said "I've got a whole new view of how to support children's transitions to Key Stage 1."*

Further concerns were expressed by Claire (FG) who had both EYPS and QTS. She commented on a previous colleague, a headteacher and someone she held "*…in the highest esteem*" visiting Claire's setting and stating "*...some of the things you are doing and talking about I have not even heard about.*" This lack of knowledge by those in high level roles was also raised by Jodie (stakeholder and Headteacher Maintained Nursery School), when discussing contact she had just had with a headteacher she had known for seven years, who she described "...*as a very able and confident...*" but "*...still did not understand about early years.*" Others, however, had more positive experiences. Julie (SP) for instance, indicated her Headteacher had been "*...very proactive about early years-extremely good at seeing what is going on in the world.*" However, enabling others in the setting to value the early

years was not so easy resulting in *"...heated discussion about the importance of play."*

Concern was expressed that Early Years Teachers would be replaced by those with EYPS, especially because of the differential in pay and employment conditions.   However, as it was pointed out by several of those interviewed, it was not cost effective for a headteacher to employ an Early Years Professional as they could not be employed elsewhere in the school. What strongly emerged from the questionnaires with Early Years Professionals and stakeholders was that the Early Years Teacher should also have EYPS. Though it is important to remember for some of those participating, EYPS had been a welcomed alternative professional qualification - they had not wanted to be teachers. Furthermore, discussions in the focus group with Early Years Professionals evidenced how the two roles working together could affect real change, especially as discussed in the previous chapter, in children's centres.

Other comparisons between the two professions focused on roles and responsibilities. While there was overlap they were mainly viewed as complementary. This viewpoint reinforced by those with both EYPS and QTS who collectively believed they enhanced each other for the benefit of children. Those with EYPS were also presented as having a wider, holistic knowledge base and different relationships with children across the birth to five age range. Liz (SP) provided useful insights here:

> *Well, I am coming from it from birth upwards, whereas, I think the teacher training reception year instead of coming up they may need to come down, if you know what I mean, to the early years to know where the children have come from - whereas we are following them through. I think it must be harder for a reception teacher not having the in-depth knowledge of the child development that we have. Knowing how the child has got to that development and how and why they are there and what the progression was.*

Ruth (LP) added further detail stating:

> *I actually do work with a reception teacher in the school quite often and she is always saying "you know more about early years than I know about early years."*

Furthermore, as Michelle (stakeholder) stated EYPS is about *"The rich picture rather than just the education of children."* Those with EYPS also need a wider skill base as Jackie (stakeholder) suggested they: *"…need to work with emotions, be emotionally attached yet maintain professional distance."* Here the synergy with the European Social Pedagogue is evident (Kornbeck and Lumsden, 2009; Cameron and Moss, 2011).

Leadership also emerged as an importance difference, reinforcing this as a key trait of the Early Years Professional (CWDC, 2010a). As Dawn (FP), stated: *"It is different because it is more leadership than just teaching. It is more detailed knowledge than teachers."* Leadership for the Early Years Professional is about building teams as well, as John (SP) and a qualified teacher highlighted. Whereas in schools, he went on to argue *"…you might think primary schools are about teams but really it is one teacher and a TA with their class."* So there is emerging evidence of EYPS creating a new space occupied by a 'professional' whose role is not to replace the Early Years Teacher. EYPS offers an opportunity to address an integrated rather than segregated approach to young children from birth to five.

An area of synergy between the two roles was evidenced by Jenny (stakeholder). She described the job of an Early Years Teacher as being *"…undervalued, it is underpaid but I love working with children and families at this school."* This love of their work was reflected by Early Years Professionals as well. Moreover, neither professional role reflects the salaries earnt by what Amelia (stakeholders focus group) described as 'elite' professions, such as medicine or the law, where the financial and other privileges are immense. Arguably both professions also demonstrate what Moyles (2001) expressed as 'passion' and Osgood (2006b) the 'ethic of care'. It is the extra dimension that working with children brings, but also reinforces that young children need people working alongside them who know more than just how to educate them. They need a team around them that reflect holistic understanding - integration not segregation.

The findings suggest that understanding the differences and areas of synergy between the Early Years Professional and the Early Years Teacher actually

strengthens the importance of EYPS. The comparison supports a 'new professional space' emerging occupied by a professional whose leadership role and skills differentiate them for their teaching colleagues. Those with EYPS also have knowledge, understanding and skills to work holistically with children, their families, colleagues and other professionals. Findings which are affirmative of the CWDC's (2010a) guidance about EYPS standards which sets out the importance on an holistic approach to supporting children and their families from birth to five. They also support the importance of different graduate career pathways in the early years.

11.2.2   The Early Years Professional: Owner of Unique Knowledge and Skills

The knowledge and skills that traditionally typify the professions has been subjected to considerable debate (Schon, 1983; Macdonald, 1995; Friedson, 2001; Furlong, 2003; Fargion, 2006; Burt and Worsley, 2008; Higham, 2009). One of the challenges of new professions that bridge different disciplines is ascertaining what makes them distinct from other professions working in the same broad area. Children's services provides a space where distinct professions, such as social work and education exist, but also multi – professional teams have been established to meet the needs of children and their families more effectively (Anning *et al.,* 2006; Luckock, 2010). These teams bring with them their own challenges about professional identity, especially for those who believe they have to take on the roles associated with other professions within the team (Souhami, 2010).

What is different about the Early Years Professional is that their professional identity needs to develop as interdisciplinary, not as just another educational professional. Though, as this research has evidenced, for some who are in high level employment roles, experienced early years practitioners or Early Years Teachers this shift may not be fully achieved. Early Years Professionals also need to be able to work as part of multi-professional teams, for example in children's centres and to work with other agencies.   Evidence was presented by some Early Years Professionals of how practice in this area was developing. Some took on responsibility for safeguarding and special needs. Liz (SP) for example, discussed how her approach to working with special

needs had changed. EYPS had improved her confidence and rather than thinking *"should I be here, am I allowed"* in relation to multi-professional meetings she believes *"yes, I have the right to be here with the headmaster and child psychologist and whoever else."* Therefore professionals with EYPS bring a new dimension; they are interdisciplinary workers that work at the intersection of the different disciplines which contribute to ECEC, a similar locus of practice to the European Social Pedagogue (Kornbeck and Lumsden, 2009; Cameron and Moss, 2011).

Figure 10.1 provides a visual representation of the position of the Early Years Professional compared to other professionals working with children and their families in England. This is not to say that others to not work across professional boundaries, they do. Indeed the Social Worker and Early Years Professional have much in common in relation to the need to address children's issues from an holistic perspective and the knowledge base from which they draw. Arguably therefore the Early Years Professional should not just be considered in relation to teaching but other professional roles working with young children. A main difference, however between the Early Years Professional and Social Worker is that the Early Years Professional is concerned with all children using early years settings birth to five, not just those in the greatest need. This is the domain of the social worker who also has a distinct relationship with the law (Thompson, 2005) and works with children and their families beyond the age of five.   The important point here is that just as the Early Years Professional and the Early Years Teacher complement each other, so the Early Years Professional is arguably a new professional partner for Social Workers.
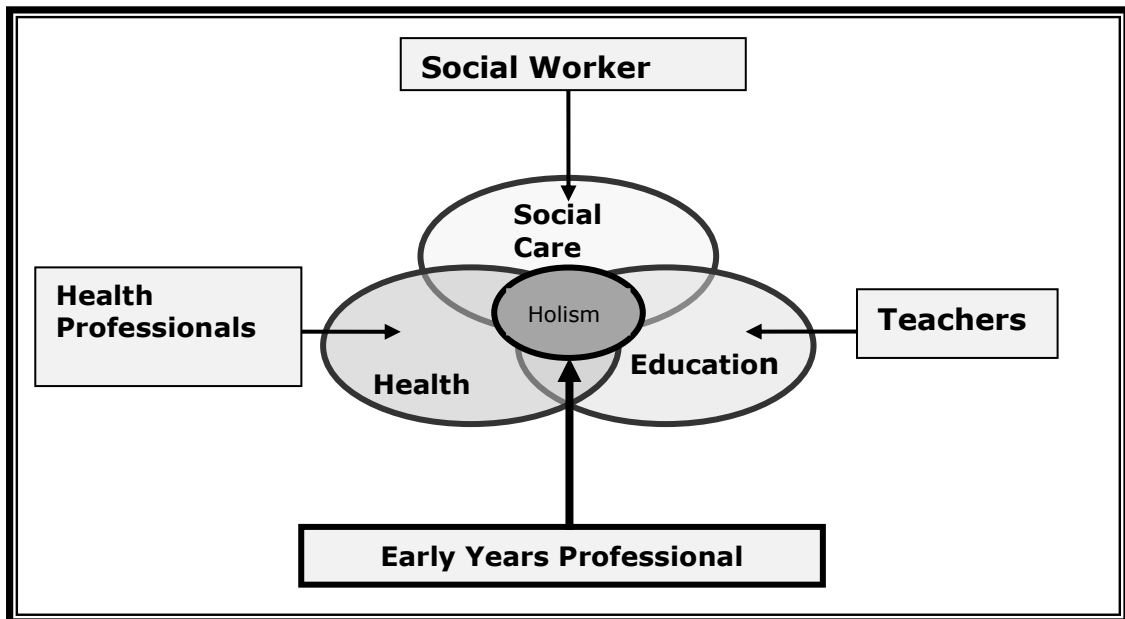
Figure 11.1 The Locus of the Early Years Professional illustrates the positioning of the Early Years Professional in relation to the uni-professions.

This figure also represents the disciplines from which the knowledge and skill base of the Early Years Professional is drawn. It challenges the notion of professions being the owners of distinct and exclusive knowledge and skills that has traditionally maintained professional dominance (Faber, 2002). This does not make them less 'professional' than other professional groups, rather in children's services they address some of the issues discussed in Chapter Three that have arisen from separatist not integrated service delivery. Early Years Professionals also have to translate their underpinning knowledge and professional skills into a new role that is negotiated from within settings rather than specifically imposed by others (CWDC, 2010a). Arguably this could provide Early Years Professionals with a new found autonomy to use their knowledge and skills to meet the specific needs of the children in their setting. However, as discussion has already evidenced this is not easy and some of the new professionals have a range of challenges to address and barriers to remove at a practice level. A situation complicated, as discussion in the previous chapter has highlighted, by the lack of common knowledge about EYPS.

The challenges identified in this research include how to encapsulate the locus of the Early Years Professional visualised in Figure 11.1 so that it has

meaning to others. Amelia pointed out in the focus group with stakeholders that because EYPS is *"...enacted in different ways..."* that *"...we do know what it is yet."* She went on to suggest that when she thinks about the core role:

> *I keep coming back to thinking that people I know who are EYPs and what they do, is not as discreet as what some of the professionals in early years do.*

Indeed, this research suggested that the role is multi-faceted and setting specific. Therefore the findings in relation to roles and responsibilities suggest that rather than a distinct bounded professional domain that reflects stability (Dobrow and Higgins, 2005), the Early Years Professional operates within flexible borders. The focus group with Early Years Professionals provides insight here. Their discussions about the role and responsibilities of the Early Years Professional, summarised by Anita suggested that the title Early Years Professional:

> *Gives that umbrella of- part of your role is management and administration, part of your role is leading and supporting, and part of your role is with the children, teaching them or encouraging them whatever you do, and part of them is, you know, liaising with parents...*

Here the importance of leadership, role diversity and relationships with children is important. In fact the research conducted into the impact of the *Evaluation of the Graduate Leader Fund* (Mathers *et al.,* 2011:11) suggested that settings that clearly defined the role of their Early Years Professional had greater quality outcomes. They also contended that there should be an emphasis on supporting the Early Years Professional to be seen as a '...specific leadership profession.'   Indeed, if the specific findings from this research about leadership are considered further it is, as CWDC (2010a) describe a key attribute of the new professional – leadership is integral to all they do.

Leadership appears to be an area of the work of an Early Years Professional that distinguishes them from others working in the early years and the children's workforce. It is a professional skill that requires underpinning

knowledge and understanding that evolves rather than remains static. For the Early Years Professional this research suggests leadership skills need to be employed in their work with children, with colleagues in their settings, other professionals and parents and carers. However, leadership needs to be enacted in a way that reflects the centrality of the child. Samantha (LP) provides an example of how she has led practice that has improved outcomes for children and supported colleagues and parents to understand that while:

> *Academics are really important ...children can learn through play and cover the six stages of the curriculum and also we can record the evidence that they are sound in all areas of their knowledge.*

This level of leadership cannot happen in isolation, reflective practice is also very important.   Consequently Early Years Professionals, like Social Workers, need to be able to use knowledge and subjectivity. For the Social Worker these come together to bring about change in a service users life (Butler *et al.,* 2007)*.*   For the Early Years Professionals the focus is to lead change in the setting that ultimately improves outcomes for young children. In order to do this reflection and reflexivity is vital, as actions are not just reflected on but used to develop practice - a process that is fluid not static. Like other professionals, those with EYPS often work in situations where there are no easy answers (Schon, 1987).   They also need to make professional judgements based on their experience and values (Eraut, 1994). They have to be accountable for their actions and know when to seek advice from others.

Zoe (SP) provides an example of where these issues were being played out. The training has made her:

> *...re-evaluate everything I do, made me want to make everything more effective and made me look at why I am doing research and things...in a way it has made me more passionate. It has made me want to change things, made me want to implement things. I want to get my staff more involved and to do more training.*

She also recognised not all wanted to undertake training or change practice. While the passion is clearly evident in her words, the outcomes Zoe requires

will only be achieved if she is able to recognise the challenges, reflect on them and use her knowledge about leadership subjectively within her setting. She will have to use her knowledge, experience and professional skills to affect change and know when to seek the advice of others. Here lies another issue for the Early Years Professionals as they are usually the only graduate in PVI settings, which as Louise (FG) highlighted can be "...*quite isolating."* She went on to discuss that this isolation can impact on their ongoing professional development. A situation which reinforces the importance of support networks as part of a CPD framework.

Collectively one network group recognised that the Early Years Professionals role in leadership demanded high levels of skill and knowledge. So rather than their training leading them just to be 'consumers' of knowledge' (Peeters and Vandenbroeck, 2011), they recognised the need for further training. Collectively they were being both reflective and reflexive. They specifically requested and were provided with, advanced leadership training, which positively impacted on their practice. One of the challenges of drawing on different disciplines for training is being unfamiliar with the techniques used. For example, Rachel (SP) initially found the leadership training difficult: *"It was a bit touchy feely for my liking."* However, her views changed and she was able to see that she had been challenged by the experience:

> *...it's been very challenging…because there's been this huge amount of self reflect evaluation and analysing your own strengths and weaknesses, and your own skills.*

The Early Years Professional is not only recognising leadership as core to their professional role but the developing community of practice (Wenger, 1998) has taken the lead collectively to ensure that their skills in this area evolve. Arguably it was by 'being' (Dall'Alba, 2009) an Early Years Professional that reflection on action took place at an individual level which fed into the collective reflective and reflexive processes which resulted in change. This situation also reflects the work of Schon, (1983; 1987) with the Early Years Professionals testing out their knowledge acquired from training in practice, reflecting on this and accessing further training to support ongoing learning - an essential characteristic of a profession

Rachel (SP) also raised another important development that emerged from her community of practice, a budding scheme to support each other's practice development. Here the benefits of working together to effect change , develop skills and expertise and reflect in and on action were evident (Schon, 1983, 19871; 1987b; Friere, 1993; Rapkins, 1996). Members of the EYPS community reflected together on their individual development needs and proactively used each other to address them. Importantly, they were using their combined leadership skills to be reflexive in supporting each other in improving the quality of environments for children—leadership with the child at the centre.

The importance of the Early Years Professional being a reflective practitioner, alongside the leadership role, was embedded in the EYPS standards in 2006. However, as discussion has illustrated, over the research period it has been highlighted as a key attribute. Reflective practice is integral to many professions and an area within the early years that is receiving increased attention (Peeters and Vandenbroeck, 2011). There was unanimous agreement in the quantitative research that the validation process for EYPS had supported reflection and in Questionnaire Two that high level reflection was vital to the role of the Early Years Professional and a skill that differentiated them from others in the sector, a view supported by the stakeholders.

The interviews and focus group with the Early Years Professionals added further insight into what this actually meant in practice. As Liz (SP) highlighted, it is not just about having EYPS, change happens when 'being' an Early Years Professional and reflection come together. For Julie (SP) *"...you are constantly looking at what you are doing."* However, it is also not just an individual activity, Claire (FG) suggested that the *"deepest learning takes place"* when a team reflects together. Laura (SP) has also evidenced how reflection on practice and reflexivity can enhance practice delivery. Through "...*observing the reciprocity between mum, well not just mums but parents with their children"* she was able to use reflection to transfer *"...that skill as well, in the Nursery, with the way practitioners actually interact and young*

children as well." This not only supported children - "*...children feel contained*" - but ensured that they were "*...working with the family as well.*"

This research has raised a number of themes about the Early Years Professional and reflective practice. Firstly, being a reflective practitioner is core but it is more than just reflecting, it is being reflexive to enable change. Secondly, the role of training and the validation processes in supporting and providing opportunity for reflection. Finally, being reflective and reflexive is not static, ongoing CPD enhances skills in this area and consequently practice.

Findings support wider understanding of the Early Years Professional role and the knowledge and understanding, professional skills, and professional attributes underpinning their work (Chapters Eight and Nine). There is also evidence supporting the importance of the key attributes accredited to those with EYPS by CWDC (2010a). As would be expected, there was commonality with others working in the children's workforce. The differences became more transparent through the use of adjectives used such as 'deep', 'greater' , 'wider' and 'broader' being commonly added to terms such as 'knowledge', 'understanding' and 'child development'. Jane (SP) suggested that the Early Years Professional "*...needs to have a good underpinning knowledge of all the things.*" Furthermore, this is not a one off learning experience Early Years Professionals need "*...to keep up with it.*"

What was also important was not just a love of children but also, as Julie (SP) stated the Early Years Professional needed to be "*Passionate and understanding not only passionate about children but your own learning.*" Children also need professionals who feel valued and for whom the nurturing is respected as a professional quality not seen as something that reinforces the early years as 'women's work'. Indeed, Alexander (FP) emphasised the importance of having "*...the best interests of the children at heart.*" Furthermore, as Michelle (stakeholder) argued young children need professionals who know what is "*...going on in a child's life.*" She continued:

> *...if you do not know a child how can you identify when something is wrong? Or if you do not know what a child's home life is like how can you know if something has changed?*

This reinforces further that the early years should not be about 'women's work'. As Hevey (2009) argued, being a mother is not a sufficient qualification for working in the early years. Children require more than what John (SP) presents as some parent expectations from his setting of "*... 'day care', while I go back to work."* Children need, as Jodie (stakeholder) argues, a "*...foundation stage, where it is laid down and then you build bricks on these.   These do not stick if there is not a foundation."* This notion of the importance of the 'foundation' was reiterated by others. Alexander (FP) stated:

> *I really do feel passionate about their formative years is just that – you know- and if you don't have good foundations, good framework, then you are pretty much making it an uphill struggle for the child's teachers when they are at school and trying to foster in them a desire to learn and emotional intelligence is a paramount thing.*

Peter (FP) considered the 'foundation' in relation to Black African boys:

> *Mind you we are a minority but I have seen that some African children they have got some problems and this could be part of it, if you don't have a good foundation.*

Claire (FG) adds further by suggesting that the 'foundation' is also about the Early Years Professional "*... getting it right for families."* This is what Fielding and Moss (2011:46) describe as 'Education –in –its-broadest-sense (EBS)' which they liken to European Social Pedagogy.

There was considerable synergy in the views of the Early Years Professionals and the stakeholders, both in the quantitative and qualitative research phases. Even though the Early Years Professionals participating in the research completed EYPS in 2007 or 2008, the findings were supportive of later CWDC guidance published in 2010. The quantitative data (Chapter Eight) presented a picture of professional descriptors that embraced high level knowledge and understanding of a range of issues at including child

development, holistic knowledge and knowledge and understanding about legislation, policy and procedures. Early Years Professionals were identified as having a range of 'Professional Skills' including high levels of professionalism, working as part of a team and leading effective practice. They were also seen as owning a range of 'Professional Attributes' which divided into three distinct areas. Firstly was *'Resilience Factors'*, which included passion for the work, being resilient, patience and creative. Secondly were *'Practice Attributes'* which embraced a range of traits. *'Work Ethos'* which included a range of descriptors such as being hard working, dedicated, adaptable, committed and reliable was seen as vitally important by both Early Years Professionals and stakeholders. Caring was frequently mentioned, especially by the Early Years Professionals (Osgood, 2006b). Finally the importance of having ethical principles and values was identified.

The validity and reliability of these areas were reinforced by the interviews and focus group with the Early Years Professionals and stakeholders with similar themes being identified. These were, *'Working with Others'*, *'Specific Responsibilities'* and *'Practice Responsibilities'*. As evidenced in Chapter Nine, all three of these required high levels of underpinning knowledge and understanding along with professional skills and attributes in order to undertake them. Indeed Eva (stakeholder) suggested that if she had to employ someone for her setting she would choose an Early Years Professional rather that an Early Years Teacher "*because it's going to cost me less and they are going to be better qualified.*"

Arguably, it is not "*better qualified*", it is about being differently qualified - a distinct profession. Indeed, this research suggests that those with EYPS, who do not already have a clear professional role, are emerging as a profession in their own right. The lack of professional 'privileges' normally associated with the professions suggests that this development is partly due to the perseverance and resilience of those with EYPS. They were able to recognise over the research period that not only were they becoming more professional in their work but that collectively this was leading to whole sector improvement. The wider workforce development agenda was making a real difference at a practice level. Improved confidence and the quality of

practice were identified by the Early Years Professionals, with 'others' recognising and affirming that change was happening.

The research suggests that underpinning this new professional are high levels of interdisciplinary knowledge and skills. They employ leadership and reflective practice to ensure that the child remains central and the quality of services they receive enhanced. Consequently, the Early Years Professional is knowledgeable, well trained, skilled and brings personal and professional attributes to the role. However, it is a role without a one size fits all; rather it appears to be setting specific, therefore those participating in all strands of this research have recognised the role of CPD and networks - 'communities of practice'.   It is also a role that is becoming embedded in different ways. In some settings a new space has emerged through re-evaluating roles and responsibilities; in others considerable negotiation has been undertaken and in a minority of settings it has not been embedded. Furthermore, not every setting has an Early Years Professional and with the removal of targets discussed in the previous chapter, it is uncertain whether this will ever be achieved. However, Mathers *et al.* (2011) have found outcomes for children have been positively impacted upon in settings with a clearly negotiated role. Whilst this research did not specifically measure outcomes for children evidence did emerge about how the research participants perceived EYPS was impacting on work with children and families over the research period.

11.3 The Early Years Professional: Making a Difference for Children and their Families

Research findings indicate that over the research period both Early Years Professionals and the stakeholders overwhelmingly agreed that services for young children were improving.   Practice examples emerged from the interviews which provide further reliability and validity to these findings (Chapter Nine). The research suggests that it was the knowledge and understanding of the holistic needs of children which was improving practice and therefore, outcomes for children. Liz (SP) for example discussed how achieving EYPS was influencing her work, she stated:

> *...especially on the children, we have always tried to give a high quality, professional service and I feel more confident that we deliver that now and that is bound to impact on the children...So, our children are getting the advantage of new ideas, new thinking and if it doesn't work we think again and a reflective practice approach can only be good.*

Furthermore, there was evidence of improved engagement with parents/carers (Chapter Nine).   For example, Laura (SP) discussed how "*We really try to work with parents to get them to understand that their children are actually learning whilst they are at nursery.*"   Claire (FG) indicated that her setting would not be able to:

> *...do our work in this setting if there was not a daily dialogue with families, it informs our planning for the individual child, it is a two way process—parents feeding into planning.*

Samantha (LP) found that some parents had recognised improvements in her setting since she had undertaken SEFDEY and EYPS. She stated: "*especially parents who have had siblings before have said how the reception unit has changed.*"   However, while some parents recognised setting improvements there was overwhelming agreement across the research strands that parents /carers did not know about EYPS. Indeed, Mathers *et al.* (2011:9) suggested that parent showed '...limited awareness of the presence of an EYP, and of qualifications more generally...' However, as the interviews evidenced (Chapter Nine), the majority of Early Years Professionals did not recognise their potential in raising awareness with them. Interestingly though when asked the question about publicising their achievement of EYPS to parents/carers they were able to recognise this as a positive action they could undertake (Chapter Ten).

11.4 The Professional Identity of the Early Years Professional

This section is concerned with the emergence of a new professional identity in the early years. Contemporary discourse about professional identity has embraced the notion of changing professional identities that are impacted upon by the passage of time, continual professional development and the role of mentoring (Adams *et al., 2006;* Forde *et al.,* 2006; Callan, 2006; Eby *et al.,* 2007*;* Pask and Joy, 2007). The development of EYPS adds another dimension to debates. Many participating in this research collectively had

considerable experience, distinct roles and responsibilities, and many had QTS. Therefore, all but the Full Training Pathway participants had a sense of who they were within the early years. Furthermore, for those completing EYPS during the research period there was no established professional group that the training processes were preparing them to join. They were trail blazers who were supporting understanding of what 'being' an Early Years Professional meant in a complex landscape where the profession was imposed and initially shaped through the government.

Discussion has shown that the Early Years Professional had developed a locus of practice that embraced a range of professional knowledge, skills and attributes. Leadership and reflection played an important role in how these came together to improve outcomes for children. Though it needs to be noted this is and always will be a work in progress as events, such as a change in government, demonstrate the nature of work with children and families is subject to changing political ideology. Arguably therefore the collective perspective indicated that this new professional was developing a new identity that was shaped by professional knowledge, skills and attributes drawn from other professional and discipline areas (Adams *et al.*, 2006). This was developed further through the qualitative data where the interviews and focus groups brought new insights and validated the place of self worth as being an important ingredient in professional identity. As Dobrow and Higgins (2005) discussed, there is a need for professionals to see themselves as part of a particular profession. Furthermore, the interviews also raised the importance of how others view you, the notion of 'otherness', reinforcing the argument that part of the socialisation process is '...understanding what it actually means to be a professional' (Adams *et al.*, 2006:57).   For Lorraine's (SP) cited in Chapter Eight, this presented challenges as the lack of recognition in her setting really influenced how she saw herself. She was just starting out on her professional career in early years and was struggling to find her sense of self in the workforce. The negative working environment led her to leave early years totally.

Some of the teachers interviewed demonstrated the strength of initial professional training and the importance of belonging to a particular

professional group (Adams *et al.,* 2006). Emma (SP) could see how having EYPS enhanced her practice but she still saw herself as a teacher. Arguably for her completing EYPS enhanced her practice and she saw it as confirming her as an expert in early years. This reinforced the argument by Forde *et al.* (2006:142) about '...changing professional identities.' Here ongoing CPD allows a professional to develop their identity within their chosen profession.

This research provided compelling evidence about how professional identity is profoundly influenced by the whole training process, from degree upwards. For those who were not already socialised into an established profession, the knowledge and understanding, professional skills, reflective practice and confidence that had been gained through the SEFDEY and the Early Childhood Studies degree had been key factors in the overall professional socialisation process. It was clear through the interviews that the totality of their whole training supported the development of their professional identity as an Early Years Professional with holistic understanding of the child and interdisciplinary knowledge. This provides a new perspective on developing professionals that have interdisciplinary identity that are not defined by discreet and exclusive knowledge. EYPS is arguably a profession more akin to social work than teaching in this respect because the former draws on a wide range of disciplines whereas the latter is more narrowly rooted in theories of teaching and learning. What EYPS has in common with both these areas is how professional identity and roles are subject to government control (Forde *et al.*, 2006), however in the case of EYPS this is direct, in the case of social work and teaching this is through regulation bodies.

A further way in which the Early Years Professional is developing its sense of self is through CPD (Rapkins, 1996; Worthington, 2007). This research suggested the need for advanced skills training, with overwhelming agreement from all research phases with Early Years Professionals and stakeholders that a CPD framework was needed. Participants in the interviews also presented some convincing evidence about the role of CPD networks in supporting their ongoing development as an Early Years Professional coupled with a sense of belonging to a community of practice, rather than being isolated. Whilst there was variability in how the local

authorities were providing this support, it was clear that CPD had an important place in the ongoing development of this new profession. In fact Paulette (SP) highlighted not only how important the support offered by her local authority was, including additional training and a possible trip to Scandinavia to observe Forest Schools but also understood her own responsibility. She indicated that she was proactively working on developing her own knowledge and understanding:

> *I do tend to do a lot of reading as well. I will buy books I am like a sponge at the moment absorbing information all the time.*

Consequently, regardless of not accessing the pay and status afforded to established professions, Early Years Professionals have begun to develop a sense of who they are in the children's workforce and the early years in particular. Workforce reform (DfES, 2005a; 2006) has enabled an increasing number of people to gain knowledge and understanding that has supported their confidence levels and practice and begun to change the practice of others, thus improving the quality of provision for children. Over the research period the Early Years Professionals have recognised the importance of leadership skills and reflective and reflexive practice in contributing to changing practice and outcomes for children. It is a combination of these factors, alongside affirmation by others that has supported the development of a professional identity that is the Early Years Professional.

11.5 Conclusion

The introduction of Early Years Professional Status has been impacted upon at an international, European and national level (*Macrosystem)* by research and policy direction. What is really interesting is that by exploring how EYPS is being embedded in practice a mirror is being held up to how the development at a macro level has both empowered and impeded the development. What this research suggests is, that despite ongoing issues of status and pay and the deep rooted connection between 'care' and mothering, at a practice level EYPS has been positively embraced. A new space is emerging occupied by the Early Years Professional that reflects an integrated model of professional development that challenges traditional models. All the research strands suggests that those with EYPS are

professionals who should be secure in their own professional knowledge and understanding. They are developing a locus of practice which enables them to understanding and work alongside other professionals at an *exo* and *micro* level to improve outcomes for children and their families. There is evidence that leadership and reflective practice are key components of the role and that a community of practice is emerging. Findings also support the discussion in Chapter Ten of the importance of those with EYPS being afforded with the full characteristics of a profession, with the need for a code of practice, professional body and CPD framework being clearly articulated.

Whilst there is a clearly a positive message emerging from this research at a practice level, there are barriers to future development that need addressing, such as recruitment. If those with EYPS are not afforded the privileges of the professions including pay and status, then they will not want to train or remain in the profession once awarded EYPS.   Furthermore, the 'equivalency' to teaching has proved to be a barrier right from the inception of EYPS in 2006. Rather than being a status leveller, those within teaching and the early years sector have grappled with what this 'equivalency' means in practice. This research has provided findings that support understanding in this area, namely that they are different complementary professions that are potentially most powerful when working together to support improved outcomes for children and families.

It is the relationship between the two professions that may provide a formal pathway for an advanced and comprehensive early years skill base. If those with EYPS had the additional skills of a teacher in supporting children's education and Early Years Teachers had more holistic knowledge and understanding from birth to five that embraced the EYPS standards, then this would constitute– an Early Years Professional with an advanced skill base. Though it is really important to recognise that EYPS was clearly seen as offering a career pathway to those who did not want to be teachers and not all those who have QTS would want to work with very young children or in the PVI sector. Furthermore, the Early Years Professional should not only be looked at in relation to teaching but health and social care professionals as well.

The two discussion chapters have presented evidence that suggests that the introduction of EYPS at a macro level, whilst problematic, is beginning to impact positively at a practice level. The following chapter aims to bring the findings from this research together in relation to the overall research aim and objectives to draw out the how the findings from this mixed methods study support understanding about whether the Early Years Professional is a member of a new professional community with EYPS or a missed opportunity.

<center>**Chapter Twelve**</center>
<center>**Conclusion**</center>

12.1 Introduction

This chapter draws conclusions based on the totality of findings from both quantitative and qualitative research strands overtime. Discussion initially considers the findings in relation to the overarching aim and specific objectives of the research. The strengths and limitations of the theoretical framework and the methodological approach are then addressed. This is followed by further reflection on the theoretical framework with a specific focus on the final extension of Bronfenbrenner's Bioecological Theory of Human Development, the *Chaotic System* (Bronfenbrenner, 2005). Issues for further research are then identified followed by consideration of how the new professional status and role can be developed.

12.2 The Early Years Professional

This research considered whether the Early Years Professional was a new profession or a missed opportunity through the exploration of *the development of professional identity through a critique of the concept, implementation and impact of Early Years Professional Status as a new professional model.* This section restates the key findings of the research, followed by a more detailed discussion in relation to the research objectives.

12.2.1 Key Findings

- Overwhelming agreement over the research period, from all the research strands that EYPS was a positive and welcomed development.

- A new professional space with flexible borders is developing at the intersection of education, health and social care, occupied by those with EYPS, though the title 'Early Years Professional' was not being used.

- Within the new space a locus of practice was being negotiated individually and collectively with varying degrees of success, depending on how the setting and Early Years Professional embraced the new role and responsibilities.

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- The new professional space is occupied by an Early Years Professional whose role and responsibilities are setting dependent. She/he draws on holistic knowledge and understanding of children to lead practice in a way that is improving quality in early years settings and consequently improving outcomes for children. They have become a catalyst for change.

- Three distinct groups emerged in relation to professional identity that coexisted together in the new professional space.

  - The fundamental identity of those in high level roles, some of whom already had a pre-existing qualification in teaching, was not changed by EYPS. They had completed as a requirement or a formality.

  - Those who already held a professional qualification in either early years or primary teaching, viewed their core professional identity as teachers. On the whole completing EYPS was perceived as enhancing their professionalism in the early years -'experts' rather than 'novices'.

  - The development of a distinct professional identity that is the 'Early Years Professional' was evidenced in those who did not have a previous professional qualification. Their professional identity was in relation to being an Early Years Professional, reflecting the importance of the initial socialisation processes into a profession.

- The relationship between the Early Years Professional and the child is central and their role involves leading and supporting others as well as direct work with the children.

- There was considerable evidence of improved practice and engagement with parents/carers.

- The Early Years Professional requires a range of professional knowledge, skills and attributes. The evidence suggests they need:

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- o Higher level interdisciplinary knowledge and understanding.
- o Well developed interpersonal skills – for work with adults as well as children.
- o A strong work ethos, with a passion for working with children, a value base and resilience.
- o Leadership knowledge and the ability to transfer this into practice.
- o To be reflective practitioners with emerging evidence of the importance of practice being not only reflective but reflexive.
- o To recognise and embrace the need for CPD.

- The Early Years Professional and Early Years Teacher are complementary but essentially different. The teacher has primarily an education focus and those with EYPS the holistic child is central. This difference stems from the Early Years Professional occupying a space where their leadership role embraces children, families, other practitioners and professionals. For the Early Years Professional, leading and supporting quality experiences for young children, that improves outcomes is central to all they do - they are an advocate for children. Their role also embraces working with parents; therefore they have a role in early intervention not just with children but with their parents/carers as well.   They have interdisciplinary knowledge and are positioned at the intersection of different professional groups. Unlike the Early Years Teacher, they are an integrated not segregated professional.

- There was general agreement that Early Years Teachers working in the Early Years Foundation Stage should have EYPS. However, not all Early Years Professionals wanted to be Early Years Teachers, some had positively chosen against this route. Conversely, not all Early Years Teachers would want to be an Early Years Professional and work with the youngest children or in the PVI sector.

- 'Communities of Practice' (network groups) are emerging, though there is regional variation. The importance of these in supporting EYPS and wider CPD cannot be underestimated.

- Despite the lack of pay, status and other characteristics of a profession, the majority of Early Years Professionals participating in this research embraced the opportunity provided by EYPS. There was a real sense of the early years being 'recognised'.

- Unanimous agreement in all research phases that this new professional **should** be afforded full professional status not just the name.

- Pay scales should reflect that those with EYPS have high levels of knowledge and skills, training and assessment processes equal to other professions and the need for ongoing professional training.

- There should be a CPD framework, professional body, code of practice and an induction year for new Early Years Professionals.

- EYPS is yet to be fully understood by parents/carers and other professionals. Dissemination is not just the responsibility of the government but the Early Years Professionals themselves. Change needs to be brought about from within as well as by external action.

- Government involvement in imposing and shaping the development of EYPS makes it vulnerable to political change – it was developed by government and could therefore be removed.

- There has been a lack of recognition and celebration by government about the positive impact the wider workforce reform agenda is having on the early years workforce.

12.2.2 Research Objectives

To explore the separatist versus integrated models of professional identity.

The findings suggest that the Early Years Professional occupies a new professional space with flexible borders located at the intersection of education, health and social care (see Figure 11.1). This space is currently overlapped by multiple uni-professional identities. The uniqueness of EYPS lies in encompassing elements of all the others and putting them together in

a new way with an holistic approach to the young child and a specific leadership remit.

Recognition of the importance of holistic development is not new within the early years. The difference now was the formal government recognition. The Early Years Professional was presented as an integrated professional that complimented and worked alongside, rather than replaced the established segregated professions. Actually establishing and embedding this integrated model of professional identity faced numerous challenges during the research period and indeed continues to do so. Whilst there has been a growing emphasis on multi-professional working and the growth of multi-professional teams, members of these teams are representatives of a range of uni-professions (Anning *et al.,* 2006; 2010*).* Therefore, within the English context there was little understanding evidenced of an integrated profession and a paradigm shift is needed. However, the findings suggest that the lack of a clearly defined role, the lack of a central marketing campaign and changing targets mitigates against this process.

Whist this research clearly indicates that EYPS was overwhelmingly seen as a positive development, there was some caution and considerable concern was expressed about the lack of dissemination about EYPS nationally which led to a lack of knowledge and (mis)understandings about EYPS in the early years sector, by parents/carers and other professionals. Furthermore, not all those participating in the research recognised that they had a role in raising awareness of their new role and status with others, including other professional groups.

Not only did the nebulous nature of EYPS present barriers so did the use of 'professional' in the title as this had unfortunate connotations in suggesting that other practitioners in the early years workforce were not 'professional'. One of the challenges of embedding EYPS continues to be the title chosen by government for the new professional role in England, a title which this research indicated was not being used and when it was, it was usually abbreviated to 'EYP'. Given the lack of knowledge about this new professional reported in this research and by Mathers *et al.* (2011), Early

Years Pedagogue may have been a more appropriate title. Indeed, it is not too late to rename those with EYPS to reinforce it as a distinct new integrated profession.

Evidence of the new professional identity was reinforced by the emerging communities of practice as they began to discuss what it actually meant to be an Early Years Professional. This supported the findings of Mathers *et al.* (2011) about the growing recognition of the positive changes those with EYPS were making in practice. These developments also appeared to be impacting on understanding about the benefits of an integrated profession (Appendix 12.1 provides an overview of the professional profile of the Early Years Professional emerging from this research). However, it is important to note that those who were qualified teachers evidenced how difficult it is to change professional identity after the initial professional socialisation process. For them EYPS was viewed as additional training rather than being socialised into a new integrated professional role. Those who had undertaken the SEFDEY, the Early Childhood Studies degree or the Full Training Pathway had an inter-disciplinary education and training base on which to draw and were more likely to see their identity as an Early Years Professional.

To interrogate and critique the concept of Early Years Professional Status in relation to wider policy and professional roles, including international comparisons.

A plethora of policy developments aimed at children and families followed the election of the Labour Government in 1997 (Booker, 2007; Baldock, 2011). While addressing the importance of meeting the holistic needs of children was applauded, this research highlighted complicating factors that emerged from government involvement in orchestrating a profession.

At a practice level four distinct responses emerged from settings in relation to the translation of government policy into practice:

1. Settings where the EYPS role had been fully embraced and affirmed by other practitioners.
2. Settings that were resistant to change but had been successfully challenged by the Early Years Professional to do so.
3. Settings where EYPS training had been undertaken because of government directives and financial support, rather than valuing what the new role could bring. The Early Years Professional was in name only to meet the former target for a graduate in every setting.
4. Settings that appeared totally resistant to changing practice and renegotiating roles and responsibilities.

It is important to note that in recent years the government has become more involved in controlling aspects of traditional professions (Atkinson, 2003; General Medical Council, 2003; General Medical Council, 2009). The difference for the Early Years Professional is that it does not have an established evolutionary history to draw on or a professional body to support its members. Also, there is not a large critical mass that is sufficiently established in the workforce to ensure government hears their voice. Those participating in this research believed that pay scales and status should be on par with teachers. However, the financial support that was provided through the *Graduate Leaders Fund* (DfCSF, 2008a), was not always fully understood and the research suggests not always used in the way it was intended.

Government involvement in the development of EYPS also led to concerns being expressed about the susceptibility of the development if the government changed. This happened just after the data gathering phase of this research, bringing with it ambiguous messages from the Department for Education and uncertainty about the future of EYPS. There were economic challenges at a national level and further devolution of financial responsibility to local authorities to address local need. Additionally, it was announced that the CWDC (originally responsible for EYPS) was to be abolished and areas of work covered to be brought under the control of the Department for Education, through a new teaching agency. Whilst claiming a commitment to the next phase of development the incoming Coalition Government removed the requirement for children's centres to have both an Early Years Teacher

and an Early Years Professional and abolished the 2015 target for an Early Years Professional in every setting (DfE, 2010e). So those settings who had resisted engaging in workforce development seemed ratified in their decision.

These policy changes appear to have been made without reference to research or evaluation evidence and indeed appear to contradict the outcomes of government sponsored reviews into the importance of the foundation years for long term outcomes and early intervention (Field, 2010; Allen, 2011). In addition the review of the EYFS (Tickell, 2011) stressed the importance of graduate leadership. The *First National Survey of Practitioners with EYPS* (Hadfield *et al.,* 2010*)* and the *Evaluation of the Graduate Leaders Fund* (Mather's *et al.,* 2011) presented findings that also supported the development of EYPS, the latter providing clear evidence of outcomes for children being improved in settings with an Early Years Professional.

If the guidance documentation for EYPS is considered, there has been a change in the language used over the research period with a greater emphasis on anti- discriminatory practice and the key attributes of those with EYPS (CWDC, 2010a). The clear message is still that the role needs to be negotiated in the setting.   However, this research suggests that a clearer definition of the role and responsibilities may have actually provided more effective support for implementation.   This research also confirms the findings of Mather's *et al.* (2011) that settings where EYPS was most firmly established had clearly defined roles and responsibilities and improved quality levels. Even in settings where a clear role had not been negotiated improved quality was reported when an Early Years Professional was involved, the desired impact of the policy direction of a graduate led workforce.

To analyse the impact of achieving Early Years Professional Status on candidates' roles and practice and on perceptions of their professional identity.

This research provided some interesting insights into how professional identity is influenced by career choices and professional socialisation processes. As has already been discussed, those who were already qualified teachers (mainly the First Group and Validation) saw EYPS as an additional

professional development opportunity that did not change their professional identity. It was those completing the Short, Long and Full Training Pathway that provided evidence that completing EYPS was leading to a new professional identity.

In line with other professions, many of those completing these pathways were gaining recognition as going from 'novices' to 'experts' (Higham, 2009), as a result of which others now came to them for advice. They also reflected Forde *et al.* (2006) notion of 'changing professional identities' as they embraced opportunities to reflect and develop their practice, develop knowledge, skills and professional expertise. Furthermore, there was recognition that professional development was an ongoing not a static process Eraut (1994; Higham, 2009). This group included some who had positively chosen not to be teachers and had completed multi-disciplinary education provided by the SEFDEY or the Early Childhood Studies degree. Their individual and collective responses provided rich insights into how their socialisation process had begun with their engagement in undergraduate studies. In fact those completing the SEFDEY reflected the wider impact of the workforce reform agenda, a successful development that has yet, as discussed in Chapter Ten, to be recognised or celebrated by government.

Candidates completing the Full Training Pathway provided additional evidence of how professionals are socialised into their chosen profession. For this particular group there were particular challenges associated with their lack of perceived experience in working with children. Yet those participating in this research were able to provide evidence of how they recognised their own limitations but had still obtained leadership positions. Furthermore, others were starting to recognise their developing professionalism over the research period. The importance of recognising that professional identity is fluid not a static process is evident. Moving from 'novice' to 'expert' is a long term process and firmly embedded in the *Chronosystem.*

***To critically evaluate the success and limitations of the Early Years
Professional Status model for developing a profession (as opposed
merely to professional development) and to assess the potential
implications for future policy and practice****.*

The Validation Pathway to EYPS provided an opportunity for some just to
undertake the assessment element. As previous discussion has illustrated,
this tended to add to their curriculum vitae rather than support them in
developing a new professional identity. Some did recognise however, that
their practice had been enhanced through reflection and that EYPS had
supported them in developing the practice of others.

For the majority of participants EYPS was more than the usual CPD
opportunity. Those undertaking the three training pathways provided
considerable evidence that EYPS was leading to the emergence of a new
professional group. The training and assessment processes were reinforced
as at an appropriate professional level. There had been considerable
investment in establishing the new professional in the workforce and at the
time of writing the benefits are just beginning to emerge. Evidence from
national evaluations clearly indicates that those with EYPS are beginning to
impact on children's outcomes (Hadfield *et al*., 2010; Mather's *et al.,* 2011*).*
This research not only supports such findings but provides evidence that
those with EYPS, who have embraced this new professional identity, are
indeed occupying a new professional space. Within this space a locus of
practice is emerging that is distinct from any other professional in children's
services. This new professional role has a clear remit in leadership.
Reflective and reflexive practice is key and an holistic approach to the child is
central to all their work.

The initial investment made under a Labour Government (1997-2010) is
beginning to make a positive difference despite not addressing key issues of
professional pay and conditions. The incoming Coalition Government have
confirmed continuation of EYPS up to 2015 but introduced 'chaos' into the
system by removing the requirements for settings to employ an Early Years
Professional by that date. They also claim to have recognised the importance
of early intervention in response to the Field (2010) and Allen (2011) reviews

yet have failed to acknowledge that those with EYPS have an important role in this agenda, for all children. Strengthened by evidence from recent national evaluations the Coalition Government now needs to send a clear message to the *Microsystem* around Early Years Professionals that Early Years Professionals are not just desirable but essential members of the wider children's workforce and central to achieving policy objectives associated with breaking the cycle of deprivation.

12.3 Methodological Approach and the Theoretical Framework

The preferred methodological approach for this research was mixed methods. A flexible and pragmatic research design was provided from which to investigate the unique development of a professional role and status introduced by government. The strength of this approach has been that data has been gathered that has supported collective and individual insights into the development of EYPS at all levels of the theoretical framework. The Bioecological Theory of Human Development (Bronfenbrenner, 2005) supported mixed methods that not only explored how the *Macrosystem* was impacting on the *Exosystem* and *Microsytem* but also how a time perspective (*Chronosystem*) could enhance understanding of the emergence of a new professional role and status.

Initially it had been envisaged that substantially more that 115 candidates would commence EYPS training and assessment in the research period. However, the introduction of EYPS magnified the wider issues faced by the early years workforce – in particular a lack of graduates employed in the early years in a position to undertake the new status. One of the consequences for the quantitative strand of the research was that the data gathered in relation to the specific pathways did not yield sufficient evidence to conclude that there is a difference between the training pathways. However, despite the smaller than anticipated main sample, considerable descriptive data was generated from all strands of the research that supported triangulation and trends to be observed. These trends were corroborated and enriched by the qualitative findings which enhanced the reliability of findings and supported a broad understanding of the development of EYPS. The addition of a stakeholder strand provided

collective and individual findings that added an additional dimension to the overall research findings.

12.4 Reflections on the Theoretical Framework and the 'Chaotic system'

The Bioecological Theory of Human Development (Bronfenbrenner, 2005) has supported greater understanding of the development of EYPS by providing a framework through which the different influences on the development of professional identity could be analysed and described. The *Chronosystem* in particular has justified inclusion of a time perspective. Replacing the child with the Early Years Professional as the focus of study has produced a good understanding of the initial development of EYPS and how it has been impacted on by the concentric and interconnected systems.   Indeed, if we were to revert to the original and consider the theoretical framework in relation to a child's development, this research suggests that the Early Years Professional is emerging as an important part of the *Mesosystem.* They are there not only to support improved outcomes for children but to work with their families and alongside others. They potentially have an important role in this system as an advocate for all children using early years services. Early Years Professionals are in a position to work across the *Mesosystems* and to influence practice at all levels of the child's ecological system.

The theoretical framework has supported understanding about how events in each of the systems have influenced each other. It has also reinforced the importance of the *Chronosystem* in developing understanding of the evolution of this new professional role and status. However, the development of EYPS has been impacted upon by wider international and national developments which have led to financial cutbacks in England and a change of government. For example, at the pilot stage of the introduction of EYPS, teachers and their unions expressed considerable concern (NASUWT, 2006; NUT, 2008; NUT, 2009) and as the training for this role was cascaded out in 2007, it took place in an economic and political climate of uncertainty following the failure of a number of financial institutions in USA which has had repercussions worldwide. Furthermore, the change in the UK Government in May 2010 and the subsequent austerity measures have impacted on the development and

implementation of EYPS. Rather than the early years being the focus of growth in terms of government spending, this area alongside youth services 'is expected to be cut by over 20% in real terms in total' (Chowdry and Sibieta, 2011:1), in order to protect schools.

This situation provides new insights into the relatively under theorised 'Chaotic System'. This system emerged from Bronfenbrenner's increasing concern about societal issues and the impact of chaos in the lives of children, young people and families (Bronfenbrenner and Evans, 2000). They saw the new challenge being to develop an understanding of the changes in societal development and breakdown, the impact of chaos in people's lives and what might be done to reverse the situation. They argued:

> Chaos integrates the various elements involved in exposure, and foreshadows its role in the bioecological model in terms of what is called 'chaotic systems'. Such systems are characterised by frenetic activity, lack of structure, unpredictability in everyday activities, and high levels of ambivalent stimulation.

> Bronfenbrenner and Evans (2000:121).

Bronfenbrenner was critical of the lack of resources and of government not addressing what he saw as the growing chaos affecting human development and the institutions used by children. He states '…the prospects for the future are hardly rosey' (Bronfenbrenner, 2005:192). Palacios (2002) discussed how Bronfenbrenner's growing interest in this area is further evidence of his contribution to social policy. Indeed, Bronfenbrenner saw the future challenge being to develop a research framework that would support the research needed to understanding the chaos that is evident in communities.

It can be argued that the Early Years Professional grew out of the need to ensure that the youngest and most disadvantaged children received high quality ECEC to improve their long term outcomes. Furthermore, the development has been impacted upon by wider societal factors unknown at its inception. Rather than being a linear development EYPS has arguably been impacted upon at every stage of development by instability in wider

systems and therefore the simplification inherent in the theoretical model inevitably failed to capture this 'chaos' that surrounds the inception EYPS. The concept of a *Chaotic System* therefore offers the opportunity to understand the destabilising influence of wider political and societal issues on the development of a new professional identity and variations that have occurred in the *Exosystem* and *Microsystem*. Rather than the concentric circles being ordered and the development of EYPS being linear the development has been somewhat more 'chaotic'. EYPS is affected at the Macrosystem by wider societal issues and at the Exosystem and Microsystem by a range of factors. These include the training pathway and provider and how the role is negotiated in different setting. Meanwhile, there has been an impact on jobs for the new professional because of targets being removed. Furthermore, all these area are impacted upon by the time perspective or *Chronosystem* (Figure 12.1).
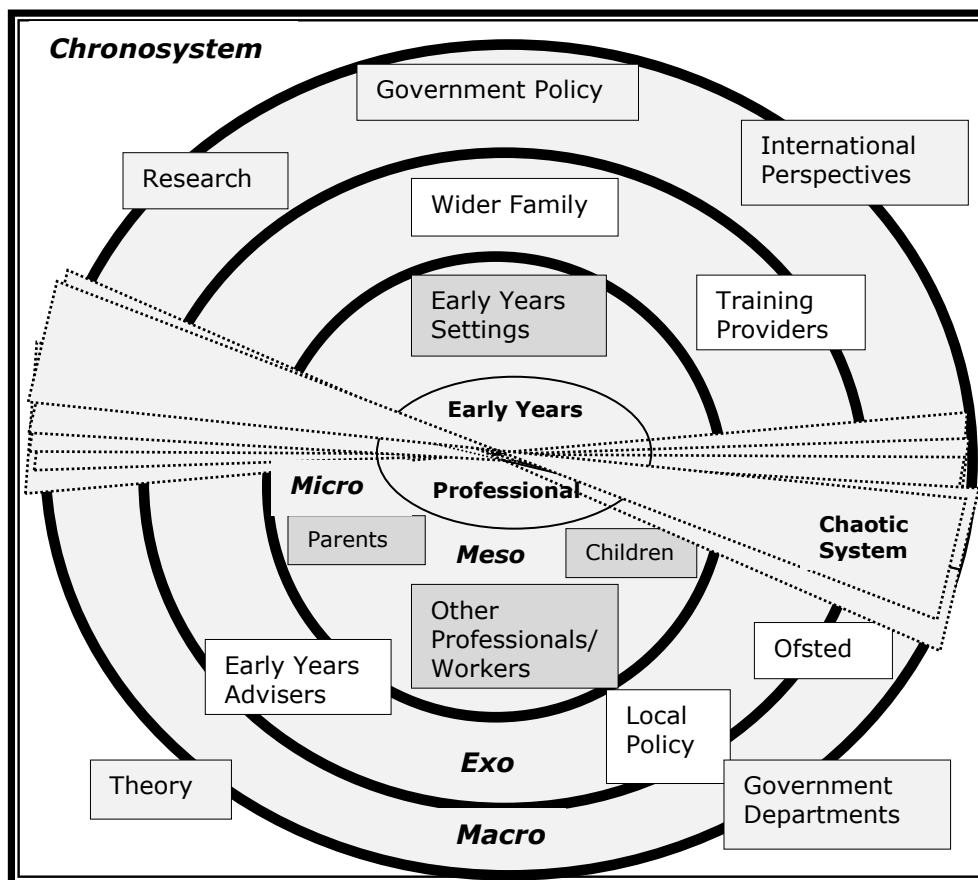
Figure 12.1 Bioecological Theory of Human Development and the Early Years Professional Status: The Chaotic System Dimension

Potentially therefore, a new dimension exists that can be added to the Process- Person-Context-Time Model, namely 'chaos'. Here the relationship between each of the elements can de destabilised by wider events, the '*Chaotic System*' (Figure 12.2). If we consider the overarching aim of this research, that is *to explore the concept of professional identity through a critique of the concept, implementation and impact of EYPS as a new professional model*, the PPCCT framework supports understanding of how the processes, the Early Years Professional and the context of the development have been impacted upon by time and wider political and societal events (*Chaotic System*) over the research period.
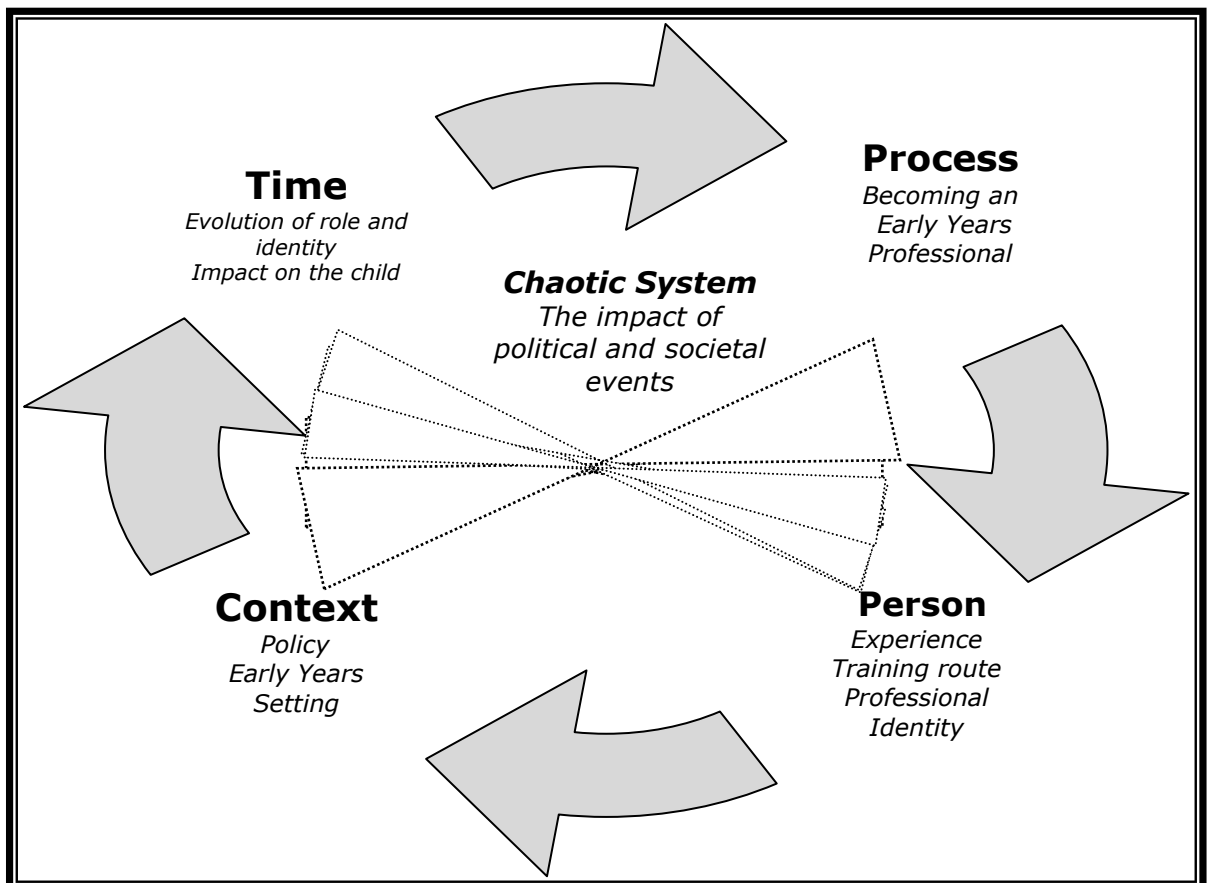
Figure 12.2 The Process-Person-Context-Chaotic-Time (PPCCT) Research Framework for the Early Years Professional Status.

12.5 Future Research

This research was undertaken with the first candidates to undertake EYPS and has led to some key findings around how the development has been welcomed and that quality in the early years sector is being impacted upon.

Furthermore, a new professional space with flexible boarders is emerging, occupied by those who have a new professional identity as an Early Years Professional and others for whom it has been a training opportunity. Evidence has also emerged about the differences and areas of synergy between the Early Years Professional and the Early Years Teacher. However, there are concerns about the lack of professional status, pay and career structure and different responses from the sector about how the Early Years Professional is being embedded and whether all settings are employing a graduate professional with EYPS. Therefore given the transferability of the theoretical framework and research design, repeating the research with later cohorts would provide further insight into this professional role and status and whether the key findings from this research are reinforced. It will also enable new insights to be gained of ecological development of EYPS. Research of this nature should also support greater insight into the impact of the *Chaotic System* on the development of EYPS.

Future research could also include:

- A comparative study between those completing the new undergraduate pathway to EYPS through the Early Childhood Studies degree and those undertaking a work base route through the SEFDEY.

- Specific research into of how the Early Years Professional uses their knowledge and understanding of health and social care in practice and interfaces with health and social care professionals.

- Research into Early Years Professionals understanding of anti-discriminatory practice, poverty and their engagement with the early intervention agenda.

12.6 Looking to the Future

The title of this thesis asked the question whether the Early Years Professional was a new professional or a missed opportunity. This research has found that the Early Years Professional is filling a new professional space

in the early years sector and emerging as a profession is its own right. This development has happened despite the lack of a clearly defined professional remit or a clear pay and career structure.   However, it will be a missed opportunity if the government continues not to recognise the workforce in real terms as they will continue, as Osgood (2010) contends, to reinforce the social injustice, poverty and low status that persist in the early years workforce.

Considerable evidence from nationally funded evaluations (Hadfield *et al.,* 2010; Mathers *et al.,* 2011) is now available that is hard for government to ignore. This alongside the clear messages about the importance of early intervention (Field, 2010; Allen, 2011) provides the mandate for further government intervention in embedding the Early Year Professional in the wider children's workforce. The findings from this research clearly indicate that the wider workforce reform agenda and EYPS, in particular, are positively impacting on the experiences of young children. These messages need to be heeded and acted upon by the government to ensure that the investment in improving the long term outcomes for children continues. The Coalition Government have supported the development until 2015 and it is imperative that during this period that their role and responsibility in developing and embedding the Early Years Professional in the wider children's workforce is acted upon further.

If this research is considered there are several areas that have emerged which warrant further debate and clearer government direction:

Role Definition: Differentiating the Early Years Professional from others working in the broader children's services is vital. They have been presented in relation to teaching but their positioning at the intersection of health, social care and education means that they should also be considered in relation social work and health colleagues. Furthermore, whilst the initial training processes are common for all achieving EYPS, it is recognised their role will be setting specific. However, settings need to reflect on research findings and consider how they have embraced the new professional status and role. Questions to be considered include:

- Has the Early Years Professional been integrated or not into the setting?
- Has the Early Years Professional been given a distinct role and salary commensurate with their professional status?
- Is the setting supporting those with EYPS with CPD opportunities?
- Is the new status and role being explained and promoted to setting staff, parents/carers and other professionals using the setting?
- If an Early Years Professional is not being employed, why not?

Title: The use of the word 'professional' in the title of the Early Years Professional has been problematic. Given the current lack of knowledge by parents and other professionals about the Early Years Professional and the fact that the title is not being proactively used – indeed it is usually abbreviated to EYP – it may be opportune to rename them Early Years Pedagogues. This would recognise their commonality with the European Social Pedagogue and more effectively represent their holistic role and support those with EYPS to become a distinct and recognisable member of the wider children's workforce.

Dissemination: Evidence clearly indicates that parent/carers and other professionals have little or no knowledge of the Early Years Professional. If the valuable role of those with EYPS is to be recognised, dissemination needs to take place nationally as well as locally. The government and the Early Years Professionals need to take action. Other professionals working in the early years need to know that they have a new partner to work alongside who has a positive role to play in improving outcomes for children. Indeed, if Social Work is considered, the Early Years Professional has a wealth of holistic knowledge to bring to the safeguarding agenda that still needs to be recognised and acted upon.

Employment Conditions: EYPS is a graduate status. Early Years Professionals have undergone professional training that this research overwhelmingly supports as being 'fit for purpose.' Therefore they should be afforded with a career structure and salary scale and working conditions that

reflect their professional status that are set nationally. However, the challenges faced by some settings in paying a graduate salary cannot be underestimated. Consequently, new systems need to be considered that enable all settings to benefit from the knowledge and skills that an Early Years Professional has. For example, a specialist area could be developed embracing *Community Pedagogues (Community Early Years Professionals)* employed by Local Authorities (or the PVI sector in the same way that private fostering and adoption agencies exist in social care). They would be responsible for working with a small cluster of pre-school settings and childminders. The salary could be funded by a contribution from each setting, reflecting a similar model to how interagency payments help fund the salaries of social workers employed in the PVI sector.

Continual Professional Development: The research findings clearly advocate for a CPD framework. If Early Years Professionals are to move from 'novice' to 'expert' the framework needs to embrace an induction year to bridge the Early Years Professional into their professional leadership role. This needs to be followed by mandatory CPD that offers the Early Years Professional the opportunity to continually reflect on and develop their knowledge. Incorporating an advanced mentoring programme as part of this would support dissemination of good practice from 'experts' to 'novices'. Indeed, the proposed Professional Capabilities Framework (PCF) for social work has much to offer the ongoing development of EYPS (Social Work Reform Board, 2011).

The CPD framework also needs to recognise a career structure which embraces the range of settings where Early Years Professionals are employed and their specific specialist areas. For example, the CPD needs of an Early Years Professional employed in a nursery will be different from those working in a children centre or a school.

A further area to be considered is a system to extend those with EYPS to gain QTS in the same way that those with QTS can currently achieve EYPS. Arguably similar systems could be considered for those with a Social Work

qualification to gain EYPS and those with EYPS to gain the Social Work qualification.

It is also important that a CPD framework recognises the importance of 'Communities of Practice' (Network Groups). However, local authorities charged with providing these networks, need to reflect on how they have embraced this responsibility and learn from those who have actively engaged in the process and held to account if not.

Professional Body and Code of Practice: It is essential that those with EYPS are afforded with the full characteristics of a profession. Furthermore, they are awarded a 'Professional Status' and as yet the mechanisms for disciplinary procedures have not been established. As the community of those with EYPS extends the importance of government addressing these issues becomes increasingly critical.

In conclusion, this research has evidenced that a new professional space is emerging occupied by those with EYPS that affords the government with considerable opportunities to enhance outcomes for children. However, the development has not been linear and has been affected by wider political and societal issues as well as the way in which the setting and the Early Years Professional themselves have engaged in the process. Bronfenbrenner's final idea of a *Chaotic System* is important here as it provides a further dimension to the theoretical framework for understanding the development of EYPS. Nevertheless, what is certain is that the collective and individual voices of those participating in all strands of this research have supported understanding of what it means to be an Early Years Professional. They have affirmed the development and provided evidence that a new professional space has emerged in the early years and wider children's workforce occupied by an holistic leadership professional - an advocate for young children.

Appendices

Appendix 1.1
EYPS Standards

Knowledge and understanding

Those awarded Early Years Professional Status must **demonstrate through their practice** that a **secure knowledge and understanding** of the following **underpins their own practice and informs their leadership of others.**

S01: The principles and content of the Early Years Foundation Stage and how to put them in to practice.

S02: The individual and diverse ways in which children develop and learn from birth to the end of the foundation stage and thereafter.

S03: How children's well-being, development, learning and behaviour can be affected by a range of influences and transitions from inside and outside the setting.

S04: The main provisions of the national and local statutory and non-statutory frameworks within which children's services work and their implications for early years settings.

S05: The current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well-being of children and their implications for early years settings.

S06: The contribution that other professionals within the setting and beyond can make to children's physical and emotional well-being, development and learning.

Effective Practice

Those awarded EYPS must demonstrate **through their practice** that they meet all the following Standards and that they can **lead and support others** to:

S07: Have high expectations of all children and commitment to ensuring that they can achieve their full potential.

S08: Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn.

S09: Provide balanced and flexible daily and weekly routines that meet children's needs and enable them to develop and learn.

S10: Use close, informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and use this information to inform, plan and improve practice and provision

S11: Plan and provide safe and appropriate child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn.

S12: Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.

S13: Make effective personalised provision for the children they work with.

S14: Respond appropriately to children, informed by how children develop and learn and a clear understanding of possible next steps in their development and learning.

S15: Support the development of children's language and communication skills.

S16: Engage in sustained shared thinking with children.

S17: Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.

S18: Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of their practice.

S19: Establish a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being.

S20: Recognise when a child is in danger or at risk of harm and know how to act to protect them.

S21: Assess, record and report on progress in children's development and learning and use this as a basis for differentiating provision.

S22: Give constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next and, when appropriate, encourage children to think about, evaluate and improve on their own performance.

S23: Identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and know when to refer them to colleagues for specialist support.

S24: Be accountable for the delivery of high quality provision.

Relationships with children

Those awarded EYPS must demonstrate **through their practice** that they meet all the following Standards and that they can **lead and support** others to:

S25: Establish fair, respectful, trusting, supportive and constructive relationships with children.

S26: Communicate sensitively and effectively with children from birth to the end of the foundation stage.

S27: Listen to children, pay attention to what they say and value and respect their views.

S28: Demonstrate the positive values, attitudes and behaviour they expect from children.

Communicating and working in partnership with families and carers

Those awarded EYPS must demonstrate through their practice that they meet all the following Standards and that they can **lead and support others** to:

S29: Recognise and respect the influential and enduring contribution that families and parents/carers can make to children's development, well-being and learning.

S30: Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them.

S31: Work in partnership with families and parents/carers, at home and in the setting, to nurture children, to help them develop and to improve outcomes for them.

S32: Provide formal and informal opportunities through which information about children's well-being, development and learning can be shared between the setting and families and parents/carers.

Teamwork and collaboration

Those awarded EYPS must **demonstrate** that they:

S33: Establish and sustain a culture of collaborative and cooperative working between colleagues.

S34: Ensure that colleagues working with them understand their role and are involved appropriately in helping children to meet planned objectives.

S35: Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation.

S36: Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed.

Professional development

Those awarded EYPS must demonstrate **through their practice** that they meet all the following Standards and that they can **lead and support others** to:

S37: Develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities.

S38: Reflect on and evaluate the impact of practice, modifying approaches where necessary, and take responsibility for identifying and meeting their professional development needs.

S39: Take a creative and constructively critical approach towards innovation, and adapt practice if benefits and improvements are identified.

Bronfenbrenner's Ecology Systems Theory

Figure A2.1 illustrates the concentric and interconnected circles that represent how the development of a child in impacted upon.
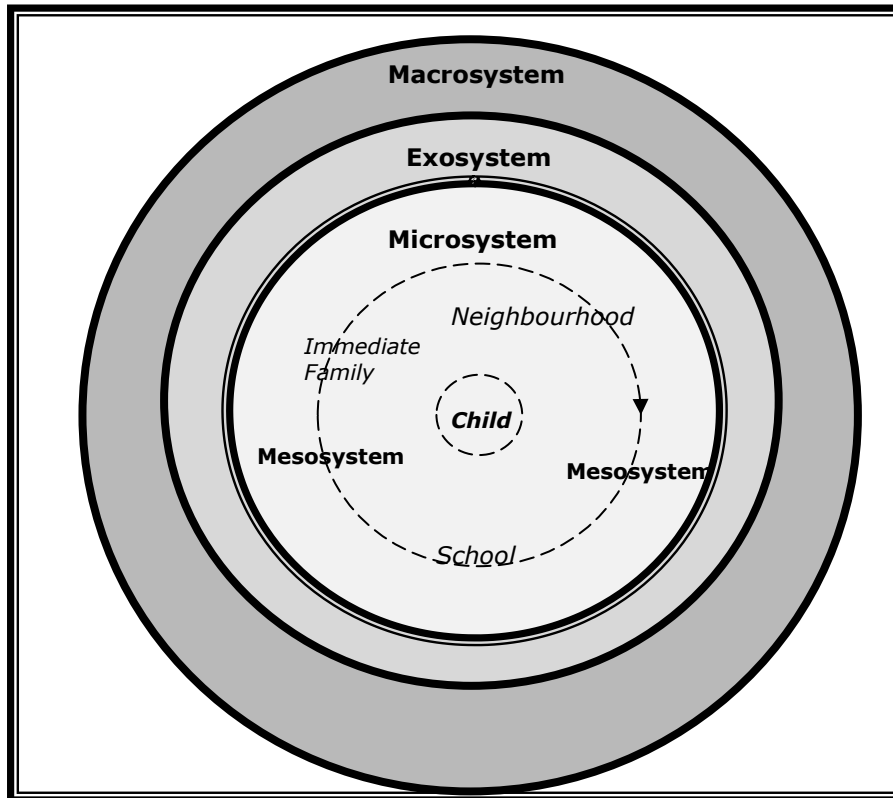
Figure A2.1 Ecological System Theory

Appendix 3.1

Policy Consideration for ECEC

Table 3.A1 provided an overview of the ten policy areas purported by the OECD (2008) for consideration by government.

Table 3.A1

Policy Considerations for ECEC
The social context of early childhood development.
To place well-being, early development and learning at the core of ECEC, while respecting the child's agency and natural learning strategies.
Governance structures necessary for system accountability and quality assurance.
To develop with stakeholders broad guidelines and curricular orientations for all ECEC services.
Public funding estimates for ECEC on achieving quality pedagogical goals.
Reduce child poverty and exclusions through upstream fiscal, social and labour policies, while increasing resources within universal programmes for children with diverse learning rights.
To encourage the involvement of families and the community in ECEC.
To improve the working conditions and professional education of all ECEC staff.
To provide autonomy, funding and support to early childhood services.
To aspire towards ECEC systems that support broad' learning, participation and democracy.

Based on Bennett (2008)

Appendix 4.1

Professional Categories

Table 4. A1 provides an overview of the eight categories of professions identified by the Panel of Fair Access to the Professions (PFA), 2009).

Table 4.A1   Professional Groups

Professional Area	Professional Groups
Life science' professionals	doctors, dentists, nurses, vets
Legal professionals	judges, barristers, solicitors, paralegals, court officials
Management and business service professionals	accountants, bankers, management consultants and business, finance advisers
'Creative industry'	journalists, publishers, designers, writers, artists
Public service professionals	senior civil servants, managers in local government, armed forces officers, senior police officers, [social workers]
Scientists	archaeologists, chemists, mathematicians, physicists
Education professionals	professors, lecturers, teachers, early years specialists
Built environment professionals	architects, engineers, surveyors, town planners, urban designers, construction specialists

Based on PFAP, 2009.

Appendix 4.2

Characteristics of Training by Occupation

Table 4.A2 presents an overview of the training provided to different professions based on the work of Friedson (2001.

Table 4.A2 Characteristics of training by type of occupation

Characteristics of Training	Craft	Technician	Profession
Proportion of training in school	Low	Significant	High
Teachers members of the occupation	Always	Not always	Always
Primary training on the job	Always	Sometimes	Seldom
Full-time teachers	Rarely	Sometimes	Usually
Teachers do research	No	No	Yes
University affiliation	No	No	Yes

(Source: Freidson, 2001:93)

Appendix 4.3

Professional Terminology

Table 4.A3   Professional Terminology

Terminology	Definition
Profession	A specific service staffed by highly skilled and trained individuals with higher education qualifications.
Professional	A person who works within a specific profession.
Professionalisation	The process by which an occupation becomes a profession.
Professionalism	The way in which the professional delivers their services.
Professional Identity	Perception of self within the profession.
Professional Socialisation	The way in which the professional takes on their professional identity.
Professional Qualities/Attributes	Individual characteristics needed to be part of a specific professional group.
Professional Agency	The ability of professions to make autonomous decisions based on their training and experience.
Professional Knowledge	The specialist knowledge claimed by a particular professional group and knowledge in action.
Professional Competence	The ability to undertake the role
Professional Capabilities	The ability to grow and develop as a professional

Appendix 6.1
The Early Years Professional and Stakeholder
Mixed Methods Design

The Early Years Professional: A New Professional or a Missed Opportunity? *A Mixed Methods Study*	
Mixed Methods **Sequential Design**	

Quantitative Data Collection		**Qualitative Data Collection**	
First Group		**Main Sample**	
Quantitative	**Qualitative**	**Quantitative**	**Qualitative**
No Baseline Questionnaire		*Baseline Questionnaire January-October 2007*	*Phase One Interviews Summer 2007-Spring 2009*
QU1 Spring 2007		*QU1 Summer 2007-Spring 2009*	
QU2 Spring 2008 →	Phase Two *Interviews Spring 2008*	*QU2 Summer 2008-Spring 2010*	Phase Two *Interviews Spring 2008-Spring 2010*
			Focus Group Summer 2009

Stakeholders			
Phase One		**Phase Two**	
Quantitative	**Qualitative**	**Quantitative**	**Qualitative**
QU1 *Summer 2008* →	*Interviews Summer 2008* →	*QU2* *Summer 2009* →	*Interview Summer 2009*
			Focus Group Summer 2009

Findings		
Case Studies	Quantitative SPSS Codes Categories Key Themes	Qualitative NVivo Codes Categories Key Themes
	Discussion Merging of the Findings	
Conclusion		

Appendix 6.2A
Baseline Questionnaire

Early Years Professional Status
Start of Course Questionnaire

This is the first part of a series of questionnaires aimed at collating information about your experience and views of Early Years Professional Status. Your participation is voluntary and will assist in developing our knowledge and understanding of the candidate experience.

Please complete all sections.

Section A
We would like to ask you some questions about your background.
Please place a cross in the appropriate box

Gender	Female	Male

Age Range	21 -29	30 –39	40 –49	50 – 59	60+

Qualifications: Undergraduate	Early Childhood Studies Degree	Education Degree With QTS	Certificate of Education	Other

Qualifications: Post graduate	MA	Msc	Postgraduate Teaching Qualification	Social Work Qualification	Health Qualification

How did you hear about the course	Employers	Children's Workforce Development Council	Professional Body	Advert	Other Please Specify
					_

Section B

We would like to hear about your current employment, if any. These questions include roles and responsibilities

What is your current role? Please specify

_____

Can you indicate how often you are involved in the following areas of work: (Please Tick)

	Often	Sometimes	Never
Policy writing			
Foundation Stage provision			
Birth to Three provision			
Curriculum planning			
Safeguarding children			
Looked After Children			
Liaison with other Early years Settings			
Reporting to parents			
Governor support			
Health and Safety			
Managing staff			
Setting leadership			
Budgets			
Advising practice			
Training staff			
Management responsibilities			
Liaison with other services			
Interagency working			
Multi professional working			

Section C
We would like to hear your current views about Early Years Professional Status (EYPS)

Please indicate the extent to which you agree or disagree with the statements (tick one box for each statement).

	Strongly Agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
It is important for my own professional development?					
I believe the EYPS will improve the status of early years					
The EYPS will improve the salary for early years workers					
The EYPS will improve services for children					
The EYPS will improve services for families					
Completing the EYPS will enable me to develop skills at working with other professionals					
It is important that those with EYPS have knowledge and understanding of the educational, health and social care needs of children.					
Early Years professionals with EYPS and teachers should be paid the same					
Early Years Teachers should also have EYPS					

Interview: Yes/ No (Please circle)	If Yes: Contact Details: Candidate Number: _____ _____ or Name: _____
Email Address: _____	Telephone:_____

Thank you very much for your help

Appendix 6.2B
Questionnaire One

**Early Years Professional Status
End of Course Questionnaire**

This questionnaire aims to collate information about your experience on the course. Your participation is voluntary and will assist in developing our knowledge and understanding of your experience.

Please complete all sections.

Where applicable, please indicate the extent to which you agree or disagree with the statements (place one X for each statement).

**Section A
We would like to ask you some questions about your background.
Please tick the appropriate box**

Gender	Female	Male

Age Range	21 -29	30 –39	40 –49	50 – 59	60+

Qualifications: Undergraduate	Early Childhood Studies Degree	Education Degree With QTS	Certificate of Education	Other

Qualifications: Post graduate	MA	Msc	Postgraduate Teaching Qualification	Social Work Qualification	Health Qualification

How did you hear about the course	Employers	Children's Workforce Development Council	Professional Body	Advert	Other Please Specify

Section B
We would like to hear about your current employment. These questions include roles and responsibilities

What is your current role? Please specify

Have you changed job since starting EYPS (Please circle)

Yes No

Do you have responsibility for:
(Please place X in the appropriate box)

	Often	Sometimes	Never		Often	Sometimes	Never
Policy writing				**Health and Safety**			
Foundation Stage Provision				**Managing staff**			
0-3 provision				**Setting leadership**			
Curriculum Planning				**Budgets**			
Safeguarding children				**Advising practice**			
Looked After Children *(Children in the care of the Local Authority)*				**Training staff**			
Liaison with other Early years Settings				**Management responsibilities**			
Reporting to parents				**Liaison with other services**			
Governor support				**Interagency working**			
				Multi professional working			

Section C
You're Experience on the short programme

	Strongly agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
The short programme provided a good base from which to undertake the Validation Route					
The content of the short programme was relevant to develop my practice as an early years professional					
The short programme developed my knowledge and understanding of social care issues					
The short programme developed my knowledge and understanding of health issues					
I could have completed the validation route without undertaking the short course					

Any other comments

Section D Your experience on the Validation Route

	Strongly Agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
I have enjoyed the validation route					
The preparation sessions supported me in completing the course					
The mentor role was supportive					
The needs assessment helped me understand the areas I needed to develop					
The assessment process was too prescribed					
I would have welcomed the opportunity to have a professional dialogue with the assessor					
I welcomed the use of witnesses to support my assessment					
The paperwork was too complicated					
The assessment process is appropriately rigorous					
I would complete the course again					

Any other comments

Section E The Role of the Early Years Professional (EYP)

	Strongly Agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
The role of the EYP is a positive step forward					
The EYP will support in improving the status of the early years					
The EYP will lead to a more skilled and competent workforce					
Early years practitioners with EYPS should earn the same as practitioners with qualified teacher status					
I do not think that EYPS will ever be seen as equal to a teaching qualification					
There should be a accredited framework of continual professional development for early years workers with EYPS					
The standards of the EYP are relevant to the role					
The role is too biased towards education					
EYP needs to have greater emphasis on health knowledge					
The EYP role is an excellent opportunity to ensure that the needs of children in the early years are viewed holistically					
The development of the EYPS will improve services for children					
The EYP role could be a missed opportunity in developing an integrated approach to meeting the needs of children in the early years					

Any other comments

Section F

Your personal development

	Strongly Agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
Completing EYPS has been a wonderful opportunity for me					
EYPS will allow me to contribute to developing the status of early years					
The validation process has enabled me to reflect on my practice effectively					
The course has encouraged me to pursue other training					

Any other comments

Thank you for your contribution

If you are willing to be interviewed please could you complete the following information:

Interview: Yes/ No (Please circle)	If Yes: Contact Details: Candidate Number: _____ _____ or Name: _____
Email Address: _____	Telephone:_____

Appendix 6.2C
Questionnaire Two

Early Years Professional Status
Questionnaire Two

Section A
General Background
Please Specify

Gender:	Age:	Ethnicity:

Qualifications: Undergraduate	
Postgraduate	

Section B
Roles and Responsibilities

Title of current role

Brief description of role

Have you changed jobs since you achieved EYPS?

Yes	
No	

If yes, what was your previous job?

In what ways have your roles changed?

Did the EYPS help you get the job?

Yes	
No	

Please could you indicate what pay band you are in?

Pay Band	£10-15,000	£15-20,000	£20-25,000	£25-30,000	£35-40,000	Above

Section C

The Role of the Early Years Professional (EYP)
Please indicate with a cross the extent to which you agree or disagree with the following statements

	Strongly Agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
The role of the EYP continues to be positive step forward					
I fully understand the role of EYP					
The EYP is leading to a more skilled workforce					
The EYP should be paid the same as a qualified early years teacher					
I believe that EYPS is equivalent to a teaching qualification					
I think EYPS is compared too much to teaching					
The role is to biased towards education					
The EYP has distinct roles and responsibilities					
The EYP is a profession in its own right					
The standards of the EYPS continue to be relevant to the role					
There should be a accredited framework of continual professional development for EYP					
The EYP is impacting on the quality of provision in the early years					
The development of the EYPS is improving services for children					
Parents/Carers understand the role of the EYP					
The EYP is a missed opportunity in developing an integrated approach to meeting the needs of children in the early years					

Section D

Professional Identity and the EYP
Please indicate with a cross the extent to which you agree or disagree with the
Following statements

	Strongly agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
Being an EYP is important to me					
EYPS has positively impacted on my professionalism					
I believe having EYPS has improved my professional skills					
EYPS has enabled me to develop my expertise in early years					
EYP has enabled me to develop my practice skills in early years					
The EYPS has helped me develop new skills					
As an EYP I have distinct knowledge and understanding of early years					
It is important that I reflect on my practice					
I believe that it is essential for the EYP to be a reflective professional					
I believe EYP enables me to lead practice in the early years					
I believe the EYP has a specific professional role in the early years					
I believe having EYPS makes me a member of a distinct professional group					
I believe my EYPS is valued by colleagues					
My colleagues look to me because of my expertise in early years					
My employers value the skills of a practitioner with EYPS					
I receive a salary that reflects my professional status					
I believe there should be an induction year to embed the EYP					
There needs to be a professional body for EYP's					
I believe EYP's should be registered with a professional body					
I think there should be a Code of Practice for EYP's					
I believe there needs to be a disciplinary system established					

What do you think are the professional qualities needed to work with:

A) Children and families

B) In the early years?

C) To be an early years teacher?

D) To be an early years professional with EYPS?

Can you tell me what you see as the professional differences between the Early Years Teacher and the Early Years Professional?

Please can you identify 5 words that describes the Early Years Professional

1.

2.

3.

4.

5.

Appendix 6.3A

Early Years Professional Status
Stakeholders Questionnaire

This is the first part of a series of questionnaires aimed at collating information about your views on the Early Years Professional Status.

Please complete all sections.

Section A
Provider Information

Please place a cross in one of the following:

Local Authority Early Years Team	
Local Authority Training Department	
Maintained school	
Nursery school	
Children's Centre	
Private/Voluntary/Independent Nursery	
Private/Voluntary/Independent Sessional Care	
National Childminding Association	
Other **Please Specify:**	

Section B
We would like to hear your current views about Early Years Professional Status (EYPS)

Please indicate the extent to which you agree or disagree with the statements (Place a cross in one box for each statement).

	Strongly agree (1)	Tend to agree (2)	Neither agree nor disagree (3)	Tend to Disagree (4)	Disagree Strongly (5)
EYPS is a welcomed development					
I have received publicity information about EYPS					
I fully understand the role of the new professional with EYPS					
EYPS will improve the status of early years					
EYPS will improve the salary for early years workers					
EYPS will improve services for children					
EYPS will improve services for families					
EYPS will have an important role in multi-professional working					
Early Years professionals with EYPS and teachers should be paid the same					

	Strongly agree (1)	Tend to agree (2)	Neither agree nor disagree (3)	Tend to Disagree (4)	Disagree Strongly (5)
Early Years Teachers should also have EYPS					
There are too many unresolved Issues(Such as equivalency to QTS)					
Practitioners with EYPS will never be seen as having the same status as teachers					
There has been insufficient consultation					
The EYPS assessment process is an effective way of confirming professional level standards					
There are too many training routes					

Any other comments

Appendix 6.3B

**Early Years Professional Status
Stakeholders
Second Questionnaire**

This is the second a series of questionnaires aimed at collating information about your views on the Early Years Professional Status.

Please complete all sections.

**Section A
Provider Information
Where do you work?
Please place a cross in one of the following:**

Local Authority Early Years Team	
Local Authority Training Department	
Maintained school	
Nursery school	
Children's Centre	
Private/Voluntary/Independent Nursery	
Private/Voluntary/Independent Sessional Care	
National Childminding Association	
Other Please Specify:	

Section B
We would like to hear your current views about Early Years Professional Status (EYPS)

Please indicate the extent to which you agree or disagree with the statements (Place a cross in one box for each statement).

The Role of the Early Years Professional (EYP)

Please indicate with a cross the extent to which you agree or disagree with the following statements

	Strongly agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
The role of the EYP continues to be positive step forward					
I fully understand the role of EYP					
The EYP is leading to a more skilled workforce					
I believe the EYP has a specific professional role in the early years					

	Strongly agree (1)	Tend to agree (2)	Neither agree or disagree (3)	Tend to disagree (4)	Strongly Disagree (5)
The EYP should be paid the same as a qualified early years teacher					
I believe that EYPS is equivalent to a teaching qualification					
I think EYPS is compared too much to teaching					
The role is to biased towards education					
The EYP has distinct roles and responsibilities					
The standards of the EYPS continue to be relevant to the role					
I believe that it is essential for the EYP to be a reflective professional					
I believe EYPS is valued by colleagues					
I believe there should be an induction year to embed the EYP					
There needs to be a professional body for EYP's					
I believe all EYP's should be registered with a professional body					
I think there should be a Code of Practice for EYP's					
I believe there needs to be a disciplinary system established					
There should be a accredited framework of continual professional development for EYP					
The EYP is impacting on the quality of provision in the early years					
The development of the EYPS is improving services for children					
Parents/Carers understand the role of the EYP					
The EYP is a missed opportunity in developing an integrated approach to meeting the needs of children in the early years					

What do you think are the professional qualities needed to:

A) Work with children and families

B) Work in the early years?

C) To be an early years teacher?

D) To be an early years professional with EYPS?

Can you tell me what you see as the professional differences between the Early Years Teacher and the Early Years Professional?

Please can you identify 5 words that describes the Early Years Professional

1.

2.

3.

4.

5.

Any other comments

Thank you very much for your help

Appendix 6.4

Case Study Interviews

Semi Structured Questions Interview 1	
Background Information	Can you tell me a little about yourself and why you choose to work with children
EYPS-Views on EYPS	*Can you tell me what you think about EYPS as:* • a new 'professional' in early years • relationship with teaching • relationship with other early years practitioners • do you think EYPS will ever be seen as a profession in its own right? • financial reward • the validation process • how it has been marketed *How has your setting responded to your EYP status:* *Has it been valued?* • financially, • responsibility, • how you are viewed by management. *How have your colleagues responded to EYPS* • Have they supported you • Have they been positive/negative • Has it encouraged them to pursue further study *Awareness by others of EYPS:* • Do you think families know and understand about EYPS • What have you done to raise awareness of EYPS • What do you think the government should have/need to do to raise awareness *How has completing the status impacted on you:* • How you view yourself • Developing knowledge and understanding of early years • Multi-professional working • Understanding of the holistic child • Confidence • Further study

	How has it impacted on:
	    • your work with children?
	    • your work with families?

Professional Identity	***Would you describe yourself as professional?***
	
	    If yes-why
	    If no why not
	
	• Can you tell me about what makes you a professional?
	• Can you tell me how your professionalism has been developed
	• Can you give me 5 words that describe the early years professional
	• Can you tell me more about how you would describe your own 'professional identity'?
	• What does your profession identity mean to you
	• Can you explain what has impacted on the development of your professional identity
	• Can you tell me how completing EYPS has impacted on your professional identity?
	• How do you think it will impact on it over time
	• Can you tell me about how you think others view your newly ascribed professional identity?
	• Have you personally been impacted on
	
	Qualities
	
	What do you think are the professional qualities needed to work with children and families?
	
	What are the professional qualities needed to work in the early years?
	
	What do you think are the professional qualities needed to be an early years teacher?
	
	What do you think are the professional qualities needed by the early years professional?
	
	Can you tell me what you see as the professional differences between the early years teacher and the early years professional?

Addition Questions for Teachers	Do you see yourself as a teacher with EYPS or a EYP who has both EY teaching and EYPS status Which one is more important to you? Which status do you think is more valued by other colleagues? Which status do you think is valued more by society?

	Can you tell me why? Do you think this will change over time How do you think having EYPS makes you different to other EY teachers? So what do you see the future role for an EY teacher who has EYPS What makes them different to a EYPS who does not have a teaching qualification?
The Future	Where do you see yourself in 1 year/2years /5years Where do you see EYPS in 1/2/5 years
	Is there anything else you would like to add?

Semi Structured Questions **Interview 2**	
EYPS-Views on EYPS	**_Can you tell how you view having EYPS now?_** **_Can you tell me what you think now about EYPS as:_** • a new 'professional' in early years • relationship with teaching • relationship with other early years practitioners • do you think EYPS will ever be seen as a profession in its own right? • financial reward • the validation process • how it has been marketed
Setting/colleagues views on EYPS	**_Has the status been valued:_** • financially • responsibility • by management • by colleagues: Have they supported you Have they been positive/negative Has it encouraged them to pursue further study **_Awareness by others of EYPS:_** • Do you think families now have a better knowledge and understanding about EYPS • Have you done anything to raise awareness of EYPS • What do you think the government needs to do now to raise awareness
Personal and Professional Development	**_How has being an EYP impact on your:_** **_Your knowledge and understanding of early years_** • Multi-professional working • Safeguarding children • Understanding of the holistic child • Confidence • Further study **_How has it impacted on:_** • your work with children? • your work with families? • Supporting and leading your colleagues
Professional Identity	What do you think are the professional qualities needed to work with children and families?

	What are the professional qualities needed to work in the early years?
	What do you think are the professional qualities needed to be an early years teacher?
	What do you think are the professional qualities needed to be an early years professional?
	Can you tell me what you see as the professional differences between the early years teacher and the early years professional? **(for teachers add in teacher questions)**
	And with other professionals in the early years
	How do you think having EYPS has impacted on how you view yourself as a professional?
	How do you think is has impacted on you personally ?
	Can you describe to me how you would define your professional identity now?
	How do you think others would describe you as a professional in early years?
	Can you give me 5 words or phrases that describe the EYP
	How important do you see the role of reflection EYP role
	What role do you see the EYP having in safeguarding children?
	How do you see the role of the EYP developing?
	What ongoing training do you think is needed to support the role of the EYP?
	If you were going to advertise for an EYP what would be the person specification?
Addition Questions for Teachers	Do you see yourself as a teacher with EYPS or a EYP who has both EY teaching and EYPS status Which one is more important to you? Which status do you think is more valued by other colleagues? Which status do you think is valued more by society?

	Can you tell me why?
	How do you think having EYPS makes you different to other EY teachers?
	So what do you see the future role for an EY teacher who ahs EYPS
	What makes them different to a EYPS who does not have a teaching qualification
The Future	Where do you see yourself in 1 year/2years /5years
	Where do you see EYPS in 1/2/5 years
	Is there anything else you would like to add?

Appendix 6.5

EYPS Stakeholder Interviews

	Semi Structured Question First Case Study Interview
1. **Background Information**	Can you tell me a little about yourself and why you choose to work with children
2. **Views on EYPS**	***Can you tell me what you think about EYPS as:*** • a new 'professional' in early years • relationship with teaching • relationship with other early years practitioners • do you think EYPS will ever be seen as a profession in its own right? • financial reward • the training process ***Awareness of others about EYPS:*** • Do you think families know and understand about EYPS • What have you done to raise awareness of EYPS • What do you think the government should have/need to do to raise awareness ***Do you think the EYPS is impacting on:*** • work with children? • work with families?
3. **Professional Identity**	• What do you think are the professional qualities needed to work with children and families? • What are the professional qualities needed to work in the early years? • What do you think are the professional qualities needed to be an early years teacher? • What do you think are the professional qualities needed by the early years professional? • Can you tell me what you see as the professional differences between the early years teacher and the early years professional? • Can you give me 5 words/phrases that describe the new early years professional
4. **The Future**	Where do you see EYPS in 1/2/5 years Is there anything else you would like to add?

Semi Structured Question **Second Case Study Interview**	
1. **Views on EYPS**	*Can you tell me what you think about EYPS a year later as:* • a new 'professional' in early years • relationship with teaching • relationship with other early years practitioners • What do you think about EYPS being seen as a profession in its own right? • financial reward • the training process *Awareness of others about EYPS:* • Do you think families now have better knowledge and understanding about EYPS • What have you done to raise awareness of EYPS • What do you think the government still needs to do to raise awareness *Do you think the EYPS is impacting on*: • work with children? • work with families? *What role do you think the EYP has in safeguarding children?*
2.**Professional Identity**	**Last year I asked you about the professional qualities of those working with children and families. I would like to ask you how you would describe the professional attributes that contribute to the professional identity of the new EYP** • Can you tell me what you see as the professional differences between the EYP and other professionals working in the early years? • What are the professional attributes/characteristics of the EYP • Can you give me 5 words/phrases that describe the early years professional • What do you think needs to happen to facilitate the EYP being seen as a profession in their own right?
3.**The Future**	Where do you see EYPS in 1/2/5 years

Appendix 6.6

Focus Group Interviews Early Years Professionals and Stakeholders

Introductions	Who are you? What is your job title and the nature of your setting?
Issues for discussion	What do you see as the **core** role of an EYP? How does the EYP role differ (or not) from that of other EY practitioners? How does the EYP role differ from that of other professionals? What does being an EYP mean to you personally? Any other issues that you want to discuss?

Appendix 6.7

Early Years Professional Status Research Project

Participants Ethical Statement

The overarching aim of this research is to explore the concept of professional identity through a critique of the concept, implementation and impact of EYPS as a new professional model. You are in a unique position of being able to contribute to the development of this role in the short, medium and long term.

The research will be underpinned by the British Education Research Association Guidelines (BERA) and comply with all aspects of the Data Protection Act (1998). Data will be stored securely either electronically or in hard copy and destroyed after the completion of the research. The researcher has been Criminal Records Bureau (CRB) checked for access to children but no information about individual children or families will be solicited. In case of complaint participants will be advised in writing with the details of Professor xxx(xxx), who will then follow the procedures of The University of Northampton.

The researcher recognises that participants involved in the research have the right to the protection of their confidentiality at all times and to withdraw from the research at any point in the research process up to publication. Consent will be sought at every stage of the research process in writing and verbally but bureaucratic burdens will be minimised.

All participants in the main surveys will provide initial consent simply through agreeing to complete anonymous questionnaires. In order to maximise the confidentiality of the research sample only those willing to participate be interviewed will be asked to put their candidate identification number, or name if they are stakeholders, on their questionnaire. If more than the required number volunteer to participate, only the personal contact details of those that meet the criteria for selection will be accessed via their candidate number, thus ensuring anonymity of the rest.

The researcher is mindful that issues relating to bias might arise as she may have taught some of the participants previously. In order to minimise any risk that may compromise the ethics of the research, the researcher will not be involved in administering the questionnaires to the participants undertaking the EYPS and they will be given stamped addressed envelopes for return.

Data collected during the research project related to named individuals will only be known to the researcher and will remain secure both during and after the research is completed, it will then be destroyed.

The researcher will report accurately, truthfully and fairly any information obtained during the research and ensure that individual opinions and perceptions are not misrepresented. Research participants will have access to the draft version of material related to themselves and invited to comment or correct any misinterpretations and withdraw their consent.

The researcher asserts her right to publish research findings in academic journals or other media and disseminate findings through research seminars, conference presentations, proceedings and publications. The dissemination of the research will take account of the confidentiality of the research participants and no individual or settings will be named.

Eunice Lumsden

Appendix 7.1

Ethnicity

If ethnicity is considered, Figure 7. A1 represents the diversity of the total research population (115) from which the Main Sample was drawn. The categories used are defined by CWDC and taken from their data base.
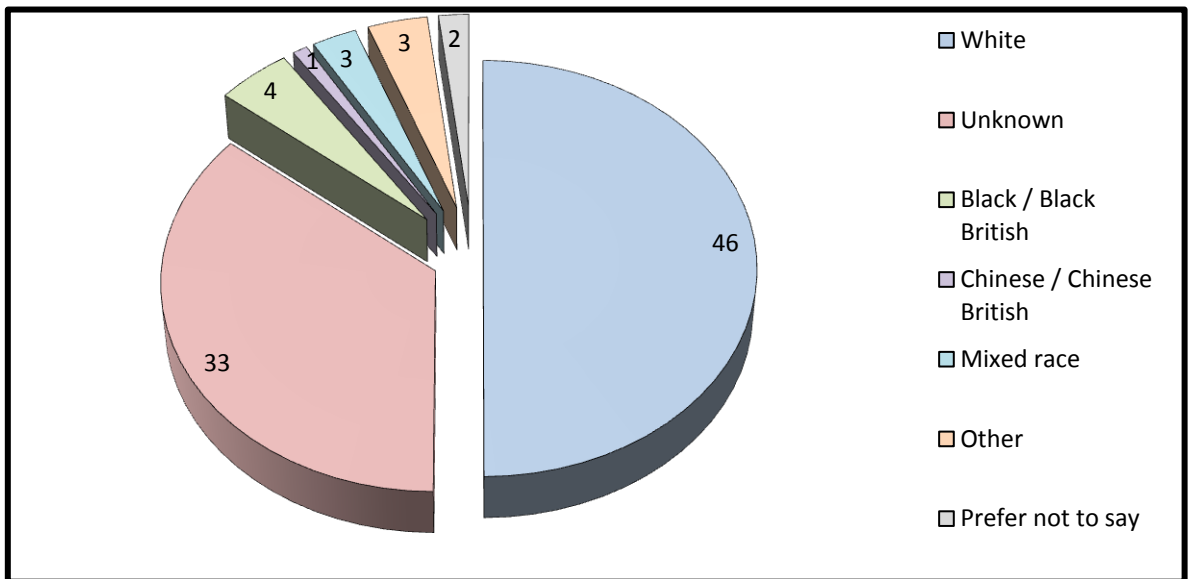
Figure 7.1A Main Sample Ethnic Diversity

Whilst 53 (46%) of the total research population were classified as 'White' and 24 (21%) were from minority ethnic groups, an exact picture on the ethnicity of the Main Sample of the total population it is not possible because just over a third did not provide data when they registered.

FIRST GROUP (A)

MAIN SAMPLE (B)
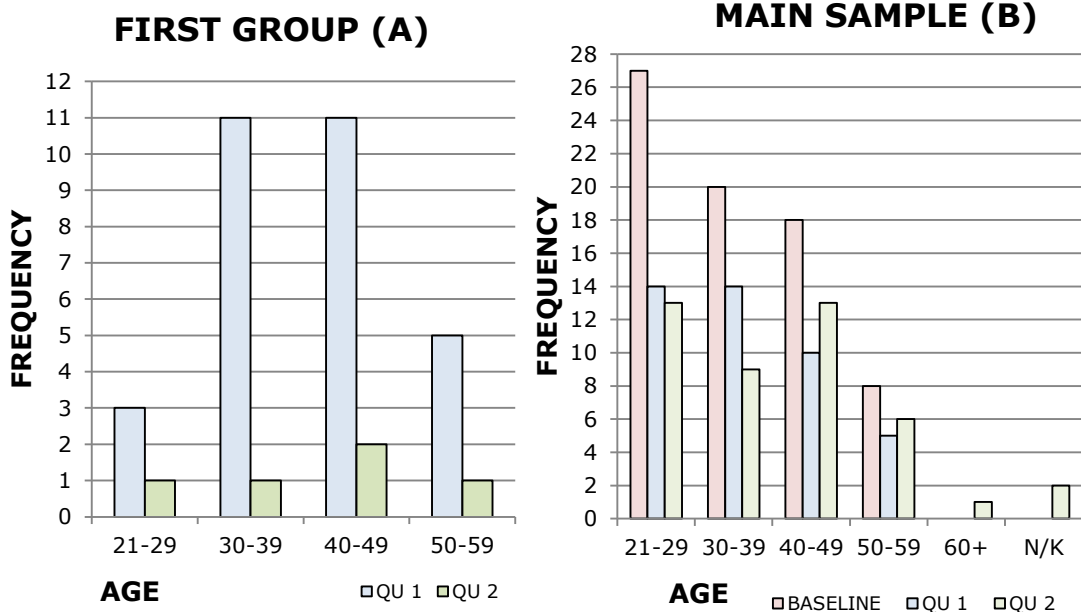
n=30 (Questionnaire One)
n=5 (Questionnaire Two)

n=73(Baseline Questionnaire)
n=43 (Questionnaire One)
n=44 (Questionnaire Two)

Figures 7.2A A and B Age Distribution

Twenty two (74%) of the First Group were equally divided between age bands 30-39 and 40-49, 11 in each. This is representative of total population (46) of the First Route where 29 (80%) were aged 30-49. The Main Sample had 38 (52%) aged between 30-49, (20 in the 30-39 band and 18 aged 40-49). This was also representative of the total population (115) for the Main Sample where 59 (51%) were aged 30-49. The Main Sample had more respondents in the age band 21-29. Twenty seven (37%) fell in this band compared to three (10%) of the First Group. Again this was representative of the total population for the Main Sample where 36 (31%) were aged 21-29. The difference in the two populations reflects that they were recruited from experienced practitioners who were employed high level roles.

Appendix 7.3

Qualifications
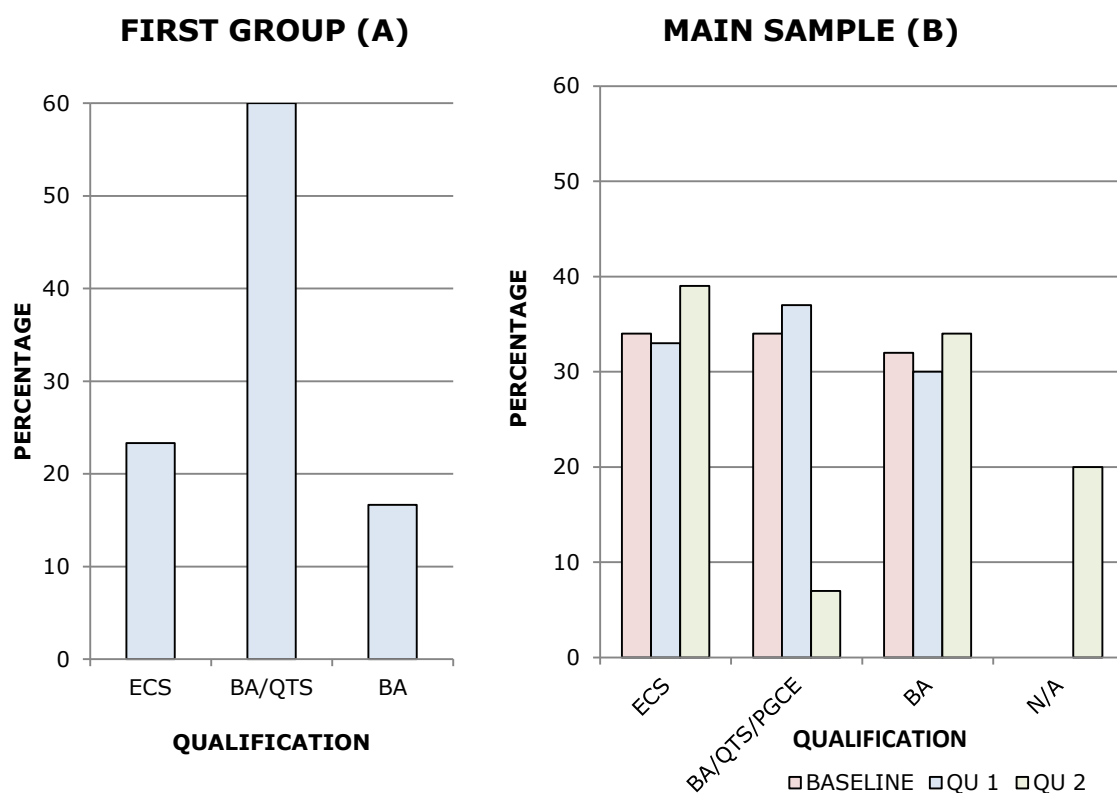
FIRST GROUP (A)

n=30 (Questionnaire One)

MAIN SAMPLE (B)

n=73 (Baseline Questionnaire)
n=43 (Questionnaire One)
n=44 (Questionnaire Two)

Figures 7.3A and B Qualifications by Route

Figure 7.3A illustrates the undergraduate qualifications held by research participants. Twenty one (70%) of the First Group (Questionnaire One) were qualified teachers reflecting the aim of enabling those with considerable experience to 'pilot' EYPS and the baseline data for the Main Sample 25 (34%) were qualified teachers. The 'teachers' undertook either the Validation or Short Pathway, depending on whether or not they needed to develop their knowledge in certain areas, reflecting the early recruitment strategy for EYPS.

A further 25 (34%) had a degree in Early Childhood Studies and 23 (32%) of the sample had a non relevant 'BA'. This divide between the three categories was reflected in Questionnaire One where 16 (37%) participants who were

qualified teachers, a further 14 (33%) had ECS and 13 (30%) 'BA'. Nine (20%) of the respondents for Questionnaire Two did not provide details of their qualifications and there was a smaller sample, three (7%) known to be teachers. In relation to undergraduate degree 17 (39%) had a degree in Early Childhood Studies and 15 (34%) were 'BA'.

The research sample reflected low levels of post graduate qualifications with 10 of the Main Sample (Baseline Questionnaire) and six of the First Group (Questionnaire One) having completed qualifications at this level, which include the Post Graduate Certificate in Education (PGCE).

Role Categorisation

Examples of how occupational roles were categorised

Category	Roles Included
Leadership and Management (L/M) Whole Setting (PVI)	Owner, Director, Manager, Setting Leader, Nursery Owner, Pre-School Leader' Play Group Manager
Leadership and Management (L/M) Specific Setting (PVI)	Room Leader, Room Supervisor, 0-5 Leader, Nursery Officer
Leadership and Management (L/M) Education	Headteacher, Deputy Headteacher Foundation Stage Manger' Children's Services Manager
Adviser	Early Years Adviser, Specialist Advising Teacher
Teacher	Foundation Stage Teacher, Reception Teacher, Children Centre Teacher, Mentor Teacher, Teacher Independent School
Early Years Practitioner	Nursery Nurse, Pre-School Assistant, Childminder, Room Assistant, Sure Start Worker, Family Worker Children Centre
Trainee	EYPS Student (Full Pathway)
Other	Consultant, Trainer' Family Group Conference Organiser, Childminding Coordinator

This appendix provides data about the employment roles of research participants participating in the different questionnaire phases.

First Group and Base Line Questionnaire (Main Sample)

Figure 7.A4 is a comparison between the First Group (Questionnaire One) and the Main Sample (Baseline Questionnaire).
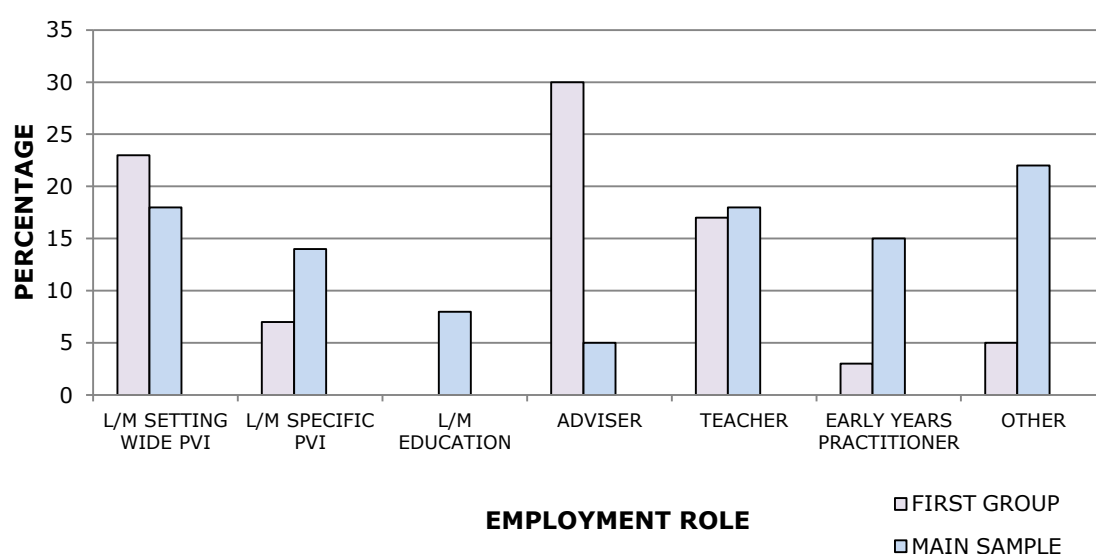
n=30 (First Group)   n=73 (Main Sample)

Figure 7.4A First Group and Main Sample Employment Roles

Figure 7.4A is presented in percentages to aid comparison between the two research samples. If the First Group is considered, seven (23%) of respondents had 'whole setting' and two (7%) 'specific' leadership and management roles in the PVI sector. Nine (30%) were in advisory positions. Five (17%) were employed as teachers, one was an Early Years Practitioner and six (20%) were classified as 'Other'.

High level management and leadership roles were also evident in the Main Sample (Baseline Data) with 19 (26%) in lead roles in the PVI or education sector and 4 (5%) in advisory roles. Ten (14%) had specific management

and leadership roles in the PVI sector, for example, room leader and 11 (15%) were Early Years Practitioners. Thirteen (18%) were employed in a teaching role either in schools or children centres, 11 (15%) were students on the Full Pathway five (7%) were 'Other'.

Questionnaire One: End of Assessment (Main Sample)

This section provides the profile in relation to employment roles of the 43 respondents in the Main Sample after the end of the validation process to become an Early Years Professional. They were drawn from the 96 candidates who undertook the assessment process (Validation).
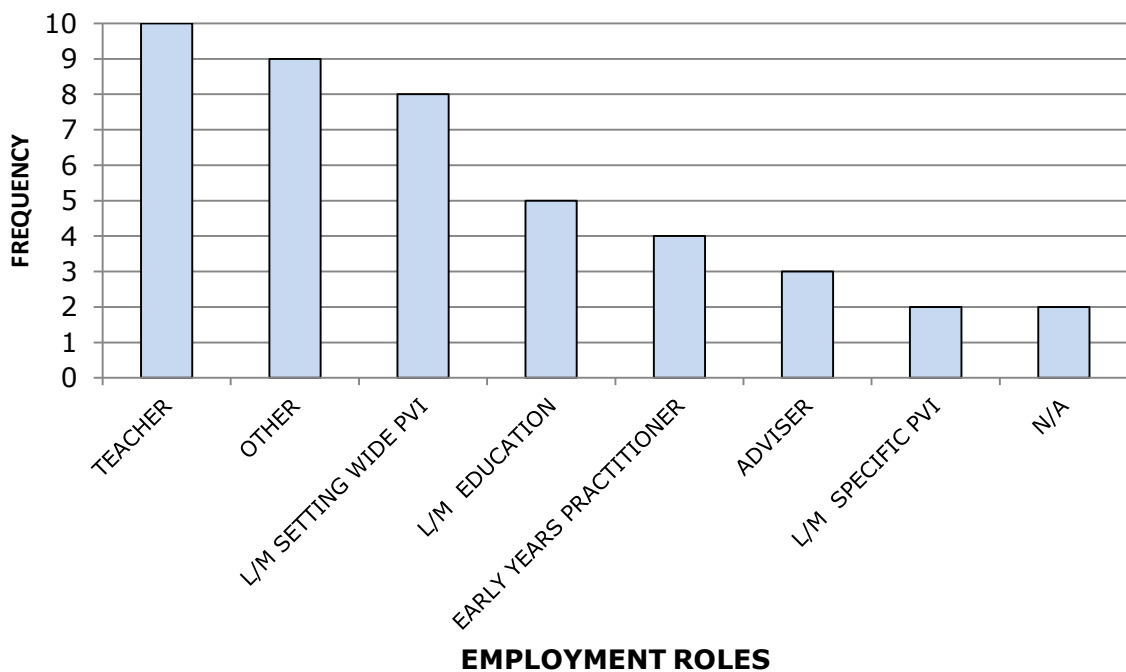
n=43

Figure 7.5A Questionnaire One: Employment Roles

Figure 7.5A illustrates the employment roles of the 43 respondents to Questionnaire One. Teachers made up 10 (23%) of the sample. Twelve percent (5) were in leadership and management roles in education and three (7%) were advisers. The 'other' category was the nine (21%) who had just finished the Full Route. Furthermore 16 (34%) were in high level management and leadership roles in the PVI or education sectors.

Questionnaire Two: First Group and Main Sample

This section provides data from the 44 respondents to the third questionnaire, a year after the award of EYPS in relation to employment role, whether there had been any mobility in relation to jobs, salary levels and any changes to responsibilities. The research sample was drawn from those awarded EYPS from the First Group (39) and the Main Sample (76). Only five responded from the First Group a year after receiving the award. Three worked in the PVI sector, one as an adviser and one indicated 'Other'. One of these had been promoted to become a Setting Manager. Forty four responded form the Main sample. Their employment roles are illustrated in Figure 7.11.
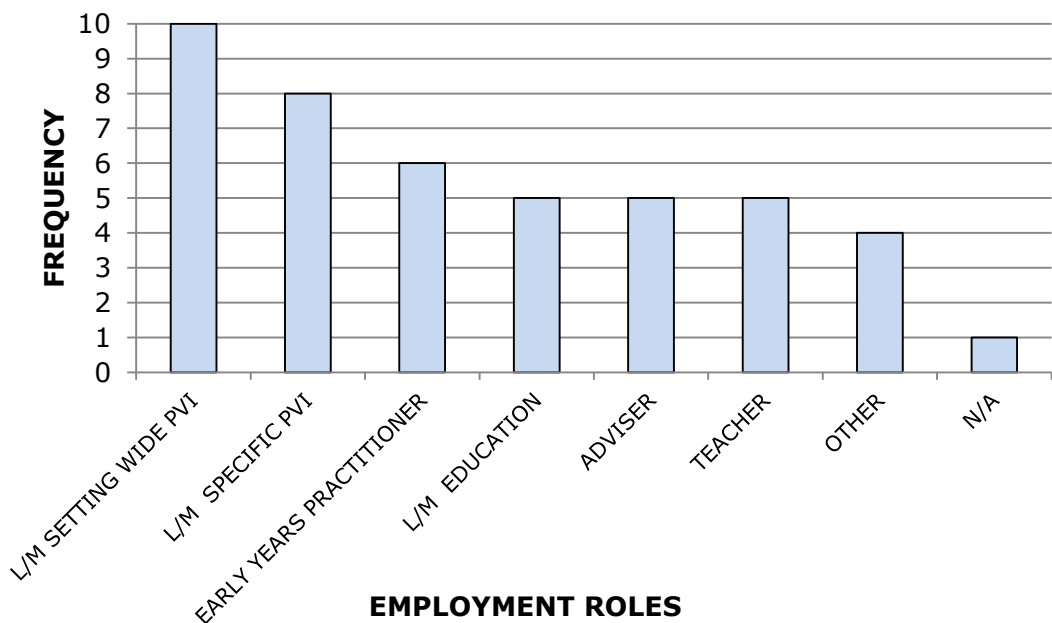
n=44

Figure 7.6A Questionnaire Two: Employment Roles (Main Sample)

Figure 7.6A provides the response rates to each of the employment role categories. Twenty (46%) worked in high level management and leadership roles and there were an equal divisions into three group of five (11%) who were teachers, had leadership and management roles in education and Advisers. Fifteen (33%) worked for the Local Authority and 18 (41%) in the PVI sector. A further six (14%) were classified as Early Years Practitioners and four (9%) were classified as 'Other'.

Employment Responsibilities

This appendix provides the data in relation to employment responsibilities. The findings are divided into three sections, 'Leadership and Management', 'Teaching and Learning' and 'Working with Others'.

Section One

Leadership and Management Responsibilities

This section is reports on the perceived management and leadership responsibilities of the respondents. They were asked to indicate whether they had responsibility for a range of activities involved in leading and managing provision.
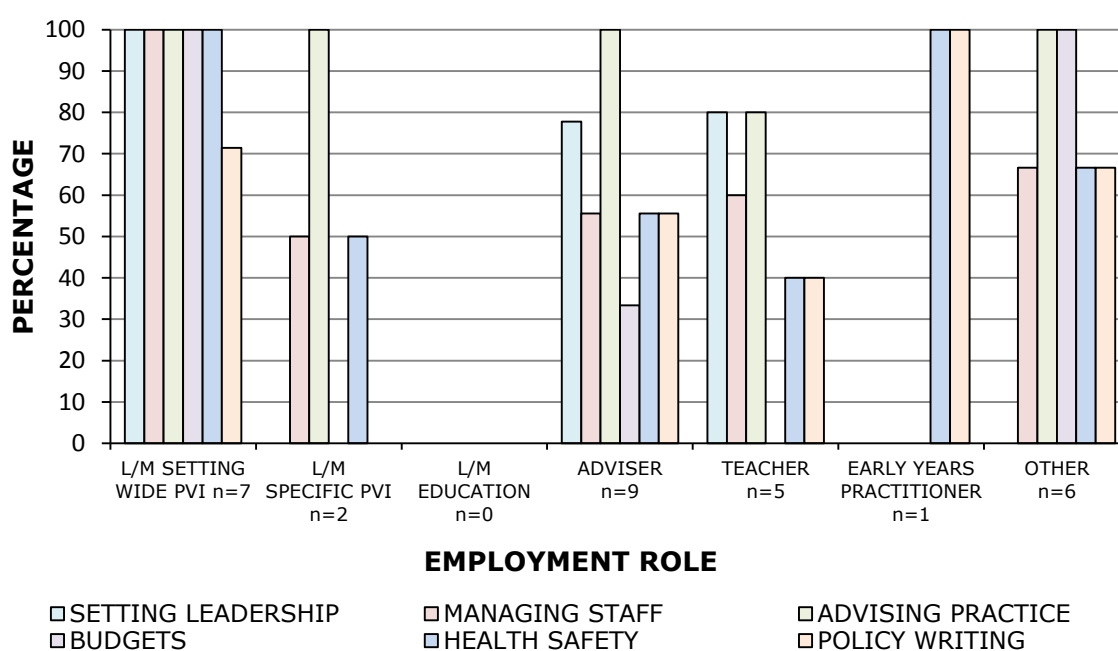
n=30

Figure 7.6A Management/Leadership Responsibilities (First Group)

Figure 7.A5 supports comparison across employment role of participants on the First Route (Questionnaire One) and with the Main Sample (Figure 7.6A). Whilst there is a need to be cautious about comparisons because of the actual numbers in each category, the results for the First Route reinforce their role as capacity builders supporting those with experience and in the higher

managerial roles to achieve the status. It is interesting to note that those with whole setting responsibility for leadership and management took lead roles in all areas except policy writing where only 5 (71%) indicating this was part of their role. This may reflect that some are employed in 'setting chains' where policy is developed centrally. Furthermore, responsibilities such as 'Health and Safety' were not core to every employment role, despite legislative requirements in this area.

In some areas such as 'Setting Leadership' different employment roles indicated that this was part of their remit, however the way in which this is interpreted may differ. For example, 7 (78%) of the Advisers saw themselves responsible for 'Setting Leadership', for them it could be suggested that they saw this as leading the setting they were adviser for, whereas for those employed as setting leaders it could be suggested that they were answering in relation to their specific employment role.

'Advising Practice' also presents interesting data as all but the early years practitioner saw this as one of their responsibilities. However the way in which this is enacted on could be assumed to be role dependant. So the Advisor would advise settings about practice and those employed within settings advising internal practice either from a whole setting or specific area position.
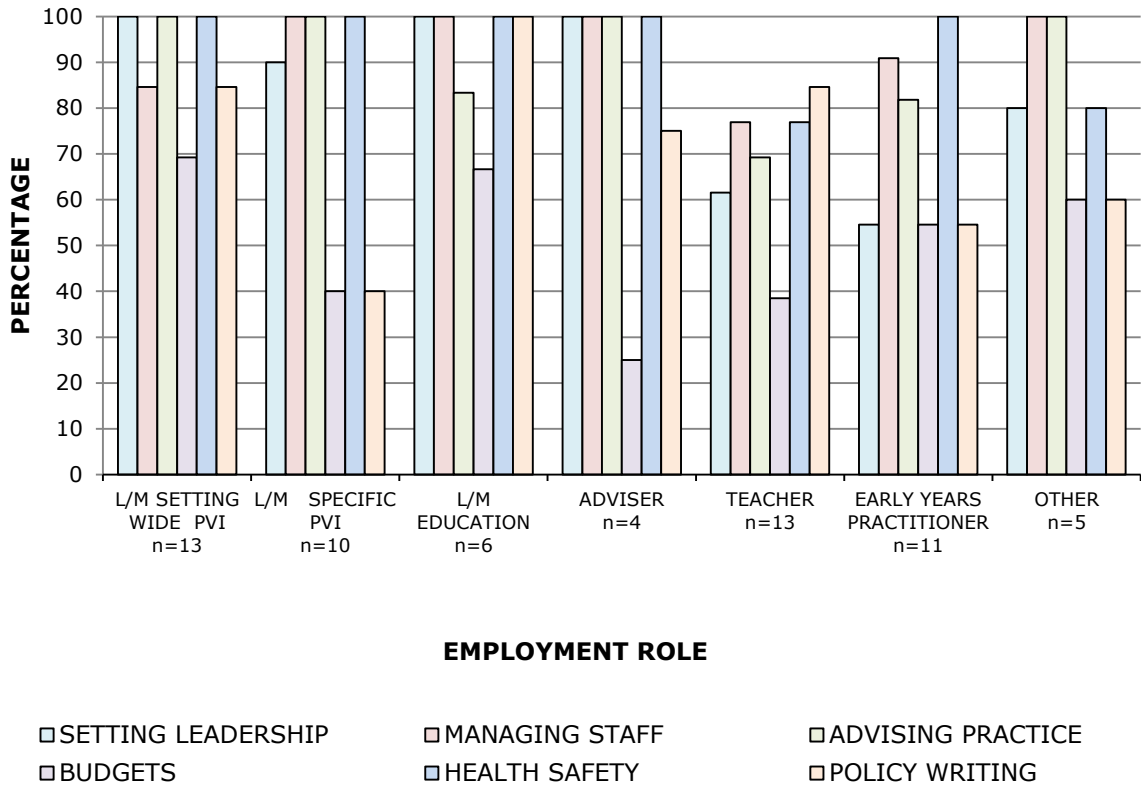
Figure 7.7A Management/Leadership Roles (Main Sample)
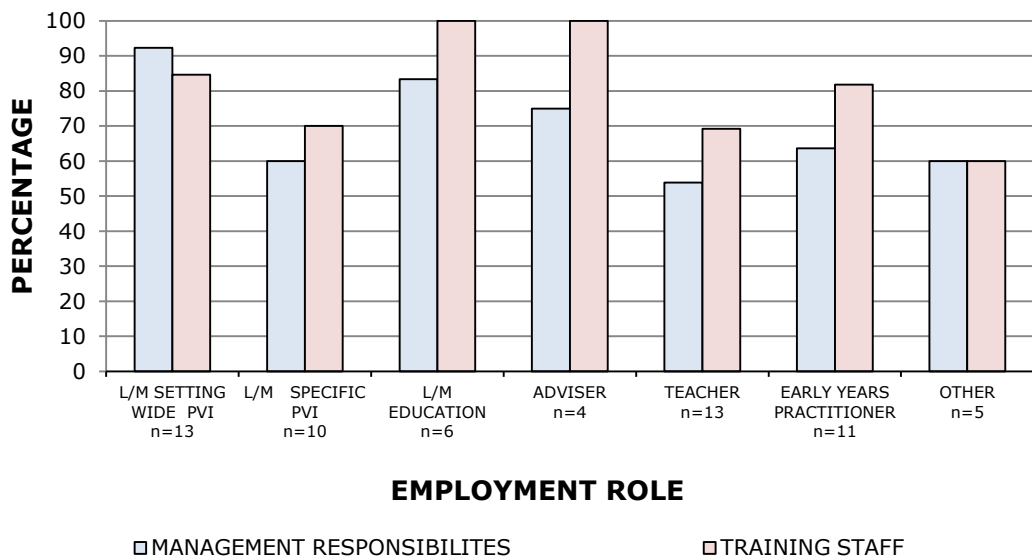
Figure 7.7B Management/Leadership Roles (Main Sample: Additional Responsibilities)

Figure 7.7A and B illustrates the responsibilities of the Main Sample with the

additional areas of 'Management Responsibilities' and 'Training Staff'.

Interestingly the responsibilities of leadership and management were not

exclusively the domain of those employed specifically in those roles. For example, if the 11 Early Years Practitioners are considered, 10 (91%) indicated they had responsibility for managing staff, nine (82%) advise practice and training and six (55%) indicated they believed their role included setting leadership. The latter includes the two participants working in advisory or childminding roles.

It is also evident that those in the high level management jobs do not always have responsibility for budgets and policy making, especially in the PVI sector which could be because that some are employed by nursery chains or the owners of the settings take responsibilities for fees and budgets whilst the Nursery Managers are responsible for staffing, resources and curriculum. If the area of budgets is considered further one reason for those in the employment categories 'Early Years Practitioner' or 'Other' have responsibility for budgets may be because they are self employed.

If the Early Years Practitioner in the Main Sample are considered specifically, their responsibilities in this area is varied with seven (64%) indicated they had management responsibility, 10 (91%) a role in managing staff and nine (82%) for advising practice and 6 (55%) had responsibility for setting leadership. This group included childminders which could account for some of these findings as they have full responsibility for their provision.

The role of the teacher warrants further attention as data provides understanding how this role differs within the teaching profession and with other roles in the early years sector in relation to responsibilities classified as leadership and management.   The data suggests that there is a clearer delineation between teachers and those with leadership and management responsibilities in education sector than those working in the PVI sector.

Furthermore, if you are a teacher the data suggests that you are less likely to have overall management responsibility, specific responsibility for managing staff, advising practice and health and safety than other roles in the early years workforce.

Section Two Teaching and Learning

First Group	Main Sample

EMPLOYMENT ROLE

☐ FOUNDATION STAGE ☐ CURRICULUM

EMPLOYMENT ROLE

☐ FOUNDATION STAGE ☐ CURRICULUM ☐ BIRTH THREE
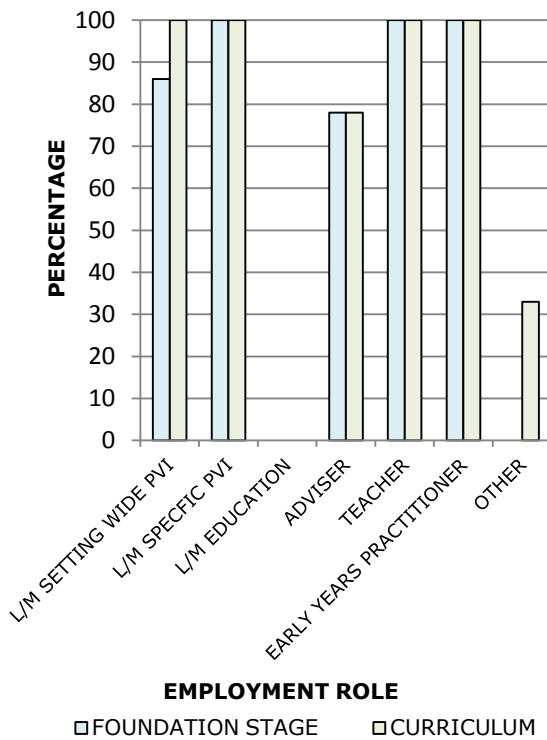
n=30	*n=62*
n= 7 (Lead/Manage Setting Wide PVI)	*n= 13 (Lead/Manage Setting Wide PVI)*
n=2 (Lead/Manage Specific PVI)	*n=10 (Lead/Manage Specific PVI)*
n=0 (Lead/Manage Education)	*n=6 (Lead/Manage Education)*
n=9 (Advisers)	*n=4 (Advisers)*
n=5 (Teacher)	*n=13 (Teacher)*
n=1 (Early Years Practitioner)	*n=11 (Early Years Practitioner)*
n=6 (Other)	*n=5 (Other)*

Figures 7.8 A and B Teaching and Learning

At this stage in the research the Early years Foundations Stage was not operational therefore to gain understanding about the respondents responsibilities for teaching and learning the First Group respondents were asked about their responsibilities for the Foundation Stage and the Curriculum and Main Sample, again without the respondents on the Full Pathway, on these areas and Birth to Three.

Figure 7.8A and B clearly indicates that for all employment roles in both samples teaching and learning are a key area of responsibility, though there was variation across and within specific employment roles. Despite being responsible for advising practice, two Advisers in the First Group indicated that they had no responsibility for the Foundation Stage and the Curriculum. Furthermore, not all respondents to the Main Sample had responsibility for Birth to Three, reflecting setting provision as they may not offer this resource or that the role did not involve working with this age group. Responses to 'Curriculum' may reflect that the term was interpreted differently by respondents.

7.4.4.3 Working with Others

This section reports on the First Group and Main Sample, responses about working with others. Data is presented as frequencies because of the small numbers involved in the First Group. In order to glean further information about this area, further the Main Sample were also asked about 'interagency working', 'multi-professional working and 'liaison with early years settings'.
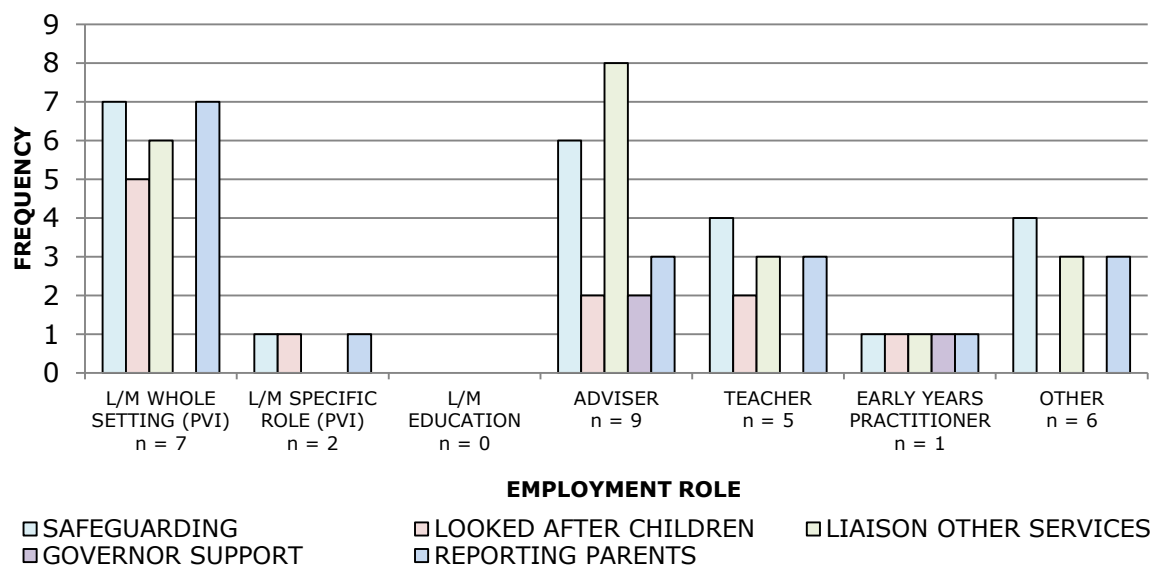
n=30

Figure 7.9A Working with Others (First Group)

Figure 7.9A provides an overview of the responsibilities held by the First Group for working with others. The data suggests considerable variation

across the sector and within similar employment roles. Safeguarding and Looked After Children were not seen by all as a core responsibility. Furthermore, 'Reporting to Parents' highlighted the importance of not making assumptions based on roles. For example, if teaching is considered, only three indicated this was part of their role however three of the advisers, who are not based in settings, indicated they performed this role. It is important to note that whilst the Early Years Practitioner indicates all areas were core responsibilities, only one actual respondent falls in this category so it is not appropriate to draw any conclusions.

EMPLOYMENT ROLE

☐ SAFEGUARDING   ☐ LOOKED AFTER CHILDREN   ☐ LIAISON OTHER SERVICES
☐ GOVERNOR SUPPORT   ☐ REPORTING PARENTS
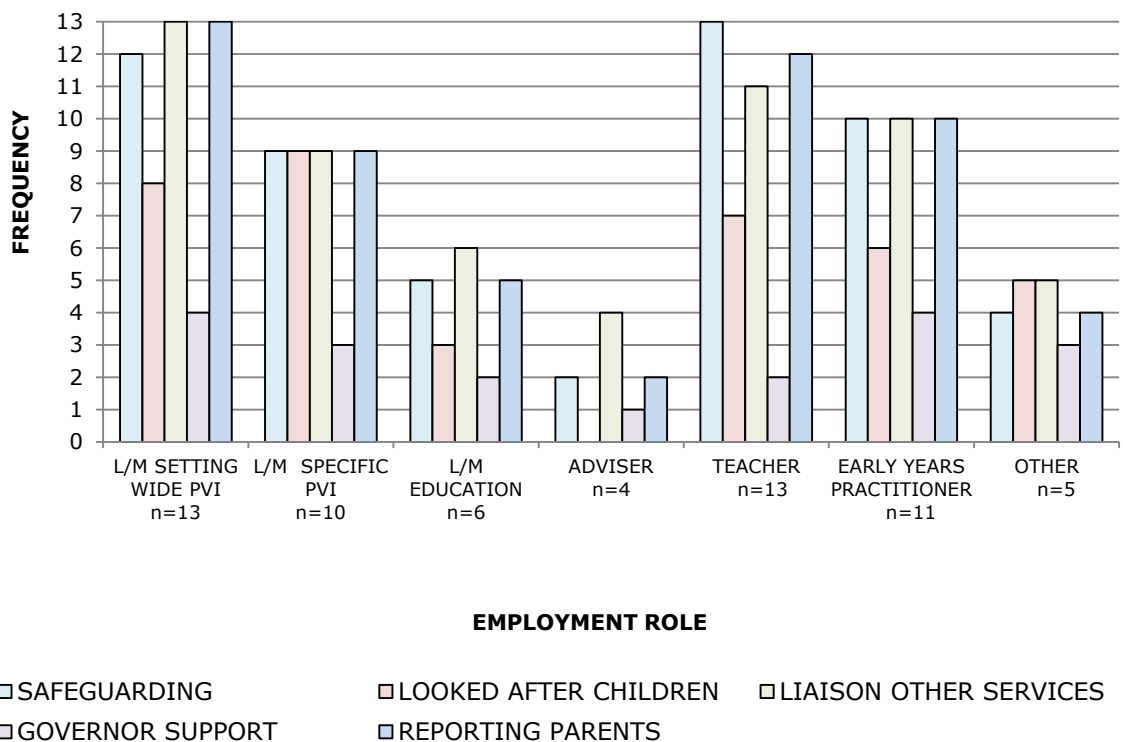
n=62

Figure 7.10 A Working with Others (Main Group)

Bar chart showing FREQUENCY (y-axis, 0 to 12) against EMPLOYMENT ROLE (x-axis) for three categories: LIAISON EY SETTINGS, INTERAGENCY WORKING, and MPW.

Approximate values:
- L/M SETTING WIDE PVI (n=13): Liaison 12, Interagency 11, MPW 12
- L/M SPECIFIC PVI (n=10): Liaison 10, Interagency 7, MPW 7
- L/M EDUCATION (n=6): Liaison 6, Interagency 5, MPW 4
- ADVISER (n=4): Liaison 4, Interagency 3, MPW 4
- TEACHER (n=13): Liaison 10, Interagency 10, MPW 11
- EARLY YEARS PRACTITIONER (n=11): Liaison 8, Interagency 8, MPW 9
- OTHER (n=5): Liaison 4, Interagency 4, MPW 4

n=62

Figure 7.10B Working with Others (Main Group Additional Questions)

Figures 7.10A and B presents the responsibilities of the Main Sample with the additional questions presented separately to support comparison. Like the First Group the data suggests considerable variation across the sector and within similar employment roles. As with the First Group 'Governor Support' did not figure highly in the responsibilities of the majority of participants, reflecting the limited number of participants within the maintained sector who reported to the Governors.

Despite a legislative and policy direction promoting 'Working Together' especially in relation to Safeguarding and Looked After Children there was a variable response to whether this was a role responsibility. Arguably the roles of Adviser and leading and managing in the maintained sector would have these as part of their responsibilities because of their senior positions, however this was not the case. Only two of the four Advisers saw safeguarding as part of their responsibilities and none of them indicated a responsibility for Looked After Children.

Employment Roles: Stakeholders

QUESTIONAIRE S1
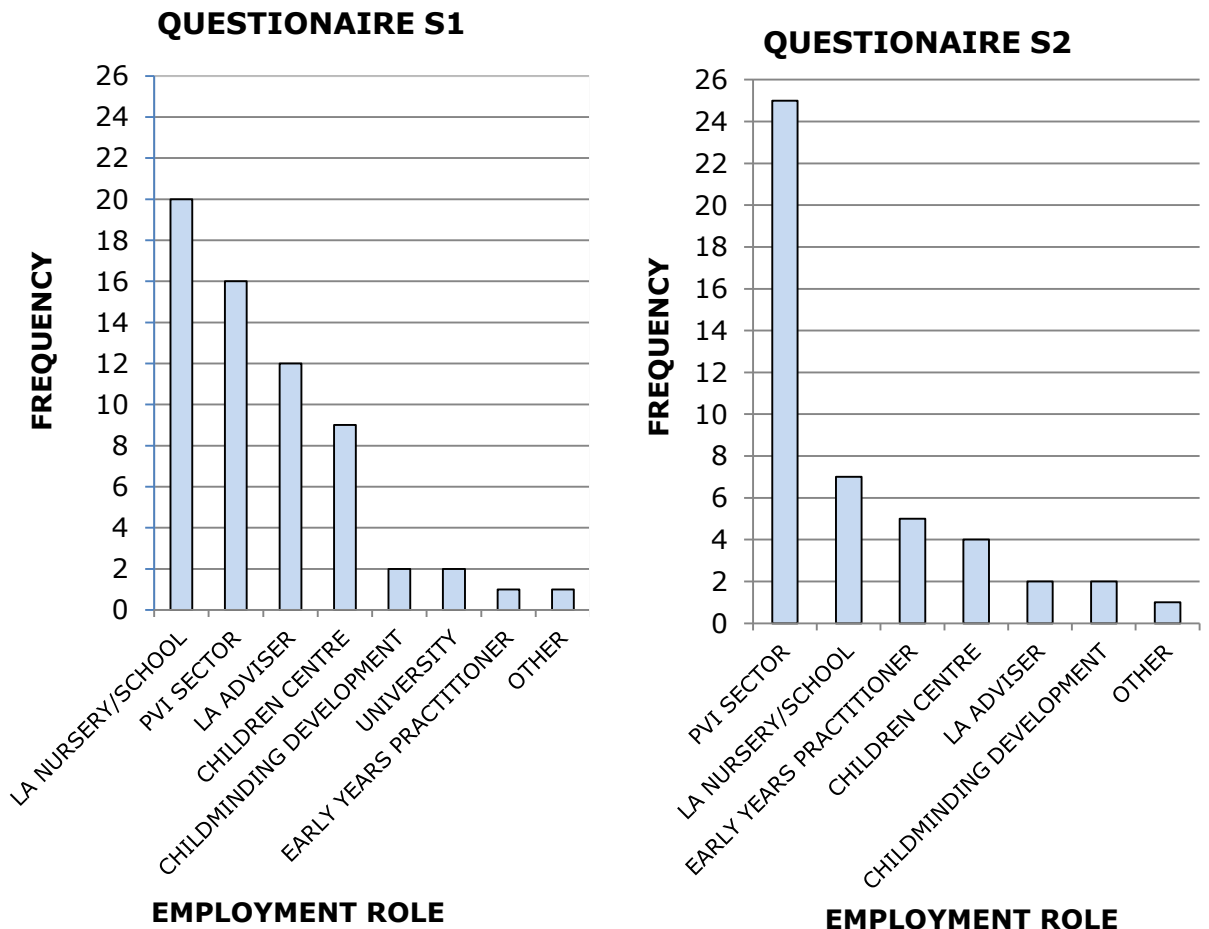
QUESTIONAIRE S2

n=63   *n=46*

Figures 7.A11 A Questionnaire S1 and 7.A11B Questionnaire S2

Figure 7.A11 provides an overview of the employment settings of the respondents for both Stakeholders questionnaires. Questionnaire S1 comprised of 41 (65%) of respondents who were employed by local authorities in senior level professional roles in schools, nurseries, children centres or as advisers. Twenty (32%) worked in the PVI sector either in nursery settings, sessional care or childminding and two worked in Higher Education. The main difference in the employment roles between the two groups was that 12 (25%) of Questionnaire S1 were in advisory roles employed by the Local Authority and only two of these responded to

Questionnaire S2. The second questionnaire also saw a greater number from the PVI sector, rather than schools and maintained nurseries respond.

PSEUDONYM	ROUTE	PHASE	GENDER	SETTING	ROLE	DEGREE	CAREER CHOICE
Susan	Validation	1&2	Female	Independent School	Head Teacher	BA/PGCE	After School
Jude	Long	1	Female	Pre-school	Leader	BA Other	After Children
Samantha	Long	1&2	Female	Independent School	Teacher	BA ECS	After Children
Ruth	Long	1&2	Female	Pre-school	Supervisor	BA ECS	After Children
Emma	Short	1&2	Female	School	Teacher	BA QTS	After School
Julie	Short	1&2	Female	Independent School	Teacher	BA QTS	After School
Zoe	Short	1&2	Female	Day Nursery	Head of Curriculum	BA Other	Career Change
Liz	Short	1&2	Female	Pre-school	Supervisor	BA Other	After Children
Paulette	Short	1&2	Female	Children Centre	Early Years Worker	BA ECS	After School
Rachel	Short	1&2	Female	Pre-school	Pre-school Assistant	BA Other	After Children
Lorraine	Short	1&2	Female	Day Nursery	Nursery Nurse	BA ECS	After School
Laura	Short	1&2	Female	Children Centre	Nursery Officer	BA ECS	After School
Nina	Short	1&2	Female	Montessori	Assistant	BA ECS	After Children
Jane	Short	1&2	Female	Children Centre	Teacher/Adviser	BA QTS	After School
John	Short	1&2	Male	Montessori	Manager	BA/PGCE	After School
Tracey	Full	1&2	Female	Pre-school	Leader	BA Other	Career Change
Alexander	Full	1&2	Male	Children Centre	Family Worker	BA Other	Career Change
Helen	Full	1&2	Female	Pre-school	Supervisor	BA Other	After Degree
Peter	Full	1&2	Male	Nursery	Assistant Manager	BA Other	Career Change
Dawn	Full	1	Female	Not Known	Not Known	BA Other	Career Change
James	Full	1	Male	Not Known	Not Known	BA Other	Career Change
Mervin	Full	1	Male	Not Known	Not Known	BA Other	Career Change
Chloe	First Group	2	Female	Childminder	Childminder	BA Other	After Children
Claudette	First Group	2	Female	Day Nursery	Head of Curriculum	BA QTS	After School
Hannah	First Group	2	Female	Day Nursery	Manager	BA ECS	After School
Louise	First Group	2	Female	Local Authority	Advisor	BA QTS	After School
Claire	First Group	2	Female	Children Centre	Teacher	BA QTS	After School

PSEUDONYM	PHASE	GENDER	SETTING	ROLE	DEGREE	CAREER CHOICE
Eva	1&2	Female	Pre-school	Setting Owner/Leader	None	After Children
Sara	1&2	Female	Home	Childminder	BA Other	After Children
Andrea	1&2	Female	Pre-school	Owner	None	After Children
Michelle	1&2	Female	Intervention Centre	Manager	BA Other	After School
Jeanette	1	Female	School	Foundation Stage Manger/Teacher Nursery	BA/MA QTS	After Children
Heidi	1	Female	Primary School	Headtecher	BA Other	After First Degree
Maureen	1	Female	Local Authority	Workforce Development Officer	None	After School
Jackie	1	Female	Higher Education	Research	BA Other	After School
Rebecca	1	Female	Local Authority	Adviser	None	After Children
Pauline	1	Female	Home	Childminder	None	After Children
Jodie	2	Female	Maintained Nursery School	Headteacher	BA Education QTS	After School
Gill	2	Female	Children Centre Nursery School	Centre Leader/ Headteacher	BA Education QTS	After School

Employment Roles: Early Years Professionals and Stakeholders

This appendix provides the data collected about employment roles.
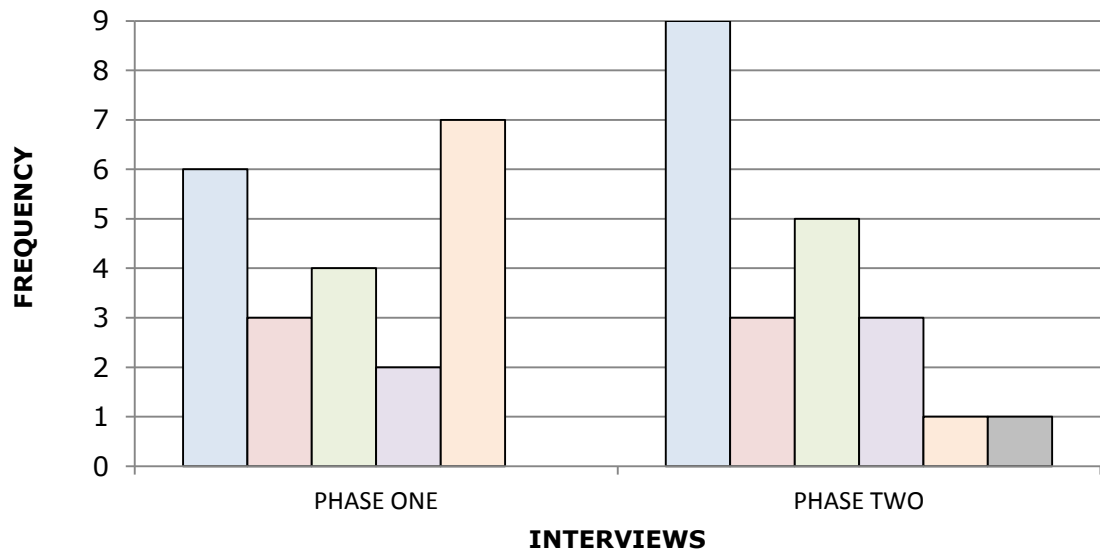
Legend:
- ☐ L/M SETTING WIDE PVI
- ☐ L/M SPECIFIC PVI
- ☐ TEACHER
- ☐ EARLY YEARS PRACTITIONER
- ☐ OTHER
- ☐ ADVISER

Figure 7.A12 Employment Roles: Combined Data from the First Group and Main Sample

Figure 7.A12 illustrates that those interviewed reflected the diversity of roles in the early years workforce, though there were no representative from the Leadership and Management education sector. 'Other' in Phase One comprised of the seven interviewees from the Full Pathway who were students at the time. The Phase Two increase in whole setting leadership and management roles in the PVI sector reflected the inclusion of five respondents from the First Group and the fact that two of the Full Pathway students had found employment in this area.

7.8.5 Employment Roles: Stakeholders
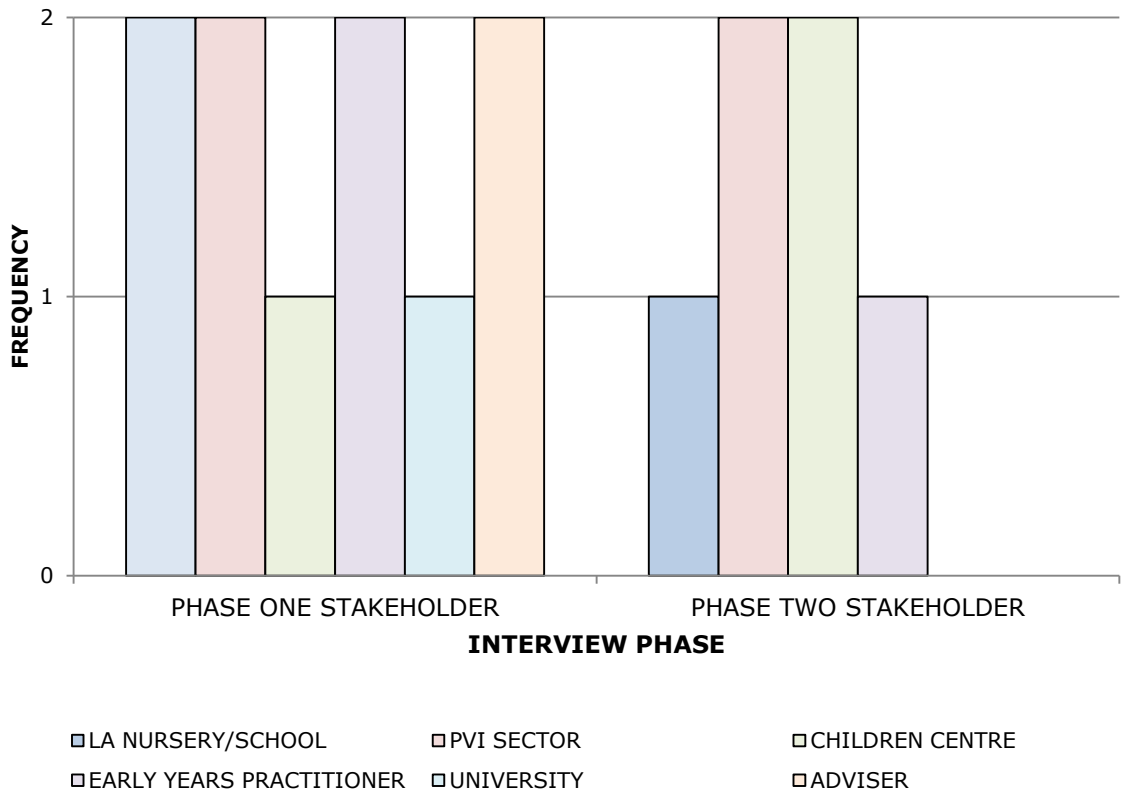
Figure 7.A13 Employment Roles: Stakeholders

Figure 7.A13 provides an overview of the employment roles of those participating in the Stakeholder interviews. Ten participated in the first round of interviews and six in the second, four of whom were interviewed at each research phase. They were all White British females and were drawn from the PVI, Local Authority employees and Higher Education, therefore reflective of the early years workforce. They included those employed in higher level management, leadership and advisory roles in the PVI and public sector and childminders.

Inferential Statistical

This appendix provides examples of the inferential statistical tests undertaken.

Chi-square for Independence

Repeated Chi-square tests were undertaken to ascertain whether there was any signification difference between training pathway and responses. The chi-square test was applied to the responses across the *Likert* scale and when no difference was found the scale was condensed to 'Agree' and 'Not Agree', again no differences were found.

Examples of Chi-square

This section provides examples of questionnaire responses that were subjected to the Chi-square test.

Early Years Professional Status will improve the status of the early years

			IMPROVE STATUS EARLY YEARS		
			AGREE	NOT AGREE	Total
PATHWAY	VALIDATION	Count	19	3	22
		Expected Count	20.2	1.8	22.0
		% within PATHWAY	86.4%	13.6%	100.0%
		% within IMPROVE STATUS EARLY YEARS	28.4%	50.0%	30.1%
		% of Total	26.0%	4.1%	30.1%
	SHORT	Count	30	3	33
		Expected Count	30.3	2.7	33.0
		% within PATHWAY	90.9%	9.1%	100.0%
		% within IMPROVE STATUS EARLY YEARS	44.8%	50.0%	45.2%
		% of Total	41.1%	4.1%	45.2%

LONG	Count	7	0	7
	Expected Count	6.4	.6	7.0
	% within PATHWAY	100.0%	.0%	100.0%
	% within IMPROVE STATUS EARLY YEARS	10.4%	.0%	9.6%
	% of Total	9.6%	.0%	9.6%
FULL	Count	11	0	11
	Expected Count	10.1	.9	11.0
	% within PATHWAY	100.0%	.0%	100.0%
	% within IMPROVE STATUS EARLY YEARS	16.4%	.0%	15.1%
	% of Total	15.1%	.0%	15.1%
Total	Count	67	6	73
	Expected Count	67.0	6.0	73.0
	% within PATHWAY	91.8%	8.2%	100.0%
	% within IMPROVE STATUS EARLY YEARS	100.0%	100.0%	100.0%
	% of Total	91.8%	8.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.501[a]	3	.475
Likelihood Ratio	3.846	3	.279
Linear-by-Linear Association	2.311	1	.128
N of Valid Cases	73		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .58.

1. Early Years Professional Status will improve services for children

			IMPROVE SERVICES CHILDREN		
			AGREE	NOT AGREE	Total
PATHWAY	VALIDATION	Count	20	2	22
		Expected Count	19.6	2.4	22.0
		% within PATHWAY	90.9%	9.1%	100.0%
		% within IMPROVE SERVICES CHILDREN	30.8%	25.0%	30.1%
		% of Total	27.4%	2.7%	30.1%
	SHORT	Count	28	5	33
		Expected Count	29.4	3.6	33.0
		% within PATHWAY	84.8%	15.2%	100.0%
		% within IMPROVE SERVICES CHILDREN	43.1%	62.5%	45.2%
		% of Total	38.4%	6.8%	45.2%
	LONG	Count	6	1	7
		Expected Count	6.2	.8	7.0
		% within PATHWAY	85.7%	14.3%	100.0%
		% within IMPROVE SERVICES CHILDREN	9.2%	12.5%	9.6%
		% of Total	8.2%	1.4%	9.6%
	FULL	Count	11	0	11
		Expected Count	9.8	1.2	11.0
		% within PATHWAY	100.0%	.0%	100.0%
		% within IMPROVE SERVICES CHILDREN	16.9%	.0%	15.1%
		% of Total	15.1%	.0%	15.1%
	Total	Count	65	8	73
		Expected Count	65.0	8.0	73.0
		% within PATHWAY	89.0%	11.0%	100.0%
		% within IMPROVE SERVICES CHILDREN	100.0%	100.0%	100.0%
		% of Total	89.0%	11.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.106[a]	3	.551
Likelihood Ratio	3.248	3	.355
Linear-by-Linear Association	.436	1	.509
N of Valid Cases	73		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .77.

2. Early Years Professionals and Early Years Teachers should be paid the same

			EYPS AND TEACHERS PAID SAME		
			AGREE	NOT AGREE	Total
PATHWAY	VALIDATION	Count	14	8	22
		Expected Count	15.1	6.9	22.0
		% within PATHWAY	63.6%	36.4%	100.0%
		% within EYPS AND TEACHERS PAID SAME	28.0%	34.8%	30.1%
		% of Total	19.2%	11.0%	30.1%
	SHORT	Count	21	12	33
		Expected Count	22.6	10.4	33.0
		% within PATHWAY	63.6%	36.4%	100.0%
		% within EYPS AND TEACHERS PAID SAME	42.0%	52.2%	45.2%
		% of Total	28.8%	16.4%	45.2%
	LONG	Count	6	1	7
		Expected Count	4.8	2.2	7.0
		% within PATHWAY	85.7%	14.3%	100.0%
		% within EYPS AND TEACHERS PAID SAME	12.0%	4.3%	9.6%

			8.2%	1.4%	9.6%
FULL	Count		9	2	11
	Expected Count		7.5	3.5	11.0
	% within PATHWAY		81.8%	18.2%	100.0%
	% within EYPS AND TEACHERS PAID SAME		18.0%	8.7%	15.1%
	% of Total		12.3%	2.7%	15.1%
Total	Count		50	23	73
	Expected Count		50.0	23.0	73.0
	% within PATHWAY		68.5%	31.5%	100.0%
	% within EYPS AND TEACHERS PAID SAME		100.0%	100.0%	100.0%
	% of Total		68.5%	31.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.468[a]	3	.481
Likelihood Ratio	2.696	3	.441
Linear-by-Linear Association	1.712	1	.191
N of Valid Cases	73		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 2.21.

Mann-Whitney U Test

The Mann-Whitney U test was used to explore if there was any statistical significance when comparing the two independent groups responding to questionnaires one and two. None were found.

Examples of Mann-Whitney

1. The role of the EYP is a positive step forward

Ranks

	QUESTIOANIRE	N	Mean Rank	Sum of Ranks
POSITIVE STEP	QU1	43	46.71	2008.50
	QU2	44	41.35	1819.50
	Total	87		

Test Statistics^a

	POSITIVE STEP
Mann-Whitney U	829.500
Wilcoxon W	1819.500
Z	-1.069
Asymp. Sig. (2-tailed)	.285

a. Grouping Variable: Questionnaire

2. The EYP will lead to a more skilled and competent workforce

Ranks

	QUESTIOANIRE	N	Mean Rank	Sum of Ranks
COMPETENT WORKFORCE	QU1	43	46.71	2008.50
	QU2	44	41.35	1819.50
	Total	87		

Test Statistics[a]

	COMPETENT WORKFORCE
Mann-Whitney U	829.500
Wilcoxon W	1819.500
Z	-1.069
Asymp. Sig. (2-tailed)	.285

a. Grouping Variable: Questionnaire

Appendix 8.2

The Early Years Professional as a New Profession

The appendix provides data about the perceptions of EYP as a new profession and whether the salary levels reflect professional status.

Table A8.2A The EYP is a Profession in its own Right

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	17	38.6	38.6	38.6
TEND TO AGREE	14	31.8	31.8	70.5
NEITHER	6	13.6	13.6	84.1
TEND TO DISAGREE	6	13.6	13.6	97.7
DISAGREE	1	2.3	2.3	100.0
Total	**44**	**100.0**	**100.0**	

Table A8.2B   EYP has a Specific Professional Role in the Early Years

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	18	40.9	40.9	40.9
TEND TO AGREE	20	45.5	45.5	86.4
NEITHER	5	11.4	11.4	97.7
TEND TO DISAGREE	1	2.3	2.3	100.0
Total	**44**	**100.0**	**100.0**	

Table A8.2C The EYP has Specific Roles and Responsibilities in the Early Years

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	18	40.9	40.9	40.9
TEND TOAGREE	20	45.5	45.5	86.4
NEITHER	5	11.4	11.4	97.7
TEND TO DISAGREE	1	2.3	2.3	100.0
Total	44	100.0	100.0	

Table A8.2D As an EYP I Have Distinct Knowledge and Understanding

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	23	52.3	52.3	52.3
TEND TO AGREE	17	38.6	38.6	90.9
NEITHER	3	6.8	6.8	97.7
DISAGREE	1	2.3	2.3	100.0
Total	44	100.0	100.0	

Table 8.2E Having EYP makes me a Member of a Distinct Professional Group

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	14	31.8	31.8	31.8
TEND TO AGREE	18	40.9	40.9	72.7
NEITHER	11	25.0	25.0	97.7
DISAGREE	1	2.3	2.3	100.0
Total	44	100.0	100.0	

Table A8.2F Salary Reflects Professional Status

	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	7	15.9	15.9	15.9
TEND TO AGREE	8	18.2	18.2	34.1
NEITHER	5	11.4	11.4	45.5
TEND TO DISAGREE	13	29.5	29.5	75.0
DISAGREE	11	25.0	25.0	100.0
Total	**44**	**100.0**	**100.0**	

Appendix 8.3

Characteristics of the Children's Workforce

Appendix 8.3 provides examples of the coding process to produce the categories for the qualities to work in the children's workforce, in early years as an Early Years Teacher and Early Years Professional.

Stage One

Data collated into initial categories by employment area and colour coded by descriptor and employment area

Stage One	
Knowledgeable	1
Know how to work with children	1
Knowledge(Sound):all round	1
Knowledge	1
Knowledge	8
knowledge	9
Knowledge	10
Knowledge (Basic):education	1
Knowledge (broad):support services,	1
Knowledge (Secure):Child Development	1
Knowledge (Sound):Child Development	1

Key	
Children and Families	Early Years Teacher
Early Years	Early Years Professional

Stage Two

Data was reorganised under categories and employment area.

Stage Two	
Knowledgeable	1
Knowledge	2
Understanding	3
Knowledgeable	3
Knowledge	9
Understanding	10
Knowledgeable	2
Knowledge	11
Understanding	1
Knowledgeable	8
Knowledge	11
Understanding	14

Stage Three

Data reorganised into categories, descriptors and employment area.

Knowledge and Understanding	C&F	EY	EYT	EYP	Totals
Knowledgeable	1	3	2	8	**14**
Knowledge	2	9	11	11	**33**
Understanding	3	10	1	14	**28**
Theoretical	5	7	4	7	**23**
ECEC	6	5	5	5	**21**
Holism	7	10	4	8	**29**
Child Development	11	20	13	5	**49**
Policies/Procedures/Legislation	15	8	8	7	**38**
EYFS	25	14	35	13	**87**
Key Stage 1	0	0	3	2	**5**
Safeguarding	4	3	5	4	**16**
ECM	3	4	1	0	**8**
Children and Families	27	18	26	21	**92**
Inclusion and Diversity	6	3	3	2	**14**
Multi-professional working	5	3	2	4	**14**
Totals	**119**	**115**	**119**	**111**	**464**

Professional Skills	C&F	EY	EYT	EYP	Totals
Team Work	3	8	5	6	**22**
Multi-Professional Working	12	14	4	7	**37**
Interpersonal Skills	23	31	26	28	**108**
Effective Practice	10	12	22	17	**61**
Assessment/Observation/Planning	6	8	10	9	**33**
Professionalism	9	11	8	16	**44**
Reflection	6	11	6	15	**38**
Administration	5	6	10	7	**28**
Leadership	6	10	16	42	**74**
Management	2	2	7	12	**23**
Professional Development	11	15	17	22	**65**
Totals	**93**	**128**	**131**	**181**	**533**

Professional Attributes	C&F	EY	EYT	EYP	Totals
Principles/Values	2	2	3	2	**9**
Open Mindedness	10	7	9	6	**32**
Integrity	2	1	9	3	**15**
Resilience	3	3	3	5	**14**
Patience	8	21	3	17	**49**
Sense of Humor	2	2	1	2	**7**
Passion	17	18	21	8	**64**
Calm	3	1	3	2	**9**
Diplomacy	3	3	3	3	**12**
Creativity	7	6	7	4	**24**
Flexible	4	6	6	4	**20**
Practice Attributes					
Role Model *Motivator/authority/inspiring*		9	3	8	**27**
Work Ethos *Mature/attitude/dedicated/adaptable hardworking/initiative/ confident/committed/reliable*	21	19	16	23	**79**
Caring	17	22	21	20	**80**
Friendly	6	4	12	6	**28**
Empathy	2	5	5	6	**18**
	114	**129**	**125**	**119**	**487**

Appendix 8. 4

Differences between the Early Years Teacher and
the Early Years Professional

This appendix presents the frequency that differences between the Early Years Teacher and the Early Years Professional were given in Questionnaire Two.

Table A8.5A Status of EYPS Relative to Early Year QTS

Status	Frequency
Less Status	14
Lower Pay	10
Not Fully Recognised	7
Undervalues EYPS	2

Table A8.5A illustrates concerns about the Early Years Professional being viewed as having less status, pay and recognition in comparison to the Early Years Teacher.

Table A8.5B Knowledge of EYPS Relative to Early Year QTS

Knowledge	Frequency
Wider Knowledge	12
Holistic Knowledge	10
EYFS	1
Less Knowledge	1

Table A.5B suggests that the Early Years Professional has greater knowledge, especially concerning the holistic understanding of children, than the Early Years Teacher, though one respondent indicated the opposite.

Table A8.5C Role of EYPS Relative to Early Year QTS

Role of EYPS Relative to Early Year QTS	Frequency
Engagement with child	16
Leadership	14
Staff Support	13
EYPS and QTS have a different focus on education	9
Wider Remit	5
Management	4
Multi-Professional Working	4
Family	3
Change Agent	3
Administration	1

As would be expected Table A8.5C illustrates that leadership, the engagement with children and the relationship with staff are key differences between the Early Years Professional and the Early Years Teacher, who is also viewed as having more of a focus on education. Interestingly though, whilst the Early Years Professional is meant to be a 'Change Agent' it was only mentioned by three respondents.

EYP Descriptors

Table A8.4A provides the categorisation of descriptors provided by the respondents in Questionnaire Two and Table A8.4B the final categories and frequencies.

Table A8.4A   Categories/Descriptors/Frequencies

CATEGORY	DESCRIPTOR	FREQUENCY
KNOWLEDGE AND UNDERSTANDING	Knowledge/Understanding	21
PROFESSIONAL SKILLS		
EFFECTIVE PRACTICE	Change Agent	5
	Technical Expert	1
	Practical	2
	Effective	1
	Implementer	1
	Multi-Skilled	1
	Analyst	1
	Insightful	1
	Productive	1
	Child Centred	1
TEAM WORK	Team Player	3
REFLECTION	Reflective	13
ADMINISTRATION	Organised	5
PROFESSIONAL DEVELOPMENT	Highly Qualified	1
	Experienced	3
MULTI-PROFESSIONAL WORKING	Multi-Professional Working	3
	Interagency Worker	1
INTERPERSONAL SKILLS	Communicator	3
	Advocate	2
LEADER		15
PROFESSIONALISM		16
PROFESSIONAL ATTRIBUTES		
PRINCIPLES/VALUES	Open Minded	2
PRACTICE ATTRIBUTES		
WORK ETHOS	Committed/Dedicated	19

	Capable/Competent	2
	Adaptable	2
	Confident	1
	Productive	1
	Responsible	1
	Efficient	1
ROLE MODEL	Enabler	1
	Inspiring	1
	Motivator	1
	Role Model	1
	Empowering	1
	Stimulator	1
RESILIANCE FACTORS		
CARING	Caring	12
	Supportive	6
	Sensitive	4
	Considerate	1
FRIENDLY	Approachable	6
	Helpful	1
RESILIANCE	Flexible	5
	Mange being Undervalued/Negative	2
	Hard Work	2
	Forward Looking	1
PASSION	Passionate	9
	Enthusiastic	5
	Eagar	1
	Energetic	1
CREATIVITY		
	Innovative	1
	Imaginative	1
	Explorer	1
PATIENCE	Patience	2
REWARDING	Rewarding	1
		198

Table A8.4B   Categories and Frequencies

CATEGORIES	FREQUENCIES
KNOWLEDGE AND UNDERSTANDING	21
PROFESSIONAL SKILLS	
EFFECTIVE PRACTICE	15
PROFESSIONALISM	16
LEADERSHIP	15
REFLECTION	13
PROFESSIONAL DEVELOPMENT	4
ADMINISTRATION	5
INTERPERSONAL SKILLS	5
MULTI-PROFESSIONAL WORKING	4
TEAM WORK	3
PROFESSIONAL ATTRIBUTES	
OPEN MINDEDNESS	2
WORK ETHOS	27
CARING	23
FRIENDLY	7
ROLE MODEL	6
PASSION	16
RESILIENCE	10
CREATIVITY	3
PATIENCE	2
REWARDING	1
	198

Appendix 8.6

Early Years Professional Descriptors: Stakeholders

Table A8.6A provides the categorisation of descriptors provided by the respondents in Questionnaire Two and Table A8.5B the final Categories and Frequencies.

Table A8.6A   Categories/Descriptors/Frequencies

CATEGORY	DESCRIPTOR	FREQUENCY
KNOWLEDGE AND UNDERSTANDING	Knowledge/Understanding	24
PROFESSIONAL SKILLS		
EFFECTIVE PRACTICE	Practical	3
	Evaluator	1
	Child Centred	3
TEAM WORK	Team Player	3
REFLECTION	Reflective	11
ADMINISTRATION	Organised	2
PROFESSIONAL DEVELOPMENT	Highly Qualified	5
MULTI-PROFESSIONAL WORKING	Multi-Professional Working	2
INTERPERSONAL SKILLS	Communicator	9
	Observer	1
LEADER		7
MANAGE		1
PROFESSIONALISM		15
PROFESSIONAL ATTRIBUTES		
PRINCIPLES/VALUES	Open Minded	1
	Honest	1
	Trusting	1
	Confidential	2
PRACTICE ATTRIBUTES		
WORK ETHOS	Committed/Dedicated	9
	Capable/Competent/Able	8
	Adaptable	4
	Confident	3
	Reliable	3
	Responsible	1
	Accountable	1
	Motivated	3
	Mature Attitude	2
	Hard working	3
	Ambitious	1
	Determined	1
ROLE MODEL	Quality	1
	Inspiring	3
	Motivator	2
	Role Model	2
	Dynamic	2
	Visionary	2
RESILIANCE FACTORS		
CARING	Caring	3

	Supportive	8
FRIENDLY	Approachable	2
	Likeable	1
RESILIANCE	Resilient	1
	Make a Difference	1
	Mange being Undervalued/Negative	3
	Calm	1
	Forward Looking	1
PASSION	Passionate	3
	Aspirational	1
CREATIVITY		
	Innovative	6
	Think outside box	1
	Imaginative	1
	Creative	1

Table A8.6B Categories and Frequencies

CATEGORIES	FREQUENCIES
KNOWLEDGE AND UNDERSTANDING	24
PROFESSIONAL SKILLS	
EFFECTIVE PRACTICE	7
PROFESSIONALISM	15
LEADERSHIP	7
MANAGE	1
REFLECTION	11
PROFESSIONAL DEVELOPMENT	5
ADMINISTRATION	2
INTERPERSONAL SKILLS	10
MULTI-PROFESSIONAL WORKING	2
TEAM WORK	3
PROFESSIONAL ATTRIBUTES	
PRINCIPLES/VALUES	5
WORK ETHOS	39
CARING	11
FRIENDLY	3
ROLE MODEL	12
PASSION	4
RESILIENCE	7
CREATIVITY	9

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Chloe	BA Other	No	Yes	First Group	Home	Childminder	After Children

Interview 2	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive	**Concerns** Lack of knowledge and understanding
Impact on the Early Years	
Impact on Setting	
Limited difference	
Personal Impact	
Positive	
Continual Professional Development	
Important Professional development framework needed	
Relationship between Early Year Professional and Early Years Teacher	
EYP more holistic approach Teacher greater focus on education	
Qualities to be an Early Years Professional	
Knowledge Change Agent Confidence Reflective	
Overview Chloe is focused on her own professional development and completed EYPS as part of this. Not needed to be a childminder and not supported by her local authority unless they want to use her to advertise EYPS. Would like to see herself as a consultant supporting the development of other childminders. Also raised the challenges of childminders undertaking training because it has to be completed in the evenings.	

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Louise	BA Education Qualified Teacher Status	No	Yes	First Group	Local Authority	Adviser	After School

Interview 2	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive Positive	**Concerns** National recognition needed Lack of experience versus qualifications
Impact on the Early Years	
Developed practice Recognises early years Developing confidence in workforce	
Impact on Setting	
Some settings becoming more reflective Quality of some settings improving	
Personal Impact	
None	
Marketing	
Some being undertaken	
Training Process	
Shared understanding of process	
Continual Professional Development	
Framework needed Support Groups	
Relationship between Early Year Professional and Early Years Teacher	
Training not the same QTS more experiences Headteacher cannot be as flexible with an EYP	
Pay/Status/Conditions	
Needs to be the same as a teacher	
Qualities to work in the Early Years	
Reflective	
Qualities to be an Early Years Professional	
Reflective	
Professional Identity	
Teacher	
Overview Louise is already established as an adviser and sees her professional identity as a teacher. Whilst completing EYPS has not impacted on her work she can now see the impact on others with confidence levels and practice being impacted on. She has some worries about the Full Pathway in relation to the challenges presented if you do not have experience. She also has some questions about the equivalency of the training with teaching and the challenges if they are in a school as they cannot be used with the same flexibility as a teacher. However, she is positive about the development and believes there should be national recognition. The government needs to address issues of pay and conditions to facilitate parity with teaching.	

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Claire	BA Education Qualified Teacher Status	No	Yes	First Group	Children Centre	Teacher	After School

Interview 2	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive Positive Important for graduate profession	**Concerns** Lack of knowledge Pay
Impact on the Early Years	
Practice changing Raise profile 0-3 Improving status	
Personal Impact	
Confidence Developed reflection	
Training Process	
Opportunity Supported deep reflection	
Relationship between Early Year Professional and Early Years Teacher	
Complement each other EYP had broader knowledge 0-5 Teachers knowledge about learning and curriculum	Different qualifications EYP knowledge 0-3 EYP could work in a reception class
Pay/Status/Conditions	
Pay and status need improving	
Qualities to be an Early Years Professional	
Knowledge and understanding Practice skills Skills with children and families Multi-professional working	Interpersonal skills Mentoring Team work Continual Professional Development
Role of Early Years Professional	
Support team Role Model Risk taking Reflective practice Parent partnership	Multi-professional working Safeguarding Complex cases Leaders
Professional Identity Reflection Early Years practitioner with technical expertise	Practical Confidence Ascribed by others
Overview Completing EYPS has been a really positive experience and the impact much better than she thought it would be. Although she is a teacher her professional identity is located in the early years where she sees herself has having both knowledge and technical expertise. She sees the EYPS as a valuable addition to the early years recognising the importance of the 0-3 in particularly. Her wealth of experience brings insight into the differences between the teacher and Early Years Professional. She sees the roles as complimentary but having different knowledge bases. The Early Years Professional should have the same status and pay as teachers	

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Hannah	BA Early Childhood studies	No	Yes	First Group	Day Nursery	Manger	After School

Interview 2	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive Positive	**Concerns** Introduced as equivalent to teaching Lack of knowledge
Impact on Setting	
None	
Personal Impact	
Provides alternative to teaching	
Marketing	
No internal marketing	
Training Process	
Affirmed knowledge and practice Demanding	
Relationship between Early Year Professional and Early Years Teacher	
Teachers teach EYP not qualified to teach Different roles	
Qualities to be an Early Years Professional	
Knowledge Understanding Reflection Lead Supporter Encourager Nurturer	
Overview Hannah works for a nursery chain and undertook EYPS to meet government target. She has not used the status nor has her setting as they already have a range of establish roles to support management and leadership. She is positive about it but since completing EYPS it has not impacted on any work she does. Her setting has not acknowledged it either and do not use it in advertising.	

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Susan	BA Other PGCE	Yes	Yes	Validation	Independent School	Head Teacher	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	No
Views about Introduction of EYPS			
Positive Positive	**Concerns** Qualifications versus experience	**Positive** Positive	**Concerns** Not right for everyone Government -will change dates
Impact on the Early Years			
		Inspection did not know about EYPS	
Impact on Setting			
Already have a holistic approach		Increase in staff doing EYPS	
Personal Impact			
Gave confidence to apply for an inspector role			
Marketing			
Setting marketing to school and community			
Training Process			
Developed some knowledge Different depending on pathway			
Continual Professional Development			
Important Integrated in setting		Important	
Relationship between Early Year Professional and Early Years Teacher			
Not the same Teaching higher status Teaching training higher level		Different ratios Pay differences	
Qualities to work in the Early Years			
Stamina Highly Skilled			
Qualities to be an Early Years Teacher			
Academic		Academic	
Qualities to be an Early Years Professional			
Leadership		Academic as well as passion Inspirational	
Professional Identity			
Vision Determination Passions Enthusiasm Drive Professional and personal life entwined			
Time Perspective Undertook EYPS because of been of setting, her identity is firmly rooted in her teaching background. She can see benefits of EYPS but is concerned for those that have the experience but are too old to do the qualification. A year later she had more questions than answers suggesting the quality between an Early years Professional and a teacher present tensions as her teachers are highly qualified but then she has some very skilled practitioners who are not teachers. They are including Early Years Professional Status as part of continual professional development rather than specific roles but issues over funding the role.			

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Emma	BA Education Qualified Teacher Status	Yes	Yes	Short	School	Teacher	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	No
Views about Introduction of EYPS			
Positive Positive	**Concerns** Lack of knowledge Experience verses knowledge No newly qualified year	**Positive** Positive	**Concerns** Experience of Full route students
Impact on the Early Years			
Positive			
Impact on Setting			
Positive		No further impact	
Personal Impact			
EYPS and QTS makes 'Specialist in early years' Changed practice Confidence		Desire to work in children centre More leadership skills	
Marketing			
Lack of marketing No marketing in setting		No marketing in setting	
Training Process			
Challenging Positive Learn from others Different perspectives from social care and health Opportunity for reflection		Positive	
Continual Professional Development			
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same Should work alongside each other EYP more managerial responsibility Age of children working with		Teacher does not have leadership role Different jobs EYP more about whole family Wider role in safeguarding EYP looks at different things Roles complement each other Teachers should cover health and safeguarding	
Pay/Status/Conditions			
		Different working conditions	
Qualities to work with Children and Families			
Committed Passionate Team worker Sense of humour Caring Patience Listening skills Child focused		N/A	

Qualities to work in the Early Years	
Committed Passionate Team worker Sense of humour Caring Patience Listening skills Child focused	N/A

Qualities to be an Early Years Teacher	
Committed Passionate Team worker Sense of humour Caring Patience Listening skills Child focused	N/A

Qualities to be an Early Years Professional	
Committed Passionate Team worker Sense of humour Caring Patience Listening skills Child focused	N/A

Role of Early Years Professional	
Holistic knowledge	Knowledge 0-5 Knowledge about the role of play Working knowledge of other disciplines Importance of parents/carers in children's lives Leadership How to effectively lead a team Identify training needs

Professional Identity	
Training Experience Confidence Mentoring others Ascribed by others	

Time Perspective

The main impact of becoming an Early Years Professional took place in the initial training phase as Emma meet with other professionals working in early years, learn new areas and reflect on her practice. He positive views about the introduction were maintained a year later and she was able to see the benefits not only for herself, as she viewed both qualifications as making her a 'specialist' in the early years but for the early years in general. Her role as a teacher and Foundation Stage manger had not changed but she hope to work in a children centre. She could see that while the teaching and Early Years Professional roles were complimentary there were differences such involvement in leadership and knowledge. She did believe that teacher training she encompass the additional knowledge EYPS gave her in health and social care. She also saw that the Early Years Professional had a more active role with parents/carer. Her concerns about the development centred around some of the difficulties presented by the Full Pathway in relation to experience versus knowledge and whilst she recognised that teaching also had a post graduate route she was able to draw attention to the fact that a newly qualified teacher had an induction year and would not be expected to lead and mange others.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
John	BA Other Post Graduate Certificate in Education	Yes	Yes	Short	Montessori	Manager	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	No
Views about Introduction of EYPS			
Positive Excellent concept Long overdue	**Concerns** Tension between NVQ 3 and EYP if EYP has lesser experience than NVQ3 but paid more	**Positive** Still positive Support of Local Authority Networks developing Collective identity developing Highly qualified	**Concerns** Importance of experience as well as knowledge Still lack of publicity Lack of knowledge by others-parents and professionals Different settings responding differently How funding is being spent
Impact on the Early Years			
Positive		Positive	
Impact on Setting			
		Improved Ofsted rating (Outstanding) Improved decision making	
Personal Impact			
Confidence Greater knowledge		Confidence knowledge	
Marketing			
Government needs to be proactive Setting marketing-newsletter, website		Government needs to be proactive Greater advertising and title used Vacancies for EYPs	
Training Process			
EYPS does not assess teaching-this could enhance qualification EYPS about leadership Enriching Developed knowledge		Given extra knowledge about early years Positive person impact Improved confidence Sharing knowledge Helped me grow	
Continual Professional Development			
Framework needed		Framework needed Local Authority is providing graduate level continual training needed Newly Qualified Year needed	
Relationship between Early Year Professional and Early Years Teacher			
Different training Should be equal pay Teaching viewed as higher status		Equal pay EYP wider Team work Importance of early years How they view child Age range	

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	How learning is viewed Teaching too prescribed
Pay/Status/Conditions	
Few Men Lower status because female area of work Funding issues in private sector	
Qualities to work with Children and Families	
Good communicator Needs Union	
Qualities to work in the Early Years	
Positive mental attitude Energy Flexible Qualified Confidence Aspiration Creative Broad Minded	
Qualities to be an Early Years Professional	
Child centred Management Leadership Staff development Safeguarding	Leading practice Team work Knowledge of safeguarding Holistic knowledge Change agent Reflection on work with children Multi-Professional Working Continual Professional Development Reflection Passionate
Role of Early Years Professional	
Unique role More than care and education Holistic Knowledge	Leader Listener Emotional intelligence Accountability Staff development

Time Perspective
John continues to see EYPS as a positive development with a developing identity of its own. However he still has concerns about the relationship between experience and knowledge, with tensions between those with experience but lacking qualifications and the Early Years Professional. Networks are developing and he presents his Local Authority as supportive and providing graduate level training, though he still sees the need for a framework of continual professional development and a newly qualified year for new Early Years Professionals to support parity of status with teaching. He continued to view the training he has received positively and it has impacted on his personal and professional development, improved the quality of his work and setting provision, which was confirmed through an Ofsted 'Outstanding' rating. There were still concerns about lack of publicity, lack of knowledge by others and issues of experience and knowledge. Furthermore, there is a need for pay and status parity with the teaching.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Laura	BA Early Childhood Studies	Yes	Yes	Short	Children's Centre	Nursery Officer	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	Yes
Views about Introduction of EYPS			
Positive Positive	**Concerns** Lack of knowledge Not recognised	**Positive** Positive	**Concerns**
Impact on the Early Years			
Positive			
Impact on Setting			
Improving practice Expectations of people different Some do not want change Some see difference in practice Some staff seek advice and guidance Lack of recognition financially Appreciated Developed staff confidence Improving parent partnership		Setting challenges EYP not recognised Needs to fight for role EYP supported Ofsted 'Outstanding' but involvement not made visible	
Personal Impact			
Confidence Knowledge		Let down	
Marketing			
Setting has not undertaken any Had not thought about doing this Government marketing		Jobs not advertising for EYP	
Training Process			
Fantastic Confidence Combined theory and experience Leadership skills Working with others Rewarding Mentor useful when accessed			
Continual Professional Development			
Important		Important Additional courses	
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same Teaching higher status EYP broader knowledge Teacher gets preparation time		Lower status	
Pay/Status/Conditions			
Low status Not professional pay scale		Low status Not professional pay scale	
Qualities to work with Children and Families			
		Knowledge child development Team worker Work with families	

Qualities to work in the Early Years	
	Working in the community Working with school

Qualities to be an Early Years Teacher	

Qualities to be an Early Years Professional	
Leadership Change Agent Support staff Child centred Interpersonal skills Open Identify need Reflective Knowledge holistic child Role model	Passion Role Model Hard Work Open Holistic knowledge Interpersonal skills Leader Knowledge Supporting staff Child centred Motivator

Role of Early Years Professional	
Change Agent Team player Improving practice	Trainer Work with families

Professional Identity	
Leadership Interpersonal skills Relationships Identify issues Ascribed by others Reflective Knowledge	Loyalty

Time Perspective

Laura was exceptionally positive about how her practice in early years had been developed through a degree in Early Childhood Studies and completing EYPS provided the vehicle for confirming her knowledge and understanding and developing her confidence. She benefited from meeting and learning with others; however in the workplace she was in a difficult position. There were two practitioners with EYPS, one was the teacher for the setting, however there were huge differences in status, pay job role and responsibility. As Laura was not employed specifically as the Early Years Professional she was the same as others who were Nursery Officers however the expectations she had on herself and the organisation of her were different, though they were paid the same. Her experience was one of frustration as she faced contradictions within her setting with a mixture of being recognised for the quality of her work, supporting the teacher who did not have the same knowledge of the holistic child and not being recognised financially or by title for her work. A year later she was still facing the same challenges, where it was recognised she was supporting practice in the centre but it was not recognised through pay or a formalised role. She was very frustrated but also loyal to the setting which had stopped her taking a role as an 'adviser' even though it would have meant a substantial pay rise because she had been promised a role that recognised her status, which has yet had not materialised.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Lorraine	BA Early Childhood Studies	Yes	Yes	Short	Nursery	Nursery Nurse	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	Yes	Yes
Views about Introduction of EYPS			
Positive Positive Upskilling workforce Good for children	**Concerns** Lack of knowledge How funding used Pay levels	**Positive** Positive	**Concerns** Lack of knowledge
Impact on the Early Years			
Positive			
Impact on Setting			
Limited understanding Hostile Ignored Lack of knowledge about early years practice Not allowed to undertake role of EYP No support Some colleagues ask for advices		Resentment of training	
Personal Impact			
Motivated by training deflated by setting		Still passionate about working with children but not in a nursery	
Marketing			
None in setting Greater marketing Information sessions for settings		More marketing needed	
Training Process			
Motivating Confidence building			
Continual Professional Development			
Important			
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same Lack of clarity about different roles EYP greater knowledge 0-5 EYP holistic knowledge Teacher knowledge about learning Different training		EYP greater insight EYP has greater knowledge	
Pay/Status/Conditions			
Low status No specific job role Low pay			
Qualities to work with Children and Families			
Confidence Sensitive Calm Open			

Caring	
Qualities to work in the Early Years	
	Caring Understand children
Qualities to be an Early Years Teacher	
Knowledge about learning	
Qualities to be an Early Years Professional	
Academically minded Understanding Holistic knowledge Knowledge 0-5 Passionate Resilient	Passions Interpersonal skills Organised Reflection Care Know when to seek help of others
Role of Early Years Professional	
Higher level knowledge 'Professional' Resilient	
Professional Identity	
Confidence	

Time Perspective
The setting appeared not to value Lorraine as an EYP and she was unable to have any impact on setting practice and became demotivated. For her, she saw her age and qualification levels compared to her managers as a barrier. She believed that they tried to undermine her and she left the setting and found employment as a 'Nanny' for a short time. Lorraine was still positive about the developments in the early years but was concerned that there was still a lack of marketing and understanding in the workforce. At the time of the second interview was unemployed though had an interview for an unqualified social work role, which she was given.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Paulette	BA ECS	Yes	Yes	Short	Children Centre	Early Years Worker	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	Yes	Yes
Views about Introduction of EYPS			
Positive Positive	**Concerns** Lack of knowledge	**Positive** Positive	**Concerns** Lack of financial recognition
Impact on the Early Years			
Positive		Positive	
Impact on Setting			
Changed practice Greater parent partnership Improving practice Child focused		Contributing to practice development	
Personal Impact			
Valued Confident More professional		Valued	
Training Process			
Reinforced knowledge			
Continual Professional Development			
Important			
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same Teaching too rigid Resented by some teachers Lack of pay parity		Lack of clarity about difference in role Difference in ratios EYP greater knowledge of child development EYP has longer working hours	
Qualities to be an Early Years Professional			
Knowledgeable Confident Skilful		Supporting staff Hard working Knowledge and understanding To learn from others Listener Collaborative practice	
Role of Early Years Professional			
Multi-professional worker		Lead with students Safeguarding Working with parents Working in the community	

Time Perspective
Paulette changed jobs to work in a children centre shortly after being awarded EYPS, though not employed in this role. During the year she has been there she has been able to use her EYPS, though not rewarded financially for this qualification. However she believes she has contributed to practice which she has seen improved. She has been given responsibility to lead on projects, such as forest school and has continued with her professional development. The setting also has a teacher so she has been able to make comparisons and between the roles. She clearly sees that the Early Years Professional has greater knowledge of child development, works longer hours and has a wider role with parents and in the community. She was incredibly enthusiastic about completing EYPS and clearly saw herself has someone actively pursuing CPD.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Zoe	BA Other	Yes	Yes	Short	Pre-School	Head of Curriculum	Career Change

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	Yes
Views about Introduction of EYPS			
Positive Positive She is taken more seriously	**Concerns** Not taken seriously Insufficient pay Not viewed as equivalent to QTS Large workload	**Positive** Positive	**Concerns** Lack of knowledge Undervalued Pay
Impact on the Early Years			
Positive		Positive	
Impact on Setting			
More Influence Improved quality Changing Agent Improved staff morale More team work Improved practice Some threatened		Improved quality (Ofsted Good) Improved practice Developing staff Improved parent partnership	
Personal Impact			
Confidence Enhanced passion Want to improve practice		More Confident Easier to lead others Qualification important	
Marketing			
Setting marketing National marketing needed		Done nothing more	
Continual Professional Development			
Raised need for CPD		Completed additional training Wants to complete MA	
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same		Similar	
Pay/Status/Conditions			
Low pay			
Qualities to work in the Early Years			
Love of children		Stamina	
Qualities to be an Early Years Professional			
Tolerance		Passionate Similar to others	
Role of Early Years Professional			
Safeguarding Inclusion		Management EYFS lead Safeguarding Education/Care Reflective practitioner Leading others	

Professional Identity	
Leadership Confidence Reflection Role Model How others view you Ambitious	
Time Perspective Zoe has maintained her positive attitude to EYPS, though she continues to see a lack of knowledge in others and national marketing initiatives. Completing EYPS has had a personal impact making her more confident and professionally the drive to continue her development through further training and an MA. In her setting she can see the quality of provision being developed, staff changing their practice and grater partnership with parents.	

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Jane	BA Education Qualified Teacher Status	Yes	Yes	Short	Children Centre/ Local Authority	Teacher/ Adviser	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	No
Views about Introduction of EYPS			
Positive Positive	**Concerns** Lack of knowledge Not right at the moment The importance of experience	**Positive** Positive Good qualification	**Concerns** Variation on how supported Struggling to get numbers
Impact on the Early Years			
Raising quality Improving expectations		Not valued by Local Authority Lack of acknowledgement Lack of support for EYPs Improving practice	
Impact on Setting			
Not valued in setting or by Local Authority			
Personal Impact			
Not made too much difference Pleased Reflect on practice		None Have not been able to use it	
Marketing			
Greater dissemination Importance needs highlighting			
Training Process			
Increased knowledge Hard work Challenges of paperwork			
Continual Professional Development			
Important		Important	
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same Different knowledge EYP not recognised Depending on route EYP could be more highly qualified that a teacher Tension Role in education		Knowledge of child development Leadership Management	
Qualities to work with Children and Families			
Understand children			
Qualities to be an Early Years Teacher			
Support children to succeed Passion about children Ability to challenge policy			

Education Adaptable	
Qualities to be an Early Years Professional	
Knowledge Experience	Academic Knowledge Leadership Innovative Supportive Reflective Practice skills
Role of Early Years Professional	
Holistic knowledge See the wider picture	Leadership Management Safeguarding Child centred
Professional Identity	
A teacher 29 years experience Experience with children Management Knowledge Professionalism Working with others	

Time Perspective

Jane professional identity clearly was as a teacher who had undertaken numerous roles in areas of deprivation for nearly 30 years. She undertook EYPS because she was told to, she believed she was then going on to take the role of mentoring others completing EYPS. She would see the benefit and was pleased that she completed it. A year later she was able to highlight how different local authorities are responding, hers were not acting proactively and there was no support or recognition of those with EYPS. On one level she thought her own experience had had no impact because she had not been able to sue what she had learnt to support others, on another it had given her an opportunity to reflect. In her role she did she the practice of others and was able to provided evidence of practice improving and outcomes for children. She was also able to provide insights into the differences between the teacher and Early years Professional, the latter having greater knowledge of child development and leadership and management.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Julie	BA Education Qualified Teacher Status	Yes	Yes	Short	Independent School	Teacher	After School

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	No
Views about Introduction of EYPS			
Positive Mixed views/positive	**Concerns** Experience versus knowledge/ qualifications	**Positive** Positive	**Concerns** Other EYPs not being supported by mangers Some people not wanting to take more qualifications How to pay EYP
Impact on the Early Years			
Positive			
Impact on Setting			
Positive		Staff more motivated to pursue training End of year reports reflected greater knowledge of child	
Personal Impact			
Knowledge 0-5		Not much impact except: Reinforced importance of high quality Incentive to do more Has a wider role than just EYP Already saw self as teacher	
Marketing			
Marketed by setting Government needs to market role			
Training Process			
Meeting with others			
Continual Professional Development			
Important		Need to pursue higher level qualification CPD really important	
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same EYP has greater knowledge of child development Greater knowledge 0-5 EYP understanding of holistic child Different working hours			

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Qualities to work in the Early Years	
Understanding Patience Knowledge child development Positive attitude	

Qualities to be an Early Years Teacher	
Passion Different knowledge Not at same level EYP needs to get on with adults as well as children Different professions Pay differences Understanding Patience Knowledge child development Positive attitude	

Qualities to be an Early Years Professional	
Understanding Patience Knowledge child development Positive attitude Instinctive Understanding different needs of children	

Role of Early Years Professional	
Role Model Learn from others	Distinct role Holistic knowledge Change Agent

Professional Identity	
Take role seriously Professional development important Knowledge strengths and weaknesses Constantly learning Know when to look for support As a teacher Trust in others Refection	As a teacher

Time Perspective
Julie completed EYP because of need in setting; she tended to be more positive about the development a year later but clearly presented her setting as one that was an independent school that already was a quality provider and therefore she did not see completing the status as having a major impact on her. However there was evidence that she could recognise seem changes in the quality of certain areas, such as report writing. She did see the Early Years Professional s having a place in the workforce but her professional identity was still clearly that of a teacher.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Liz	BA Other	Yes	Yes	Short	Pre-School	Supervisor	After children

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	Yes
Views about Introduction of EYPS			
Positive Positive	**Concerns** Lack of knowledge Lack of acknowledgement No jobs advertised	**Positive** Positive	**Concerns**
Impact on the Early Years			
Positive		Positive	
Impact on Setting			
Positive Improved practice with children More informed decision making Greater reflection Improved practice in Multi-professional working Improved outcomes for children Improved parent partnership		Improved provision Greater confidence in practice Greater Reflection Staff can see change Improved reputation	
Personal Impact			
More confident Pride in achievement Calmer		Confidence Courage	
Marketing			
Internal marketing			
Training Process			
Good Enhanced practice Personal impact Developed professionalism Intense High level Hard work			
Continual Professional Development			
Important		Undertaken Important Local Authority has been very supportive	
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same Equivalency in training levels EYP greater knowledge 0-5 EYP different approach		Not much difference EYP starts with child EYP holistic Local authority working on bring two roles together	

Different relationship with children	at network meetings
Pay/Status/Conditions	
	Parity of pay needed with teaching
Qualities to work in the Early Years	
Child centred	
Qualities to be an Early Years Professional	
Reflective practice Confident Knowledgeable Flexible Innovative caring	Confidence Commitment Open mindedness Visionary Charismatic Interpersonal skills
Role of Early Years Professional	
	Setting dependent Professional body needed Code of practice
Professional Identity	
Knowledge and understanding Respect for other Leading others Open to criticism Adaptable Reflective Child centred	

Time Perspective
Liz was a very positive Early Years Professional who clearly embraced the opportunity to enhance practice. She indicated that her setting had improved the quality of the provision, a situation which could be seen by staff and parents and the settings reputation had improved. The levels of reflection and confidence have all been enhanced. She believes her particular Local Authority have provided high level CPD opportunities which has made her feel valued and cared for. Whilst believing there should be parity of pay with teachers, she does not think it will ever happen. She does believe it is important for the development of the professional that there is a professional body and code of ethics.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Nina	BA Early Childhood Studies	Yes	Yes	Short	Montessori School	Assistant	After Children

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	Yes	Yes
Views about Introduction of EYPS			
Positive Positive	**Concerns** Lack of knowledge Experience versus knowledge	**Positive** Positive	**Concerns** Experience versus knowledge
Impact on the Early Years			
No always welcomed			
Impact on Setting			
Little interest Unsupportive through EYP Setting specific issues around Montessori Qualification at Level 4 EYPS not recognised			
Personal Impact			
Deciding what to do Wanting management position Improved practice More confident			
Marketing			
Lack of knowledge		No jobs asking for EYPS	
Training Process			
Degree had major impact Short route appropriate because gave extra support needed Working alongside and learning form others		Transferable to other age groups Transferable nature of knowledge to young people	
Continual Professional Development			
Greater Regulation		Newly qualified year for those without experience Important	
Relationship between Early Year Professional and Early Years Teacher			
Not paid the same Should be equal status Different role to teaching Both should have the same status EYP dopes more with children EYP concerned with total welfare EYP greater parent partnership EYP ahs holistic knowledge Teachers without early years experience teaching early years		Nurseries smaller Teachers have newly qualified year EYP more isolated	
Pay/Status/Conditions			
Should be enhanced		Without proper financial investment pay/status and work conditions will not improve EYP ahs broader understanding EYP greater focus on holistic child EYP greater knowledge of child development and diverse ways children learn	

Qualities to work with Children and Families	
Experience Education	Commitment Care
Qualities to be an Early Years Professional	
Warm Caring Mange the unexpected Warm Caring Interested Educated Knowledge Academic Competent Role Model	Child centred Sense of humour Enabler
Role of Early Years Professional	
Carer Teacher Social worker	Start with the Child Able to justify approach
Professional Identity	
Knowledge Knowing where to go Professional response Justify answers	
Time Perspective Nina worked her way towards EYPS through a foundation degree in early years and saw the competition of her degree as the main change agent in her practice. Within her setting she found little support and resentment over the different qualification levels. She was at a point in her life when she wanted to make changes and by the second interview she had actually left early years and was having a complete change working with young people. However this brought fresh insights as she was able to see that if some of the young people she was working with had experienced better early years support they would not be facing some of the challenges they are now.	

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Rachel	BA Other MA	Yes	Yes	Short	Pre-school	Pre-school assistant	After Children

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	No	
Views about Introduction of EYPS			
Positive Positive Graduate workforce good	**Concerns** Lack of knowledge Attracting graduates with the pay scales Presented as equivalent to teaching Little guidance on role Ambiguity disillusioned	**Positive** Positive Graduate workforce still positive but change will take a long time	**Concerns** Not valued by others Lack of knowledge-professionals and parents Great variation across local authorities
Impact on the Early Years			
Positive Early years is vital		Positive Variable Slow	
Impact on Setting			
Sensitivity over established roles No concept of what it means No understanding of how hard it was No real impact on practice of others Money given to all staff not used for EYP salary Parent led committee-lack of knowledge Left to write own job description Staff not interested in further training because hard		Practice developed Staff positive Evaluative practice Ofsted-highlighted practice as 'Good' Impact of EYP mentioned specifically by Ofsted (Setting means unlikely to get 'outstanding' no outside space) 'Buddy' other settings to develop practice Staff more motivated Improved working with parents Improved working with other professionals	
Personal Impact			
Devalued by setting Wants to find a new job as soon as possible Course motivated Inspired Planning improved More child focused		Huge difference Personal satisfaction Motivated Learning form others Committed to setting	
Marketing			
Lack of information Lack of guidance on role Lack of national lead Put in newsletter Done nothing personally to market EYP Seen some independent schools advertising-marketing Job adverts still looking for Level 3 qualifications How money being spent		No jobs advertising for EYP Lack of knowledge leads to devaluing EYPS Equivalency to teaching was not helpful	
Training Process			
Inspiring Motivating Confidence Knowledge		Intensive Brilliant	

Holistic child	

Continual Professional Development

	Important
	Local Authority has been very supportive
	EYP networks really important
	Leadership training
	Professional body needed

Relationship between Early Year Professional and Early Years Teacher

Not paid the same	EYP more specialist in early years
EYP greater child development knowledge	More relevant training
Involves more	EYP more grounded in practice with children
EYP greater involvement with transitions	EYP more than theoretical knowledge
Teacher would have difficulty doing what EYP does	Teachers more status, pay and opportunity
Similar but different	Local authority working on bring two roles together at network meetings
	Different relationships with parents
	Lack of understanding of knowledge and expertise

Pay/Status/Conditions

Pay level poor	Not impacted upon salary levels and status
Poor status	
Variable working conditions	

Qualities to work with Children and Families

Work with families	
Theoretical knowledge	
Bound by a code of ethics	

Qualities to work in the Early Years

Flexibility	
Spontaneous	
Take opportunities	
Change planning to meet child's needs	

Qualities to be an Early Years Teacher

N/A	N/A

Qualities to be an Early Years Professional

Leadership	Change agent
Interpersonal skills	Leadership
Managing people effectively	Approachable
Diplomacy/Tact	Mentor
Knowledge	Role Mode good practice parents/staff
Team work	Reflective
	Life skills
	Negotiation skills
	Communicator
	Child centred
	Ambitious for children/families/staff/setting

Role of Early Years Professional

Delivery of EYFS	Lead in developing practice
Profession in its own right	Evaluating practice
More managerial	Modelling
Training others	Understated
Liaison with other settings	Flexible
Liaison with other EYPs	Approachable
EYPS is different in different settings	Reflective
	Different in different settings
	Lead in working multi-professionally
	Manage challenges
	Liaison with parents
	Develop practice

Professional Identity

Knowledge Confidence Work with others	Reflective practitioner
Time Perspective Rachel was positive about the introduction of EYPS but had many concerns about how her setting received it, how funding was being spent and the lack of knowledge by others and marketing nationally. For her there was lack of guidance on the role and so it was developing differently. Her main aim was to find another job preferably in a children's centre as soon as she could. A year later she was still working in the same setting and was very committed to staying there, though she still would like to work in a children's centre where she may be able to use her skills more effectively. However her interview clearly highlighted that during the year she had acted as a 'Change Agent' and that the practice in the setting had positively changed, staff had been brought alongside and developed their practice and outcomes for children had been improved, a situation endorsed by Ofsted.	

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Ruth	BA Early Childhood Studies	Yes	Yes	Long	Pre-school	Supervisor	After Children

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
No	No	No	No
Views about Introduction of EYPS			
Positive Positive Professionalising early years	**Concerns** Lack of knowledge Lack of dissemination Lack of recognition Financial challenges for pre schools	**Positive** Positive	**Concerns** Change in Government Pay Slow progress
Impact on the Early Years			
Improved status Improved quality		More professional workforce Improved practice	
Impact on Setting			
Improved practice Challenges when management committee Improved parent partnership		Improved practice Improved quality Staff and parents committee recognise changes Improved parent partnership Child centred	
Personal Impact			
Confidence Pride in achievement		Confidence knowledge	
Marketing			
Lack of dissemination centrally to professionals and parents		Slight improvement in jobs advertising for an EYP	
Training Process			
Enjoyed Learning from others Hard work Valuable			
Continual Professional Development			
Important		Important Training and new roles undertaken	
Relationship between Early Year Professional and Early Years Teacher			
Should be paid the same Similar		Teachers paid more Similar roles EYP broader knowledge 0-5 EYP broader role with management and leadership responsibilities EYP ahs greater knowledge of health and social care	
Pay/Status/Conditions			
Pay levels low Lack of recognition Government need to address issues Salary versus job satisfaction Early years lacks status		Low pay Variable working conditions Professional body needed	
Qualities to work with Children and Families			
		Want to work with children Professional	

| | Confidentiality |
| | Committed to professional development |

Qualities to be an Early Years Professional	
Work in isolation	Caring
Confidence	Passionate
Knowledge	Child focused
Holistic understanding	Qualified
Team builder	Team worker
Trustworthy	Knowledgeable
Develop staff	
Reflection	

Role of Early Years Professional	
Community focus	Leadership
	Management
	Mentoring
	Safeguarding

Professional Identity	
Ascribed by others	Confidence
Dedication	Ascribed by others
Conscientious	
Work with children	
Confidence	

Time Perspective

Ruth role as an Early Years Professional was impacted upon by completing Foundation Degree in Early Years followed by the Long Pathway. This supported her in developing her confidence and knowledge which was sustained over the research period and was impacting on all aspects foe hr work. She continued to be positive about the introduction of the status but a year later was concerned with what would happen if a new government did not value the changes taking place. Ruth saw practice and quality being improved in the early years and the changes in her setting continued over the research period impacting on the quality of provision, relationship with parents and work with children. She saw the role of the Early Years Professional as being broader that an Early Years Teacher with greater knowledge of child development and leadership and management responsibilities. However, there was a lack of parity over pay and status.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Samantha	BA Early Childhood Studies	Yes	Yes	Long	Independent School	Teacher	After children

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
No	No	NO	Yes
Views about Introduction of EYPS			
Positive	**Concerns**	**Positive**	**Concerns**
Positive Fills void Pinnacle of early years	Lack of knowledge Lack of dissemination Government ending EYPS	Positive	Variations in development of EYP
Impact on the Early Years			
Improved outcomes Improved practice Improved qualification levels More skilled workforce Improved provision		Improving practice and outcomes	
Impact on Setting			
Improved practice Improved parent partnership Child centred provision Upskilling other staff Parents recognise changes Children treated as individuals		Listened to Changed practice-less rigid Greater parent partnership Child centred practice Wider school impact	
Personal Impact			
Positive Appreciated Valued Self esteem developed More confident		Extra confidence Personal satisfaction Valued 'Opened doors' Empowered	
Marketing			
Insufficient marketing nationally Disseminated to parents in setting Government need to take responsibility to raise awareness			
Training Process			
Good Developed knowledge Developed confidence			
Continual Professional Development			
Important		Important	
Relationship between Early Year Professional and Early Years Teacher			
EYP lower status and pay EYP for those who do not want to teach Some do not see it as equivalent		Teachers do not always understand the early years EYP has greater knowledge of children EYP has greater child development knowledge	
Pay/Status/Conditions			

Low pay Promised to be put on teacher salary	
Qualities to work with Children and Families	
	Sympathetic Empathetic Effective communicator Respect Confidentiality
Qualities to work in the Early Years	
Motivator Stimulator Passion	Work with other professionals
Qualities to be an Early Years Teacher	
Knowledge of the curriculum	Knowledge of the curriculum
Qualities to be an Early Years Professional	
Holistic knowledge Interpersonal skills	Passion Knowledge Committed Dedicated Diplomacy Aware of limitations
Role of Early Years Professional	
Leading Mentor Broad Holistic child Work with parents Multi-professional worker Deliver good practice	Academic Inclusion Safeguarding Change Agent
Professional Identity	
Changing practice Confidence Know when to get support Knowledge Understanding of children	Ascribed by others Rewards of job Empowered
Time Perspective Samantha was extremely positive about the status at both interviews. She was promoted to the Foundation Stage coordinator and placed on the same pay scales as the qualified teachers. She feels empowered and valued and has been able to act as a 'Change Agent' not only in the early years area of the school but has impacted on the whole school, who have taken on some of their practices. Relationships with parents have improved and she has been able to change perceptions of how children learn. Samantha was able to articulate how her professional identity is formed now only by her increased knowledge and understanding but by how others view her.	

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Jude	BA Other	Yes	No	Long	Pre-school	Leader	After children

Interview 1	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive Good Idea	**Concerns** May not be recognised Insufficient money to pay salaries Lack of knowledge Challenge of experience versus qualification
Impact on the Early Years	
Positive	
Impact on Setting	
None	
Personal Impact	
None	
Marketing	
None Lack of knowledge	
Training Process	
Waiting period Not speak to assessor	
Relationship between Early Year Professional and Early Years Teacher	
EYP more leadership and management EYP has more detailed knowledge Should be paid the same	
Pay/Status/Conditions	
Insufficient money to pay salary in pre schools	
Qualities to work with Children and Families	
Caring Understanding Communication skills	
Qualities to work in the Early Years	
Child focused Knowledge child development Interpersonal skills	
Qualities to be an Early Years Professional	
Knowledge child development	
Role of Early Years Professional	
Leadership Management Work multi-professionally	
Overview Whilst she could see it as a positive development, she did not believe that completing the status had had any impact on her or her setting as they were already working at the level in her opinion. Furthermore she is concerned about whether it will ever get recognised and the challenges for those with experience and no qualifications. She describes the role as *An ability to lead the Early Years Foundation Stage and mange the staff appropriately. Working with multi-professional agencies."* It is the leadership and management roles that make it different to teaching.	

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Alexander	BA Other	Yes	Yes	Full	Children Centre	Family Worker	Career Change

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	Yes	Yes
Views about Introduction of EYPS			
Positive Positive Important for early intervention	**Concerns** Government will not continue to support Pay levels Attracting graduates Lack of knowledge	**Positive** Potential to make a real difference	**Concerns** Not fully recognised Not across the UK Lack of knowledge
Impact on the Early Years			
Positive Challenges of developing practice because of perceptions of working with children Importance of good foundations			
Training Process			
		Broadened perspectives	
Continual Professional Development			
Important		Important	
Relationship between Early Year Professional and Early Years Teacher			
Status Pay		Should have same goals Work in different structures Different frameworks Similar characteristics it is how they are employed Roles overlap Salary should be the same	
Pay/Status/Conditions			
Low pay scales Not graduate salary Government needs to be proactive Low status		Low pay scales	
Qualities to work with Children and Families			
Passion		Passionate Want to work with children and families Non judgemental Professional Treat people as individuals Value parents role Transferable skills	
Qualities to work in the Early Years			
		Similar to children and families	
Qualities to be an Early Years Teacher			

Qualities to be an Early Years Professional

	Caring Developing a caring environment Lead Reflective Calm Objective Child centred Team player Knowledge Communication skills Hard working

Role of Early Years Professional

	Lead Reflection Manage Child centred

Professional Identity

Developing Self worth Ascribed by others Valued	Non judgemental Being professional

Time Perspective

Alexander undertook the Full Pathway as in presented itself at a time when he needed to change his career focus. He had some limited experience in the early years. Through his training he developed knowledge and understanding and saw the development as positive, however over the research period became more aware of the low status and pay levels of this new professional coupled with a lack of knowledge about the development. He clearly saw that those working with children and families had similar skills that could be transferred to other areas of work.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Helen	BA Other	Yes	Yes	Full	Pre-school	Supervisor /Manager	After Degree

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	Yes	Yes
Views about Introduction of EYPS			
Positive Positive	**Concerns** Lack of recognition Experience/age versus qualification	**Positive** **Positive** **Needs to remain**	**Concerns**
Impact on the Early Years			
Improve practice Improve quality		Improving practice Improving quality Raising status	
Impact on Setting			
		Improved practice Improved quality Developed systems Developed staff Improved communication	
Personal Impact			
		Confidence	
Marketing			
		Within setting	
Training Process			
Good Diverse placements		Provide knowledge Practical skills Reflective practice	
Continual Professional Development			
		Important	
Relationship between Early Year Professional and Early Years Teacher			
Teaching higher status and pay Teaching has a clearer professional identity			
Qualities to be an Early Years Professional			
Develops practice Knowledge Change Agent		Practice skills Reflection Knowledge Confidence Organised Supportive Leader Adaptable Committed to ongoing learning Respect	
Role of Early Years Professional			
Leader Child focused		Reflective practice Develop practice Develop staff Support staff	Setting specific Safeguarding Multi-professional working

Professional Identity	
Learner	Confidence Reflection Ascribed by others

Time Perspective

Helen had a non relevant degree and very limited knowledge of the early years when she started the full pathway. Over the training period and her first year in work she grew in confidence and developed her skills of leading others. She provided evidence that her setting had been enhanced and she was able to move into more senior roles very quickly.   She was just about to become the manager. She has been supported by her settings who have engaged with her suggestions and can see the benefit for themselves and the children.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Peter	BA Other	Yes	Yes	Full	Nursery	Deputy Manger	Career Change

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A		
Views about Introduction of EYPS			
Positive	**Concerns**	**Positive**	**Concerns**
Positive Important for children	Lack of knowledge	Positive	Lack of knowledge
Impact on the Early Years			
Important for children especially Black boys			
Impact on Setting			
		Challenges with parents Improved parent partnership Challenges in being accepted Lack of knowledge Staff becoming more reflective	
Personal Impact			
Challenges because Black male		Confidence Self fulfilled Positive	
Marketing			
Training Process			
Developmental		Intensive Developed confidence	
Continual Professional Development			
		Important	
Relationship between Early Year Professional and Early Years Teacher			
		Teaching viewed higher status EYP lower pay	
Pay/Status/Conditions			
		Government need to take lead on raising pay and dealing with status issues	
Qualities to work with Children and Families			
Qualities to work in the Early Years			
Qualities to be an Early Years Teacher			
Qualities to be an Early Years Professional			
		Reflective Confidence Role model Passion Patience	
Role of Early Years Professional			
		Leading Child centred	

	Role model
Professional Identity	

Time Perspective
Peter had some experience of working with children before completing the course. As a black male he has faced a number of challenges including questioning about why he was working with children. He has had to work really hard to gain the trust of staff and parents. He believes the training has developed his self worth and confidence which he has taken into the work place. He is now making a difference to practice and is developing the quality of his setting. He has developed better partnership with parents. He has continued to be concerned about the status and pay levels of the Early Years Professional especially that they are not seen as equivalent to teachers.

Longitudinal Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Tracey	BA Other	Yes	Yes	Full	Pre-school	Leader	Career Change

Interview 1		Interview 2	
Change of Job	**Change of Role/ Responsibilities**	**Change of Job**	**Change of Role/ Responsibilities**
N/A	N/A	Yes	-
Views about Introduction of EYPS			
Positive	**Concerns**	**Positive**	**Concerns**
Positive	Lack of knowledge	Positive	
Impact on the Early Years			
Improved quality			
Impact on Setting			
		Improved practice Improved quality	
Personal Impact			
		Confidence	
Relationship between Early Year Professional and Early Years Teacher			
EYP wider role Different knowledge		Status should be equal	
Pay/Status/Conditions			
Lack of recognition		Low pay	
Qualities to work with Children and Families			
Qualities to work in the Early Years			
Role model			
Qualities to be an Early Years Professional			
Leader Reflection		Leader Mentor Child focused	
Role of Early Years Professional			
Leadership Change Agent Knowledgeable Skilled Child centred		Inspire Lead	
Professional Identity			
Developing Ascribed by others Knowledge		Confidence Self belief Ascribed by others	

Time Perspective

Tracey professional development over the research periods was marked as she moved from student to being an Early Years Professional leading a setting. It was clear that she had developed professional knowledge and skills which she took into the work place, impacted on the quality of the provision and had developed other staff. Main concerns still centred on pay, status and lack of knowledge about the new professional role.

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Mervin	BA Other	Yes	No	Full	N/A	N/A	Career Change

Interview 1	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive Good Idea	**Concerns** Lack of knowledge
Personal Impact	
Positive	
Marketing	
Lack of knowledge Government needs to be more proactive	
Training Process	
Challenging	
Overview Mervin's motivation clearly stemmed from his observations of Black and Asian children failing and they mental health issues faced in the Black community. He had faced challenges getting on to professional courses and the Full Pathway offered him an opportunity to fulfil his ambitions of making a difference to children.	

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
Dawn	BA Other	Yes	No	Full	N/A	N/A	Career Change

Interview 1	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive Good Idea	**Concerns** Lack of knowledge
Overview Dawn saw completing EYPS as an opportunity. She came from Africa, had a business background and had originally applied for teaching. She had limited understanding of the role of the Early Years Professional at this point in the process but saw it as a way of changing practice but found that there was little knowledge about it in the early years sector.	

Qualitative Data Summary

Pseudonym	Qualifications	Interview 1	Interview 2	Route	Setting	Role	Why Early Years
James	BA Other	Yes	No	Full	Student	N/A	Career Change

Interview 1	
Change of Job	**Change of Role/ Responsibilities**
No	No
Views about Introduction of EYPS	
Positive Good Idea	**Concerns** Lack of knowledge
Impact on the Early Years	
Positive	
Personal Impact	
Positive	
Training Process	
Positive	
Qualities to be an Early Years Professional	
Leadership skills Practical skills Recognise need for experience	
Role of Early Years Professional	
Leadership Management	
Professional Identity	
Developing	
Overview James had no previous experience of work with children coming from a management perspective. He was able to recognise the demands of the role of bring others alongside you, working with children as well as being able to lead and mange. He also realised his need to gain experience before going into leadership roles.	

Appendix 9.2

Early Years Professionals views about the Introduction of EYPS

Appendix 9.2 provides an example of the stages of the coding process and category development

Stage 1	Stage 2	Stage 3
Interviews NVivo Analysis	Coding Categories	Themes

Name	Stage 1 Interview Transcript Examples Phase One
Rachel(SP)	I think it is a good idea to try and attract graduates into the early years' workforce. But I think the problems lie in how they are going to do that a lot of that comes down to finances, whether people are going to be attracted into a role where the pay is fairly low. They are thinking the role will be the equivalent to the QTS but I don't really see that happening at the moment.
Jane (SP)	It might well do, I think the bones of it are there and I think people need to have worked with children for two years or something like that so that they have got some understanding about what it is like to work with young children. So that's a bit outspoken!
Susan (VP)	I made a big deal about it when one of my foundation stage managers passed, for me it wasn't appropriate, but I made sure that the entire local community knew because we were the first setting in xxx to have two people with the qualification because I did the validation route very early on. ..I think it is important that the parents know that we are investing in the continuous professional development right across the organization.
Samantha (LP)	I think it fills a void that is currently out there at the moment in the early years sector because yes everyone is saying if you do the early childhood studies and then you either have to convert that to the QTS whereas the EYPS bridges that gap. Although you are equivalent to the QTS salary wise you are not recognized as of yet but I think it gives you a step in the right direction because for many years it has been nursery nurses in the early years and I think the government realize that to instil good practice they have got to have a higher qualified workforce in place. So I think it is all stepping stones

Stage One

MAIN SAMPLE INTERVIEW ONE		MAIN SAMPLE INTERVIEW TWO		FIRST GROUP	
Views about EYPS					
Positive development	/	Positive development	/////////////////	Positive development	/////
Excellent	///	Needs to continue			
Good	////////	Huge potential	///		
Pinnacle of EY practice	//	The way forward	/		
Raise status	///	Worthwhile	/		
Long overdue	/	Raise status 0-3	/		
The way forward	/	Alternative to teaching	/		
Respected	/				
Worthwhile	/				
Icing on cake	/				
Needed	/				
Fills void	/				
Alternative to teaching	//				
Concerns about EYPS					
More EYPs needed	/	Not recognised for status	/	Lack of knowledge	////
Viewed negatively	/	Fight for role	/		
Unsure	//	Negative by setting	/		
Not understood	/	Not fully recognised	/		
Needs more recognition	//	Little Awareness	//		
Not taken seriously	/	Lack of knowledge	//////		
Lack of recognition	/////////	Challenges of shared settings	/		
People do not know what EYP means	/	Feel let down	/		
Lack of knowledge	/////////////////	Lack of recognition	///		
Government Role					
Government will change mind	//	Responsibility to develop	////	Pay	/
Recognise value of EY	/	Salary	////////	National recognition	/
Good they recognise need to improve workforce	/	Funding levels	/		
Greater direction	/	How money spent	//		
Lead development	/				
Lack of Gov recognition	//				
Pay	///////				
Resource development properly	/				
Government funding not being given to graduates	//				
How money is spent	///				

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Funding levels	/				
Pre-Schools lack money to pay graduate salaries	/				
Independent sector do not want to pay	//				
Marketing					
Government responsibility marketing	////////	Government responsibility marketing	/		
Insufficient Marketing	/	Lack of advertising	///////		
Insufficient dissemination in settings	/	Improving slightly in job adverts	//		
should have been launched properly	/				
Lack of advertising	////				
Not a lot	/				
Lack of marketing	/				
Need proper advertising company	/				
Greater dissemination	/				
Lack of marketing	/				
Publicise EYP positively	////				
Publicity	///				
Raising awareness	//				
Qualifications and Experience					
Full Pathway/no experience	////	Full Pathway/no experience	////		
Experience versus qualifications	////	Experience versus qualifications	//		

Stage Two

Main Sample Interview One		Main Sample Interview Two		First Group	
Views about EYPS					
Strengths					
Positive Development	24	Positive Development	25	Positive Development	5
Alternative to Teaching	2	Alternative to Teaching	1		
Challenges					
Lack of Knowledge	18	Lack of Knowledge	6	Lack of Knowledge	4
Salary/Funding Issues	19	Salary/Funding Issues	11	Lack of Recognition	1
Lack of Marketing	29	Lack of Marketing	9	Salary/Funding Issues	1
Lack of Recognition	14	Lack of Recognition	10		
Qualifications/Experience	8	Qualifications/Experience	8		
Uncertain	2	Setting Organisation	1		

Stage Three

Key Themes	
Phase One	**Phase Two**
Positive Development	Positive Development
Lack of Knowledge	Lack of Knowledge
Lack of Marketing	Lack of Marketing
Salary/Funding Issues	Salary/Funding Issues
Lack of Recognition	Lack of Recognition
Qualifications versus Experience	Qualifications versus Experience

Early Years Professional Status and Practice Development
Categories and Key Themes

This appendix provides an overview of the categories and subsequent key themes that have emerged from the data that support the discussion of how practice is being influenced by the introduction of EYPS. The frequency of each category is identified to support understanding of any longitudinal changes in the views expressed by the participants.

Quality Enhancement	Categories				Key Themes	
	Phase One		**Phase Two**		**Phase One**	**Phase Two**
	Impact setting	10	Impact setting	19	Setting and practice improvement	Setting and practice improvement
	Improved practice	20	Improved practice	23	Improved Training Levels	
	Improved training levels	19	Improved training levels	6		
	Resistant to change	5	Resistant to change	2		
Improving Services for Children	Categories				Key Themes	
	Phase One		**Phase Two**		**Phase One**	**Phase Two**
	Improved practice with children	11	Improved practice with children	12	Improved practice with children	Improved practice with children
	Improved outcomes	5	Improved outcomes	12	Improved outcomes	Improved outcomes
	Improved understanding of individual child	5	Improved understanding of individual child	8	Improved understanding of individual child	Improved understanding of individual child
	Setting dependent	1	Setting dependent	1		
	None	1	None	1		
Work with Families, Parents and Carers	Categories				Key Themes	
	Phase One		**Phase Two**		**Phase One**	**Phase Two**
	Improved relationships	20	Improved relationships	20	Improved relationships	Improved relationships
	Lack of knowledge	8	Lack of knowledge	4	Lack of knowledge	Lack of knowledge
	Recognised change	4	Recognised change	2		
			None	1		

Appendix 9.4

The Early Years Professional Pathway and Assessment Process

This appendix provides the data to support views about the training process

Training	Categories				Key Themes	
	Phase One		**Phase Two**		**Phase One**	**Phase Two**
	Positive	7	Positive	3	Supported knowledge and skill development	Supported knowledge and skill development
	Personal Development	14	Personal Development	5	Positive experience that was challenging but supported personal development and enabled learning from others	Personal development
	Knowledge/ Skills	15	Knowledge/ Skills	10		
	Challenging	8	Challenging	3		
	Learning from Others	5				
	Difficulties	5				

Appendix 9.5

Stages of Qualitative Data Analysis
Differences between EYP and EYT
Phase One Interview

Appendix 9.5 provides an example of the coding processes that have been used throughout the qualitative analysis.

Stage 1	Stage 2	Stage 3
Interviews NVivo Analysis	Coding Categories	Themes
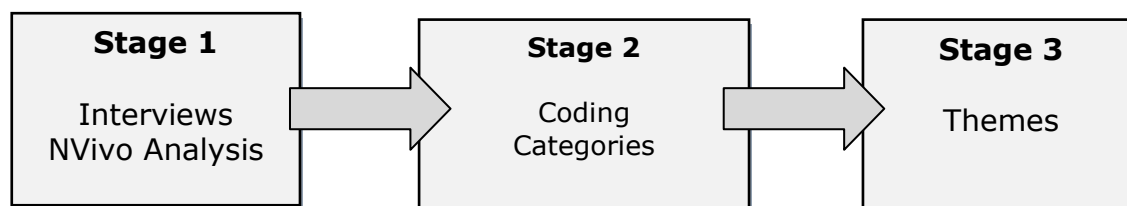
Stage 1: Interviews and NVivo Analysis

The initial of the interviews were coded took place using NVivo.

Name	Stage 1 Interview Transcript Examples Differences Between EYP and EYT
Tracey	It's more than that because you need to know the policies and you need to know the background and you need to lay foundations in the policies and then show people how to implement them so that the teaching bit comes in. I don't think you are just a teacher of children, I think you are a teacher of adults as well.
Alexander	…level pegging with teachers really because teachers up here and early years are down here, they haven't got status in early years really… teachers don't get a lot of money anyway but I gathered and had the impression that they earned more. But, it just seemed that the overall general consideration of nursery assistant and nursery teacher as opposed to a teacher in general is that there seemed to be quite a significant gap…Education of the teachers as to the difference and the similarities between them… child's teachers when they are at school and trying to foster in them a desire to learn and emotional intelligence is a paramount thing.
Helen	At the moment, even with the teachers it seems like the teachers are above the EYPS; there is just something about doing the PGCE and getting the teachers thing. It is more of an identity at the moment. The EYPS doesn't – it gives you an identity because you are a level six but apart from that it is not the same sort of thing. It is not knowing what it is.
James	I don't see the work that QTS are doing that we can't.

Stage 2. Coding and Categories

The interview transcripts were then coded and divided into initial categories and then recoded developing categories.

EYP Skills	EYP Knowledge	Pay/Conditions/Status	EYP Role	EYT	Similarities
communication skills-/	Knowledge 0-5/	Lower Status///	Team Working///	Links between parents and setting more distant/	Similar with/ EYT in reception//
greater interpersonal skills- adults as well as children//	Knowledge Policies //	Not viewed as equivalent///	Trainer /	Foster Learning and emotional intelligence /	PGCE and EYP training equivalent/
Communication- Children cannot speak/	Child Development//	not valued /	Different routes in	educate /	Teach Children////
	holistic knowledge //////	Longer working hours /	Different jobs ////	lack of knowledge /	Passion/
	policies and procedures /	EYP not parity /	Leadership/ //	more rigid /	Settings /
	child development //	contracts /	transitions /	different focus	No difference /
	more in depth knowledge ///	cannot be employed as teacher -state /	wider role //	Lack of Child Development Knowledge//	different assessment in training /
	Education /care/	Teacher Higher Status//////	Management /	Teach older age range//	similar but different //
	More detailed knowledge ///	Teacher Higher Salary///////	Follow child through/	PPA time/	depends on personality /
	Background knowledge//	lack of acceptance of EYP by EYT//	Care//	Lack of understanding of how young children learn /	
		Should be viewed same/	Teach Adults/	too rigid/	
		lack of understanding /	MPW/	Difficulty in doing EYP role//	
			Parent Partnership/ //	not leadership /	
			Variation dependent on route//	teaching /	
			EYP More qualified /	observation /	
			Not trained as a teacher /	specific knowledge about teaching /	
				NQT/	

Knowledge and Understanding	28
Wider Knowledge	14
Holistic Knowledge	7
Child Development	4
Knowledge: Policies/Procedures	3
Interpersonal Skills	**4**
Communication skills	3
Greater interpersonal skills	1
Pay/Conditions/Status	**30**
Less Status	16
Lower Salary	7
Different Working Conditions	4
Lack of Acceptance by EYT	2
Lack of Understanding	1
Training	**8**
Different Training Routes	3
PGCE and EYP training equivalent/	1
Different Assessment	1
Different Training	1
Different in Qualification Level	1
Newly Qualified Year	1
Different Roles	**26**
Different Jobs	4
Leadership	3
EYT more Rigid	3
Wider Role	2
Team Working	2
Multi-Professional Working	1
Teaching not Leadership	1
Age Range	2
Teacher Difficulty in Doing EYP role	2
Different Focus	1
Teach Adults	1
Trainer	1
Management	1
Observation	1
Similar	**5**
Different Relationship with Parents	**4**
Teaching Links Between Parents and Setting more Distant	1
Parent Partnership	3
Different Relationship with children	**6**
EYP Follow Child through	1
Teaching Role	3
Care Role	2

Stage Three

Themes	
Nature and depth of knowledge and understanding	Nature and depth of interpersonal skills
EYP seen as having lower status	EYP has different terms of employment
EYP and EYT have different roles with some overlap	EYP and EYT have different relationships with parents and children
Different training	

Appendix 9.6
Early Years Professional Status and Professional Identity

Appendix 9.6 provides an example of the frequency of categories and key themes that emerged about the professional identity of the Early Years Professional.

Professional Identity	Categories				Key Themes	
	Phase One		**Phase Two**		**Phase One**	**Phase Two**
	Professional development	15	Professional development	14	Professional development	Professional development
	Knowledge development	9	Knowledge development	8	Personal impact	Personal impact
	Professional skills	7	Professional skills	3	Desire to improved practice	Desire to improved practice
	Professional attributes	5	Professional attributes	5	Continual professional development	Continual professional development
	Personal impact	14	Personal impact	7	Affirmation of others	Affirmation of others
	Improved confidence	23	Improved confidence	10		
	Desire to improve practice	10	Desire to improve practice	8		
	Career development	6	Career development	2		
	Desire to learn more	14	Desire to learn more	0		
	Importance of personal development	7	Importance of personal development	0		
	Valued by setting	4	Valued by setting	9		
	Not Valued by setting	6	Not Valued by setting	4		

Appendix 9.7

The Future of Early Years Professional Status

Appendix 9.7 provides the categories and key themes that emerged about the future development of EYPS.

Future	Categories				Key Themes	
	Phase One		**Phase Two**		**Phase One**	**Phase Two**
	Improved understanding of value of early years	3	Personal responsibility for CPD	24	Greater government role	Greater government role
	Greater government role	10	CPD framework	3	Recognition of qualification	Personal responsibility for CPD
	Recognition of qualification	5	Professional body	7		Professional body
	Professional body	2	Professional networks	7		Professional networks
			Pay	6		CPD framework
			Greater government role	5		
			Newly qualified year	3		

Appendix 9.8

The Professional Profile of the Early Years Professional

Appendix 9.8 provides the categories and key themes about the qualities required to be an Early Years Professional and how these compared to the Early Years Teacher.

	EYT	EYP
KNOWLEDGE AND UNDERSTANDING	12	25
PROFESSIONAL SKILLS		
EFFECTIVE PRACTICE	10	18
TEAM WORK	3	5
REFLECTION	0	4
PROFESSIONAL DEVELOPMENT	6	9
INTERPERSONAL SKILLS	3	7
LEADER	0	6
MANAGER	0	2
PRINCIPLES/VALUES	4	6
PROFESSIONAL ATTRIBUTES	0	6
PRACTICE ATTRIBUTES		
WORK ETHOS	6	10
ROLE MODEL	5	8
RESILIANCE FACTORS		
CARING	3	8
RESILIANCE	4	7
PASSION	6	2
CREATIVITY	1	2
PATIENCE	4	4
ENERGETIC	2	2

Appendix 9.9

The Professional Role of the Early Years Professional

Appendix 9.9 provides the categories and key themes that emerged from the interviews about the role of the Early Years Professional.

Categories							
Phase One		**Phase Two**		**Phase One**		**Phase Two**	
Working with Others	**10**	**Working with Others**	**20**	**Personal Responsibility**	**6**	**Personal Responsibility**	**4**
Work with families	1	Work with families	5	Able to seek support	1	Able to seek support	1
Child focused	1	Child focused	4			Confidence	1
Multi-professional working	5	Multi-professional working	3	Knowledge	1	Knowledge	1
Setting dependent	1	Setting dependent	1	Holistic knowledge	4	Holistic knowledge	1
Trainer	2	Trainer	6			Knowledge 0-5	1
		Work community	1			Academic	1
Practice Responsibility	**22**	**Practice Responsibility**	**44**	**Specific Responsibility**	**4**	**Specific Responsibility**	**12**
Leader	4	Leader	13	Inclusion	1	Inclusion	2
Manger	3	Manger	5	EYFS	2	EYFS	2
Change Agent	4	Change Agent	4	Safeguarding	1	Safeguarding	8
Accountable	2	Accountable	2				
Whole setting	2	Whole setting	2				
Holistic Role	3	Holistic Role	3				
Role model	1	Role model	1				
Accountable	2	Accountable	2				
Skilled	1	Skilled	1				
		Positive attitude	3				
		Visionary	1				
		Approachable	1				
		Reflective	6				
		Knowledge 0-5	1				
		Academic	1				
Key Themes							
Phase One				**Phase Two**			
Working with Others				Working with Others			
Specific Responsibility				Specific Responsibility			
Practice Responsibility				Practice Responsibility			

Appendix 9.10
Focus Groups

This appendix provides data about the focus group participants, an example of the focus group discussion which supported the coding process and them development.

Focus Group Participants	
Fiona	Manger Private Nursery
Gayle	Trainee Manager
Anita	Pre –School Leader
Ellie	Childminder
Ann	Advisor/Children Centre Teacher

	Example of Focus Group Discussion for Coding
Ellie	So I didn't need to have a teaching degree in xxxx to be an improvement advisor and, but it was, I didn't want to do that because I wanted, I enjoyed going into settings and doing, and being there, but I wanted to be in my own setting and run my own, nought to five establishment and be there teaching the children, and that's why I did the EYP because there was no PGCE for nought to five's, does that make sense?
ALL	Yeah.
Ellie	So I have always thought I like the Early Years bit, but the professional…
Anita	But then from where I am we have always been of the mind that we are not teachers and in a pre-school setting we are very much not, you know, people say, "well go to the teacher" and I'm not the teacher.
Ellie	No, 'cause that is…
Anita	And I don't think I am teaching the children, I am encouraging their learning through play, but I am not teaching them, I am not...I am supporting their learning but I am not directing their learning, do you know what I mean?
Ellie	But that's why a teacher should be in primary schools as well then.
Anita	But, 'cause to me a teacher says, "right you are all sitting there nicely now, I want you to take your pens and I want you to write your name at the top of the page", because I'm not a teacher, but for me I enjoyed the structure of, at school I liked to sit because I am very much a box person as you know. But I would sit, and to me writing in my book and doing that is, that's the teaching. Whereas what I'm doing in a pre- school is giving those children the opportunities to learn in their own way through play. Is that teaching?
Ellie	Yeah, no, no, no, well yeah, of course.
	TALK OVER EACH OTHER]
Fiona	But you see I'm not, I wouldn't anyway sort of class myself as a teacher and I think this is where it's quite interesting that we all do different roles, because my role is sort of managing the nursery and managing the staff, and as part of my role I have direct one to one with the children, but it's not all of my role it's probably, I mean it's getting more and more because I've employed an admin person to take some of the jobs and it's where, where I want to get more involved, but I probably spend about 30% of my time with the children so there's no way I could class myself as a children, as a teacher.
Ellie	Which brings us back to the initial thing that I said then.
Fiona	***But*** I can improve practice in other ways; I don't have to be the best at everything.
Gayle	No.

Anita	But, and I don't have to be the best at doing everything.
Ann	It's the whole leading and supporting others, isn't it?
Fiona	But I can help develop others to be able to do some of those things without me being the best at doing it, if you know what…
	[TALK OVER EACH OTHER]
Ellie	Contradict each other, does that make sense?
Anita	I don't believe you'd have to be a teacher to do everything... Cause you've got so many different roles.
Fiona	I don't believe you'd have to be a teacher to do it.
Anita	So therefore professional, Early Years Professional covers all of the…
Anita	Early Years Professional gives that umbrella of part of your role is management and administration, part of your role is leading and supporting, and part of your role is with the children, teaching them or encouraging them whatever you do, and part of them is, you know, liaising with parents and for them to have a ...
Ellie	No, I can see that.
Anita	So I think it's quite a good, I like being a professional. I have always done it, I have been a professional all my life.
Ellie	Absolutely, yeah.
Anita	And so for me, having been in business as a manager [inaudible].
Gayle	I don't know what you're [inaudible], what you're background is, but I've gone through doing like the NNEB and I've gone through being an assistant manager, a nursery manager, and suddenly you can do all these extra qualifications to be a professional whereas before in what we did there wasn't any of that opportunity unless you wanted to go on and train to be a teacher which I never wanted to do.

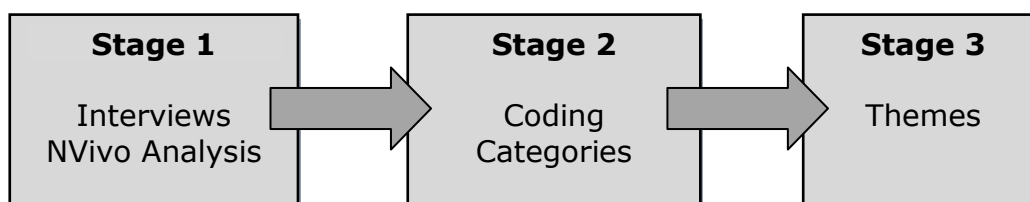| Early Years Professional and Early Years Teaching	
Codes	**Categories**
Poorer status	Different roles and responsibilities
Teachers teach—EYP broader—supports learning but also administration	Different status
EYP opportunity for those want to work 0-5 but not teach	EYP route for those who do not want to teach
Conflict of interest over roles	
Can do PGCE no experience but valued higher than EYP doing the same	
Not valued by teachers	
An EYT and an EYP in children centre very powerful	
Not recognised as a professional	
Key Themes	
Different roles and responsibilities	
Different status	

Early Years Professional Views about EYPS		
Codes		**Categories**
Not recognised	9	Lack of recognition
Improve status of early years	6	Improved status of early years
Lack of knowledge	6	Lack of knowledge
Impact on quality	5	Impact on quality
Challenges of role	2	
Pay	1	
Key Themes		
EYPS was a positive development but there is a lack of knowledge and recognition.		
Impact on quality		

Roles and Responsibilities		
Code		**Categories**
Child centred	7	Practice Responsibilities
Specific roles	6	Specific Responsibilities
Advocate for early years	5	Working with Others
Practice skills	5	Personal Responsibilities
Quality development	5	
Role model	5	
Leader	5	
Commitment	4	
Sharing practice	4	
Knowledge	4	
Working with others	3	
CPD	2	
Reflection	2	
Key Themes		
Practice Responsibilities		
Specific Responsibilities		
Working with Others		

Appendix 9.11

Coding and Categorisation of Stakeholders' Views about the Introduction of EYPS

Appendix 9.11 provides an example of the stages of the coding process and category development

Stage 1	Stage 2	Stage 3
Interviews NVivo Analysis	Coding Categories	Themes

Name	Stage 1 Stakeholder Interview Transcript Examples Phase One
Jenny	I am finding it very difficult because it is all being rushed through initially they were mostly early years advisors or managers and quite a large number of nursery schools that were being involved with the training and I think that will skew anyone's figures I am very concerned with the younger people taking it; they seem to think they will be able to tell other people how to do it without really understanding the responsibilities
Eva	I actually think it is a very good idea because I think early years' is quite a specialized area. It is alright to have a teaching qualification but unless you have got a nursery type experience as well- it is a different way of teaching children and so I think it's a good idea.
Carol	I think it really will enhance those people that are working or have been working in this field for quite some time. It will give them the status that has been neglected.
Nina	I think that any help that we can get to give us a higher profile within the childcare profession is good. I was talking to another child minder the other day and one of her neighbours said 'oh, I'll let you get back to your babysitting!' we are not seen as a profession, we are at home looking after children as my daughter said, you can have coffee mornings every morning!! so, anything that can boost the job; yes, we do go round and see each other's houses and we do have a cup of tea but we are constantly working and keeping an eye on the children and the children are learning skills and they are networking, so anything that can help that.

Stage One

Stakeholder Phase One Interviews		Stakeholder Phase Two Interviews	
Views about EYPS			
Positive development	//////////	Positive development	////
Important Qualification development	/////		
Right Direction	//		
Mixed Feelings	/		
Concerns about EYPS			
Lack of knowledge	///////////	Lack of knowledge	//
Insufficient financial investment	///////	Pay	/
EYP viewed negatively	——	Privatisation of the sector	/
Insufficient planning	///	Lack of recognition in sector	/
Authorities responding differently	/		
Concerns about the privatisation of early years education	/		
Mixed quality of EYPs	/		
Government will change mind	/		
Lack of marketing	/		
Experience versus qualifications	////		

Stage Two

Main Sample Interview One		Main Sample Interview Two	
Views about EYPS			
Strengths			
Positive Development	19	Positive Development	4
Challenges			
Lack of Knowledge	12	Lack of Knowledge	2
Salary/Funding Issues	7	Salary/Funding Issues	1
Concerns about Government Role	6	Concerns about Government Role	1
Lack of Recognition	6	Lack of Recognition	1
Qualifications/Experience	4		
Lack of Marketing	1		
Uncertain	1		

Stage Three

Categories	
Phase One	**Phase Two**
Positive Development	Positive Development
Lack of Knowledge	Lack of Knowledge
Concerns about the Government Role	
Salary/Funding Issues	
Lack of Recognition	
Qualifications versus Experience	

Key themes	
Phase One	**Phase Two**
EYPS was seen as a positive development, though there were concerns about a lack of knowledge and recognition and the role of government.	EYPS was still seen as a positive development, though there were still some concerns about the lack of knowledge about the development.
Concerns about salary and funding.	

Appendix 9.12

Stakeholders Perceptions of Qualities of the Early Years Teacher and the Early Years Professional

Appendix 9.12 provides an overview of the final categories of the qualities required to be an Early Years Teacher or an Early Years Professional.

	EARLY YEARS TEACHER	EARLY YEARS PROFESSIONAL
Knowledge and Understanding		
Children and Families	16	16
Child Development	5	11
Knowledge	5	5
Understanding	4	4
Theoretical	3	4
Holistic Knowledge		1
Professional Attributes		
Creativity	5	8
Caring	3	7
Principles/Values	5	5
Open Mindedness	4	5
Friendly	4	4
Work Ethos	1	5
Empathy	3	3
Passion	1	2
Integrity	1	1
Patience	1	1
Resilience		1
Flexible		1
Professional Skills		
Interpersonal Skills	7	11
Effective Practice	8	8
Reflection	4	7
Team Work	2	4
Assessment/Observation/Planning	2	2
Multi-Professional Working	2	2
Professionalism	2	4
Professional Development	1	2
Administration		2
Leadership		2
Management		1

Appendix 9.13

Stakeholders' Focus Group

This appendix provides an example of the focus group discussion and coding processes.

Stakeholder Focus Group Participants	
Jackie	Course Leader Early Years Teacher Training Former teacher
Amelia	Course Leader PGCE Early Years, former advisor, teacher, Ofsted inspector
Kelly	Course Leader Full Pathway EYP, former children centre leader and teacher
Deanna	Senior Lecturer former advisor, teacher

	Example of Focus Group Discussion for Coding
Amelia	Is there more diversity in the role though, when we talk about someone who's an early years teacher, we've probably got some kind of shared understanding of what that is, and that might not be a massive interpretation of the term. When you say 'oh an EYP', to me it's context specific. I think if you've mentioned an EYP in a children's centre compared to an EYP in a private day nursery, it's a very different interpretation of the role isn't it. To me it seems much more context specific, because if you think about that first tranche of people who trained as EYP's, lots of those were setting managers weren't they, who were kind of going to do it and see what it's about, or they've done it, so they are EYPs sitting in the office. You get an EYP in the children's centre, and hopefully they're much more engaged with their practitioners.
Jackie	And is it also about those things, about how people are seeing their status, if they're in an established and recognised profession, if you say I'm a teacher, I'm a lawyer, I'm a doctor, people know what they are, if I say 'I'm an EYP', it's 'ey?? What does that mean?' And the term is also used by people who are not EYP. They say, 'oh I'm an early years professional, using small capital letters
Amelia	I don't know what you thought about that. I've never really liked the name partly because of that; I don't think it really describes the role very effectively.
Jackie	I mean. The status it's very linked in with how their paid isn't it...Pay and positions are just not thrashed out in the way they are for teachers and part of that is because its women isn't it. The reason why we've got good paid positions in teaching is because of unionisation and there's a significant number of men in the teaching
Amelia	You say that but it's interesting Jackie, I can't recruit men to my PG early years, but Kelly can recruit men to EYP.
Jackie	That's interesting isn't it?
Amelia	She recruits men regularly.
Jackie	And I think that's because you see benefit lines that say 'lead, lead, lead'. They see that having that embedded management potential straight away. And if you look at the figures for head teachers, the number of men going into school leadership in comparison with women, is just expediential

Amelia	And anecdotally, the same might be said about progression for EYPs, because I look people who were on the full training pathway who got their status, and the ones whose careers have accelerated most rapidly, one I can think of into children centre leadership, one into a training role in a local authority, of those men. And I don't think that's coincidental.
Jackie	I think there are more issues to it, oh it's very depressing.
Deanna	Their trajectory [women] very different develop in their career, once they've got their EYP a female is going to be very different... so once again we're going to be in that same situation that schools are in. Where all the leadership positions are all filled by men.
Jackie	At least in this situation, they've had the training in early years we hope.

Early Years Professional and Early Years Teaching	
Codes	**Categories**
Gender issues	Pay and Status
Pay	Roles and Responsibilities
Status	Professional Identity
EYP more respectful of teaching standards	Relationship with Children
Broader outcomes	Training
EYP broader knowledge	
EYP whole setting	
EYT more insular	
Teacher focused on educational outcomes	
Teacher presence	
Teacher standards have a 'life'	
Teachers more supported	
EYP can work in isolation	
Have an idea of what a teacher is	
Professional title supports identity	
Child focused	
Same focus for children wellbeing	
Teacher eye on children	
PGCE versus full pathway	
Key Themes	
The two professional roles have different roles and responsibilities, though there is some overlap	
Pay and Status are different though they face similar challenges over gender; however people know what a teacher is.	
There are different relationship with children	

Early Years Professional Role and Responsibilities of EYP	
Codes	**Categories**
Improving caliber of practitioners	EYPs are setting dependent
Improving outcomes	Improve outcomes
Raising status	Wide role
Different types of EYPs	Relationship with children
Diverse	Wellbeing whole setting
EYP different in different setting	Role model
Evolving	Leadership
EYP not as discreet as other professions in early years	Specific roles
Make decisions	Evolving
Pedagogical adviser	
Role model	
Safeguarding	
Strategic outlook	
supporting colleagues	
Voice for child	
Well being staff and children	
Whole setting	
Wider brief	
Work alongside children	
Transitions	
Key Themes	
EYP is a broad role that is setting dependent	
EYP is evolving	
Distinct roles and relationships	

The Early Years Professional Window of Development

This appendix provides the outcomes of the use of the Johari Window (Thompson, 2009) as a reflective tool to evaluate the impact of the Chronosystem on the development on EYPS.

Table 11.1 Early Years Professional Window:
What was known at the Start of the Research

	Known to Self	**Not Known to Self**
Known to Others	EYP Standards Training Routes Training Providers Qualities, skills, values, ethics and attributes to be an Early Years Professional Some understanding about the different between EYP and EYT Pay and working conditions Status Views of some colleagues Lack of publicity Targets Positive personal and professional impact	Current policy discussions and development of the role Future policy direction Views of Stakeholders Views of some colleagues Potential of role to impact on outcomes for all children Future targets How the Transformation fund and graduate leadership fund is being used in specific settings Future funding
Not Known to Others	Reasons for undertaking EYPS Reasons for undertaking higher education Lack of knowledge about the role and its potential Personal values and ethics	Impact of time Collective professional identity Collective and individual role descriptors How the role embraces being a multi professional worker into its identity Policy development/changes Long term impact on quality Relationship with other professionals in children's services Positioning of EYP in the early years sector (private/public divide) Sustainability

Based on The Johari Window (Thompson, 2009).

**Table 11.2   Early Years Professional Window:
What was Known at the End of the Research**

	Known to Self	Not Known to Self
Known to Others	The Early Years Professional has an advocate and leader of improved outcomes for children EYPS Standards are 'fit for purpose' EYPS Standards are to be reviewed Training providers are to be reduced and training delivered by consortiums Pay, working conditions and status need addressing by Government Collective professional identity Collective and individual role descriptors Relationship with other professionals in children's services How the role embraces being a multi professional worker into its identity Current policy discussions and development of the role Views of Stakeholders Views of colleagues Knowledge about how the *Transformation Fund* and *Graduate Leadership Fund* was used in specific settings Impact of time Positioning of EYP in the early years sector (Private/public divide) Reasons for undertaking EYPS Reasons for undertaking higher education Knowledge about the role and its potential Qualities, skills, values, and attributes to work in early years Personal values and ethics Positive personal and professional impact	Future policy direction Future targets Future funding Future CPD framework
Not Known to Others	Future career plans	Policy development/ changes Long term impact on quality Sustainability Impact of time

Appendix 12.1
The Professional Profile of the Early Years Professional

Attributes and Skills

- Diplomatic
- Empathetic
- High level interpersonal skills
- Highly organised
- Leadership
- Principles and values
- Reflector
- Reflexivity
- Supportive
- Team worker

Working with Others

- Colleagues
- Agencies
- Professionals
- Children
- Families
- Safeguarding
- Special Needs

Knowledge and Understanding

Anti-discriminatory Practice

Continual Professional Development

Early Childhood Education and Care

Holistic understanding of the child and their position within the family and community

Learning

Integrated Working

Multi-Professional Working

Leadership

Management

Policy

Research Knowledge

Theoretical Perspectives

Roles

- Advocate for Young Children
- Advocate for Early Years
- Quality Enhancement
- Change Agent
- Family Work
- Leadership
- Management
- Parent Partnership
- Practice Development
- Role Modeling
- Staff Training

Resilience Factors

- Adaptable
- Committed
- Flexible
- Manage challenge-*low status, pay and conditions, lack of understanding of role*
- Passion
- Patience
- Tolerant
- Work ethos

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