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# **The Early Years Professional in England**

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**The University of Northampton**

***Global Conference on Childhood***

**Washington DC**

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# Research Aim

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





## 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.





# Context

- International focus on the importance of Early Childhood Education and Care.
- Early Years Professional Status imposed by English Government rather than grown organically.





- Traditionally professions in England have developed along a separatist rather than an integrated model of service delivery.
- Each profession has its own 'professional identity' which shapes and impacts on the services provided.





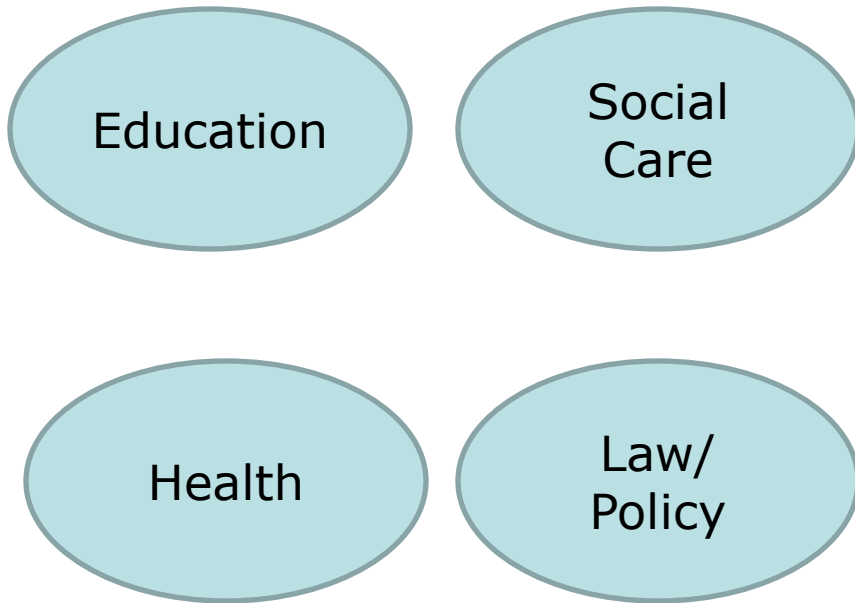
- Historically health, education and social care provision for children and families have reflected the separatist model.
- Increasingly it has been recognised that the needs of children and families do not divide easily into these areas, despite understanding of this being evident in the early pioneers of early years education.



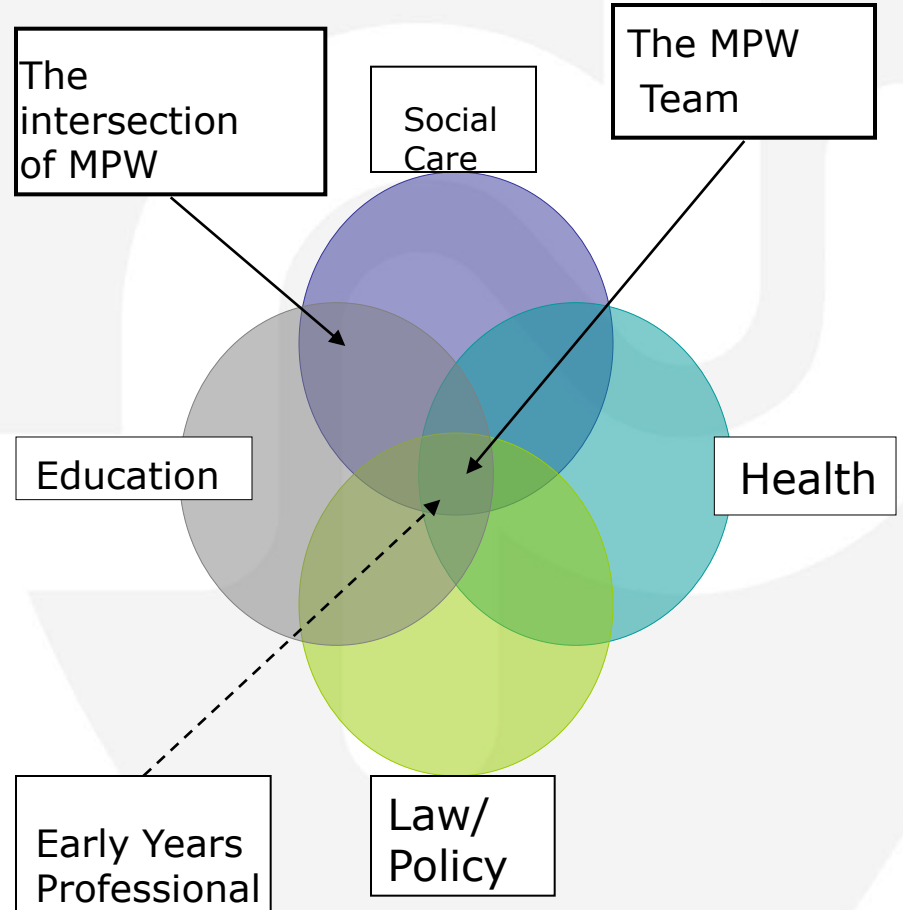


# Separatist and Integrated Professions in Children's Services in England

## Separatist Professions



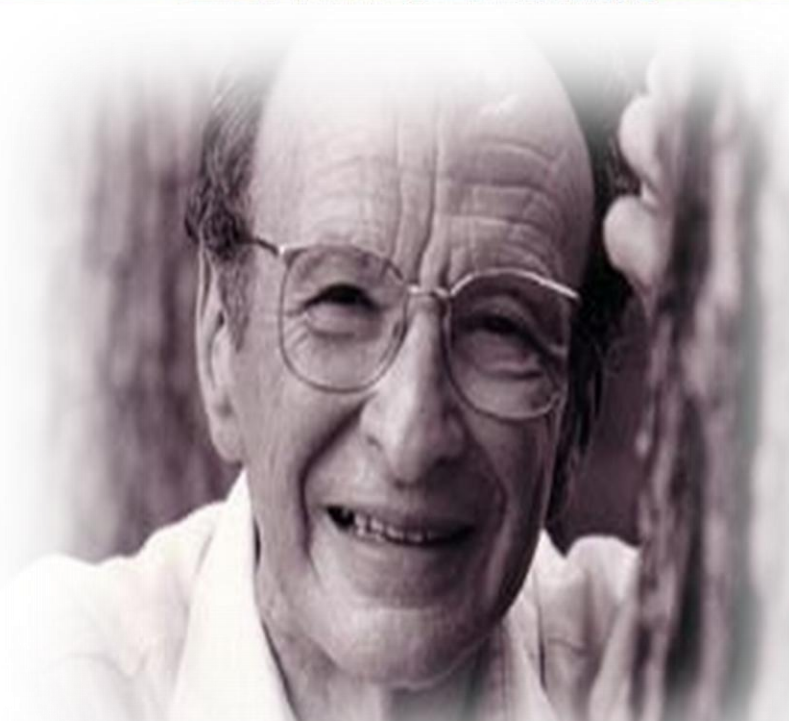
## Integrated Professions





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# Theoretical Framework



## *Bioecological Theory of Human Development*

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

Pierson (2008:87).

I offer to the prologue now, in advance, in the hope that others too maybe moved to get into the act. 'The play's the thing'.

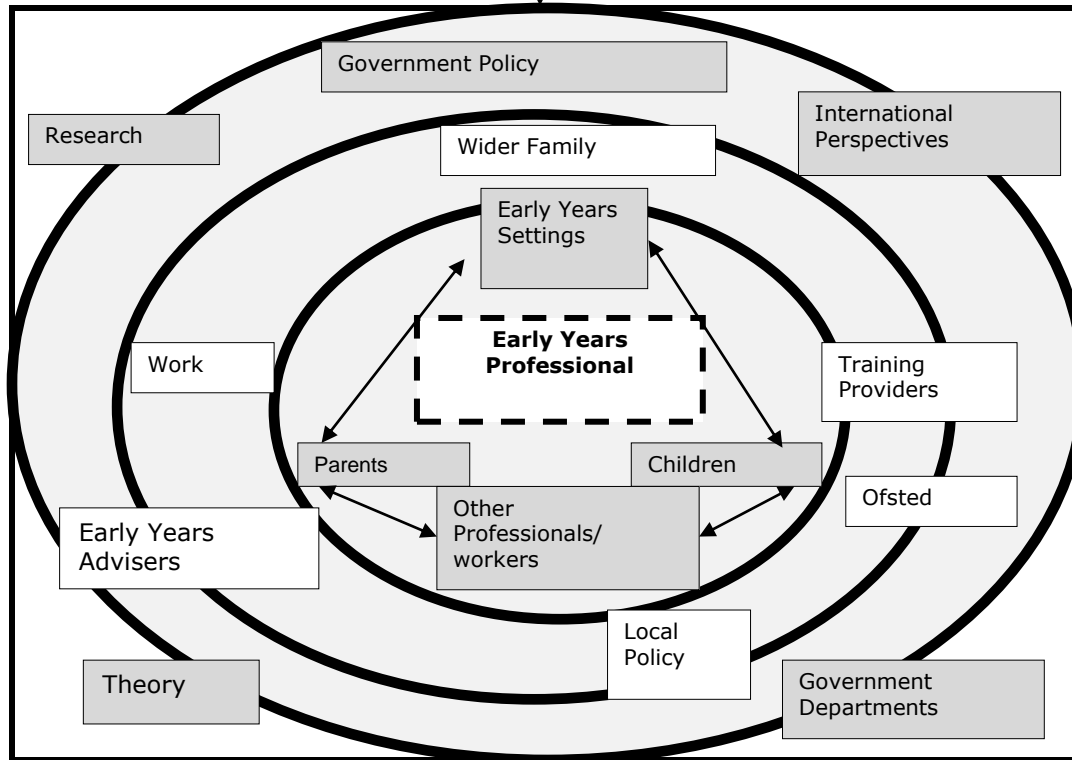
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Bronfenbrenner, (2005:124).

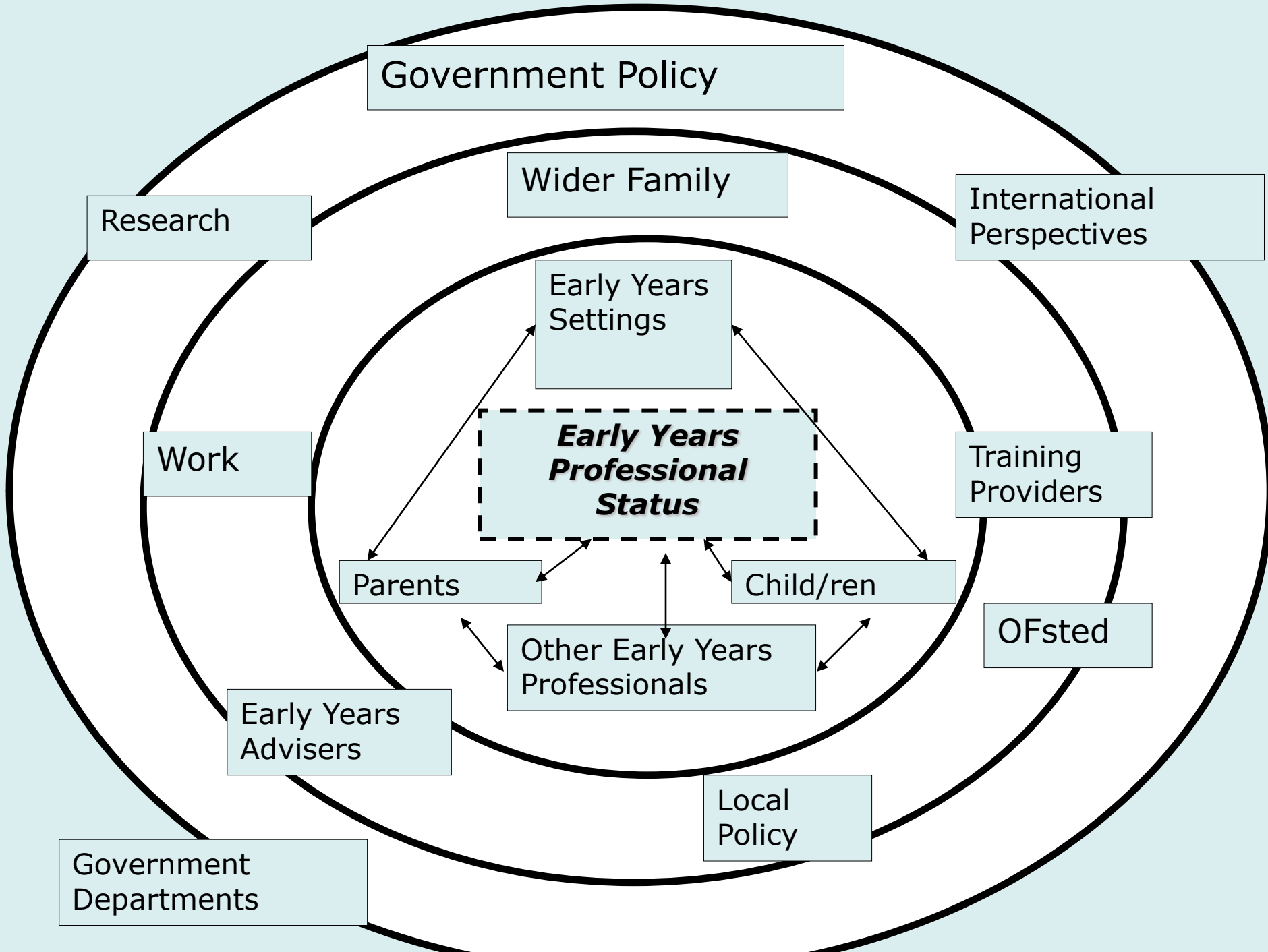


## View 1



## View 2







## **Time**

*Development of  
Professional  
Identity  
Evolution of role  
Evolving  
Training-CPD*

## **Process**

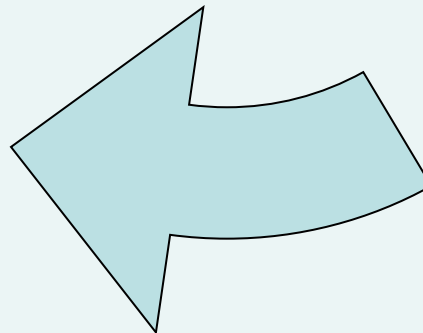
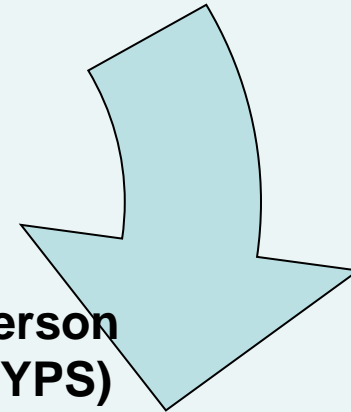
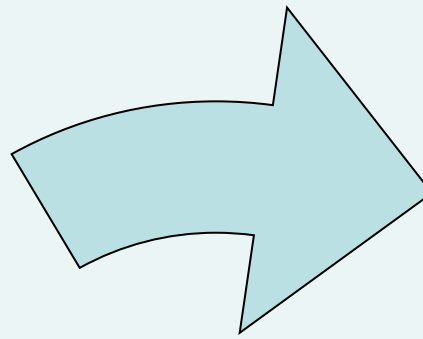
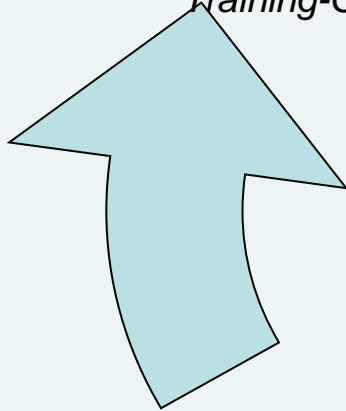
*EYPS  
EY Setting  
Training*

## **Person (EYPS)**

*Experience  
Training route  
Professional  
Development*

## **Context**

*Training  
provided  
Policy  
Support*





# Literature Review

Policy

The Professions

Professionalisation to  
Professional



# **Policy...**

*History can remind us that it is worth working for the things you believe in and the study of history shows how important it is to record ideas and practices for those who follow to ponder.*

Nutbrown, Clough and Selbie (2008:181).

*Though much remains to be learned about how to lay necessary foundations during the pre-school years, which will enable children to achieve eventually the fullest measure of their potential, yet enough is known to take some action now...promoting optimal emotional, social and intellectual development; preventing neglect and deprivation; and, most difficult of all, for breaking into the vicious circle of the emotional or intellectually deprived children of today becoming tomorrow's parents of yet another generation of deprived children.*

Pringle and Naidoo (1975:169).

# 3 Year Old Children

**We need to provide our children with the social and emotional capability to break the cycle .... our babies, children and young people deserve the best emotional base they can have to make the best of their lives....**

Normal

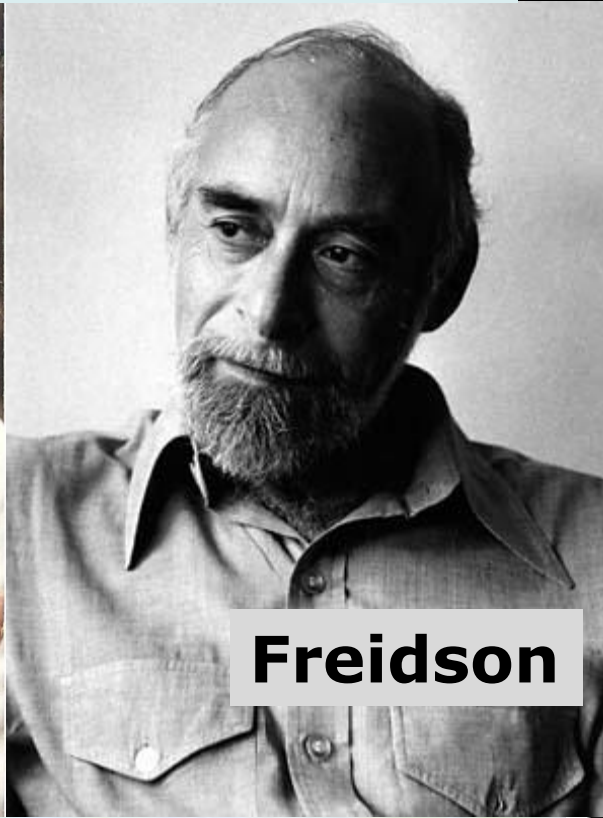
**Allen (2011).**  
Extreme Neglect



# Professions



**Illich**



**Freidson**



**Eraut**



**Schon**



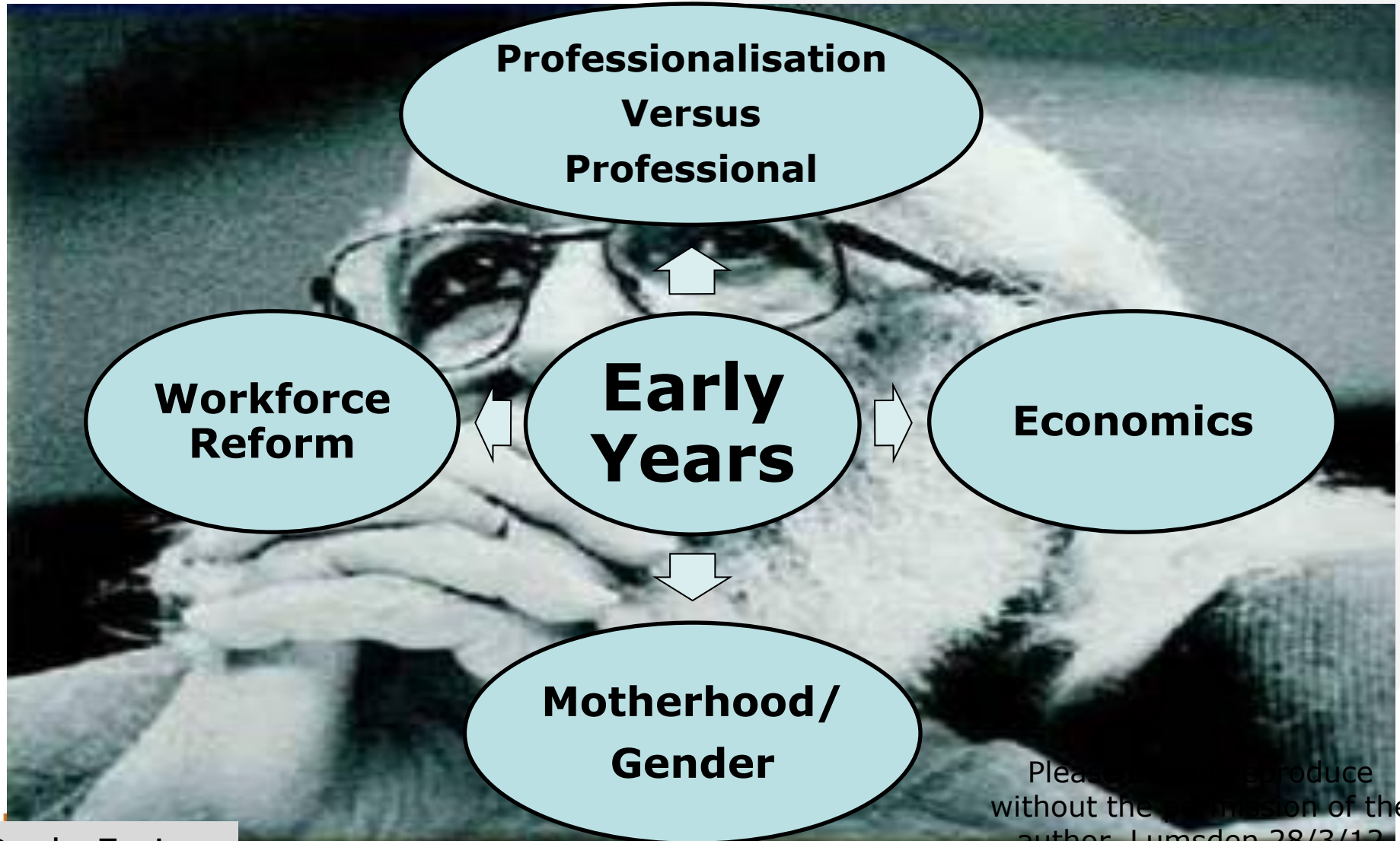
*The professions have become more, not less, socially exclusive over time. Despite a sharp growth in professional employment opportunities over recent decades, the professions are becoming the preserve of people from an increasingly small part of the social spectrum.*

**Unleashing  
Aspiration:**  
The Final Report  
of the Panel on  
Fair Access to  
the Professions

The Panel of Fair Access to the

Professions (2009:20). Please do not reproduce without the permission of the author Lumsden 28/3/12

# The Early Years



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# Methodology and Methods

## Early Years Professional

### Stage One: Training

- Questionnaires
- Case Study Interviews

### Stage Two: 1 Year Post Award

- Questionnaires
- Case Study Interviews
- Focus Groups

## Stakeholders

### Stage One

- Questionnaires
- Case Study Interviews

### Stage Two: 1 Year Later

- Questionnaires
- Case Study Interviews
- Focus Group





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





	<b>Phase One</b>	<b>Interviews</b>	<b>Phase Two</b>	<b>Interviews</b>
<b>FIRST GROUP</b> <i>September 2006 Start</i>	—	—	Spring 2008	5
<b>VALIDATION PATHWAY</b> <i>January 2007 Start</i>	Summer 2007	1	Summer 2008	1
<b>SHORT PATHWAY</b> <i>January 2007 Start</i>	Spring 2008	7	Spring 2009	7
<b>SHORT PATHWAY</b> <i>September 2007 Start</i>	Summer 2008	4	Summer 2009	4
<b>FULL PATHWAY</b> <i>Autumn 2007 Start</i>	Spring 2008	7	Summer 2009	4
<b>LONG PATHWAY</b> <i>Autumn 2007 Start</i>	Spring 2009	3	Spring 2010	2
		<b>22</b>		<b>23</b>



# Stakeholders

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## Questionnaires

## Interviews

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**Phase One  
Summer 2008**

63 (63%)

10

---

**Phase Two  
Summer 2009**

46 (46%)

6

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# Focus Groups

<b>Focus Group</b>	<b>Early Years Professionals</b>	<b>Stakeholders</b>
<b>Number</b>	5	4
<b>Gender</b>	Female	Female
<b>Role</b>	EYP	Lecturers
<b>Setting</b>	PVI Children Centre's Local Authority	University Former Teachers Advisers

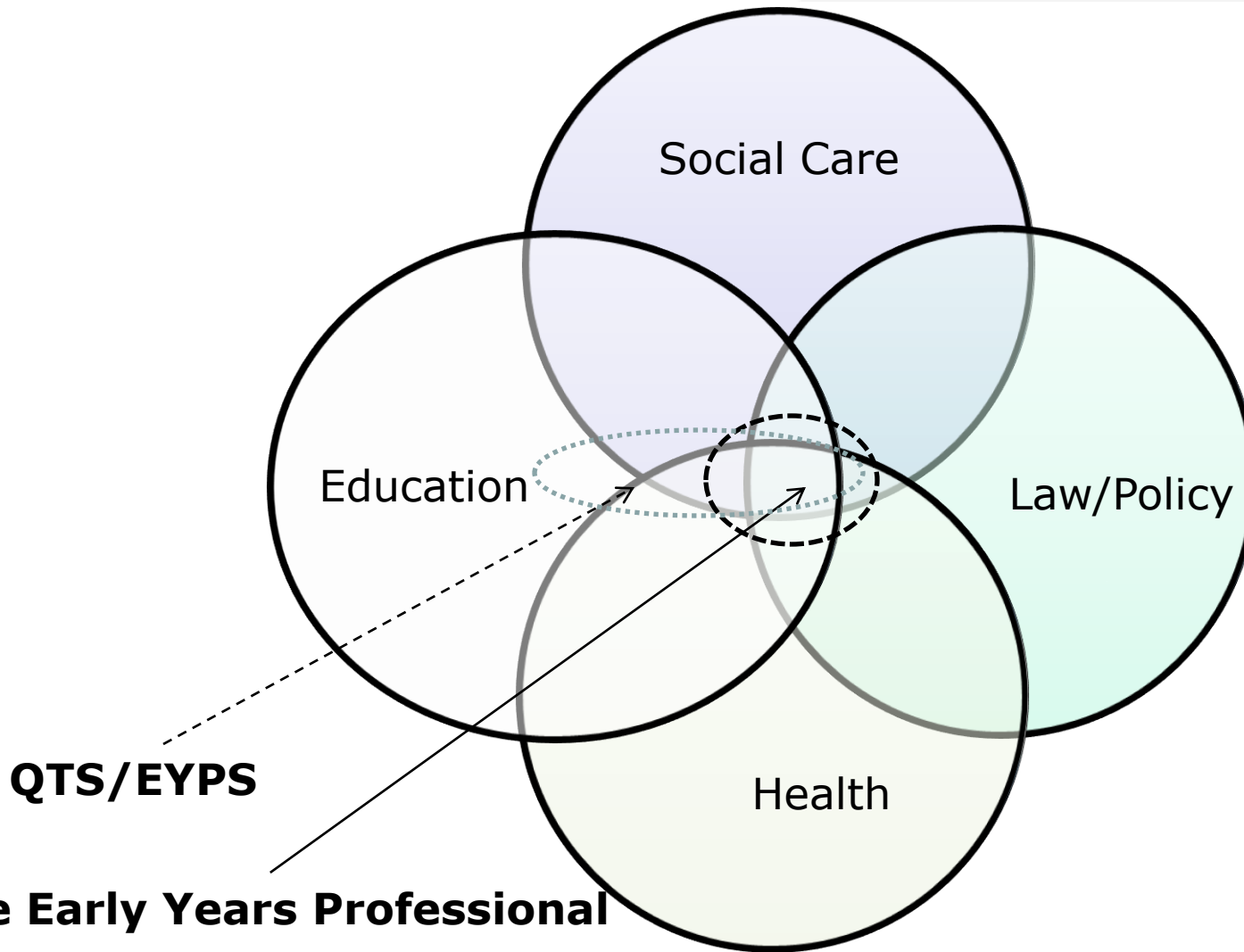




# Key Findings

- Overwhelming agreement 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.
- The title 'Early Years Professional' **was not being used**.

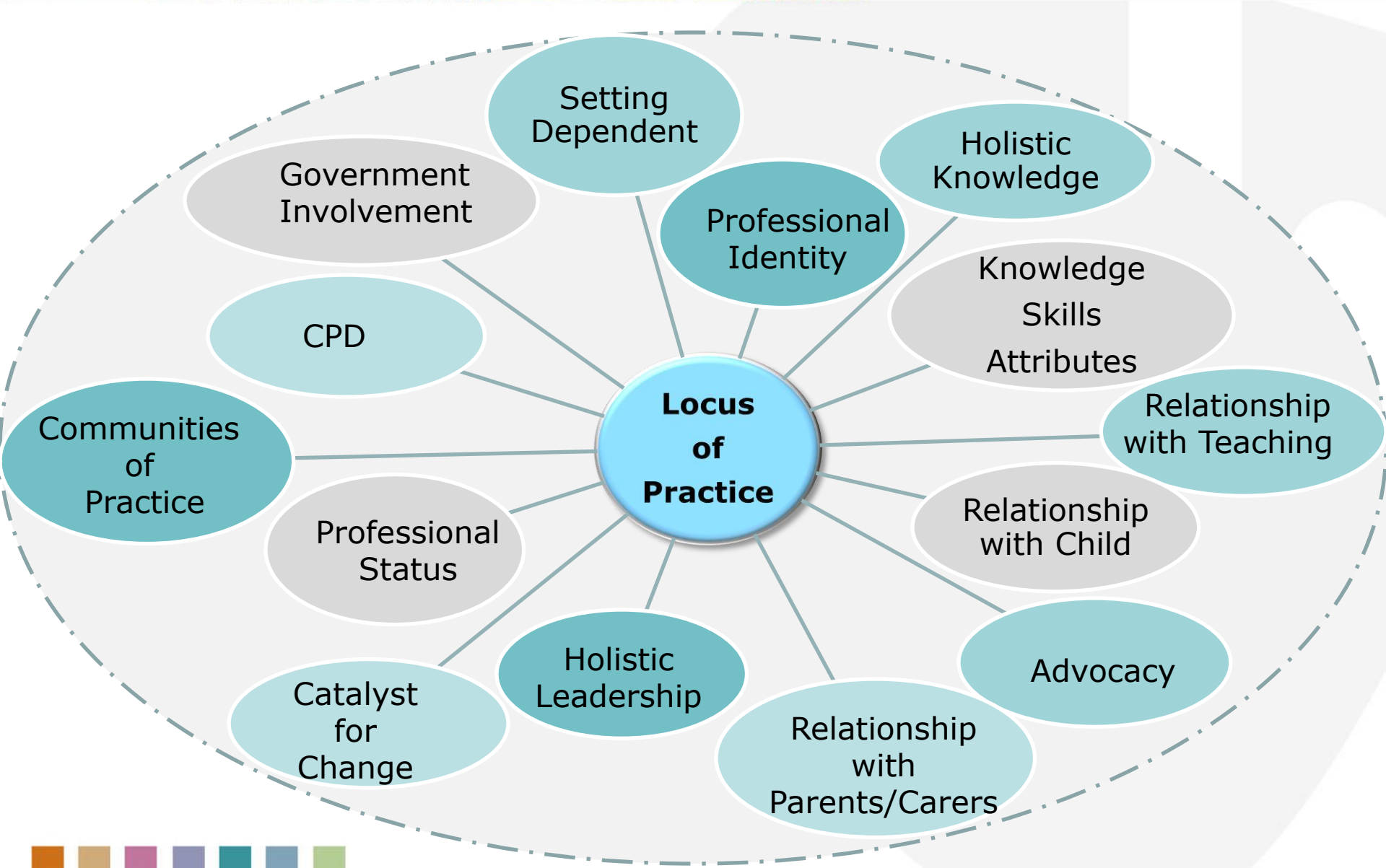
# A New Professional Space with Flexible Borders



**QTS/EYPS**

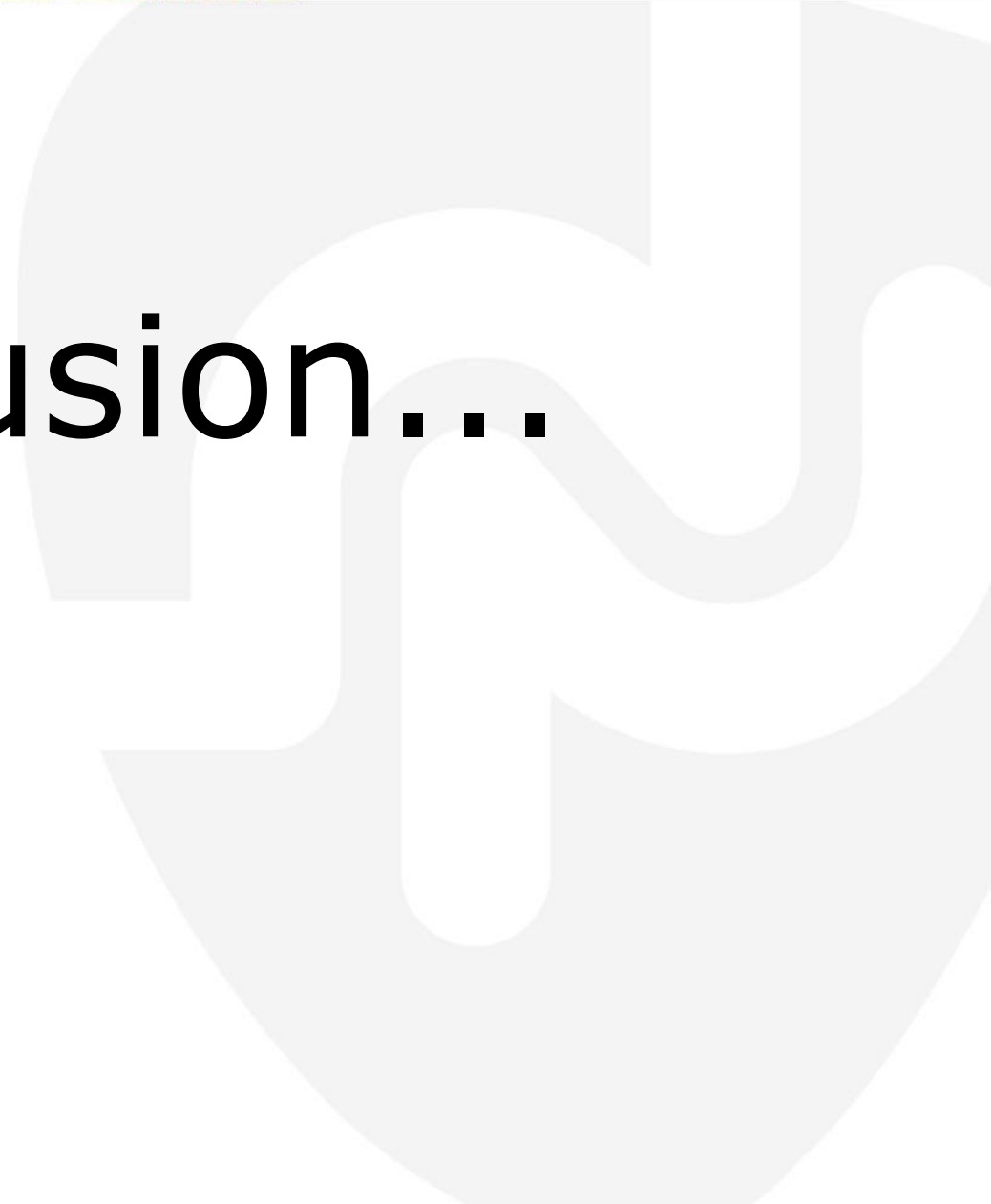
**The Early Years Professional**







# In conclusion...





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



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





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.***





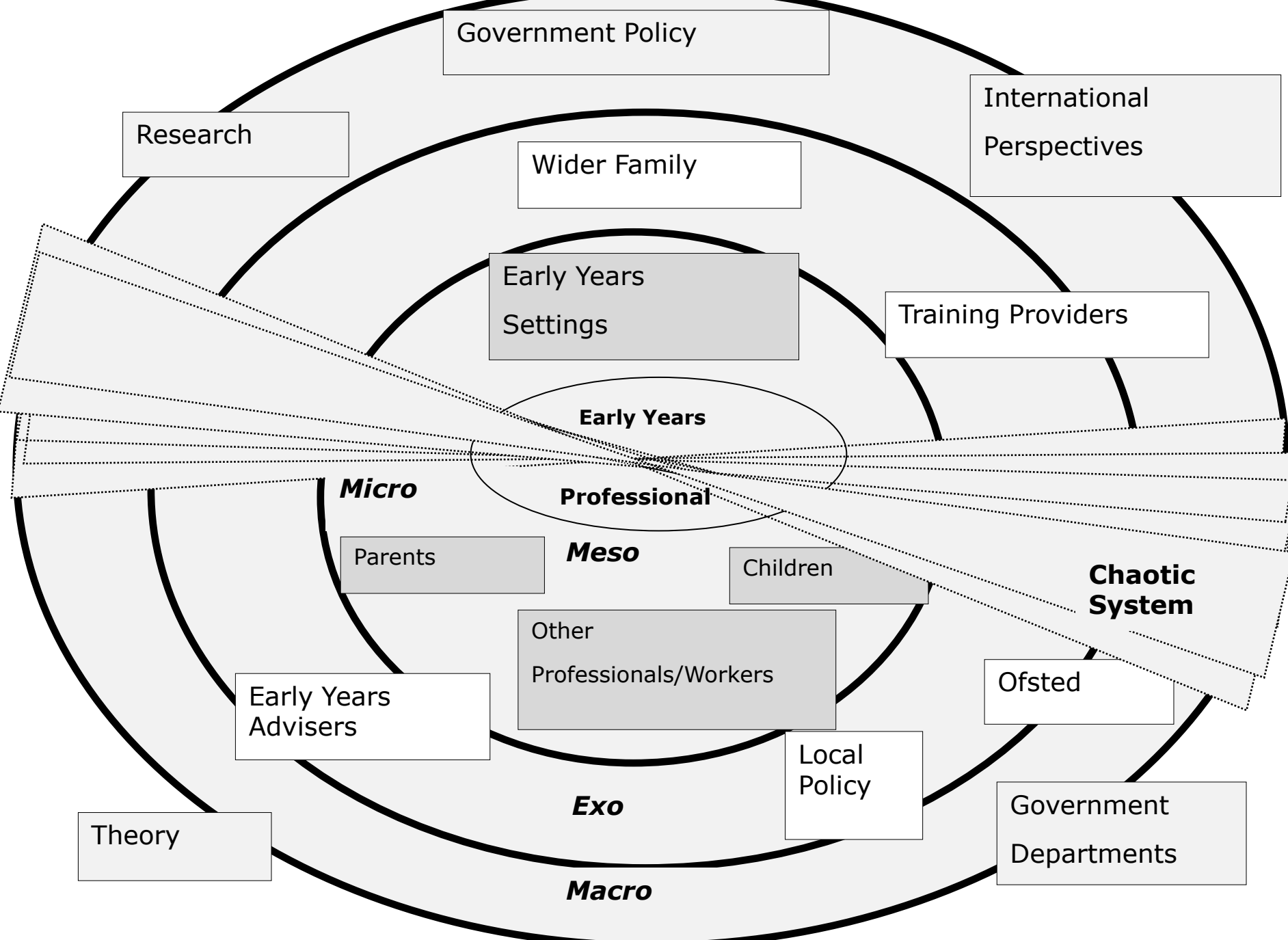
# Finally....The Theoretical Framework

How the Early Years Professional  
supports understanding of the  
under theorised 'Chaotic-System'





# Chronosystem



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