

EDITED BY CARLA SOLVASON  
AND REBECCA WEBB

# Exploring and Celebrating the Early Childhood Practitioner

An Interrogation of Pedagogy,  
Professionalism and Practice



# Professionalism And The Early Childhood Practitioner

**John A. Sutterby**



## **Professionalism And The Early Childhood Practitioner:**

Professionalism and the Early Childhood Practitioner Bernard Spodek, Olivia N. Saracho, Donald L. Peters, 1988

**Professionalism in Early Childhood Education and Care** Carmen Dalli, Mathias Urban, 2013-09-13 The professionalism of the early childhood sector has gained prominence on the policy agendas of many countries National pedagogical frameworks or curricula and an upsurge of pathways to gaining or upgrading qualifications has led to a pervasive terminology of professionalism Yet despite the pervasiveness of this terminology the question of what professionalism means in early years contexts remains open to debate This book draws together the work of an international group of scholars who have engaged with this question They ask How can professionalism be conceptualised in early childhood settings How might one act professionally in increasingly diverse and changing social and cultural contexts Do we have a common ground of understanding about these terms Are there key concepts that can be agreed upon Drawing on research and experience across a wide range of national contexts this book seeks an understanding of early childhood professionalism in local contexts that might throw light on the global implications of this term This book was published as a special issue in the European Early Childhood Education Research Journal

**Professionalism in Early Childhood Education** Stephanie Feeney, 2012 Investigate what it means to be an early childhood professional and acquire the knowledge skills and traits exemplary early childhood educators possess Written for those entering the field or striving to grow within the profession early child care leader and author Dr Stephanie Feeney helps readers understand the nature of the profession what it means to behave in a professional way and where they stand in their own professional journey in her newest resource Professionalism in Early Childhood Education Doing Our Best for Young Children She devotes chapters to moral and technical competence and explains what the terms profession and professional mean Complete with self assessments and first hand accounts Dr Feeney guides readers in understanding what it means to be an educator who embodies the highest standards of professionalism in their work with children families and colleagues

*Leadership in Early Childhood* Jillian Rodd, 2013-01-16 Leadership in Early Childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and early education settings Leadership in the early years has moved on in the way it is organised and this fourth edition has been fully revised and updated to reflect the changes affecting leaders in early childhood This rapid change in the field over the past few years includes moves to professionalise the workforce generally and this edition recognizes the implications of these developments and revisits some of the concepts and messages Praised for its excellent overview of early years leadership accessible writing style and clear links between theory and practice the fourth edition also includes Thorough discussion of the leader s role in moving towards leading best practice Reconceptualised coverage of team building to consider working collaboratively as a team at service level multi disciplinary teams and integrated service provision through multi agency working A chapter which considers the

essential characteristics of leadership in terms of personal qualities skills and timing related to effective leadership

**Leadership in Early Childhood** Jillian Rodd,1994 With community insistence on quality early childhood care and education in a time of diminishing resources professionalism has become a major issue in early childhood To date few authors have tackled the task of defining what leadership means in early childhood using terminology that practitioners can understand Leadership in Early Childhood is a practical resource for early childhood professionals who want to understand the role of leadership in early childhood Drawing on her extensive experience in the field Jillian Rodd presents a framework for understanding the demands of leadership and for developing skills that are relevant to the early childhood context including communication and interpersonal skills building and leading an early childhood team decision making conflict management implementing change the role of research working with parents and promoting early childhood professionals unique contribution to the welfare of children and families in the community *Professionalization, Leadership and Management in the Early Years* Linda Miller,Carrie Cable,2010-11-09 With the rapid change experienced by the Early Years Workforce over recent times this book considers what constitutes professionalization in the sector and what this means in practice Bringing a critical perspective to the developing knowledge and understanding of early years practitioners at various stages of their professional development it draws attention to key themes and issues Chapters are written by leading authorities and provide case studies question and discussion points to facilitate critical thinking Topics covered include constructions of professional identities men in the early years multi disciplinary working in the early years professionalization in the nursery early childhood leadership and policy Written in an accessible style and relevant to all levels of early years courses the book is highly relevant to those studying at Masters level and has staggered levels of Further Reading that encourage reflection and progression **Exploring and Celebrating the Early Childhood Practitioner** Carla Solvason,Rebecca Webb,2022-11-01 This exciting new book celebrates interrogates and re imagines the complex and demanding role of the Early Childhood Practitioner Exploring the many different facets of the Early Childhood Practitioner s ECP role it challenges normative constructions of practitioners and how they have been shaped by assumptions of history culture and policy Drawing on a range of theoretical presumptions and debates the chapters champion the multidimensional power and potentiality of the ECP arguing for greater respect and recognition for a role that supports and enables at a crucial time in a child s life With opportunities for reflection key topics include The specialist pedagogical expertise of the ECP The key role that ECPs play in the child s holistic wellbeing The ECP as diplomat across many professional contexts effectively communicating with families and professionals The creative ECP pushing traditional normative boundaries of practice The ECP as so much more than they are customarily perceived as being This latest addition to the TACTYC series will be valuable reading for Early Years students particularly on Masters level courses as well as those working and researching in the Early Years sector **Professionalism in Early Childhood Education and Care** Carmen Dalli,Mathias

Urban,2013-09-13 The professionalism of the early childhood sector has gained prominence on the policy agendas of many countries National pedagogical frameworks or curricula and an upsurge of pathways to gaining or upgrading qualifications has led to a pervasive terminology of professionalism Yet despite the pervasiveness of this terminology the question of what professionalism means in early years contexts remains open to debate This book draws together the work of an international group of scholars who have engaged with this question They ask How can professionalism be conceptualised in early childhood settings How might one act professionally in increasingly diverse and changing social and cultural contexts Do we have a common ground of understanding about these terms Are there key concepts that can be agreed upon Drawing on research and experience across a wide range of national contexts this book seeks an understanding of early childhood professionalism in local contexts that might throw light on the global implications of this term This book was published as a special issue in the European Early Childhood Education Research Journal

**Professionalism in the Interdisciplinary Early Years Team** Avril Brock,Carolynn Rankin,2011-12-29 Professionals are no longer restricted by particular spaces or areas of knowledge and interprofessionalism is the key to delivering effective and efficient child focused services in challenging times Professionalism in the Interdisciplinary Early Years Team celebrates the professionalism of the varied practitioners who work with young children bringing together contributions from academics and practitioners to share knowledge and expertise about the key services for young children and their families This accessible guide covers the key issues faced by early years practitioners and moves on to consider particular roles within the early years team including the early years professional early years teacher health professional social worker speech and language therapist and librarian The role each member of the early years team plays is explored looking at professionalism through the dimensions of knowledge education skills autonomy values ethics reward This text will be invaluable to those studying early years at undergraduate and postgraduate levels It will also be a useful resource for leaders in early years settings and established early years practitioners who are undertaking continuing professional development courses

**The Early Childhood Educator Professional Development Grant** John A. Sutterby,2011-10-06 Focuses on the implementation of professional development for early childhood educators describing a number of models for improving early childhood care This title provides future developers of professional development with a road map for what works and what might not be as effective

**Professionalism and Leadership in Early Childhood Education and Care** Mary A. Dyer,Samantha McMahon,2022-12-23 Professionalism and Leadership in Early Childhood Education and Care explores the tension between what early years practitioners are expected to achieve and the level of expertise and understanding required to underpin this It examines the impact of recent policies on the agency of individual practitioners and the culture and ethos of their settings and questions the driving factors behind reforms to curriculum and practice and where this locates practitioners and their provision Bringing together the latest research and ideas on professionalism and leadership the book explores how

professional status is understood and acquired and what makes this problematic in ECEC It explores the impact of different leadership approaches what needs to be challenged and sets out how the workforce might assert its own identity and values and continue to advocate for the needs of young children Including case studies to illustrate the lived experiences of individual practitioners as they worked towards becoming graduate professionals this will be valuable reading for early years professionals engaged in undergraduate and postgraduate study and those researching policy development and professional identity within ECEC Early Childhood Grows Up Linda Miller, Carmen Dalli, Mathias Urban, 2011-11-08 Once the Cinderella of the education system early years education has evolved into a much more substantially funded sector with staff experiencing greater opportunities for higher level training and education as well as increasing demands This book reflects practitioner debates about fundamental questions such as whether or not their field of work is a profession at all Two key arguments are presented The first is that early years education has matured to the point that pedagogical and regulatory frameworks have been introduced and linked to a terminology of professionalism This has opened up a space for early years practitioners as insiders of this historically undervalued sector to question the nature of their practice The questioning leads to the second argument the need for a new future for early years education marked by a critical ecology of the profession This is a future in which educators maintain an attitude of critical enquiry in all aspects of their role assessing the genuine needs of the sector factoring in the different political and cultural milieux that influence it and acting to transform it In exploring the issues this book begins by recording in detail the daily work of early years educators from six countries Australia England Finland Germany New Zealand and Sweden These case studies explore what it means to act professionally in a particular context perceptions of what being a professional in early childhood education means including practitioners self perceptions and external perspectives and common features of practice in each context It moves on to analyse the wider socio political forces that affect this day to day practice and recommends that practitioners act as transformative agents informed by the political and social realities of their time **The Reflective Early Years Practitioner** Elaine Hallet, 2012-11-13 Shortlisted for the 2013 Nursery World Awards The author offers opportunity to reflect upon experience and brings together reflective practice and work based learning aiming to support the professional growth of a reflective early years workforce Karen Ward Senior Lecturer in Early Years Birmingham City University Work based reflective learning is a key part of the professional development of practitioners working in the early years sector The Reflective Early Years Practitioner focuses on the practitioner s role and development within a wide range of contexts in this area Informed by empirical research packed with case studies from a wide range of settings and with points for reflection in each chapter the author covers developing as an early years practitioner reflective vocational progression pedagogical examples for continuing professional development study skills to begin reflective practice professionalism and reflective leadership in the early years Vital aspects of practice such as assessing and planning for children s learning developing inclusive teaching strategies and

integrated practice are highlighted within the chapters This is essential reading for students undertaking work based and academic study in early years and for those working towards post graduate and professional qualifications It provides readers with tools to continually practice work based reflective learning now and in the future *The Early Years Foundation Stage* Ioanna Palaologou, 2016-03-15 The new edition of this bestselling textbook continues to provide comprehensive coverage of the revised Early Years Foundation Stage EYFS curriculum and is the ideal companion for anyone undertaking any Early Years or Early Childhood Studies course or those working towards Early Years Teacher Status EYTS The third edition now includes new chapters on International Perspectives on Early childhood Education and Care The Issue of Professionalism Pedagogical Documentation Using the Outdoor Environments in Early childhood Pedagogy The Role of Digital Technologies in the Early Years This book further supports your study with outstanding learning features including A Companion Website with weblinks free SAGE journal articles extended case studies and annotated further readings Click here to access Chapter Roadmaps to identify what each chapter will cover at a glance Case Studies in each chapter to help you link theory to practice Reflection Points Reflective Tasks and Points for Discussion to help you critically reflect on how the chapter can be applied to your personal and professional development Further Readings directing you to external resources to help deepen your understanding Ioanna Palaologou will be discussing key ideas from *The Early Years Foundation Stage* in the SAGE Early Years Masterclass a free professional development experience hosted by Kathy Brodie To sign up or for more information click here **Achieving Early Years Professional Status** Denise Reardon, 2012-12-31 Additional resources available online Encompassing the Teaching Agency 2012 new era EYPS standards this new edition provides up to date advice and guidance grounded in current reading research and government policy for all those training to achieve Early Years Professional Status EYPS The new edition features the Teaching Agency 2012 EYPS national standards the new era EYPS assessment process explicit information on the new era EYPS national requirements ideas and examples of early years leadership and practice more on how to manage change The book offers support to those on all four pathways to achieve EYPS Undergraduate Entry Pathway UEP Undergraduate Practitioner Pathway UPP Graduate Entry Pathway GEP Graduate Practitioner Pathway GPP Each chapter includes case studies photographs illustrating practice reflective practice tasks and suggested further reading and useful Websites Journal articles linked to each chapter are available to read online via the SAGE website at [www.sagepub.co.uk](http://www.sagepub.co.uk) Reardon2e Denise Reardon is Early Years Professional Status EYPS Programme Director at Canterbury Christ Church University Denise s second edition of *Achieving Early Years Professional Status* is every bit as readable and useful as its forerunner Updated to reflect both the 2012 EYPS Standards and current government policy including on safeguarding this book offers us a menu of engaging explanatory accounts and insights that both support and challenge aspiring and existing Early Years Professionals so that they can better reflect on their own and others practice and take positive actions to improve the life chances of our youngest children Maureen Lee

Programme Leader for EYPS and Director of Early Years Best Practice Network      **Developing as a Reflective Early Years Professional** Carol Hayes, Ruth Hudson, Jayne Daly, Mandy Duncan, 2025-02-28 Helps early years students and practitioners to get to grips with the key issues through a critical and thematic approach which focuses on reflective practice Theories and research into the nature of reflection are examined how they can be used and how they can improve practice producing a more responsive and thoughtful research based workforce for young children and their families In this third edition there is greater emphasis on issues related to inclusion and diversity mental health and communication with parents New pedagogic features include Team Talk designed to get all members of a work based team to pool their expertise and knowledge and to think critically and reflectively upon aspects that may directly affect their settings There is also a new Evidence Informed Research Practice and Reflection feature which offers questions that emphasise the importance of up to date research material informing practice within a setting      **Professional Learning in Early Childhood Settings** ,2019-02-11 Attention has increasingly turned to the preparation and ongoing education of early childhood educators as governments have become increasingly aware of the importance of early childhood education as a key part of educational provision This collection of case studies in continuing professional learning drawn from Australia New Zealand and the United Kingdom raises important questions about the nature and purpose of continuing professional learning in ECE by drawing on theories broadly described as post developmental including postmodernism cultural historical theory sociocultural theory narrativity and critical theory This book will provide a valuable addition to the libraries of teacher educators professional developers researchers practitioners and students of early childhood education Taken as a whole the chapters provide key insights into the complexities of how adults learn in and about early childhood settings and examines the possibilities offered by reaching beyond traditional developmental views of teaching in ECE      **Reflective Practice and Early Years Professionalism 3rd Edition: Linking Theory and Practice** Jennie Lindon, Lyn Trodd, 2016-05-23 Ensure your students link theory with practice with this updated version of the authoritative and accessible series from Jennie Lindon Linking Theory and Practice has helped thousands of students make the right connections between their lectures and the real settings that they go on to work in This latest edition of Reflective Practice and Early Years Professionalism provides a useful overview of the subject in straightforward language that allows novices to access the more complicated concepts Jennie Lindon's trademark approach provides a trusted and authoritative voice for a wide range of courses including undergraduate and foundation degrees in Early Years and Early Childhood PGCEs and BEd programmes Provides detailed references for further reading with descriptions of key texts for each chapter Pause for reflection feature provides numerous opportunities to think about the impact of their own role Ensures the latest thinking and research is covered in full      Early Years Practice Elaine Hallet, 2016-01-14 I would recommend this book to students and trainees who wish to extend their knowledge and understanding of early years practice beyond level 3 This book is accessible up to date and focuses on

translating theory into practice incorporating the essential higher order skill of reflection The pedagogical foundations within place children firmly at the centre whilst acknowledging the highly influential early years practitioner in the wider context of family community and inclusive practice Sarah Barton Senior Lecturer and EY ITT Programme Leader School of Education and Continuing Studies University of Portsmouth Are you studying to become an early years teacher or educator or studying for an early years degree and looking for a book to guide you through your qualification With stories of practice questions for reflection further reading and links to the Teachers Standards Early Years this book links professional practice with theory and research and will help you understand how children learn and develop engage with the curriculum and the practice of teaching learn more about the structure and reality of early years provision and practice for children aged from 0 8 years develop ways to reflect upon your practice develop professional skills and attributes needed to take a leading role understand how to apply all of this to practice This core textbook is ideal for students of early years and early childhood courses and will support you in your practice in the early years

**Diploma in Child Care and Education** Penny Tassoni, 2002 Diploma in Child Care and Education is clearly written and covers all the underpinning knowledge in CACHE Certificate in Child Care and Education

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