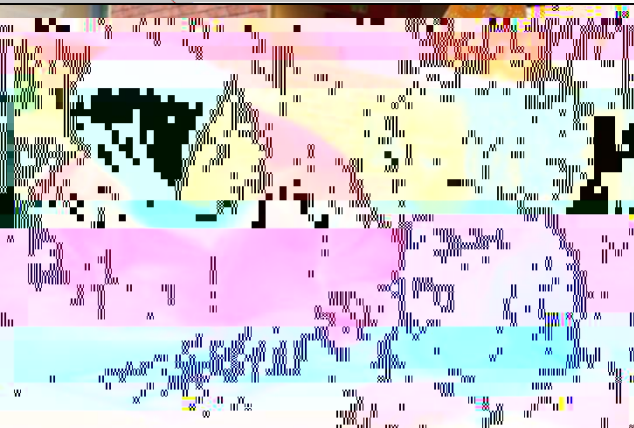
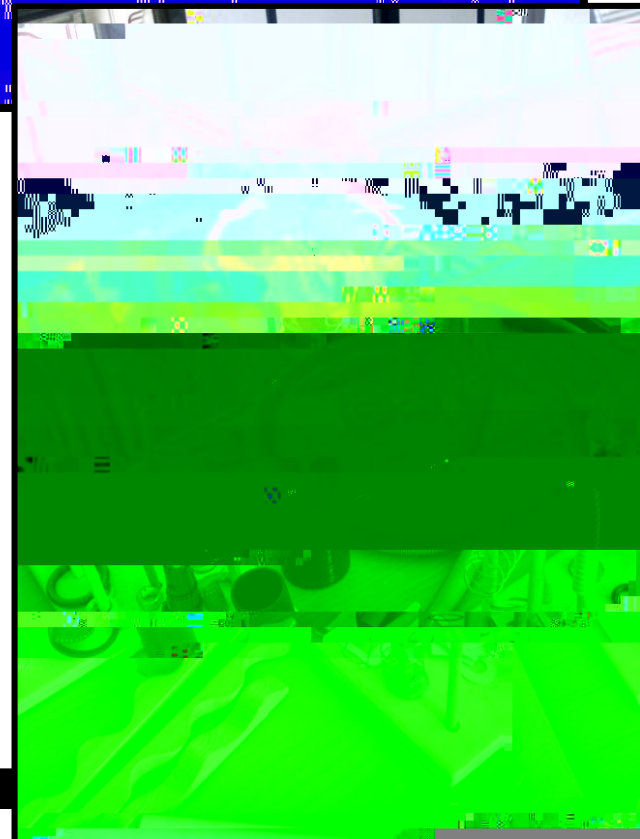
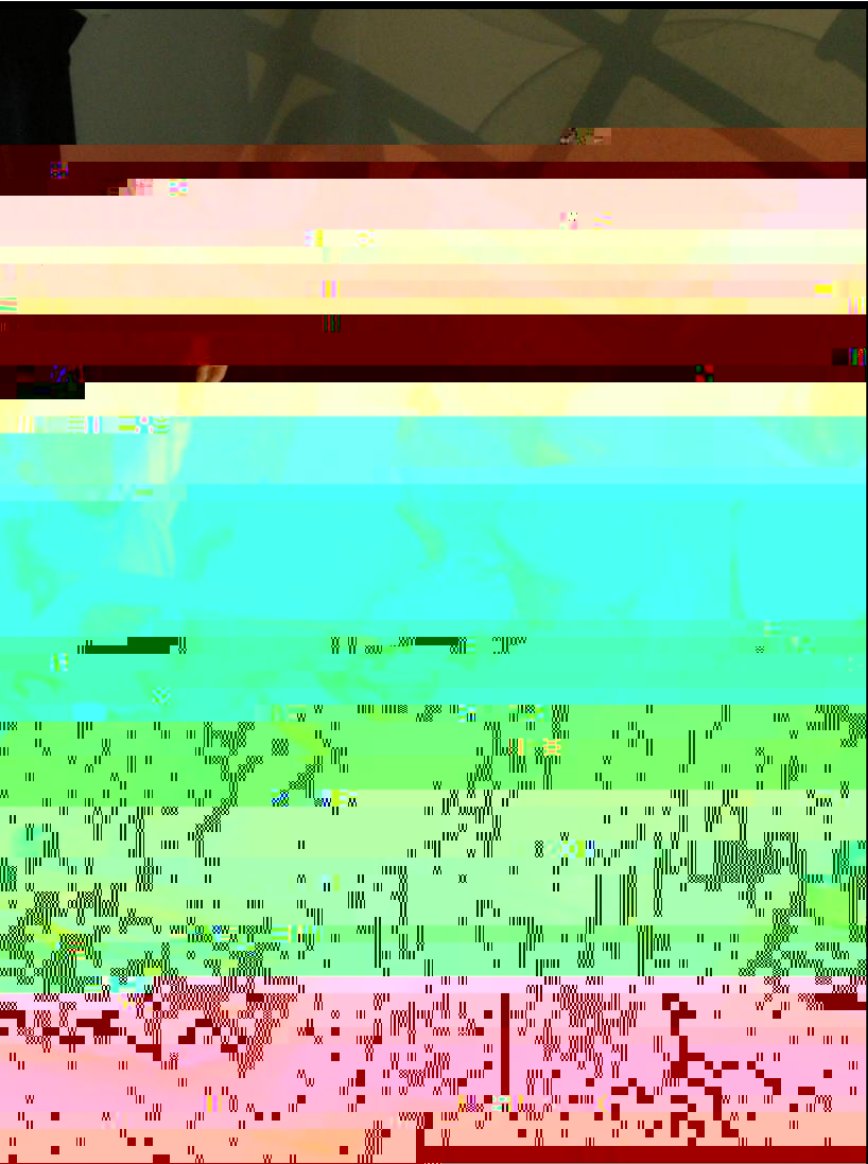


Professionalization of ECEC:





Literature review *high quality ECE workforce* (CoRe, 2011; Lazzari, et al, 2013)

- content and the methodologies
- continuing professional development pedagogical guidance
- Few days of not change traditional practices and convictions
- pedagogical framework reflectivity





engagement and well-being

curiosity,



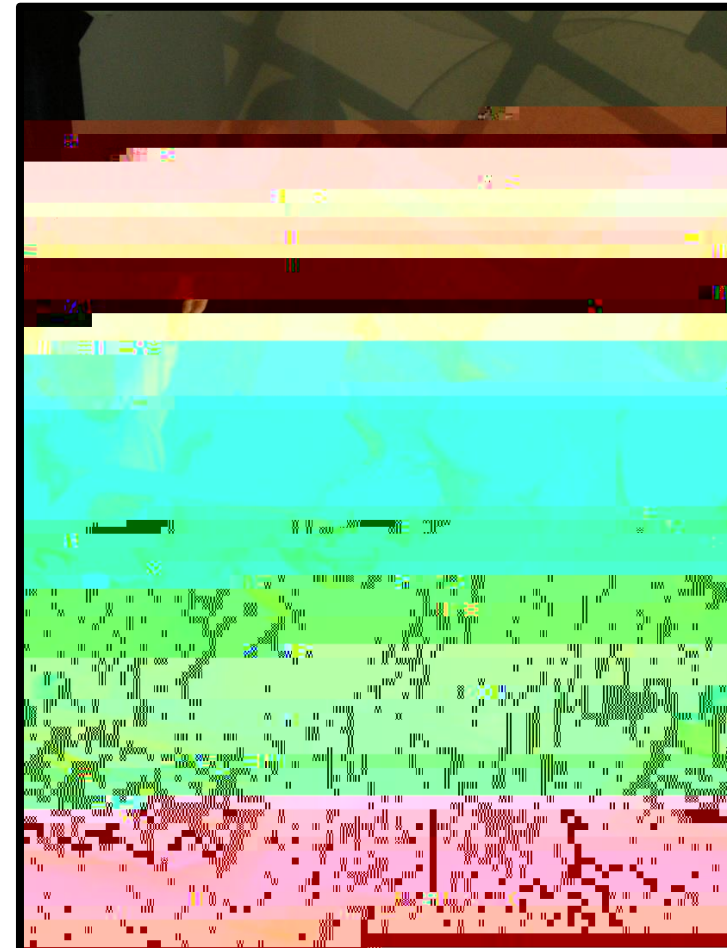
ECE Professions and workforce preparation (ISCED 5 or higher)



What



What makes continuing professional development effective?



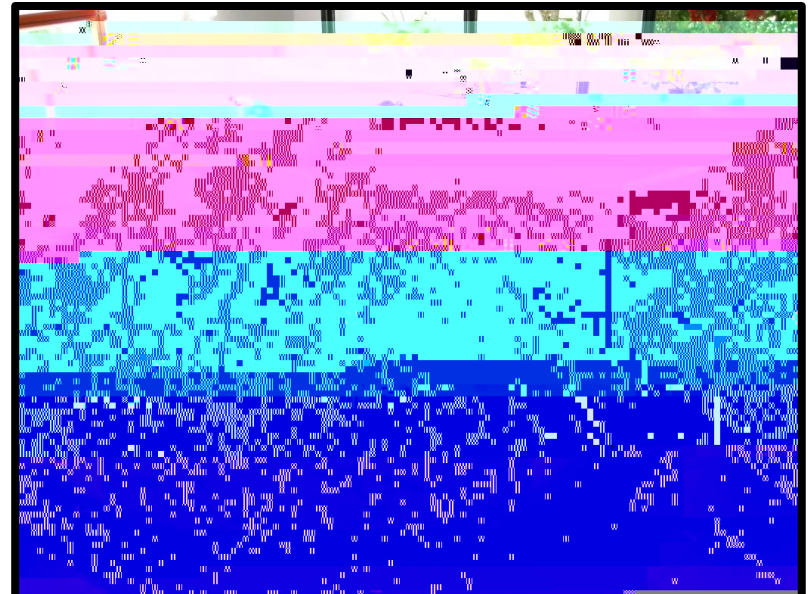
'Assistants' or auxiliary staff (Van Laere, Peeters, Vandebroeck, 2012)



Lack of formal training requirements of assistants



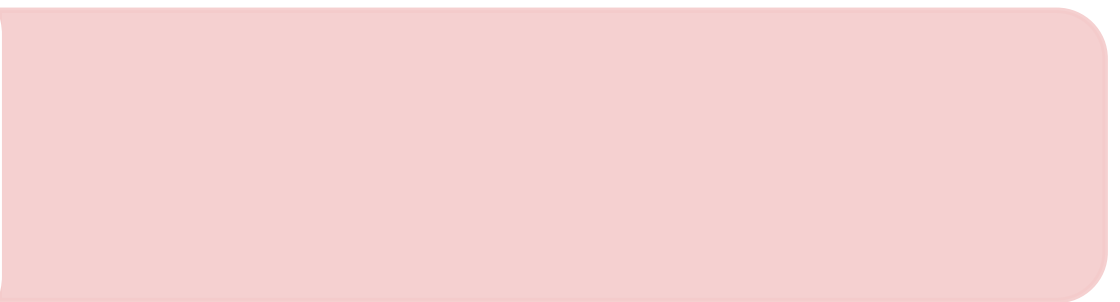
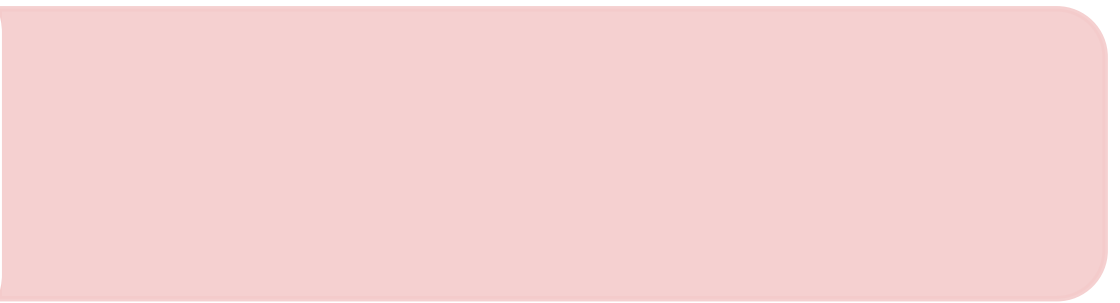
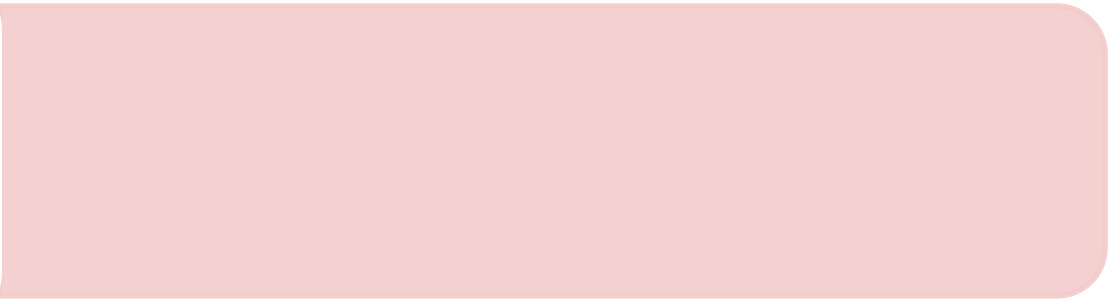
Professional development of assistants



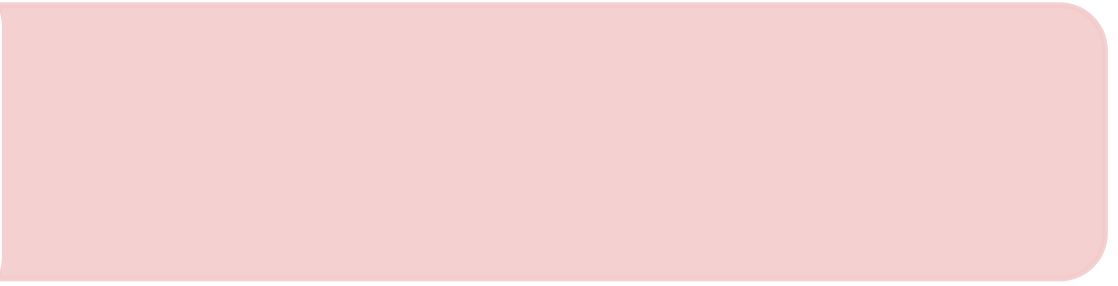
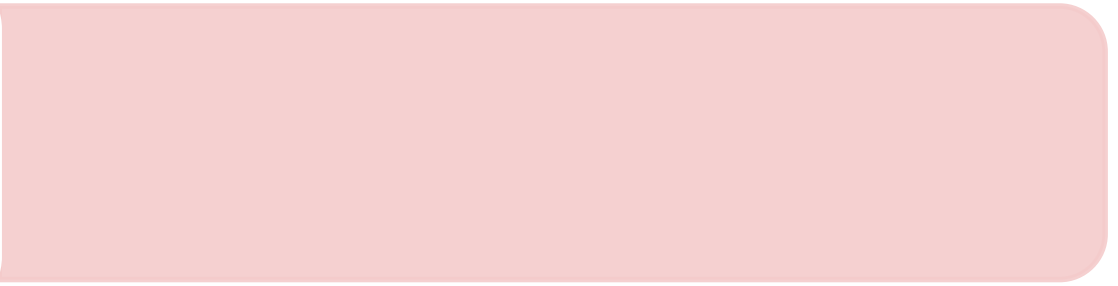
Roles and tasks of assistants



CoRe recommendations towards lower qualified assistants



CoRe recommendations on high quality workforce



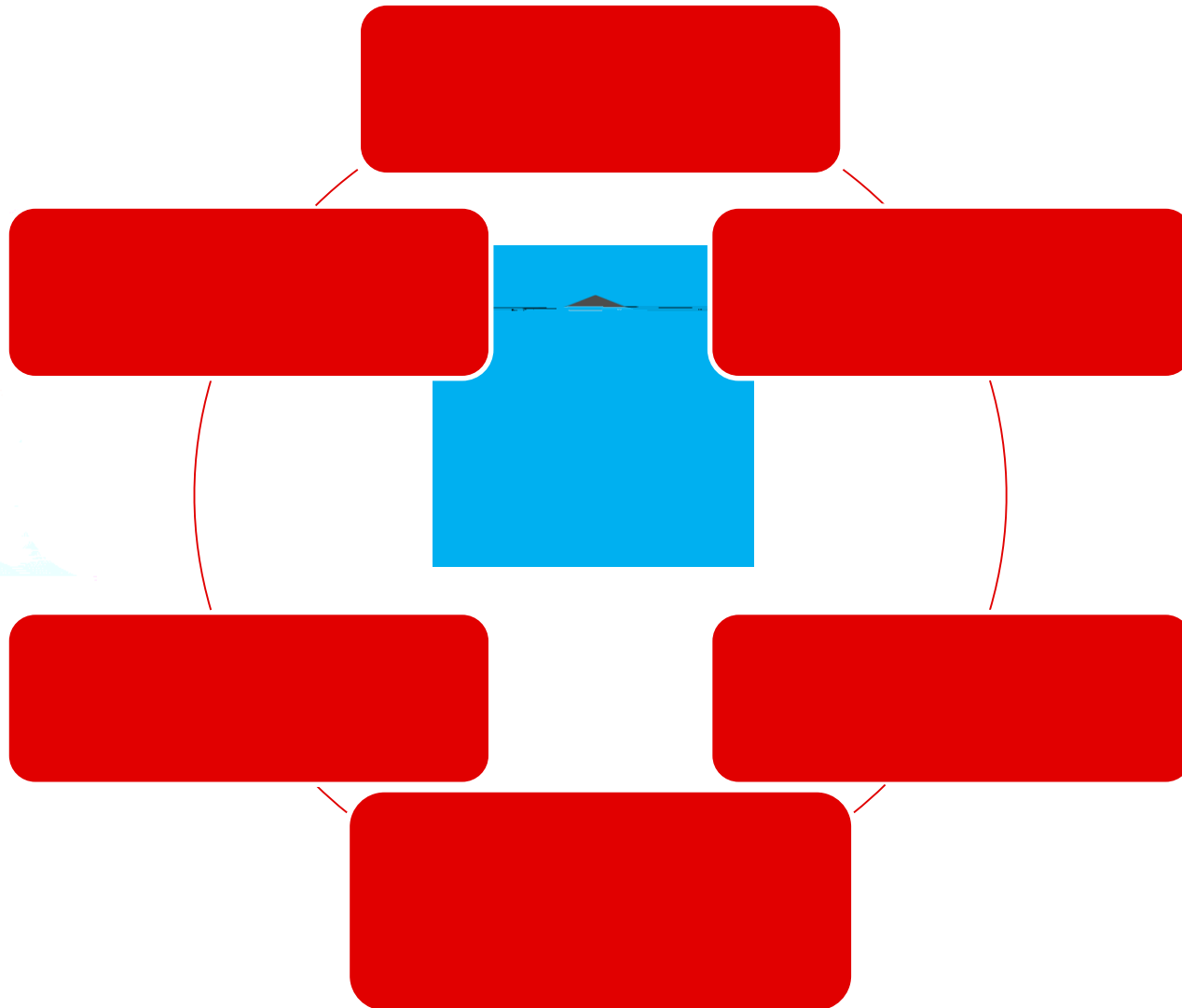
TEAM / INSTITUTION: common pedagogical approach



Competences needed on the individual and team level when working with ethnic minority families, poor families and children at risk. (Peeters, Sharmahd, 2014)



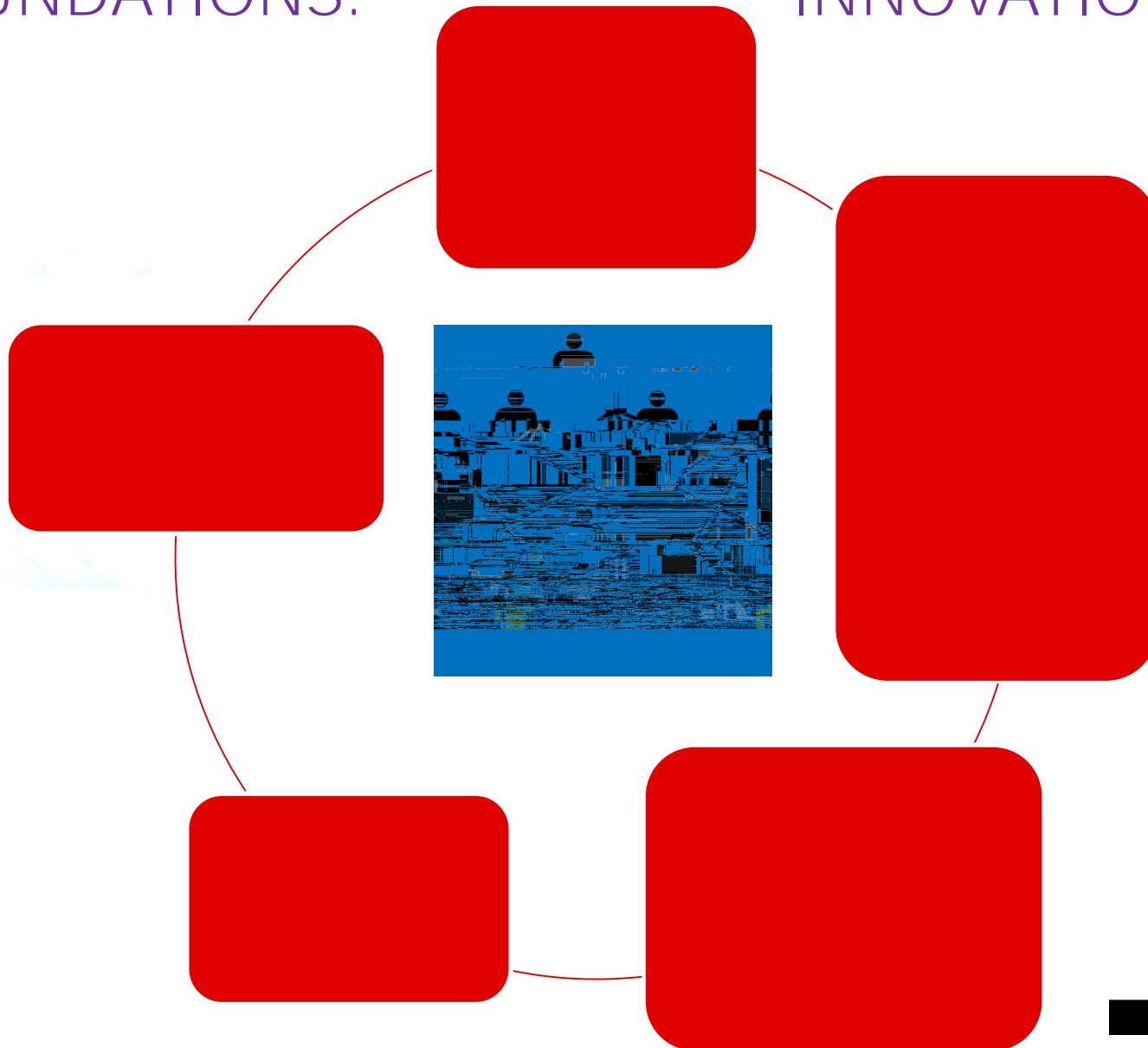
INTERAGENCY / TRAINING CENTERS / LOCAL GOVERNMENT: DIVERSIFIED PD POLICY



NATIONAL MINISTRY OF



INTERNATIONAL NETWORKS AND FOUNDATIONS: INNOVATION



INTERNATIONAL ORGANISATIONS



High quality workforce: challenges for many countries

- Financing: costs of workforce preparation and PD
- Lack of child free hours
- Lack of recognition for mentoring and earlier acquired competences
- Large parts of ECEC workforce is unqualified
- Gender: more men needed!
- Recurrent preconditions not met



The

early years workforce: A review of European research and good practices on working with children from poor and migrant families





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