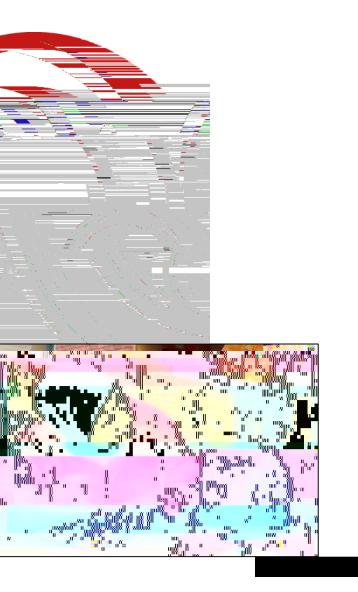
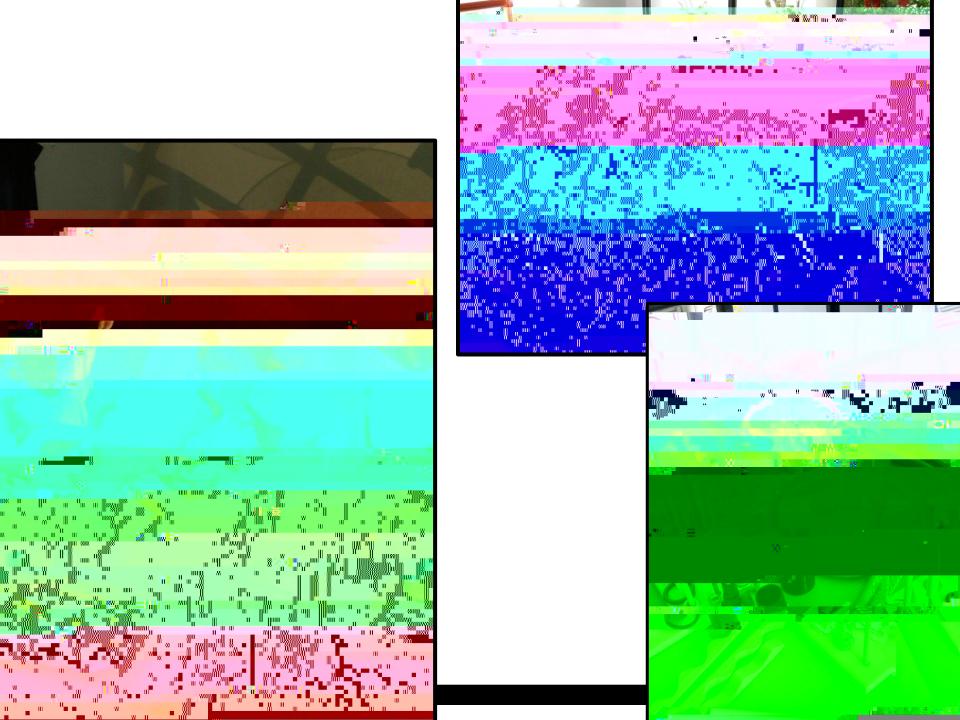
Professionalization of ECEC:



Dr. Jan Peeters

Centre for Innovation in the Early Years

Ghent University



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

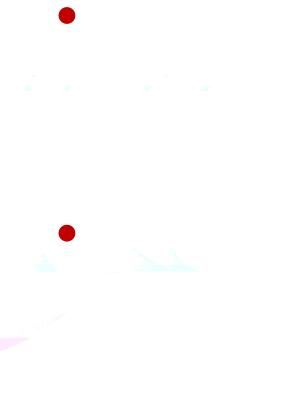
engagement and well-being

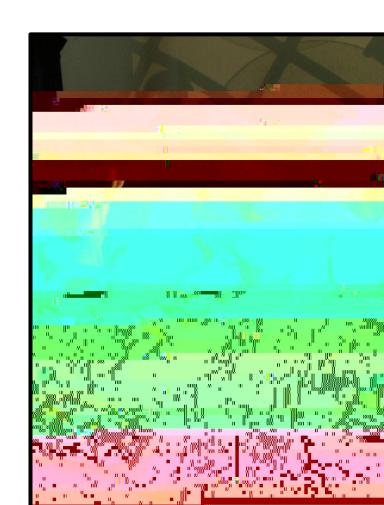
curiosity,

ECE Professions and workforce preparation (ISCED 5 or higher)

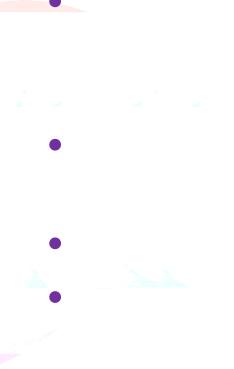
What

What makes continuing professional development effective?





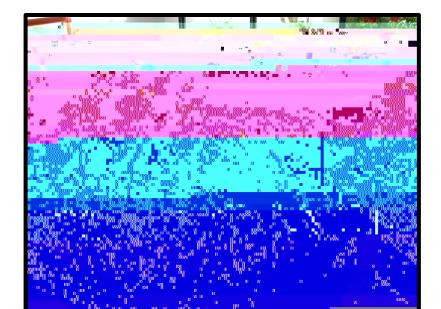
'Assistants' or auxiliary staff (Van Laere, Peeters, Vandebroeck, 2012)





Lack of formal training requirements of assistants

Professional development of assistants



Roles and tasks of assistants



CoRe recommendations towards lower qualified assistants

Rethink professional development

Pedagogical mentoring Learning from practice Focus on tackling inequities

Increase job mobility

Oredits for learning in practice No dead end jobs

Include assistants in qualifying training

Denmark, France, Sovenia

CoRe recommendations on high quality workforce

Equal and reciprocal relation theory/practice

reflection on working with poor/migrant parents development of new practices

Build leadership capacity

Training of directors

High quality workforce needs competent system

Policies that address entire EŒC system

Professionalisation is multi-layered

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

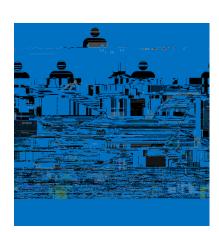
INTERNATIONAL NETWORKS AND

FOUNDATIONS:

INNOVATION

Support for equal rights approach

Innovative projects



Support for working around diversity and poverty

Advocacy

Exchange of interesting practice

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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