



VALUE

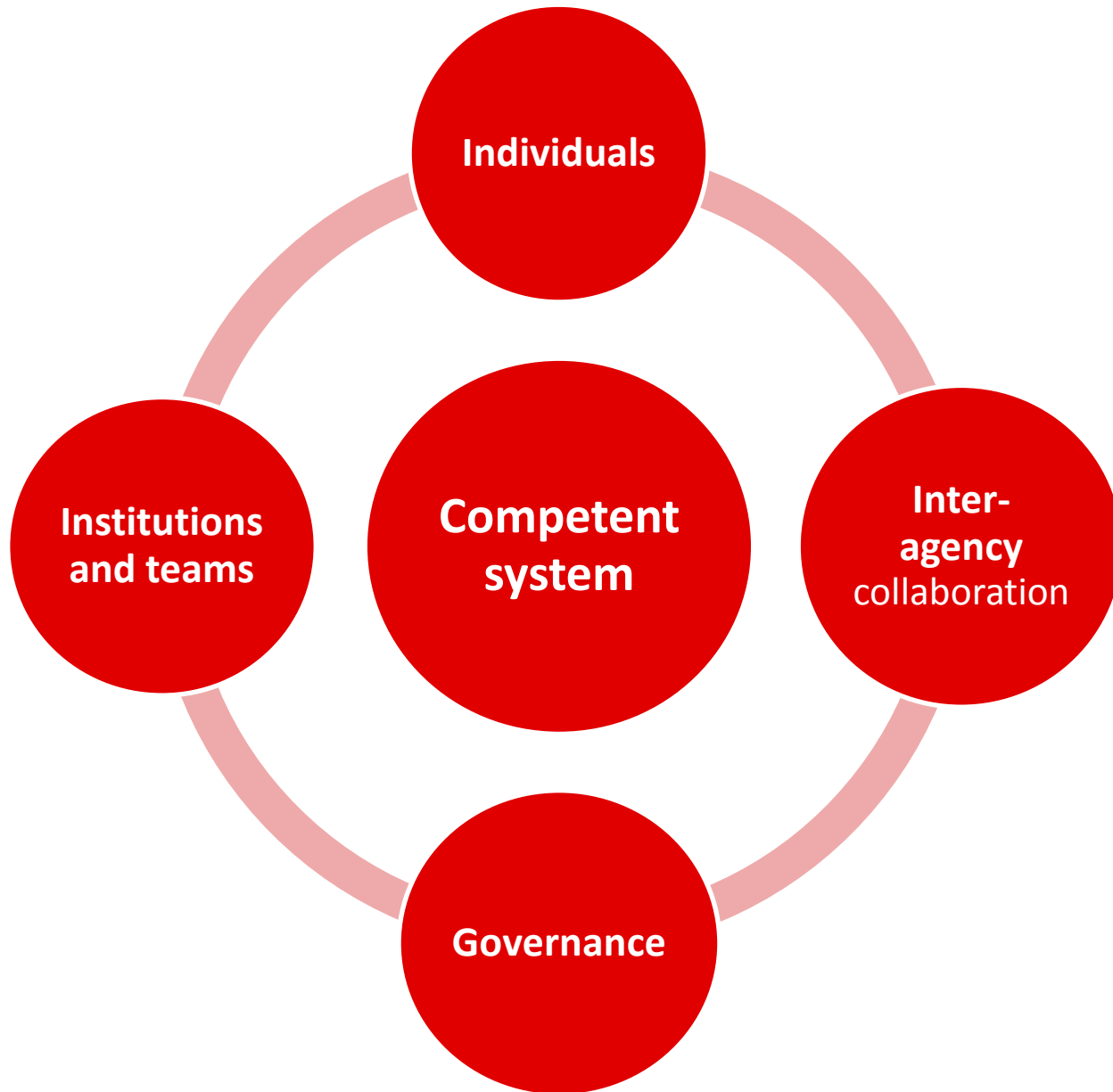
Diversity in Care and Education

Discussion shared framework and central concepts
Lisbon Meeting 26/02

Introduction

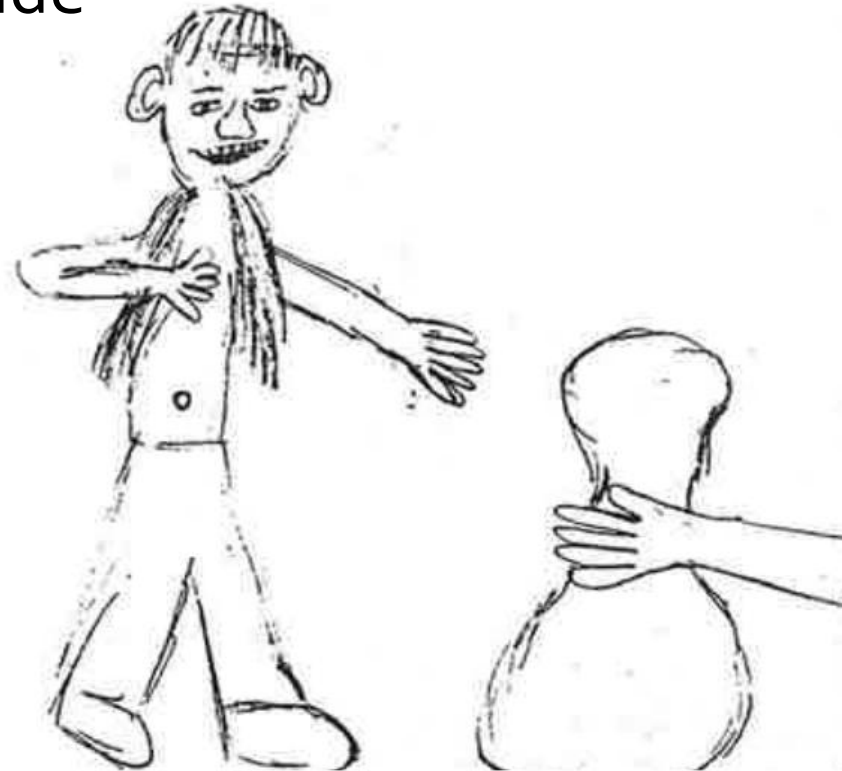
- ECEC depends on well-educated & competent staff
(EC, 2014/2015)
- From individual competences to competent systems
(CoRe, Eurofound)
- The problematic position and roles of assistants in
ECEC (CoRe, NESET II)





The existence of ECEC assistants as a current problemacy

1. Invisible ECEC workers
2. The Education and Care Divide
3. Invisible Diversity

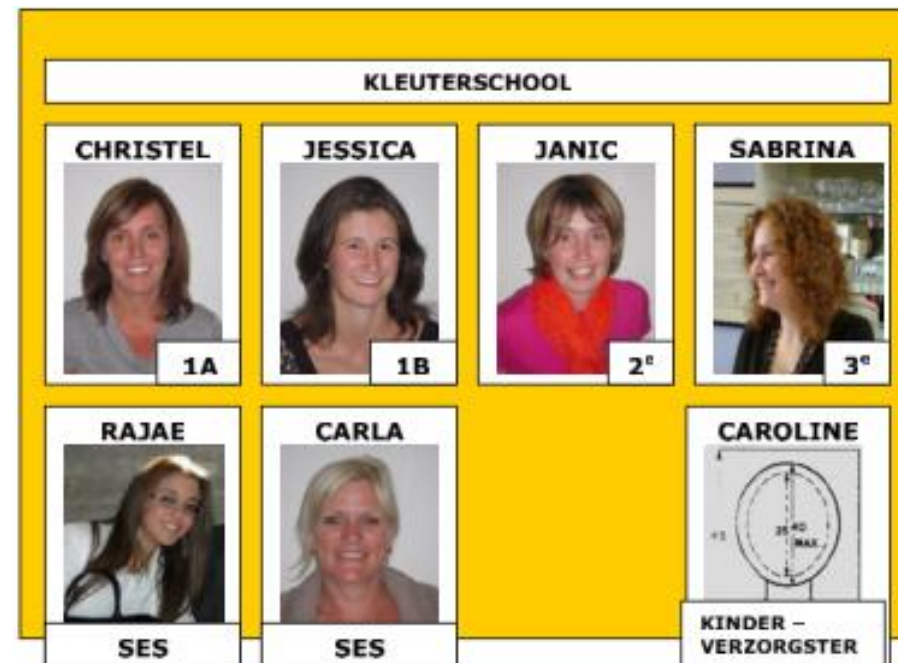


1. Invisible ECEC workers

- Increasing share of the workforce (up to 40-50%)
- Low or no qualification and low job mobility
- Few CPD opportunities

Risk of 'deprofessionalisation'?

*Is this recognisable in your national ECEC practices, policies and research?
Any changes, nuances, reflections...?*



2. The Education and Care Divide

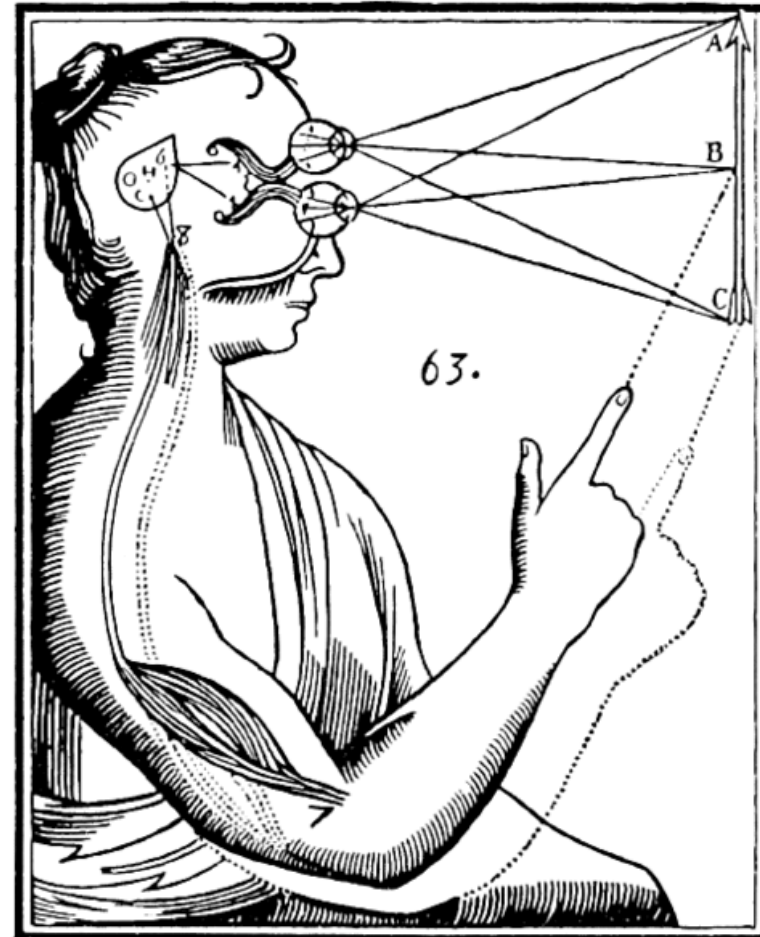
- Reflected in relationship assistants and core practitioners
- ('dirty') Care work as subordinate to learning
- Mind-body dualism

Risk of schoolification?

Present in your national debates?

Difference between split & integrated systems?

Any changes, nuances, reflections...?



3. Invisible Diversity

- Mind-body dualism is also racialised and gendered construction
- Care work done by the 'lowest of the picking order'
- Lack of cultural and SES diversity amongst core practitioners

Risk of disconnection between children/families and ECEC?

Present in your national debates? Any changes, nuances, reflections...?

Finding sustainable solutions beyond the individual responsibility of assistants

1. Professionalising ECEC teams
2. Educare approach
3. Diversifying the workforce



1. Professionalising ECEC teams

- Importance of CPD opportunities that expose ALL staff to critical reflection
- Professional Learning Communities (Neset II)
 1. Practitioners frequently engage in 'reflective and in-depth dialogues'
 2. Practitioners move from the classroom doors in a 'deprivatisation of practices'
 3. There is investment in 'collective responsibility'
 4. There is a focus on reaching a shared vision and set of values
 5. The presence of 'leadership' as powerful factor in transforming a childcare of preschool's culture
- Explore links between CPD and qualification pathways for assistants

2. Educare approach

- Consensus on broad holistic view of education in which learning, caring, upbringing and social support are intertwined (Unesco 2010, EC, 2011, 2014)
- More than a decontextualised pedagogical plea
→ educare as social and political potential to increase social inclusion of diversity of children
- Connecting and valuing the expertises of core practitioners and assistants / working on 'professional' identities of both

3. Diversifying the ECEC workforce

- Importance of recruitment, training of and CPD for personnel from minority groups (EC, 2014)
 1. Right for everybody to have quality employment, CPD opportunities and job mobility
 2. ECEC teams as reflection of society
 - Breaking down the implicate white middleclass norms in ECEC education
 - 'Role model' for children
 - Potential bridging role with diverse families and local communities
- *More indirect goal in this project yet important to keep in mind?*



a Raas Van Gaverestraat 67A, 9000 Gent
Belgium/Belgique
t +32 (0)9 232 47 35
f +32 (0)9 232 47 50
e info@vbjk.be
w www.vbjk.be