STEPP: Towards a high quality ECEC workforce

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CoRe recommendations towards lower qualified assistants (CoRe, 2011, 2016)

Rethink professional development
- Pedagogical mentoring
- Learning from practice
- PD as important as pre-service training

Increase job mobility
- Credits for learning in practice
- No dead end jobs

Include non qualified workers in qualifying training
- Need for a ten years strategy
CoRe recommendations on high quality workforce

- **Equal and reciprocal relation theory/practice**
  - Initial and continuous training must link theory/practice
  - Development of new practices

- **Build leadership capacity**
  - Training of directors

- **High quality workforce needs competent system**
  - Policies that address entire ECEC system
  - Professionalisation is multi-layered
The competent ECEC system

(CoRe, 2011; Vandenbroeck, Urban, Peeters, 2016)

INDIVIDUAL TEACHER

TEAM / INSTITUTION

INTERAGENCY / TRAINING CENTRES /
LOCAL GOVERNMENT

NATIONAL MINISTRY OF EDUCATION

INTERNATIONAL NETWORKS

INTERNATIONAL ORGANISATIONS
INDIVIDUAL TEACHER: active actor in process of professionalisation

- Initial training: bachelor (60%), low qualified: pathway to professionalisation
- Engagement in continuous training (courses, study days)
- Reflecting on own practice
- Professional literature
TEAM / INSTITUTION: common pedagogical approach

- Team meetings
- Coaching by mentor
- Defining quality together with parents
- Developing learning community
- Child free hours
INTERAGENCY / TRAINING CENTERS / LOCAL GOVERNMENT: diversified PD policy

- Training and intervision of directors
- Collecting PD needs
- Start courses for new teams
- PD resource centres
- Exchange of interesting practice
- Peer groups about common themes
Eurofound systematic review: CPD interventions are effective? (Peeters, et al., 2015)

Intensive CPD programmes of at least two years
- with an **active involvement of practitioners** in the transformative process for the improvement of educational practices within ECEC settings
  - focused on practitioners **learning in practice**, in dialogue with colleagues and parents
- where a mentor or **coach** is available during ECEC staff **non-contact hours**.
- have to be embedded in a coherent **pedagogical framework or curriculum** that builds upon **research** and addresses **local needs**
MINISTRY OF EDUCATION: coherent policy

- Quality standards on accessibility and equal opportunities
- Competence profiles
- Self evaluation guidelines
- Accreditation of centres that offer PD
- Accreditation of continuous professional development and mentoring
- Qualification requirements (bachelor)
- Financial resources for mentoring and training
INTERNATIONAL NETWORKS AND DONORS: innovation

- Support for equal rights approach
- Support for working around diversity and poverty
- Exchange of interesting practice
- Advocacy
- Innovative projects
INTERNATIONAL ORGANISATIONS

Legal and ethical framework: Convention rights of the child

- Financing innovative projects
- Offer support for governments to develop by laws
- Technical assistance
- Focal point to share and develop

Financing innovative projects

Offer support for governments to develop by laws

Technical assistance

Focal point to share and develop
High quality workforce: challenges for many countries

- Financing: costs of workforce preparation and PD
- More focus on reflective competences
- Recognition of earlier acquired competences
- Large parts of workforce ECEC is unqualified
- Investing in a coherent PD approach with focus on coaching
- Recurrent preconditions not met:
  - Staff/child rations
  - Group size
  - Working conditions
  - Continuity of staff
  - Child free hours
2. Workforce preparation and curriculum innovations

- Workforce preparation must focus on reflective competences
- Importance of link between training and profiles and professional profiles (CoRe)
- Balance between theory and practice
### Documents on high quality workforce

- DECET, ISSA Diversity and Social Inclusion: Exploring Competences for Professional practice in ECEC.

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