

Power to the Profession

Overview/Focused Conversation

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Power to the Profession

Agenda

- Welcome and Introductions
- Focus Group Goals
- Power to the Profession Overview
 - ▣ Why, What, Who and How
- Where are we now?
 - ▣ Review content of Decision Cycles
- Discuss!
- Keep the Momentum Going: What's Next?
- Share & Closing

Power to the Profession

The Urgent Need to Advance as a Profession

Commitment to Children and Families



Power to the Profession is focused on advancing the early childhood education profession because it is the best and most effective way to ***improve outcomes for children and families.***

For Discussion

What are some words you would use to describe the early childhood education profession we all want?

What We Need and Want

- ✓ Significant public investment
- ✓ Compensation
- ✓ Effective practices
- ✓ Diverse professionals at all levels
- ✓ High-quality and accessible preparation
- ✓ Professional autonomy
- ✓ Profession-led policies
- ✓ Professional respect and status

What We Currently Have



The Current Reality

- Varying nomenclature
- Varying preparation
- Varying qualifications
- Varying working conditions
- Varying expectations for practice
- Varying diversity
- Varying accountability

The Current Reality

Who are we?

- providers
- teachers
- child-care providers
- home providers
- assistant teachers
- child-care workers
- daycare workers
- early-childhood workforce
- preschool teachers
- child care teachers
- informal (FFN / kith and kin)

What do we do?

- early learning
- child care
- day-care
- care and education

What ages do we serve?

- 0-5
- 0-8
- PreK
- Preschool

Where do we often work?

- Home-based programs
- Center-based programs
- Elementary schools

For Discussion

Does the lack of a unified definition of the early childhood education profession support or hinder our case for increased public funding?
Why or why not?

The Public Will Want to Know

- Who are early childhood educators?
- What do they do?
- Do they need specialized knowledge and skills? Why?
- What does compensation parity look like? Why?

Unifying Identity Matters

Power to the Profession is a national collaboration to establish a shared ownership and framework for career pathways, knowledge and competencies, qualifications, standards of practice, and compensation that unifies the entire early childhood education profession, ages birth through 8, across all settings and states

Power to the Profession

Current Realities Meet Future
Possibilities: How Power to the
Profession Works

Goals

1. Shared framework and definition of the early childhood education profession (ages birth through 8, across all settings)
2. Comprehensive policy and financing strategy for the systemic adoption and implementation of the shared framework

Core Motivations

1. Focus on Children and Families

2. Advance Social and Racial Justice

3. Encourage Self-Governance

- Early childhood educators are experts in their own practice, and they need to be the ones shaping and defining this profession.

4. Grow Diversity and Equity

- Maintaining and growing a diverse and equitable profession is a key priority. As such, the initiative is required to put forth solutions in content, structure, and policy design and implementation that directly address structural, institutional, and individual biases and barriers.

5. Learn from Other Professions

6. Empower the Collective

- For early childhood educators across all settings serving children birth through age eight.

Core Motivations

7. Guarantee an Inclusive Approach

- Intentional inclusivity lessens unintended consequences. In other words, all voices need to be at the table.

8. Emphasize Compensation

- Low compensation undermines quality. We need public investments directed towards the education and compensation of the early childhood profession.

9. Ensure Clarity

- Increased public investment in the profession requires clear answers.

10. Be Mindful of the Balance

- There must be a delicate balance between flexibility and consistency; inclusivity and exclusivity; and the profession as it is in the present and the one being built for the future.

Diversity and Equity

- Maintaining and growing a diverse and equitable profession is a key priority.
- Decisions and policy implementation will directly address structural, institutional, and individual biases and barriers.
- The process and structure of this initiative will ensure all voices are at the table.

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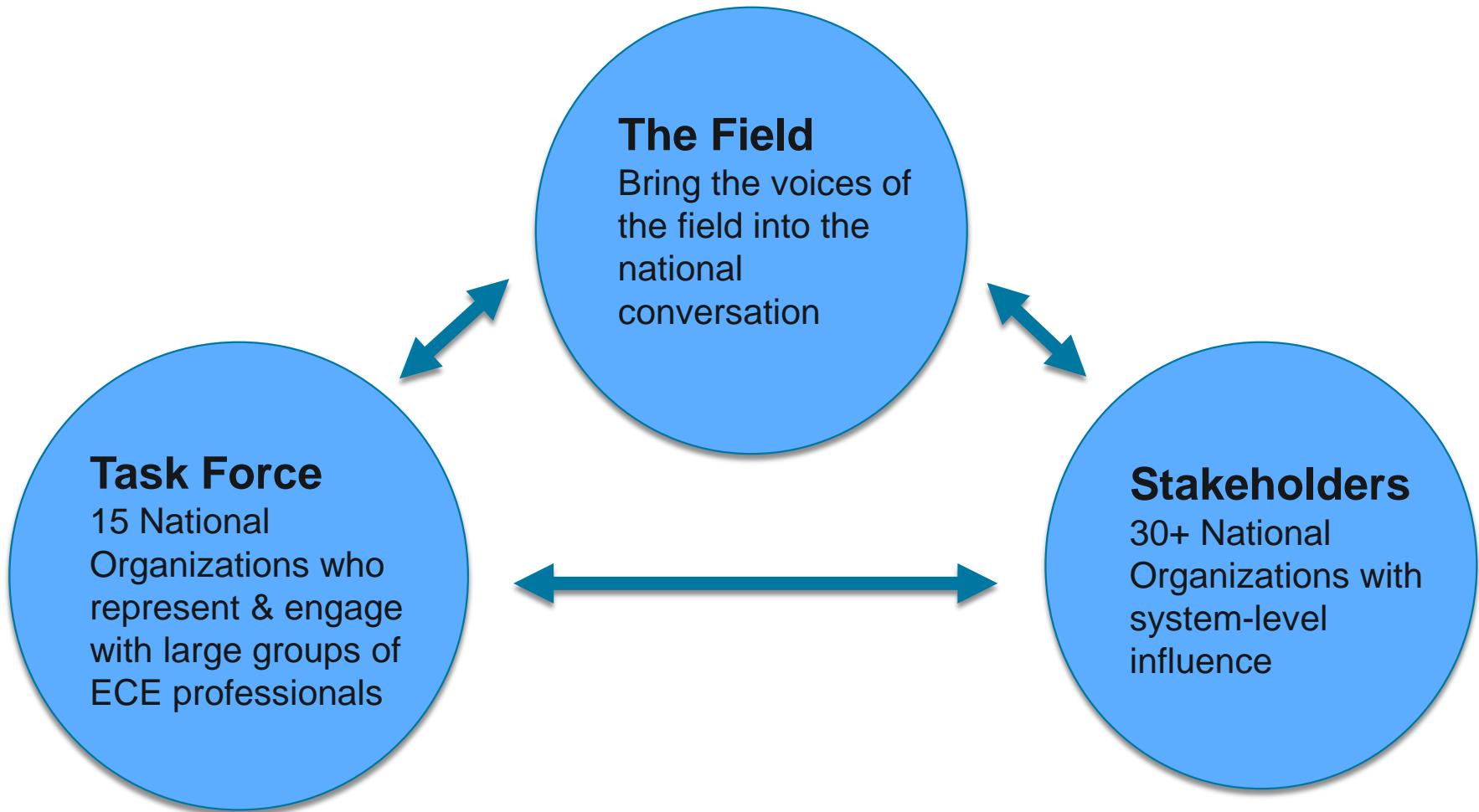


Image Campaign
Discover Nursing as Model
(Begins in 2018)

Power to the Profession
(2017-2018)

Policy Adoption and
Financing Agenda
(Begins in 2018)

Collaboration and Leadership



Task Force Members

American Federation of State, County and Municipal Employees

American Federation of Teachers

Associate Degree Early Childhood Teacher Educators

Child Care Aware of America

Council for Professional Recognition

Division for Early Childhood of the Council for Exceptional Children

Early Care and Education Consortium

National Association for Family Child Care

National Association for the Education of Young Children

National Association of Early Childhood Teacher Educators

National Association of Elementary School Principals

National Education Association

National Head Start Association

Service Employees International Union

ZERO TO THREE

Eight Decision Cycles

1. Professional Identity and Boundary
2. Competencies (General)
3. Competencies (Specialized)
4. Competency Attainment Source
5. Qualifications and Pathways
6. Compensation Recommendation
7. Required Accountability and Quality Assurance
8. Required Support and Infrastructure

Transition to Finalizing and Implementing Policy and Financing Agenda

Questions

- Who are early childhood educators? What do they do?
- What should they know and be able to do?
 - ❖ How many levels are within this profession? How do they vary?
 - ❖ What preparation is required for each level?
 - ❖ How should specializations be structured?
- What does comparable compensation and support look like for each role or level?
- What supports and infrastructure are needed to be successful?
 - ❖ What are the non-negotiable conditions for implementation?
- How is accountability structured?

For Discussion

- What makes you excited about the opportunity to define and advance the early childhood education profession?
 - ▣ *What can be done to maximize this excitement?*

- What makes you nervous about this opportunity to define and advance the early childhood education profession?
 - ▣ *What can be done to minimize this anxiety?*

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Decision Cycles 1 and 2:
Professional Identity,
Boundary and Competencies

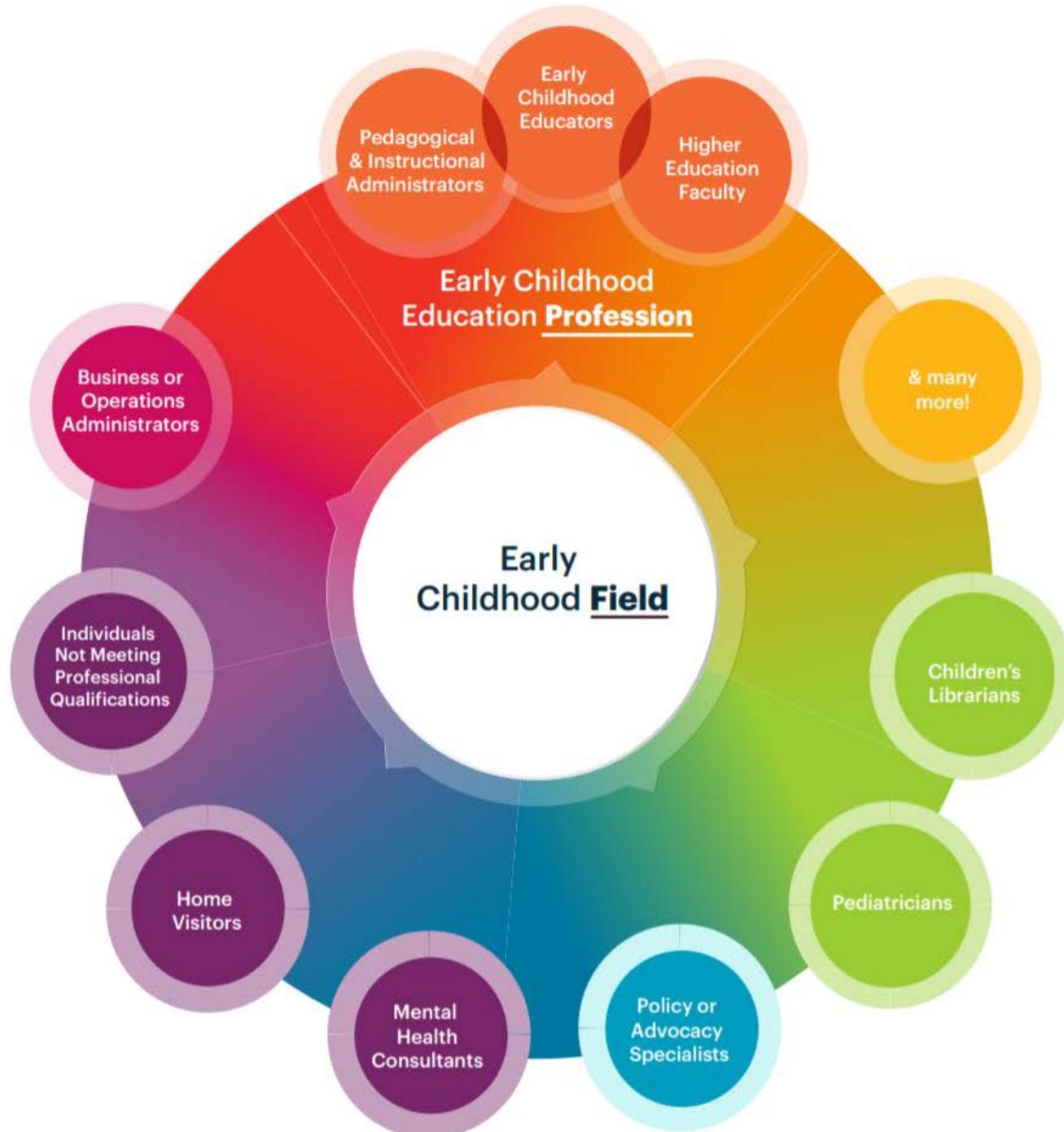
DC 1: Professional Identity and Boundary

Key Decisions:

- › Proposed Name of the Profession
- › Proposed Role and Responsibility of the Profession
- › The Professional Boundary

Who are Early Childhood Educators?

- Care for and promote the learning, development and well-being of children birth through eight
- Practice in all early childhood education settings
- Meet the guidelines of the profession
- Are defined by their mastery of knowledge, skills and competencies defined by the profession



DC2: Competencies

Key Decision:

- › What core knowledge and competencies will define and unify the early childhood education profession?

What Should ECEs Know and Be Able To Do?

- Do not start with a blank slate
- Start with the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs* (essentially the 2009 Position Statement)
- Leverage standards from other national organizations
- Make important revisions to address gaps
- Rebrand and elevate

For Discussion

- Based on what has been decided, what burning questions or reflections do you have so far?

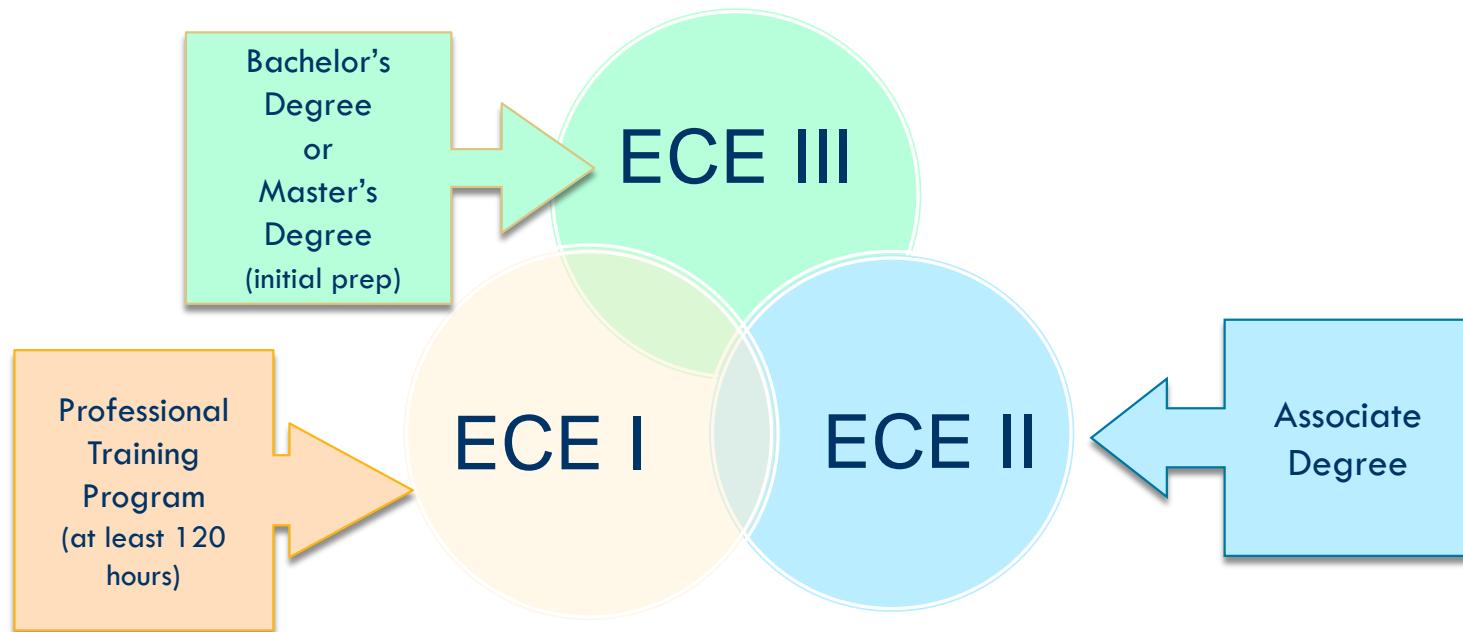
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Decision Cycles 3-4-5:
Specializations, Competency
Attainment Source,
Qualifications, and Pathways

DC345 Draft: Critical Questions

1. How should the profession be structured?
 - a. Multiple designations within the ECE profession? One designation?
2. What preparation programs should be elevated and supported to prepare early childhood educators?
3. Given the duration of these programs and the depth and breadth of the competencies, what are the reasonable expectations for these programs?
4. What should be the designation and distinct responsibilities of members of the early childhood education profession?
5. How should specialization within the profession be structured?

Draft: Preparation? Levels? Responsibilities?



- A note: These are organized programs of study in ECE, aligned with professional standards and competencies, and do not include advanced practice roles
- A question: in the future of our profession, is earning an Associate degree in early childhood education always a stop on the pathway to a Bachelor's degree in early childhood education? Is there a distinct role for educators who earn an Associate degree alone?

Draft: Specializations

- Generalize before specialize
- Specializations help ECEs deepen their knowledge and practice and create a professional niche
- Professional organizations, not state or federal agencies, should be responsible for developing, administering, and issuing specializations

Time for Conversation

Reflection Questions: World Café!

Keep the Momentum Going!

Your Leadership and Expertise are Needed

Review

- Background materials
- Draft and approved decisions
- Available in Spanish!

Respond

- Surveys, virtual office hours, email, phone
- Share cautions and agreements

Reflect

- As an individual or with others
- Share reflections

Revolutionize

- Attend or facilitate gatherings
- Help build momentum
- Recommend strategies

Thank you!

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