

Special Interest Group 'Professionalism in Early Childhood Education and Care' Annual Report (2020-2023)

Report to EECERA Board of Trustees, December 2023, P-SIG-Conveners

SIG Conveners:

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3. Antje Rothe, Leibniz University of Hanover, Germany

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Aim of the SIG

To create a safe space where those interested can debate issues relating to professionalism and professionalisation in early childhood education and care, both face-to-face at the annual conference and online throughout the year. The SIG also encourages and facilitates interested parties to collaborate on research projects and publications.

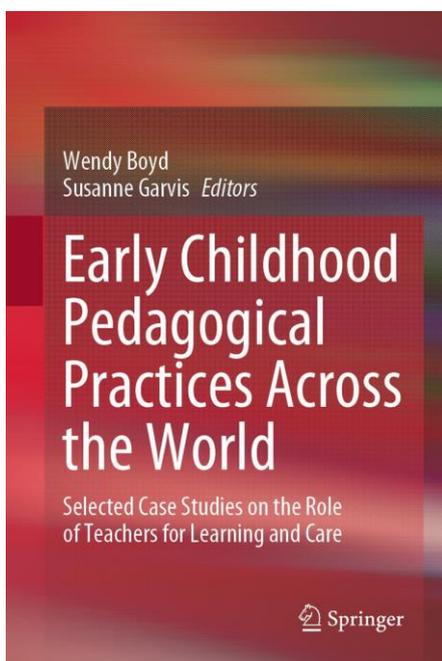
SIG Activities 2020-2023

Between 2020 and 2023, the activities of the P-SIG on "Professionalism in Early Childhood Education and Care" were significantly affected by the global COVID-19 pandemic. In the years 2020 and 2021 in particular, the pandemic strongly limited opportunities for collaboration. As a result, plans and initiatives mentioned in the 2019 report could not be implemented, and previously discussed avenues for cooperation within the P-SIG came to a halt.

Instead of meeting in person, delegates used this time as a time of reflecting on the current situation of the world and connected through online formats. Therefore, despite these mentioned restrictions, fruitful ways of engaging with the global pandemic and its complex consequences emerged and resulted in book publications – their planning as well as writing (see below). In addition, P-SIG members actively shared their ongoing research by organizing symposia and presenting individual papers. All activities are outlined below.

Central activities in 2023

Planning a book publication on early childhood pedagogical practices across the world in a collective of practices (Wendy Boyd and Susanne Garvis, Eds)

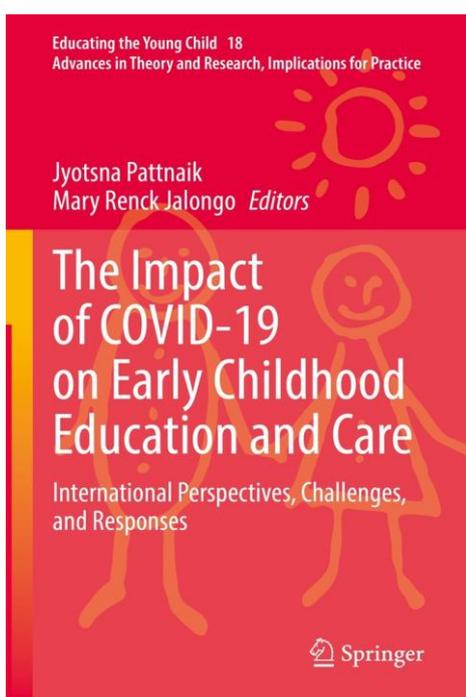


The motivation for this book was to collect pedagogical practices from around the world to showcase the important work of early childhood teachers. Each country in this book shares unique features of their pedagogical work to show how they support young children's learning and development, and work with families and communities. This intention also allows the documentation of innovative and exemplary practices to build a repertoire of pedagogy and understand cultural and contextual differences. Across the countries, this book explores routines, transitions, intentional teaching, shaping the environment, and other important aspects of learning and care. This book also provides opportunities for the development of commonality of practice, and to explore variations that exist around supporting young children's learning and development.

<https://link.springer.com/book/10.1007/978-981-96-2747-9?page=2#toc>

Central activities in 2022

Planning and publishing a book chapter that focused on the impact of the COVID-19 pandemic: Lessons from the COVID-19 Pandemic: A Qualitative Study of Government Policies Relating to the Early Childhood Sector Across Ten Countries



(Antje Rothe, Mary Moloney, Margaret Sims, Pamela Calder, Doreen Blyth, Wendy Boyd, Laura Doan, Fabio Dovigo, Sarah Girlich, Sofia Georgiadou, Domna Kakana, Conor Mellon, María-José Opazo, Carol-Ann O'Síoráin, Marian Quinn, Marg Rogers, Carolyn Silberfeld & Bárbara Tadeu)

Beyond the annual P-SIG meetings, one of the central outcomes of this period was a collaborative book chapter developed as part of an edited volume. Delegates used this time for introspection and reflection. The collaborative book chapter turned out to be a fruitful ways of engaging with the global pandemic and its complex consequences emerged.

In this chapter, delegates from ten countries — Australia, Canada, Chile, Denmark, England, Germany, Greece, Ireland, Italy, and Portugal — adopted an auto-ethnographic approach to compare the impact of the pandemic on early childhood education and care institutions, as well as on the situation of early childhood professionals in their respective national contexts.

Central activities in 2021

Self-organized symposia and individual paper presentations on previous EECERA-conferences

2022, 30th EECERA Conference, Glasgow, Scotland, UK, Theme: Cultures of Play: Actors, Affordances and Arenas (Date: 23 Aug 2022- 26 Aug 2022)

Individual paper presentation of (former or current) P-SIG members:

Peer-Mentoring in Communities of Practice: Opportunities for Connection, Belonging and Collective Efficacy

Laura Doan & Karolyn Hendra, Thompson Rivers University, Canada

Impact of managerial systems on the work of Australian and Canadian educators: The implications for teaching and children's learning

Margie Rogers, University of New England, Australia & Laura Doan, Thompson Rivers University, Canada

2021, EECERA Online Festival, Theme: Democratic Early Childhood Pedagogies (Date: 1 Sep 2021- 17 Sep 2021)

Self-organized symposia of (former or current) P-SIG members:

Developing inclusive education in ECE

Chaired by: Fabio Dovigo, DPU Aarhus University, Denmark

Professionalism in ECEC: The voice of the educator in the neoliberal context

Chaired by: Margie Rogers, University of New England, Australia

Exploring the politics of pedagogic practices

Chaired by: Maria-José Opazo, University of Chile, Chile

Individual paper presentation of P-SIG members:

Reflections of (in)visible transitions in early childhood practitioners' collective perspectives

Antje Rothe, University of Hanover, Germany

The embeddedness of play issues in undergraduate ECEC programs. A multiple case study in Chile

Marcela Pardo, Center of Advanced Research on Education, University of Chile

'I am overwhelmed and over ridden': Educators' voices from neoliberal land

Margie Rogers, University of New England, Australia

Toxic games: Exploring the impact of neoliberal reforms on ECEC professionalism

Fabio Dovigo, DPU Aarhus University, Denmark