

Hidden messages: Barriers toward professional recognition ^[1]

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AVAILABILITY

Access full PDF online (p. 19 - 39) ^[2]

Excerpted from abstract

The Early Childhood Education and Care (ECEC) field faces many challenges. Poor compensation, difficult working conditions, and low professional recognition in particular have had a significant impact on the recruitment and retention of quality Early Childhood Educators (ECEs). This research considers how the language used in public discourse around the ECEC field contributes to knowledge, understanding, and, ultimately, the value placed on childcare professionals. A qualitative content analysis of two publicly available Ontario secondary school curriculum documents is used to gain insight into how the language used affects perceptions of ECE's. Primary findings reveal a construct of ECEs characterized by a limited professional identity. The article argues that such a construct and its language undermine the professional status of educators and justifies the inequitable way ECEs are compensated for their work.

Related link:

Region: Ontario ^[3]

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