

In-between spaces of policy and practice: Voices from Prince Edward Island early childhood educators ^[1]

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AVAILABILITY

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Excerpted from abstract

Over the course of the past decades, the discourse, pedagogy, scope, and delivery of early learning and child care (ELCC) has undergone myriad significant changes internationally, nationally, and at local levels. Prince Edward Island (PEI), the smallest Canadian Province, has not been exempt from these transformations. By situating early childhood educators (ECEs) at the centre of ecological multilevel environments (Bronfenbrenner, 2005), this qualitative study explored how a system-wide change implemented through the Prince Edward Island Preschool Excellence Initiative (PEIPEI) has impacted and is being impacted by ECEs over time. Purposive sampling was used to invite seven early childhood educators working on provincially regulated early years centres (EYCs) to participate in individual interviews. Findings indicated that ECEs have been striving to navigate and merge the space in-between policy and practices and that after ten years, they remain in this liminal space where they continue to navigate unravelling transitions as they search for their professional identity.

Region: Prince Edward Island ^[4]

Tags: workforce ^[5]

professionalization ^[6]

child care system ^[7]

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