

Competence requirements in early childhood education and care ^[1]

A study for the European Commission Directorate-General for Education and Culture

Author: Urban, Mathias & Vandenbroeck, Michel

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AVAILABILITY

Full report in pdf ^[2]

Excerpts from introduction:

There is a broad consensus among researchers, practitioners, and policymakers that the quality of early childhood services - and ultimately the outcomes for children and families - depends on well-educated, experienced and 'competent' staff. But what exactly makes a competent early childhood practitioner? How can *competence* be understood, and its development supported, in the highly complex and demanding field of working professionally with young children, families and communities? What approaches do different countries take, and what lessons can be learnt from practices developed by practitioners, training institutions and policymakers across Europe?

This report presents the findings of a European research project jointly conducted by the University of East London (UEL) and the University of Ghent (UGent). The 'study on competence requirements in early childhood education and care' (CoRe) explored conceptualisations of 'competence' and professionalism in early childhood practice, and identified systemic conditions for developing, supporting and maintaining competence in all layers of the early childhood system. The European Commission Directorate-General for Education and Culture commissioned the research conducted between January 2010 and May 2011. In the light of the research findings, and intensive consultation with key stakeholders in ECEC in Europe, CoRe has developed *policy recommendations*, which are also part of this report.

Region: Europe ^[3]

Tags: staff ^[4]

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