

THE EARLY YEARS FORMAL EDUCATION TOO SOON?

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This Presentation

- Frame my research question.
- Give some background context.
- Detail my methodology.
- Give an understanding of my analysis.
- Report my findings.
- Look at the present.
- Look forward.

Research question

‘What is the current discursive landscape surrounding Early Years Professionals in respect of performativity and New Managerialism’

Why?.....



Why this research?

- Early Years Professional Status (EYPS) delivered by University since 2006.
- Coalition Government elected May 2010 – changes planned.....

**FOUNDATIONS FOR
QUALITY**
The independent review of early
education and childcare qualifications
Final Report



June 2012

Nutbrown Review

Background Context

- Professionalisation agenda and childcare markets developed under Labour.
- Change in Government – May 2010.
- New agenda developing – Sarah Teather review of qualifications - 2012.
- Minimal media representation of developing agenda.
- Move from idea of holistic professional (Early Years Professional) to Teachers (with QTS) leading Early Years practice.

Methodology

- Structured literature search.
- Qualitative – documents (based on current policy) used as a data source.
- Analysis of primary and secondary data sources.
- Discourse analysis on documents based on work of Foucault (2002).
- Graham's (2011) framework on discourses - describe, recognise and classify.
- Consideration of discursive formations (Mills 2003).

Document key words

- **New Managerialism** - ‘parental choice’, ‘market and/or competition’ and ‘value for money’.
- **Performativity** - ‘performativity’, ‘technical skills’, ‘measurable outcomes’ and ‘school readiness’.
- **Dates** – May 2010 to December 2012.
- Policy documents selected due to rapid changes in Early Years – wanted to understand dominant discourses.

Data using search parameters

- Early Intervention: The Next Steps (Allen 2011).
- Statutory Framework for the Early Years Foundation Stage: (DfE 2012).
- The report of Her Majesty's Chief Inspector of Education, Childrens Services and Skills – Early Years (Ofsted 2012).
- Foundations for Quality: The independent review of early education and childcare qualifications. (Nutbrown 2012).
- Longitudinal Study of Early Years Professional Status: an exploration of progress, leadership and impact. (Hadfield et al 2012).
- *'The marketisation of early years education and childcare in England'* (Lloyd 2012).

Data Analysis

- Graham's (2011) - describe, recognise and classify.
- Mind-maps of key themes of documents.
- Critical Analysis Summaries (Waller and Wray 2011).

Title
Introducing the text (50 – 100 words)
A) Why am I reading this? (reporting the context 100 – 200 words)
B) What are the author(s) trying to do in writing this?
C) What are the author(s) saying that's relevant to what I want to find out? (evaluating the content 100 – 200 words)
D) How convincing is what the authors are saying? (drawing my conclusions 100-150 words)
E) In conclusion, what use can I make of this?

Findings

- **New Managerialism – The expansion of the childcare market is viewed positively** (Lloyd 2012, Nutbrown 2012, Ofsted 2012).
 - neo-liberal view of parent choice market expansion governed by Ofsted.
 - counter discourse market based on parent purchasing power (Lloyd 2012).
- **Performativity – policy direction is granted by positive results from evidence based research and measurable outcomes** (Allen 2011, DfE 2012, Hadfield et al 2012, Nutbrown 2012, Ofsted 2012).
 - qualitative research drives policy change (Allen 2011, Hadfield et al 2012, Nutbrown 2012).
 - EYFS (DfE 2012) children measured as part of EYFSP on entering KS1.
 - Ofsted (2012) ratings based on pre-set criteria.

Findings - continued

- **Quality and Pedagogy – Measureable quality and school readiness is the ultimate aim** (Allen 2011, DfE 2012, Hadfield et al 2012, Lloyd 2012, Nutbrown 2012, Ofsted 2012).
 - Quality based on Ofsted ratings and QTS leading practice (Ofsted 2012).
 - Tension between private for profit settings and quality (Lloyd 2012).
 - Pedagogy more formal linked to school readiness (DfE 2012).
 - Holistic EYPs or QTS leading practice (Hadfield et al 2012, Nutbrown 2012).
- **Professionalism – Graduate leadership is the way forward (Teachers as opposed to EYPs).** (Allen 2011, DfE 2012, Hadfield et al 2012, Lloyd 2012, Nutbrown 2012, Ofsted 2012).
 - Graduate leaders key to improved outcomes (Allen 2011, Ofsted 2012).
 - QTS vs. EYPs (Hadfield et al 2012, Nutbrown 2012).
 - NVQ3 statutory managers qualification (DfE 2012).

Currently.....

- Qualifications review – Early Years Teachers and Early Years Educators.
- Greater power to Ofsted.
- More schools encouraged to open up nurseries.
- Tighter definitions of school readiness and expectations of children at the end of the Early Years Foundation Stage (DfE 2012).

Discursive formations still strong!

‘A generation of unruly toddlers: Minister under-fire for ‘ill-judged’ claims that nursery children aren't taught manners’ Read more: <http://www.dailymail.co.uk/news/article-2312657/A-generation-unruly-toddlers-Childcare-Minister-Elizabeth-Truss-ill-judged-claims-nursery-children-arent-taught-manners.html#ixzz2XW2D5E1R> (22/04/13)

‘Ofsted chief calls for review of early years assessment’ <http://www.nurseryworld.co.uk/article/1187290/ofsted-chief-calls-review-early-years-assessment> (21/06/2013)

‘Play being ‘pushed aside’ in nurseries’
<http://www.bbc.co.uk/news/education-23033496> (24/06/2013)

Future Research....

There has been further wider comment on policy changes.

Future Research to include:-

- Wider media representations;
- The voice of the academic writing on the subject;
- Practitioner voices.

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