



Social Justice In Early Childhood
Presents

Throwing the Baby Out With the Bathwater 11

Saturday 14 June 2014

Redfern Community Centre
29-53 Hugo St. Redfern, Sydney

Featuring



**Professor Jayne
Osgood**
*London
Metropolitan
University*



**Professor Kerry
Robinson**
*University of
Western Sydney*



**A/Professor
Felicity McArdle**
*Charles Sturt
University*

Re-configuring
'quality'
in early
childhood
education

SJIEC Conference,
Sydney June 2014

qual·i·ty [kwol-i-tee]
noun, plural qual·i·ties.

1. an essential or distinctive characteristic, property, or attribute: *the chemical qualities of alcohol.*

2. character or nature, as belonging to or distinguishing a thing: *the quality of a sound.*

3. character with respect to fineness, or grade of excellence: *food of poor quality; silks of fine quality.*

4. high grade; superiority; excellence: *good grain of quality.*

5. a personality or character trait: *kindness is one of her many good qualities.*



Re-configuring quality by considering ...



Carla Trujillo

Workforce
reform

Education
policy

Curriculum
Standards

Personal
philosophies

Material-
affective
entanglements

'A child's future choices, attainment, wellbeing, happiness and resilience are profoundly affected by the quality of the guidance, love and care they receive during these first years.'

Dame Clare Tickell

The Early Years: Foundations for life, health and learning
An Independent Report on the Early Years Foundation Stage to
Her Majesty's Government

Statutory Framework for the Early Years Foundation Stage

Setting the standards for learning, development and care for children from birth to five

Be healthy
Stay safe
Enjoy and achieve through learning
Achieve economic well being
Make a positive contribution to society

Every Child Matters

Ofsted

Our people are our greatest asset

The Early Years Foundation Stage

The Early Years: Foundations for life, health and learning
An Independent Report on the Early Years Foundation Stage to Her Majesty's Government
Dame Clare Tickell

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



June 2012

Nutbrown Review

The Nutbrown Review

'The biggest influence on the quality of early education and care is its workforce. Those who engage with children, supporting their development needs, who can support their play and foster early interactions between young people...we know that high quality provision matters and that poor and mediocre provision will not benefit children.

[Nutbrown Review, 2012:13]

Multiple Injustices

Policy

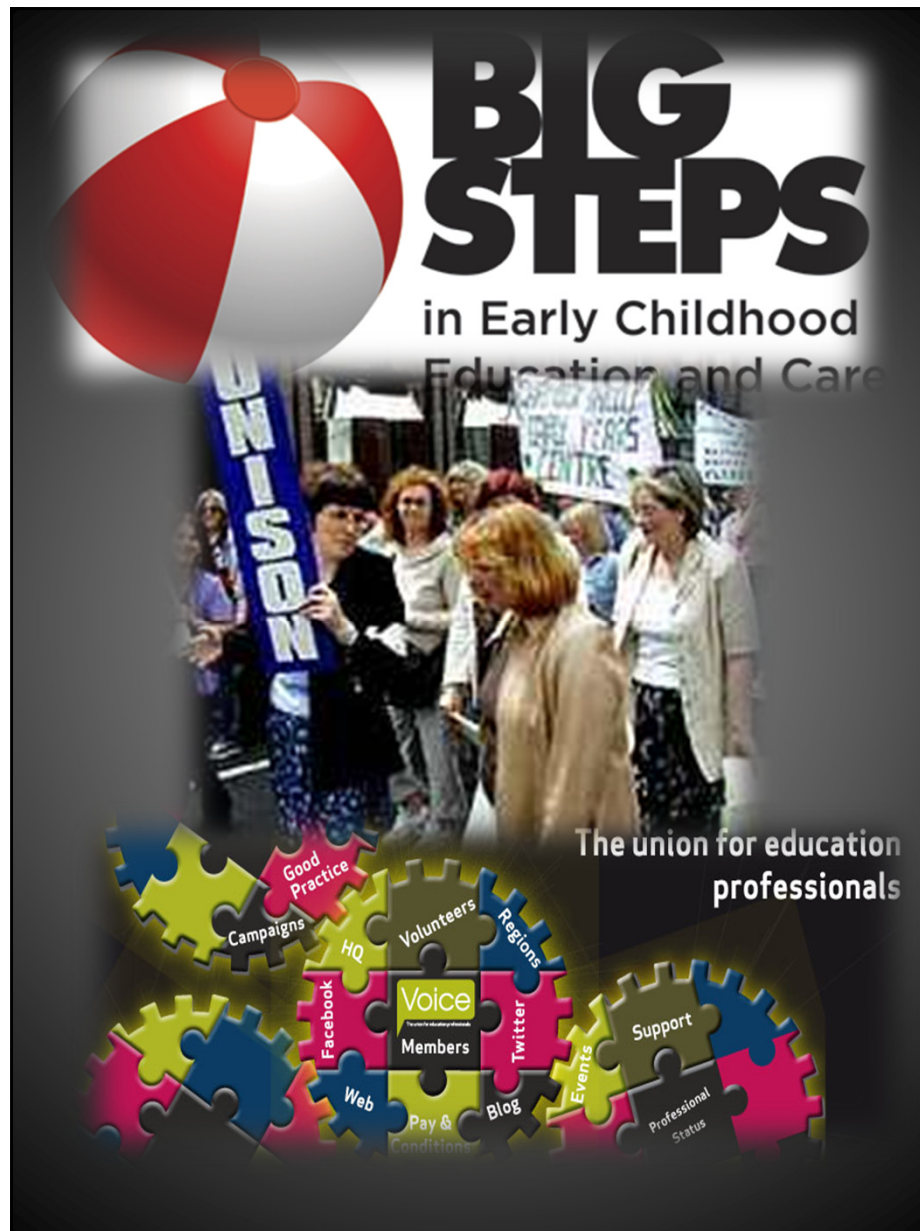
Professionalisation

Pay

Parity

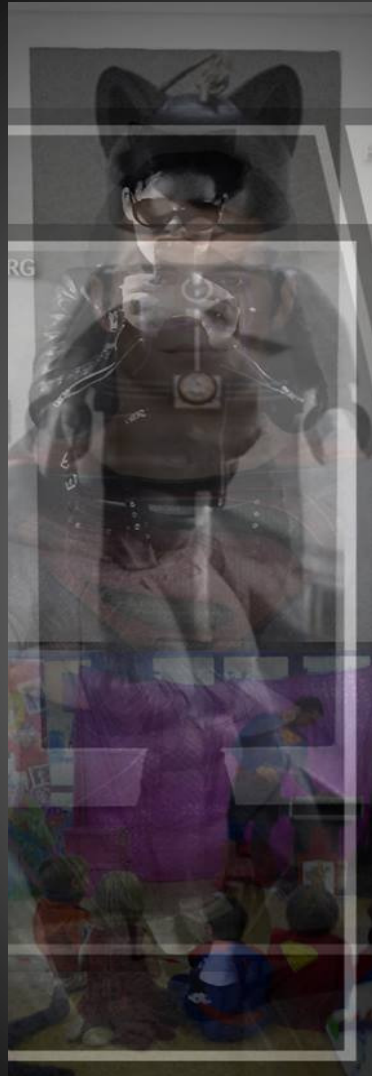
Power

Parochialism



NurseryWorld

"We, early years practitioners love children and have been accepting the extra hours of work and study because we used to think "at least it's to the benefit of the children". We could hold our heads up high and look forward to better times when it would be obvious to all that our job was the most important one in the world. But if we are being asked to work in a way that harms children then our main motivation is removed. We would feel ashamed. Also our work would become impossible... I feel sure parents would support us because they love their children even more than we do, and want them to have a proper childhood"



Natureculture
Sculpture: Blue
Collar Educator to
White Collar Child
Ratios

Research reveals that when children learn in small groups the quality Of education is higher (if you include the alter egos: politicians, bureaucrats, superheroes etc then you may find there are lots of people shaping your child and HiR learning that is intelligently designed to produce a pretty smart bunch of workers who now won't be able to afford university when they grow up...)

Reconfiguring Quality: flexible frameworks

'The sector must play a role in determining how [standards] can be achieved as it strives for excellence. The sector is becoming more professional, and Government must support this diverse sector to make its own improvement. In all my recommendations I have specified high and achievable standards, and how Government might apply these. I have also aimed to allow flexibility in how the sector may work towards them'.

[Nutbrown Review, 2012:5]



'The ideal approach [to achieving 'full and relevant' qualifications] would be one that strikes the right balance by demanding consistency of content and pedagogical process whilst also allowing sufficient flexibility for different qualifications and philosophies'

[Nutbrown Review, 2012:25]



Be(com)ing worldy/with

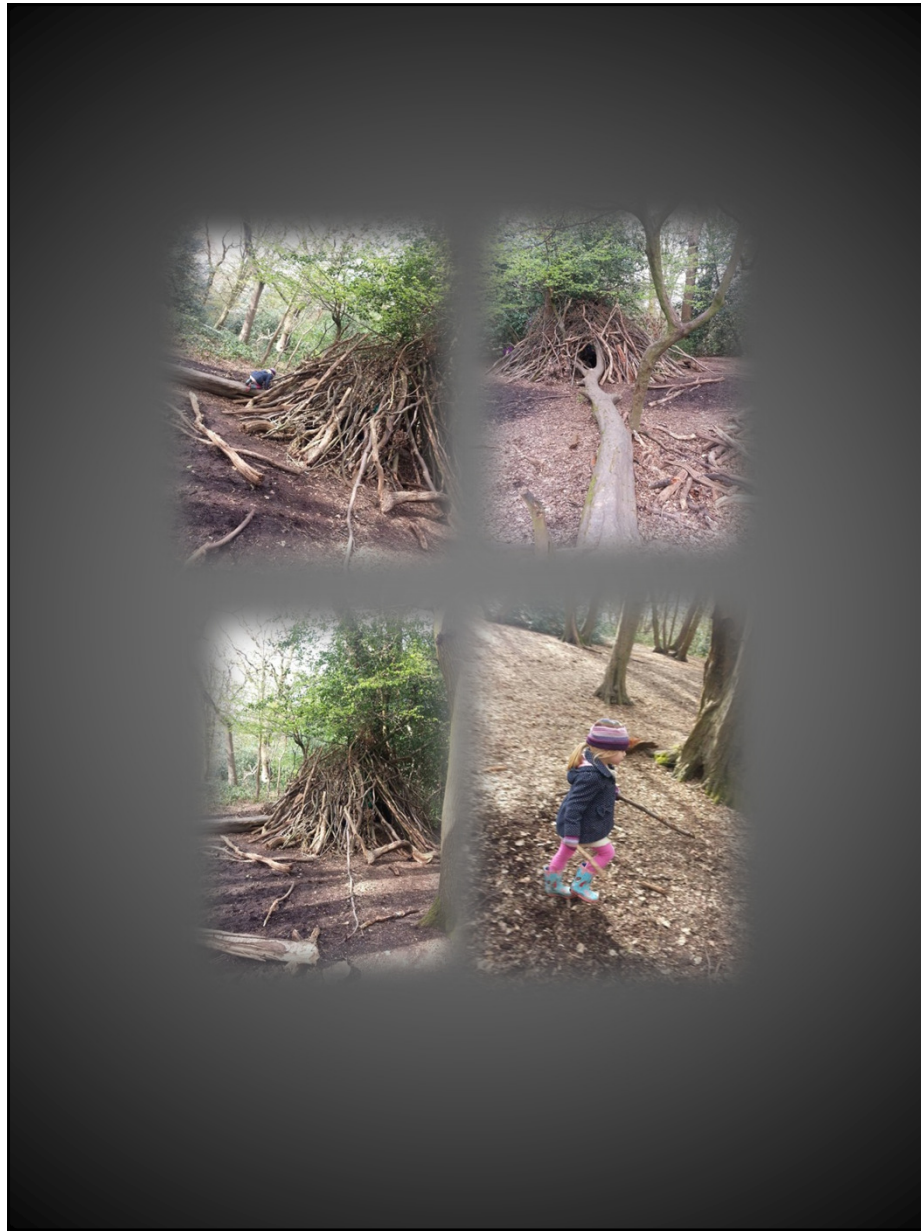
'Becoming worldly' is a complex practice of becoming within assemblages producing and produced by relational entanglements of encountering the more than human and human relationality. Becoming worldly with is a practice of grappling with, looking for and creating leakages; colouring outside the lines; pushing ourselves to be, think and do beyond what we consider knowable and comfortable. - it is activist, ethical, manifesto for change, openness to contradiction, struggle and difference; and a critique of existing ECE practices - an opportunity for hope'

[Giugni, 2011:26]

Reconfiguring play: possibilities to reimagine gender







"While we try to teach our children all about life,
our children teach us what life is all about."

- Angela Schwindt



Reconfiguring 'Quality' in ECE as Resistance?

