

## Module specification

1. Factual information			
<b>Module title</b>	NC7003: Professional Roles and Identities in the Early Years		
<b>Module tutor</b>	Viki Bennett Kane/Dr Alex Morfaki	<b>Level</b>	7
<b>Module type</b>	Taught	<b>Credit value</b>	30
<b>Mode of delivery</b>	100% online		
<b>Notional learning hours</b>	300 hours Contact (comprising online asynchronous recorded sessions and tasks): 30 hours  Face to face (online supervision and tutorials): 2 hours  Guided independent study hours (including hours for assessment preparation): 268 hours		

2. Rationale for the module and its links with other modules
<p>While issues surrounding qualifications and professionalisation in the early years have dominated successive governments' agendas, distinct areas of practice such as sustainability, advocacy through reflexivity and interprofessional practice provide unique opportunities to investigate the roles and identities of nannies and early years educators as embedded in societal and institutional contexts. The context and trajectories of professional participation can vary and are affected by specificities associated with roles and responsibilities that early years professionals assume within the context of their specialism. This module builds on NC7002: Innovation in Practice and will enable students to reflect on the nuances of their professional praxis and explore how roles and identities are enacted within communities and formulated in practice.</p>

3. Aims of the module
<p>Students will be encouraged to interrogate a range of complex issues and challenges affecting their roles and professional identities. Through participation in their own professional spaces and reflection on their personal and specialist trajectory of up to two specialisms centred on supporting behaviour, food and nutrition, sleep hygiene or home-based pedagogy and care, students will develop critical and enquiring stances that serve to challenge professional moral codes, re-evaluate existing roles and establish new solution-focused ways of working that promote advocacy, inclusivity and diversity for babies, children and families.</p>

**4. Prerequisite modules or specified entry requirements**

N/A

**5. Is the module compensatable?**

No

**6. Learning, teaching and assessment strategy for the module**

Online teaching

Study planners

Interactive work

Independent research work

Research-based tasks

Video analysis

Podcast analysis

Analysis of case studies

Reflective diaries

Discussion fora

Tutorials

## 7. Intended learning outcomes

*At the end of the module, learners will be expected to:*

1. Critically and systematically evaluate issues and challenges that affect their role and responsibilities within the current complex context of the early childhood education and care (ECEC) sector.
2. Effectively communicate a professional understanding which is embedded in experiential and empirical approaches.
3. Critically engage and review their professional praxis demonstrating a reflexive approach that is solution focused and proactively advocates for children and families.
4. Demonstrate an ongoing commitment to embedding sustainability within the early childhood education and care (ECEC) sector through professional and academic development.

A. Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1, A3	B3	C4	D2, D3, D4

## 8. Indicative content

Policy development and professionalisation in the ECEC sector: national and international perspectives

Theoretical approaches underpinning role and identity formation

The historical and evolving roles and identities of nannies and early years practitioners

Interrogating and challenging misconceptions and forming a new understanding of nannies

Exploring specialist trajectories: supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care

<b>8. Indicative content</b>
Sustainability in the early years sector: concepts and purpose. Reflection on global perspectives including the UNICEF Sustainable Development Goals Advocacy and interprofessional partnerships in the early years: communities of practice

<b>9. Assessment</b>				
<b>Assessment rationale</b>				
The assessment will comprise an autobiographical presentation on a distinct professional area of practice, selected by the student in collaboration with their tutor, which will contextualise their personal and professional trajectories of participation in their respective communities of practice. This will provide an opportunity for students to articulate their tacit values, discuss the ethical, moral and practical dilemmas encountered and consider potential implications for policy and professional practice.				
<b>Assessment task</b>	<b>Weighting</b>	<b>Week submitted</b>	<b>Grading (pass/fail/%)</b>	<b>Module learning outcomes the assessment task maps to</b>
Presentation: autobiographical professional presentation comprising oral delivery and visual aids - 20 minutes	100%	TBC	%	

<b>10. Teaching staff associated with the module</b>
<b>Name and contact details</b>

11. Core reading list				
Author	Year	Title	Publisher	Location
Langford R. and Richardson, B.	2023	<i>The Early Childhood Educator: critical conversations in feminist theories</i>	Bloomsbury	London
Yelland, N.J, Peters, L., Fairchild, N., Tesar, M., and Perez, M.	2021	<i>The Sage Handbook of Global Childhoods</i>	Sage	London
Osgood, J.	2012	<i>Narratives from the Nursery: Negotiating professional identities in early childhood</i>	Routledge	Oxford

12. Other indicative text (e.g., websites)
<p>Camard, S., Chatenoud, C. and Rivard, M. (2023) "'We've got to fight; that's the story of our lives": advocacy experience of immigrant families of children with autism spectrum disorder', <i>Early Years</i>, 43(4–5), pp. 1030–1044.</p> <p>Carroll-Meehan, C., Bolshaw, P. and Hadfield, E. (2019) 'New leaders in Early Years: making a difference for children in England', <i>Early Child Development and Care</i>, 189(3), pp. 416–429.</p> <p>Cowley, S. (2023) 'Sustainability for settings', <i>Early Years Educator</i>, 23(19), pp. 14–16.</p> <p>Dusabe, C., Pisani, L., Abimpaye, M. and Honeyman, C. (2019) 'Using evidence and implementation experience for advocacy and policy influence: the Rwanda Emergent Literacy and Maths Initiative (ELMI) case study', <i>Early Years</i>, 39(3), pp. 243–259.</p> <p>Esterhulzen, S., Uys, M., and Mohosho, N. (2023) 'Parent-Practitioner Collaboration to Support Sustainable Development in Early Years Education', <i>Educational Research for Social Change</i>, 12(1), pp. 17–30.</p>

- Fenech, M. and Lotz, M. (2018) 'Systems advocacy in the professional practice of early childhood teachers: from the antithetical to the ethical', *Early Years*, 38 (1), pp. 19–34.
- Fretwell, N., Osgood, J., O'Toole, G. and Tsouroufli, M. (2018) 'Governing through trust: Community-based link workers and parental engagement in education', *British Educational Research Journal*, 44(6), pp. 1047–1063.
- Hill, A., Emery, S., Nailon, D., Dymont, J., Getenet, S., McCrea, N. and Davis, J. M. (2014) 'Exploring how adults who work with young children conceptualise sustainability and describe their practice initiatives', *Australasian Journal of Early Childhood*, 39(3), pp. 14–22.
- Jayne White, E. and Pramling-Samuelsson, I. (2014) 'Global Crisis: Local reality?: An international analysis of 'crisis' in the early years', *Educational Philosophy and Theory*, 46 (9), pp. 1036–1051.
- Langford, R., Prentice, S., Albanese, P., Summers, B., Messina-Goertzen, B. and Richardson, B. (2013) 'Professionalization as an advocacy strategy: a content analysis of Canadian childcare social movement organizations' 2008 discursive resources', *Early Years*, 33(3), pp. 302–317.
- Melhuish, E., Howard, S. J., Siraj, I., Neilsen-Hewett, C., Kingston, D., de Rosnay, M., Duursma, E. and Luu, B. (2016) 'Fostering Effective Early Learning (FEEL) through a professional development programme for early childhood educators to improve professional practice and child outcomes in the year before formal schooling: study protocol for a cluster randomised controlled trial', *Current Controlled Trials in Cardiovascular Medicine*, 17(1), article number 602.
- Morfaki, A., Bovill, H. and Bowden-Clissold, N. (2024) 'Hierarchies of professionalism in interprofessional partnerships for inclusion: Mapping the role and professional identities of early years educators', in Waller, R., Andrews, J. and Clark, T. (eds) *Critical perspectives on education policies and professional identities: lessons from doctoral studies*. Emerald, pp. 11-28.
- Oberhuemer, P. (2015) 'Parallel discourses with unparalleled effects: early years workforce development and professionalisation initiatives in Germany', *International Journal of Early Years Education*, 23(3), pp. 303–312.
- Osgood, J. (2005) 'Who cares? The classed nature of childcare', *Gender and Education*, 17(3), pp. 289–303. Available at: <https://doi.org/10.1080/09540250500145098>.
- Osgood, J. and Henward, A. S. (2020) 'Introduction: Reimagining "Childhood, Motherhood, Family and Community"', *Genealogy*, 4 (2), p. 39.

Schraml-Block, K. M. and Ostrosky, M. M. (2024) 'Investigating Caregivers' Advocacy Efforts in Early Intervention Using Auto-Photography and Photo-Elicitation Interviews', *Journal of Early Intervention*. Available at: <https://doi.org/10.1177/10538151241271105>.

Silberfeld, C. H. and Mitchell, H. (2021) 'Graduates' perspectives on their Early Childhood Studies programmes and employment opportunities', *Early Years*, 41 (1), pp. 5–22.

Taggart, G. (2011) 'Don't we care?: the ethics and emotional labour of early years professionalism', *Early Years*, 31 (1), pp. 85–95.

United Nations Department of Economic and Social Affairs. (n.d) *The 17 Sustainable Goals*. Available at <https://sdgs.un.org/goals>.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed