

Early Childhood Education Teacher Professionalism: Perspectives and Prospects.

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Abstract

The early years of a child's life lays the foundation for life-long learning. It is a critical period in the development of mental functions of children. It has been shown that early childhood education can be a principal input into a child's formal education. A number of studies link early childhood development and education (ECDE) to increases in school readiness for primary school and school readiness is a vital predictor of early school achievement (Forget-Dubois et al 2007). A skilled and ardent early educator plays a significant role in the lives of young children. Teachers of young children need to have a sound academic knowledge and be able to apply this in practical ways when interacting with young children. Furthermore, educators will reflect on their teaching techniques, strength and challenges and seek ways to develop both personally and professionally in order to be confident and competent teachers for young children. ECDE teacher professionalism is crucial in improving teaching quality for young children. Indeed, improving teaching quality in ECDE is an essential element for improving our nation's quality of education. This article brings out important concerns on professionalism of ECDE teachers. It examines the quality of training, the variations in duration, ethics and the service ideal among teachers. It also interrogates the future of ECDE professionalism.

Key words: Early Childhood Education, Teacher Professionalism, Perspectives, Prospects

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