

P2P DECISION CYCLE 1: PROFESSIONAL IDENTITY AND BOUNDARY

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The initial cycle addressed the name, identity, scope, and responsibilities of what has been embraced as the early childhood education profession. With multiple rounds of responses and engagement, the content outlined in Decision Cycle 1 is based on the central concept that early childhood educators care for and promote the learning, development and well-being of children birth through age eight in all early childhood settings while meeting the qualifications of the profession and having mastery of its specialized knowledge, skills, and competencies.

Source document

- [Consensus Draft for Decision Cycle 1 approved by the P2P Task Force](#)

Summary statements

1. Supporting the learning and development of young children requires complex, demanding, and valuable work that is performed by many individuals in many occupations. The early childhood education *profession* (made up of early childhood educators) is a distinct profession among other professions and occupations in the early childhood *field*.

2. The early childhood education profession cares for and promotes the learning, development and wellbeing of children birth through age eight to establish a foundation for lifelong learning and development. This foundation for learning is built through reciprocal relationships between early childhood educators and the children they serve.

3. Members of the Early Childhood Education Profession are prepared to be accountable for the following responsibilities:

- Planning and implementing intentional, developmentally appropriate learning experiences that promote the Social-Emotional Development, Physical Development and Health, Cognitive Development, and General Learning Competencies of each child served
- Establishing and maintaining a safe, caring, inclusive, and healthy learning environment
- Observing, documenting, and assessing children's learning and development using guidelines established by the profession
- Developing reciprocal, culturally responsive relationships with families and communities
- Advocating for the needs of children and their families
- Advancing and advocating for an equitable, diverse and effective early childhood education profession
- Engaging in reflective practice and continuous learning

4. The responsibilities, as well as accountability to those responsibilities, are consistent across all early childhood education settings that support young children birth through age eight.

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5. Instructional or pedagogical administrators and a subset of higher education faculty are in the early childhood education profession. It is anticipated that individuals in these roles must be prepared as early childhood educators before assuming leadership responsibilities. Therefore, decisions made to define early childhood educators will influence how individuals in these roles are positioned in the context of the early childhood education profession.

Review (Points to note)

- Review the diagram presented on page 2 of [Decision Cycle 1](#).
- Note the distinction between the early childhood education profession and the early childhood field.
- Note that all occupations and professions in the field work with young children and families in some capacity but they all have distinct identities and expectations.
- Note that Power to the Profession narrows the focus on the early childhood education profession.

Reflect (questions to consider)

- Based on the [Consensus Draft for Decision Cycle 1](#), are you in the early childhood field? Will you likely be in the ECE profession? How does this make you feel?
- How can we best attract and retain “individuals not meeting professional qualifications” into the early childhood education profession? How can we best attract and retain diverse individuals into the early childhood education profession? Identify systems, and pathways that we should elevate, reimagine, build, and/or replicate.
- Occupations exist alongside some established professions but there are legal limitations to their practice. Think about the handyman and electrician, bookkeeper and certified public accountant, or home decorator and interior designer. What informal occupations will likely exist alongside the early childhood education profession?
- Early childhood educators care for and promote the learning, development and wellbeing of children birth through age eight across all early childhood education settings. How does this compare with how the profession is currently structured?

Respond (join and inform the movement)

- [Sign-up](#) to inform unifying decisions and receive updates. Invite others to sign-up.
- Organize a Power to the Profession discussion (or series of discussions) with your work colleagues (i.e. an informal lunch discussion, designate time during a staff meeting, etc.)
- [Co-host](#) a Power to the Profession convening in your community. This can include focus sessions, panels, keynote addresses, and workshops at local, state, and national meetings/conferences.
- [Share](#) your burning questions and reflections.
- Let’s chat during our [virtual office hours](#).