

The Early Childhood Education Profession within the Early Childhood Field

Pedagogical or Instructional Administrators

Pedagogical or instructional administrators guiding the practice of early childhood educators will need to meet the guidelines established by the Professional Governance Board.

Currently, in some contexts, these individuals may be referred to as directors, assistant directors, principals, education managers, supervisors, mentors, or training and technical assistance providers.

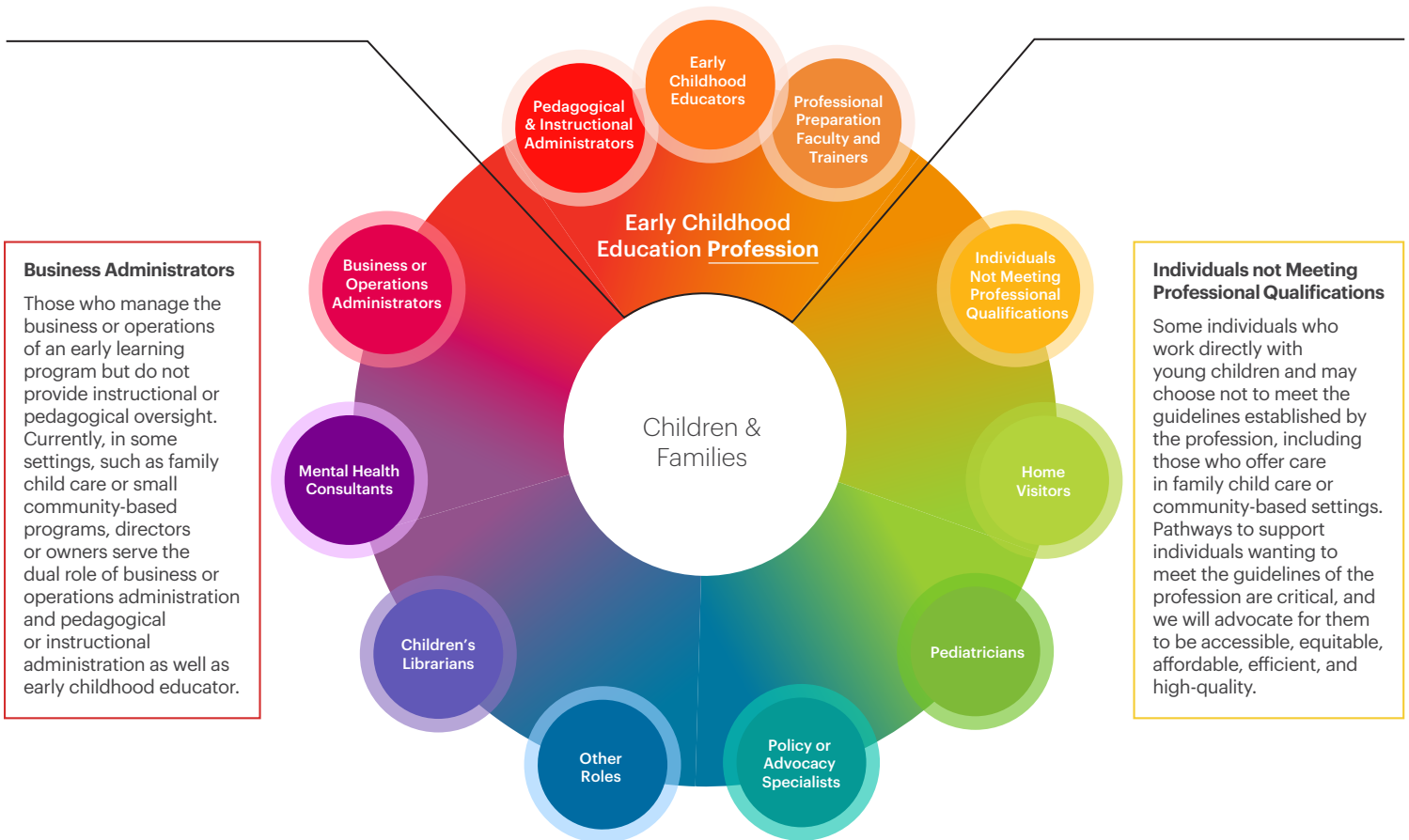
Early Childhood Educators

Early childhood educators providing direct service to children birth through age 8 are responsible for meeting the guidelines of the early childhood education profession. They are the primary, but not singular, focus of the *Unifying Framework*.

Professional Preparation Faculty and Trainers

A subset of higher education faculty and professional development staff (in the case of some ECE I programs) instructing, observing, and monitoring the practice of aspiring early childhood educators will also need to meet the guidelines established by the profession in future versions of the Unifying Framework.

Currently, in some contexts, these individuals may be referred to as teacher educators, clinical faculty, or professional development trainers/specialists. These are often the faculty responsible for teaching methods courses and supervising field experiences.



Business Administrators

Those who manage the business or operations of an early learning program but do not provide instructional or pedagogical oversight. Currently, in some settings, such as family child care or small community-based programs, directors or owners serve the dual role of business or operations administration and pedagogical or instructional administration as well as early childhood educator.

Individuals not Meeting Professional Qualifications

Some individuals who work directly with young children and may choose not to meet the guidelines established by the profession, including those who offer care in family child care or community-based settings. Pathways to support individuals wanting to meet the guidelines of the profession are critical, and we will advocate for them to be accessible, equitable, affordable, efficient, and high-quality.

Other Roles

Members of professions and occupations within the early childhood field, including those named here, such as mental health consultants, pediatricians, and home visitors, as well as others not named here, such as nurses, occupational therapists and social workers, often work closely with early childhood educators. They are not, however, part of the early childhood education profession because they are not held responsible for meeting the guidelines of that profession, just as early childhood educators aren't responsible for meeting the guidelines of their respective professions.