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| --- | --- |
| **Article title** | Initial Teacher Education in Early Childhood Education (Country) |
| **Author 1** | Name SurnamePlease write as you wish your name to be displayed on the resource (titles are not included). |
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**Text of the article** [1000 – 1500 words maximum]

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**Research on Early Childhood Education (ECE) settings have consistently shown that well qualified teachers are the cornerstone of high quality programs. Adequate preparation of ECE staff is therefore essential in ensuring the delivery of effective programs to foster the best interests of young children during early childhood. The nature of professional preparation deemed necessary in becoming a teacher of young children is variable and reflect local values and beliefs about ECE within a country.**

**1. Philosophical foundations of ECE teacher education: Provide a brief overview of the initial teacher education courses in the ECE sector in your country. Explain how the philosophical roots and principles underpinning these programs have been evolving over time.**

Click or tap here to enter text.

**2. Types of EC qualifications: What types of initial teacher education courses are available for ECE staff in your country? Who offers these courses? (i.e. universities, vocational education colleges, or count: 1000 – 1500 words private training institutions.) Briefly comment on course content at different levels as per Vocational Certificate courses, 2-3 year Diplomas, 3-4 Bachelor degrees and Masters degrees. Provide details of any teacher registration and initial teacher education course accreditation requirements available in your country.**

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**3. Linking qualifications with positions/jobs and functions: What are the basic qualifications an EC teacher in your country expected to have when working in ECE settings? Explain how the levels of qualifications are connected with employment status and roles and responsibilities, such as being employed as an ECE center director, kindergarten teacher, a pedagogista, a child care assistant or an educational leader. As these roles/positions are unique to each country, please provide adequate information for the reader to understand the differences expected of these staff.**

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**4. Supply and demand: Government regulations set minimum standards for staff to child ratios in ECE settings. If available, what are these requirements in your country? OECD countries that monitor staff numbers have reported on patterns of employment and retention rates. What strategies are being used to attract and retain well qualified ECE staff in your country?**

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**5. Key challenges: What are the key challenges of understanding initial teacher education programs for ECE teachers being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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[**Further reading and online resources**](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0#h.5bj83778kqd0) **[compulsory]** [not included in total word count]

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**Tables [optional]** [not included in total word count]

* Supply captions for all tables
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