



# TACTYC

Board Recruitment Pack



*Together and Committed to Young Children*

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## TACTYC Board Member (x3) Advertisement

**TACTYC** is seeking to appoint 2 or 3 new members to expand and diversify our board of trustees. We are a small but internationally recognised charity with a passion for advancing the right of every child to high quality education and care. Our members comprise a wide range of people with an interest in professional development across all sectors involved in work with young children.

**Newly appointed trustees** will join an experienced and inspiring team of volunteers committed to promoting our core values of equality, diversity, inclusion, anti-racism and the wellbeing of young children and their families.

**Diversity is a priority for TACTYC:** we particularly encourage and welcome applications from Black, Asian and minority ethnic applicants, young people, disabled people and the LGBTQ+ community.

**Contributing to our work:** TACTYC promotes the highest quality support and professional development for all Early Years practitioners in order to enhance the education and care of the youngest children. Joining the Board will place you in a position to support and celebrate the work of emerging early years researchers, and to review recent professional publications. We are keen to bring on board individuals who can offer fresh perspectives to support the series of webinars we have launched, and to take forward our commitment to challenging racism in early years education.

**Joining TACTYC's Board** has many advantages. As a Board member you can expect to gain opportunities to lobby on behalf of children and those who work with them. Membership will enhance your professional networks through our links with influential bodies such as The Early Years Coalition, More Than a Score, The Early Childhood Forum, Early Education, The Primary Umbrella Group, The British Educational Research Association, and with All-Party Parliamentary Groups related to the education and care of young children and those who work with them.

**Join us** in order to support the work we are doing to promote and disseminate the highest quality support and professional development for all early years practitioners in order to enhance the well-being of the youngest children, and to work towards levelling up the life chances of disadvantaged children. Becoming a trustee of TACTYC is an opportunity to make a difference for children, families, and all who work with them.

Trustees can expect to contribute approximately two days a month of their time governing TACTYC's work.

For a discussion about the role, contact Karen Boardman Chair of TACTYC: [boardmak@edgehill.ac.uk](mailto:boardmak@edgehill.ac.uk)

To download an application pack, please click on <https://tactyc.org.uk>



Together and Committed to Young Children

## Message from the Chair

*Dear Applicant,*

*Thank you for your interest in joining the Board of TACTYC. It is my pleasure to introduce our organisation and explain a little about us.*

*I was appointed as Chair in 2019, and so this is my first round of recruitment for the Board. I am delighted to be in a position to invite you to apply to become a Board member because there is so much to be done to improve Early Years Education - and we know that TACTYC can make a real difference.*

*We are a unique, registered charity founded in 1978 by a group of early years teacher trainers who recognised how isolated they were feeling in their work and how supportive and developmental it could be to come together on a regular basis with others in a similar position. Today, TACTYC has broadened its base to welcome people from a wide range of backgrounds in the early years: researchers, education consultants as well as professionals working with children and families in day-care, education, health, play work and social service contexts.*

*We are an internationally recognised association with a worldwide membership consisting of wide range of Early Years professionals. Our members include:*

- *Academics working in universities and colleges of higher and further education;*
- *Early Years researchers;*
- *Early Years teachers and practitioners from a wide range of early years settings;*
- *Early Years advisers and consultants;*
- *Professionals from Daycare, Health, Playwork and Social Services*

*EARLY YEARS, TACTYC's International Journal, is now published 5 times each year. It is highly regarded as a thought leader on the best educational provision for young children. Through the journal we are able to represent a wide range of perspectives from different countries, different disciplines and different research methodologies.*

*We have a great Trustee Board who are very passionate about children's education. These individuals bring with them a wide range of views and experience, and we want to add to this. We are looking for Board members who can contribute fully to that team, work collaboratively with us whilst offering their own ideas, drawn from their life and work experience. As well as holding responsibility for developing TACTYC's strategic objectives, all Board members will bring their experience to bear on how TACTYC can respond to the needs of the most vulnerable children in our communities, many of whom have a Black Asian and Minority heritage. Having Board members with the lived experience of those communities will strengthen our perspectives on how this important work is to be accomplished.*

*Please read this information pack carefully. If you feel you have the ability to shape our future and make a real difference to children's life chances, please apply.*

*Dr Karen Boardman (Chair)*

## **Our Mission**

TACTYC promotes and advocates the highest quality professional development for all early years educators in order to enhance the educational well-being of the youngest children.

## **Our Values**

At TACTYC it is not just what we do but also how we do it that is important. Our organisation is supported by our core values which shape the way that we deliver our services.

### **People First**

TACTYC is a people-focused organisation. We value the relationships with teachers, students, academics and early years practitioners because these links enable us to influence the decisions about the future of early years education. We put people first and endeavour to receive them warmly and treat them with respect.

### **Integrity**

It matters that we act with integrity in all our dealings. Treating our colleagues, subscribers and members fairly and honestly helps us to achieve our aim to be an exemplar to all our stakeholders

### **Encouraging Creativity**

Our colleagues across the sector are our greatest resource and best ambassadors. By drawing on the wide range of creative skills, qualities, and experience they offer, we can bring well tested ideas to decision-makers and empower practitioners to make a life-long difference to children's lives.

## Members of the Board

### Wendy Scott (President)

I am a Froebel trained early years teacher with eighteen years' experience in a range of settings, including rural and inner-city schools, and the private and voluntary sectors. Following the headship of a demonstration nursery school, I was appointed Senior Lecturer in Early Years Education at Roehampton University, where I coordinated the first advanced diploma in multi-professional studies in the UK. After three years as an ILEA district inspector for the early years, and then primary inspector in Kensington and Chelsea, I worked across England as an Ofsted Registered Inspector and nursery inspector and trainer. I became Chair, and then Chief Executive of The British Association of Early Childhood Education and the first elected Chair of the national Early Childhood Forum. During this period, I worked on the identification and evaluation of Early Excellence Centres and gained experience of lobbying government.



After two years as a specialist adviser to the DfES at the time that Sure Start was introduced, I returned to consultancy, working abroad with the British Council and UNICEF as well as with local authorities across England. I have had the pleasure of judging Nursery World's Nursery of the Year Award since 2006 and served on the expert panel for the Nutbrown Review of early education and childcare qualifications.

I was awarded an OBE in 2014 for services to early years education and care and look forward to continuing to support TACTYC's significant work.

### Dr. Karen Boardman (Chair)

Hello, I am Karen Boardman, and I am our TACTYC Chair. I am the Head of Early Years Education at Edge Hill University in Ormskirk, Lancashire and as such, have the privilege of being involved in all things 'early years'. I have been working in the ECEC field since I was 16 years old! Initially, I began my career as an NNEB and managed Private Day Nursery and Local Authority settings. I later trained as an early years teacher, working in a variety of schools in nursery, reception and Y1 classes where language, literacy and communication became my passion. As a Senior Leader I was able to develop this passion and continue this emphasis and support, particularly with under-threes. I am an active member of many early years organisations and particularly enjoy the focus of advocacy and lobbying which is at the heart of TACTYC's work.



I am a parent, grandparent and a strong advocate for babies and under-threes. I hold very strong views about forward-facing pushchairs!

I have been a member of TACTYC for a number of years now and I feel very excited to work alongside such 'stars' in ECEC, as a TACTYC Trustee. I am looking forward to supporting TACTYC and hope to encourage many other colleagues to join us at TACTYC to advocate and support the ECEC sector, which is very much needed at the moment.

### **Dr. Sherron Curtis (Vice Chair)**

I am Dr. Sherron Curtis, Vice-Chair of TACTYC. I currently Head the Ellesmere Children's Centre, an Ofsted designated outstanding early years provision in Sheffield, voted in the Sheffield Educational Award as 'Best Nursery' in 2015. The Centre has also been honoured with the Duke of York Award in 2008. I have travelled to China to look at educational leadership and alternative medicines and was also a panel representative on the Nutbrown review in 2012. I have been deeply rooted in early years development for over 20 years and have been a member of several boards including National Early Years Equality, Sheffield Children's Information Services and Consortium for Children and Families. I was thrilled to be short-listed for the First Women Award 2016, a networking event that brings together outstanding and inspirational women.



I have experiences that incorporate health, education and couple counselling at Relate Sheffield. Possessing a proven eclectic approach to counselling that also includes shorter courses in family and play therapy. I do feel that these experiences support leaders to effectively understand the inequalities that can impact on family life. As a counsellor I have developed a natural style in my delivery of services, communicating effectively using a transcultural approach with children and families. I have worked in several third sector organisations and understand how the infrastructures and the politics surrounding families can be quite complex.

My work has been visionary, challenge driven, diverse and successful; in several arenas including regeneration. I am a passionate educator devoted to providing a widely resourced multi diverse early learning environment for young children and students. I enjoy the benefits of partnerships and networking both nationally and internationally. My management experience includes a high commitment to quality development and infrastructure. I am recognised amongst colleagues for a keen ability to energise and inspire individuals to work towards achieving a common goal. My role includes working as an advisor at board level supporting SME in various business sectors, focused on high calibre nursery education.

I have recently completed my doctoral research which examined Black Women Leaders' experiences within the early years sector, and intersectional complexities. I also clearly understand that safe spaces for those to share their differences, extending these opportunities to have their voices heard, alongside their experiences are crucial, in particular for those who remain isolated in their sectors.

I have presented my work at the Centre for Education for Racial Equality in Scotland (CERES 2013) and the British Educational Leadership Management and Administration Society (BELMAS 2015). My personal interest is in therapeutic care for children and the promotion of diversity and difference that includes the importance of transcultural care.

## Angela Scollan

I am currently a TACTYC Trustee and a Senior Lecturer in Early Childhood Studies and Education Studies at Middlesex University. Previously, I have worked as a Manager, Teacher and Foundation Degree Coordinator in a Further Education College. My interest in professional progression for mature students employed across the early years sector evolved whilst researching assessment literacy, student feedback and professional identity.



In 2010, I opened my own training company, 'Emerald Early Years and Education', offering bespoke training and CPD to promote high-quality, sustainable, and reflective early years leadership and provision. Since the early 1990s, I have also worked directly with and for children positioning my practice within a transdisciplinary approach and as a rights-based advocate. My teaching philosophy, research and writing focus on the child first. I have recently completed the EU Erasmus+ project, 'SHARMED', observing how facilitation and the use of digital resources encourage shared memories and dialogue in 48 primary and secondary schools in Italy, Germany and England.

## Penny Borkett

I retired from Sheffield Hallam University in 2019. I am currently a TACTYC Trustee. I taught on both the Foundation degree in early years and then latterly on the Early Childhood Studies degree. I have a B A (Hons.) in Early Childhood studies and an M A in Inclusive Education.



My particular area of interest is inclusion. I very much believe as the Early Years Foundation Stage advocates that all children are unique however I do not see it as a concept that we recognise and then ignore, for me recognition that all children are different and have differing needs is what is at the heart of true inclusion. In 2018 I published a book for Routledge relating to Inclusion and cultural diversity. Not only does this book focus on what inclusion is, policy and theory but it is a practical guide that gives practitioners ideas about how they can make their practice more inclusive.

In November 2020, my second book will be published by Sage which relates to special educational needs and disability in the early years. Again, this book has at its heart inclusion and is a book which gives practitioners ideas about how to make their practice more inclusive.

Since writing both of these books I have become interested in identity and how early years practitioners can encourage all children to consider their identity and to support children's recognition of who they are and who they may become. I feel that identity is at the heart of true inclusion.

In my spare time I love nothing more than baking a lot of cakes for various charities I am involved in. I am also a trustee of Baby Basics – a national charity which supports children and families who may be living in deprivation and poverty with essential baby equipment. I am a governor at a local special school and I love spending time with my very precious three grandchildren who help to keep me grounded.

### **Dr. Rod Parker Rees**

I am a TACTYC Trustee. I am a Visiting Research Fellow in Early Childhood Studies at the University of Plymouth.



After completing a degree in English Language and Literature I was fortunate enough to be able to take a Nursery PGCE course in Bristol which allowed me to specialise in working with 3–4-year-old children. I thoroughly enjoyed working as a nursery and reception class teacher before I moved to Exmouth to take up a post at Plymouth University where I helped to develop BEd, BA, PGCE and MA programmes in Early Childhood Studies. I worked with a great ECS team at Plymouth and, between 2004 and 2015, we produced four editions of Early Childhood Studies: an introduction to the study of children's worlds and children's lives (Sage/Learning Matters).

My main areas of interest are early child development, the beginnings of communication and the role of playfulness, both in childhood and throughout life. I have written various chapters and articles on these subjects and co-edited a four-volume collection of research in Early Years Education (Routledge 2007). I also edited Meeting the child in Steiner kindergartens: an exploration of beliefs, values and practices (Routledge, 2011). After I retired in 2017, I was able to complete a PhD on the basis of published works, entitled 'Meeting and Minding: early interactions and learning who we are'.

I joined Marian Whitehead and Geva Blenkin as one of the editors of our journal, Early Years, in 1999 – before the days of email and online submissions – and I greatly appreciate the opportunities this role gives me to work with a wide variety of contributors, not to mention an excellent team of colleagues. I have been on the executive committee of TACTYC for even longer and have enjoyed the regular opportunities this has given me to meet a dedicated and delightful bunch of people and to keep informed about a wide variety of early years issues. I am now one of the trustees of TACTYC, representing all of the journal editors.

## Viki Veale

Currently a TACTYC Trustee. I am a senior lecturer in early years and primary education at St Mary's university Twickenham. My aim has always been to empower others. To nurture within them a lifelong passion for learning that leads them towards achieving and exceeding in all that they desire to do.



I have had a broad and varied career in teaching working with children from reception to year six. In addition to my role as a class teacher, I have always embraced the opportunity to mentor students and newly qualified teachers as they take the first steps on their journey into teaching. I have also enjoyed the opportunity to encourage and inspire not only the children in my care, but through the relationships I have built up with their parents, and my work as a leader for family learning, their parents and careers too.

As a senior leader, I initiated and ran training sessions to upskill teaching and learning assistants in each of the schools I worked in, helping them to develop their confidence in computing and the use of positive behaviour strategies. I also provided additional support and training for all staff in how to promote physical development, creativity and outdoor learning. As my career developed, this led me into external training provision and consultancy work.

After 15 years teaching and leading throughout the primary sector in a range of socially diverse settings, I became a parent. In order to enjoy my children's early years, I retrained as a childminder. I soon became a childminder mentor, supporting new childminders in establishing their businesses and organising group meetings to share best practice, resources, ideas and behaviour strategies. This evolved once more into consultancy work across a new range of settings including schools, nurseries, sure start centres, play groups and home-based childcare settings.

Working closely with schools, child minders, nurseries new parents and PTA's, I led development of a transition to primary program for children and families. Expanding upon the traditional 'stay and play session model' this comprehensive program identified and addressed key concerns such as changing for PE, lunchtimes, toileting, routines and communication. It ensured that children started school feeling more familiar with and confident in their new environment and that new parents were able to discuss their fears and concerns with those with more experience so that they too were comfortable and confident with this transition.

I returned to teaching in 2015 before transitioning into full time lecturing in initial teacher training. This role allows me to continue to support and empower student teachers and other practitioners. It also enables me to pursue my research interests into the development of effective behaviour for learning and strategies to support transition. In 2017 I presented a briefing paper at the TACTYC conference on Birmingham on my research into the impact of digital technology on children's behaviour and school readiness, and the continued importance of outdoor play. This paper is available on the TACTYC website.

I remain committed to encouraging those working with young children to gain qualifications and accreditation that recognise and reflect the impact that we, as practitioners have in early childhood education and development.

### **Dr. Elizabeth Carruthers**

I have been proud to be a member of TACTYC for many years because of the emphasis the organisation places on professional development, which, I believe, is key to building a knowledgeable workforce that supports children's wellbeing and learning. My career in early education has spanned more than 40 years and I have had many roles, including teaching both primary and nursery children, as well as working as a Foundation Stage Advisor, a Numeracy Consultant and manager of the BTEC in Early Childhood studies. I recently retired after 12 years as an Executive Head teacher of a successful Nursery School, Children's Centre and National Teaching School in Bristol where I was privileged to work alongside families and engage with outstanding teachers and practitioners. My research interests are early mathematics, teachers as researchers, outdoor experiences for children and children's imaginary play. I have recently submitted a PhD thesis to Bristol University titled 'The Pedagogy of Children's Mathematical Graphics in Number'.



### **Dr. Natalie Canning**

I am the co-director of the Children's Research Centre, Area Lead for Childhood and Youth on the professional doctorate programme and Senior Lecturer in Education - Early Childhood all at The Open University. My background is in social work, using playwork philosophies and practice to support young children experiencing emotional and socio-economic challenges. This influences my approach to teaching and research which include professional development of Early Childhood professionals in relation to quality practice; self-motivated learning and children's play, curiosity and creativity. My publications on children's empowerment are significant in recognising how children are empowered through child-initiated, social play and the implications of empowerment for future learning and development.





*Together and Committed to Young Children*

## Role Profile

### Purpose of the role

We are looking to appoint 3 new trustees who will bring a commitment to TACTYC's mission and values and complement the range of skills and experience of our Board. We want to diversify our Board to better reflect the work and communities we support, to sharpen our thinking and to bring richness to our decision making – this means we would particularly welcome applications from people who are:

- from Black, Asian and Minority Ethnic backgrounds.
- are disabled.
- younger than our current trustees.

We have gaps in the skills needed to discharge the duties of:

- Company secretary.
- Treasurer.
- Book Reviewer.

### Information for applicants

The successful candidates are required to contribute experience, expertise and insight to determine strategy, direction and governance in the interests of members and all stakeholders. In conjunction with fellow Board members the new appointees shall:

1. Fulfil the legal duties of the Board member role.
2. Set strategy and agree the business and financial plans to support strategic delivery.
3. Ensure effective and efficient administration of projects and services in the light of the Strategy.
4. Provide financial stewardship and responsibility for the management of all TACTYC assets. This will involve treasury management and regular scrutiny of the organisation's financial position.
5. Oversee TACTYC's compliance with legal, charitable and regulatory requirements, including health and safety.
6. Direct and control TACTYC's work by establishing, monitoring and reviewing a framework of delegation and systems of internal control.
7. Engage in project appraisals, performance reviews and learning and development.

## Person Specification

### Essential qualifications, knowledge and experience

- The successful candidate will have:
  - A commitment to TACTYC and its aims.
  - An understanding of the role of a Board, and willingness to accept the statutory duties, responsibilities and liabilities of Board membership of a charity.
  - A strong interest and experience in early years education and professional development, and a willingness to share knowledge and contribute to development in this field.
  - A willingness to work on the challenging issues of race equality
  - Effective communication and influencing skills.
  - The ability to act independently and a willingness to provide constructive challenge to peers and fellow Board Members.
  - A proven ability to work effectively as part of a team that makes collective strategic decisions.
  - An understanding of the positive role early years education can play in improving the lives of diverse children, families and communities.
  - Good judgment, and determination to seek constructive debate and dialogue over confrontation.
  - The willingness and ability to devote the necessary time and effort required for the role.



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## How to Apply

*Dear Applicant*

*The guidance below is intended to assist you, if you would like to be considered for the role of Board Member at TACTYC:*

*To apply, please send your CV and a personal statement by e-mail to Penny Borkett [pennyb41@aol.com](mailto:pennyb41@aol.com) showing how you meet the criteria outlined in the Role Profile and Person Specification. We would also be pleased to receive the completed Monitoring Form which is included in this pack.*

*The closing date for completed applications is 17 September 2021, with interviews scheduled for 5<sup>th</sup> October (subject to change).*

*All applications will be personally acknowledged. If you do not receive an acknowledgement within 72 hours of submitting your application, please contact us.*

*Please note that your documents will be retained securely in line with GDPR requirements.*

*Finally, if you would find it helpful to have an informal discussion, please contact me in the first instance by email at [boardmak@edgehill.ac.uk](mailto:boardmak@edgehill.ac.uk)*

*Thank you for your interest in this post.*

*Kind regards*

*Dr Karen Boardman  
Chair, TACTYC*

*July 2021*



# **iACTYC**

*Together and Committed to Young Children*