Norwegian Ministry
of Education and Research

# Starting Strong IV
# – Monitoring and Advancing Quality in ECEC
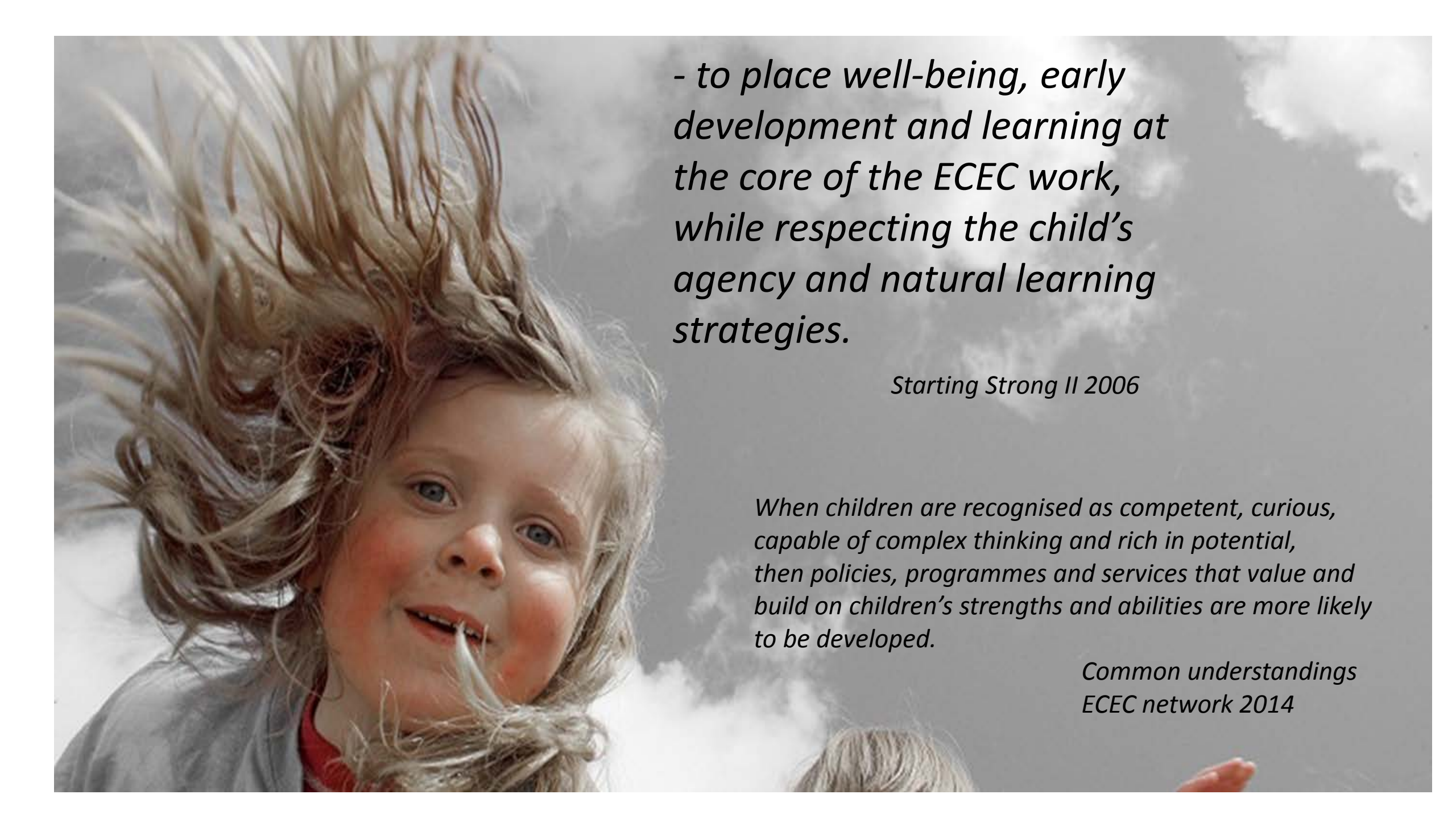## and some Norwegian experiences

Tove Mogstad Slinde, Senior Advisor, Elected Chair of the OECD ECEC network

Toronto, 3rd June 2016

- Introduction and background

- OECD thematic review on Monitoring quality in ECEC
  – Rationale and Purposes
  – Some Findings
  – Examples

    - Norway's new System for Quality in ECEC

*- to place well-being, early development and learning at the core of the ECEC work, while respecting the child's agency and natural learning strategies.*

*Starting Strong II 2006*

*When children are recognised as competent, curious, capable of complex thinking and rich in potential, then policies, programmes and services that value and build on children's strengths and abilities are more likely to be developed.*

*Common understandings ECEC network 2014*

# ECEC in Norway
## A holistic pedagogical philosophy
## - with care, play, learning and "bildung" at the core

- Nordic model : education + care
- Child-centered, Play-based, Participatory
- Challenging and safe
- Develop basic knowledge and skills
  - Creative zest, sense of wonder and need to investigate
  - Social emotional development, language and communication
- Framework plan ; seven learning areas for exploration and learning



- Regulated
- Centre-based  (98 per cent)
- Full-day (93 per cent)
- (0)1-5 years of age (90 per cent; 80 u 3 – 96 o 3)
- Public/private (47/53 per cent)

# Starting Strong III

**Investing in ECEC is investing in the Future**
**- Effect of ECEC conditional on quality**

**5 Policy Levers** that can encourage quality in ECEC

1. Setting out quality goals and regulations

2. Designing and implementing curriculum and standards

3. Improving qualifications, training and working conditions

4. Engaging families and communities

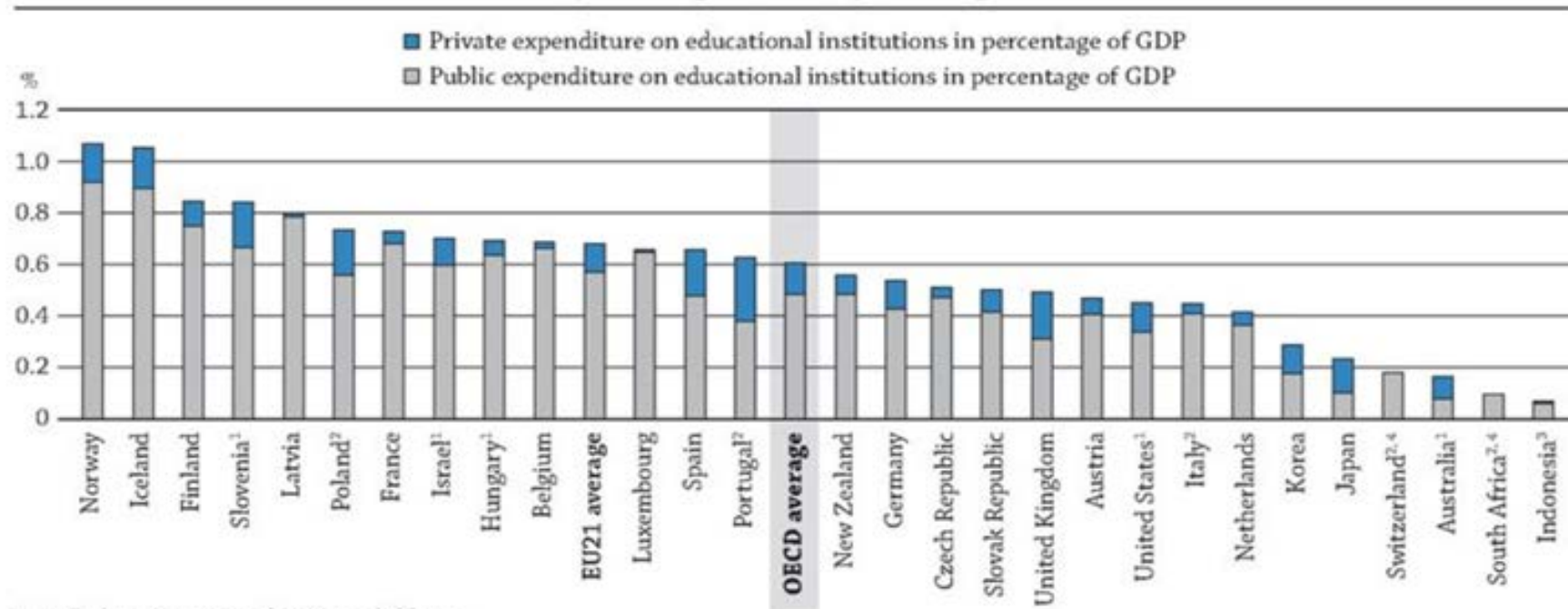5. Advancing data collection, research and monitoring

- Putting public resources into ECEC:
  - It has significant social and economic payoffs
  - It supports parents and boost female employment
  - It is part of society's responsibility to educate children, to combat child poverty and to help children overcome educational disadvantage

- A policy for children
  - A strong foundation for lifelong learning and active participation in society

OECD

# Elevated expenditure on early childhood educational institutions (2012)



Chart C2.4. **Expenditure on pre-primary educational institutions (2012)**
*As a percentage of GDP, by funding source*

# Starting Strong IV – Monitoring quality in ECEC

1. ECEC overview – international contextual data

2. Monitoring : Current state of play and trends

3. Monitoring **Service quality**

4. Monitoring **Staff quality**

5. Monitoring **Child development and outcomes**

6. Improving monitoring policies

*OECD ECEC team (ECEC@oecd.org)*
www.oecd.org/edu/earlychildhood

# What is the rationale for monitoring quality?

Without evaluation, there can be no guarantee that services **meet the expected aims and goals**

- ✓ Effective monitoring of staff has been found to be central to the **continuous improvement** of ECEC services
- ✓ Monitoring can inform policy and contribute to **evidence-based policy-making**
- ✓ **Inform parents** so they can make well-informed decisions

# *Monitoring quality in ECEC – a bunch of W's and one H* – **Michal Perlman OISE**

**Why**

- Quality improvement
- Accountability
- Public education – (public and parental involvement)

**How**:
- Fairly
- Objectively
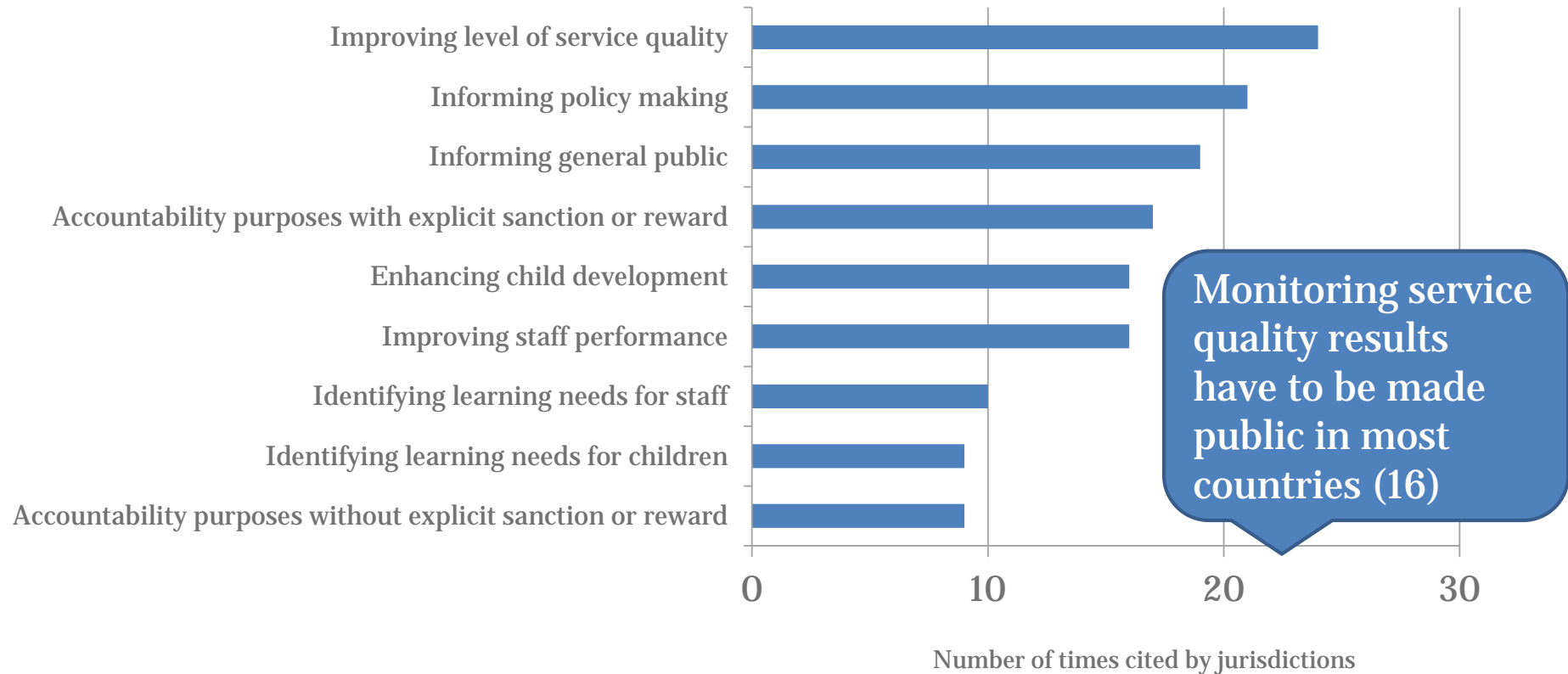- Efficiently

**What** to look for – settings that

- Provide children with warm and nurturing environments
- Meet the needs of children from diverse backgrounds
- Facilitate the connection between home and ECEC
- Good ratios, low turn-over, experienced and educated staff

# Purposes of monitoring service quality

*Mainly monitored to i) enhance the level of quality in settings (24/24); ii) inform policy makers (21/24) and the general public (19/24) about the state of ECEC in their country*



Monitoring service quality results have to be made public in most countries (16)

Number of times cited by jurisdictions

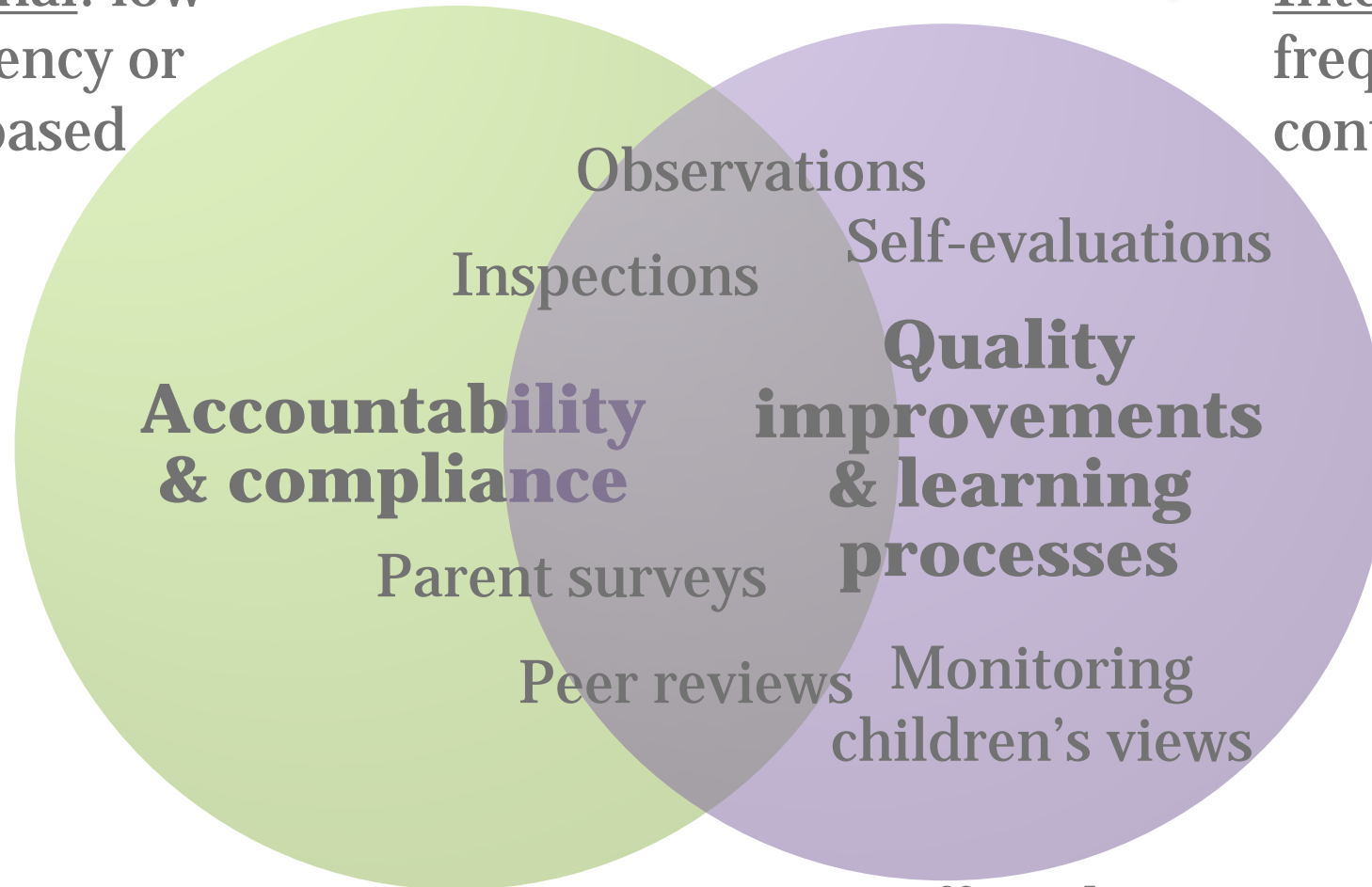# Monitoring purposes define tools and approaches

External: low frequency or risk-based

Internal: high frequency or continuous

Observations

Inspections

Self-evaluations

**Accountability & compliance**

**Quality improvements & learning processes**

Parent surveys

Peer reviews

Monitoring children's views

Service quality

Staff quality

Child development

# External evaluation/monitoring



- Inspections
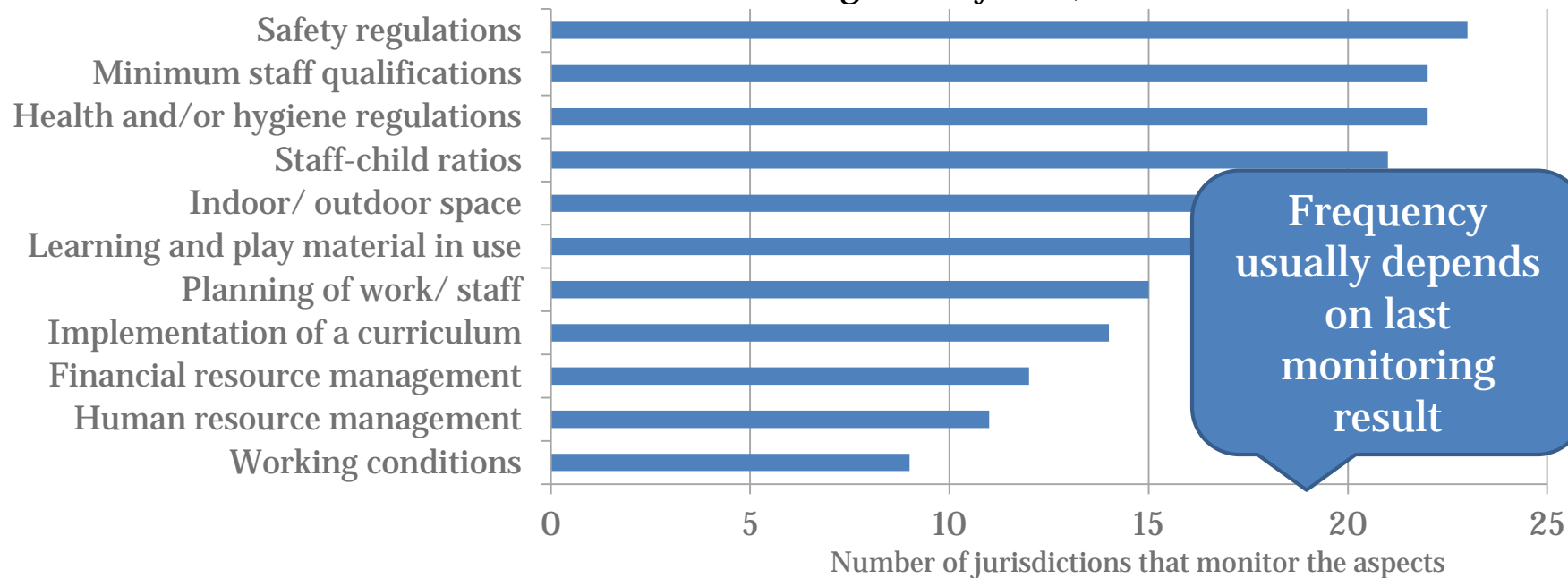- External evaluators
- Peer-reviews

- Tools:
  - Frameworks and manuals
  - Observation/Rating scales (CLASS, ECERS, QRIS)

# Aspects of service quality monitored through inspections

*Inspections* *focus largely on regulatory aspects, such as staff-child ratios, safety regulations, minimum staff qualifications, health and hygiene regulations, and minimum standards for space*

Service quality aspects inspected in **child care and nursery settings** (or integrated settings for countries with an integrated system)



Frequency usually depends on last monitoring result

Number of jurisdictions that monitor the aspects

# Ireland : Establishment of the EYEI – Early Years Education Inspectorate – Maresa Duignan



**Area 1**
Quality of context to support children's learning and development

**Area 2**
Quality of processes to support children's learning and development
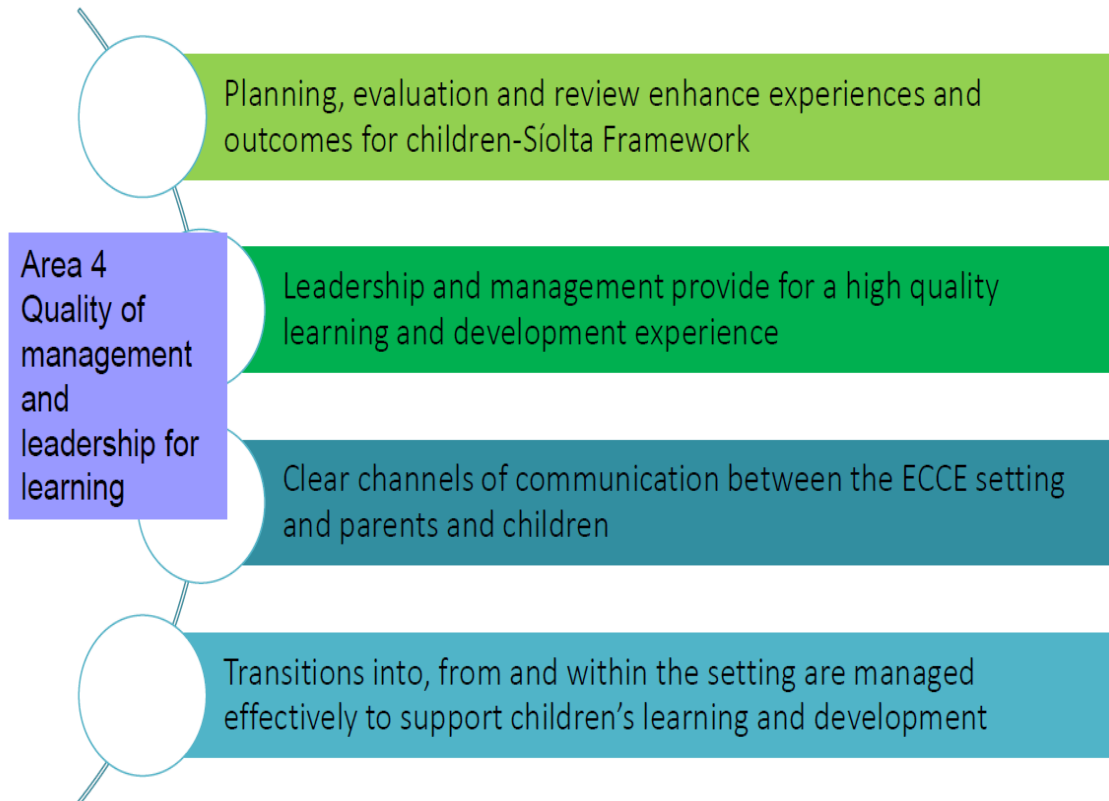
**Area 3**
Quality of children's learning experiences and achievement

**Area 4**
Quality of management and leadership for learning

Area1
Quality of context to support children's learning and development

The atmosphere and organisation of the setting nurtures children's learning

Relationships are responsive, respectful and reciprocal

Children's sense of identity and belonging is nurtured

https://www.pobal.ie/News/Pages/International-policy-event-for-Early-Childhood-Education-and-Care

## Quality Continuum

Area 4
Quality of management and leadership for learning

- Planning, evaluation and review enhance experiences and outcomes for children-Síolta Framework
- Leadership and management provide for a high quality learning and development experience
- Clear channels of communication between the ECCE setting and parents and children
- Transitions into, from and within the setting are managed effectively to support children's learning and development

| Excellent | Provision that is excellent is exemplary in meeting the needs of children. |
|---|---|
| Very good | Provision that is very good is highly effective in meeting the needs of children. |
| Good | Provision that is good is effective in meeting the needs of children but with some aspects to be developed. |
| Fair | Provision that is fair requires practice to be improved to meet the needs of children. |
| Poor | Provision that is poor is inadequate and requires significant improvement to meet the needs of children. |

# Germany – the example of Berlin (BeKi)

- Task-force and local agreement

- Curriculum as basis
- Targeted support
- Self-evaluation tools
- External evaluation, every 5 years
  - Interviews
  - Written questionnaires
  - Analysis and feedback

8 areas for evaluation

1. Creating a rich learning environment
2. Supporting children's development
3. Responding to the lives of children
4. Observation and documentation of children's learning processes
5. Co-operation with parents
6. Transitions from ECEC to school
7. Rooms and material
8. Strengthening participation and democratic values

# Example: consequences of monitoring staff quality

*It is common that settings/staff have to address their shortcomings after a staff monitoring practice, comply with follow-up monitoring exercises, and that staff/management should take up on training*



Number of jurisdictions (out of 23 jurisdictions)
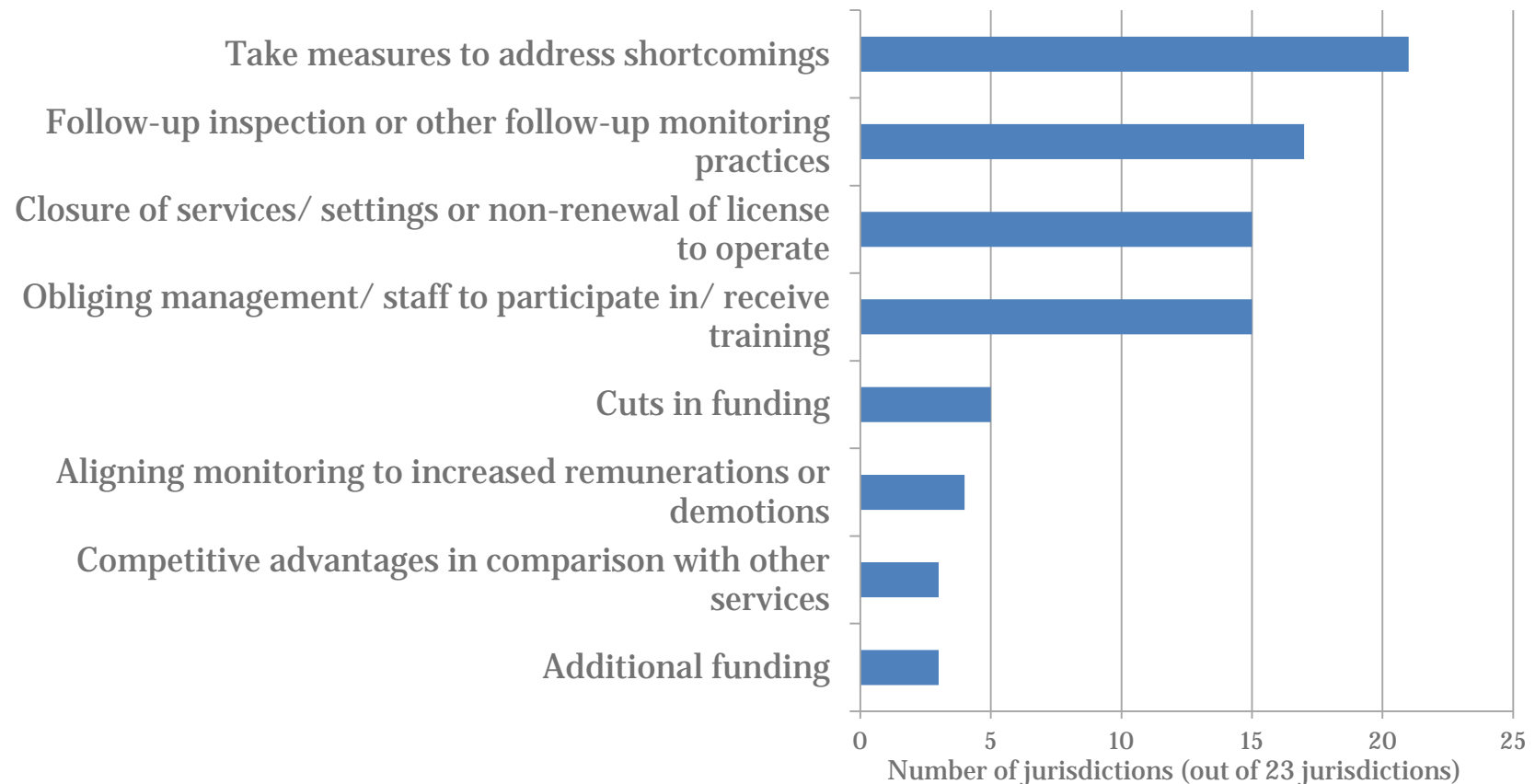
# Internal evaluation/monitoring



- Self-evaluation
  - Tools; rating scales
  - Self-evaluation tools
- Peer-reviews

- Parental surveys/involvement

- Child well-being and development
  - Children's views
  - Narratives

# Example: areas of process quality monitored

*Curriculum implementation, staff-child interactions and the quality of teaching are the key areas countries monitor with regard to process quality across different types of settings.*

**Process quality aspects monitored in pre-primary education (or integrated settings)**



Number of jurisdictions (out of 23 jurisdictions)
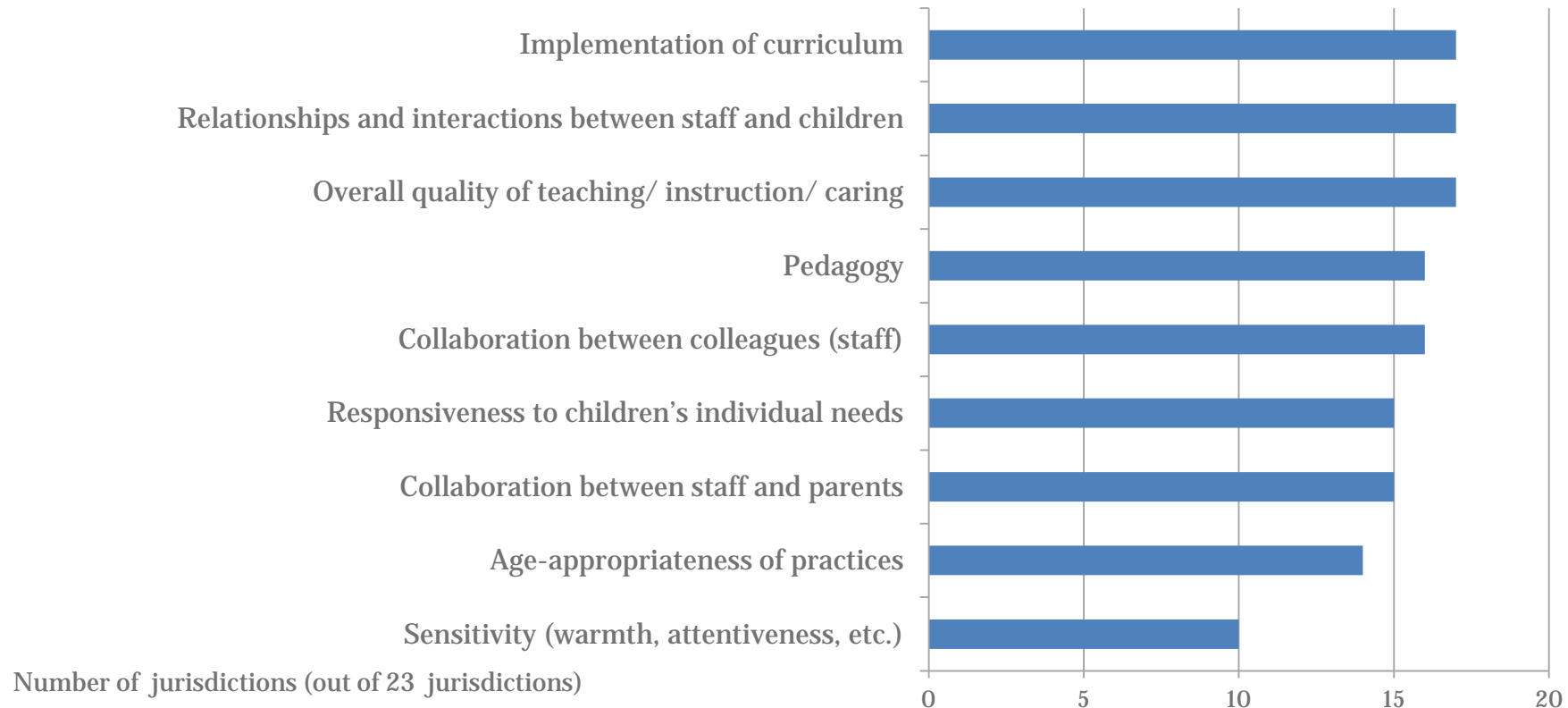
# Varied tools and approaches used for monitoring child development
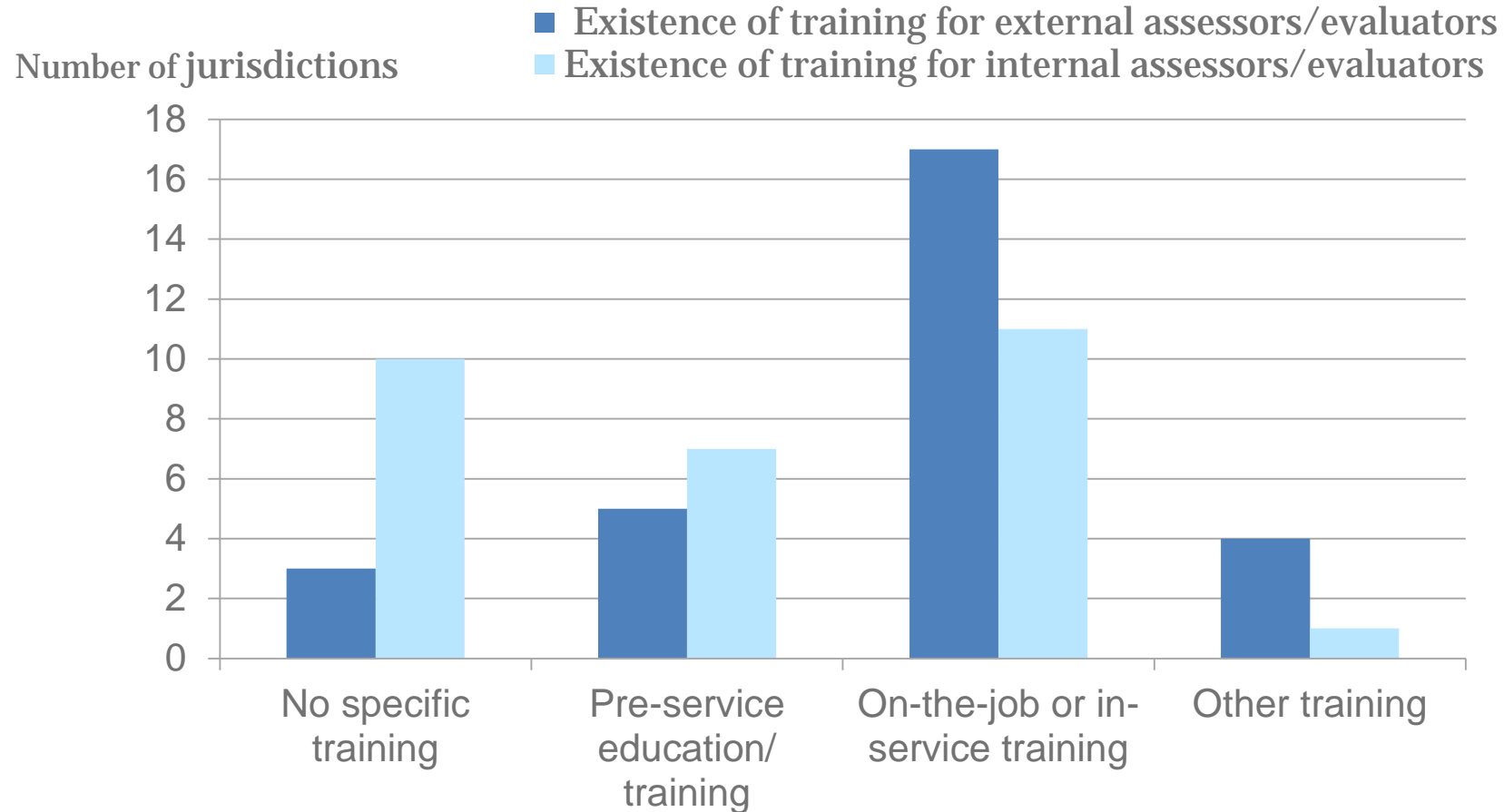
Most common

Least common

- **Observations,** e.g. checklists (in 17/21 jurisdictions) and rating scales (12/21)

- **Narrative assessments**, e.g. storytelling practices (11/21) or portfolios (14/21)

- **Monitoring children's views** (11/21)

- **Direct assessments**, e.g. testing (9/21) or screening (9/21)

# Training of assessors pivotal for obtaining und utilising meaningful results



Number of jurisdictions

■ Existence of training for external assessors/evaluators
■ Existence of training for internal assessors/evaluators

Note: Information on the existence of training for external assessors/evaluators is based on 24 countries and jurisdictions; information on the existence of training for internal assessors/evaluators is based on 23 countries and jurisdictions.
*Source*: Table s A2.4 and A2.6, OECD Network on ECEC, "Online Survey on Monitoring Quality in Early Learning and Development", November 2013.

# Getting it right: overcoming challenges in monitoring quality in ECEC

- **Defining and establishing a complete picture of quality**:

  - Setting out clear and comprehensive quality goals

  - Gathering input from parents and children

- **Ensuring a coherent monitoring system:**

  - Developing national standards or regulations

  - Standardising monitoring tools, adapting them to specific purposes and linking them to curriculum

  - Developing a central monitoring framework

- **Ensuring that monitoring results inform policies and initiatives to improve quality:**

  - Developing indicators and collecting data for policy decisions

  - Identifying staff needs for further learning or training, e.g. for curriculum implementation

  - Assessing children continuously to support individual development

# System for quality in ECEC : knowledge-based dialogues for quality enhancement

# Lessons learnt in monitoring quality in ECEC

1. Balance the **purposes for monitoring**

2. Highlight good practice to promote **understanding of what quality entails**

3. Develop a **coherent monitoring framework** for different settings

4. Consider the potential advantages and disadvantages of delegating to **local authorities** the responsibility of monitoring quality

5. Design a monitoring system to **inform policy and the general public**

6. Link monitoring of staff quality to **professional development**

7. Do not underestimate the **demands** that monitoring places **on staff**

8. Value the **voices of staff, parents and children**

9. Use **continuous monitoring** for teaching and learning strategies that **support child development**.
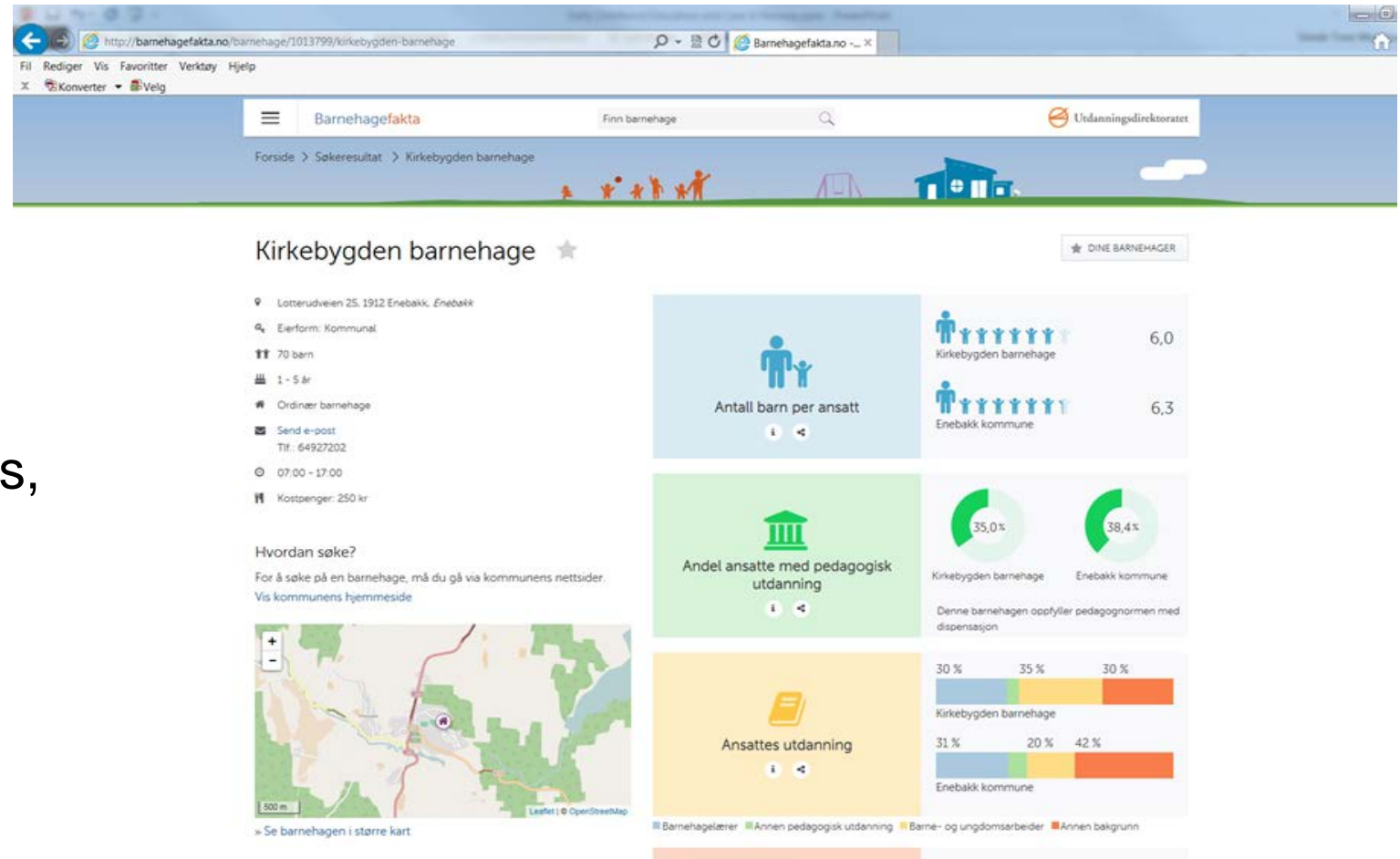
**Thank you for your attention**

Photos:
Pål Hermansen
Sveinung Bråthen
Tove M. Slinde

# System for quality – parental portal
## Directorate for Education and Training (Udir)

- All kindergartens
- Lenk to municipalities
  - And to kindergarten websites
- Key information
  - Opening hours, meals, pedagogical profile
  - Key indicators
- National Parental survey

http://barnehagefakta.no/