



Assessing the Quality of Practices in ECEC Services ISSA's Approach and Tools

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ISSA's beliefs

Access is no longer considered sufficient if it is not accompanied by **quality programs**, supported by **motivated and competent individuals**, as well as adequate **systems and frameworks**.

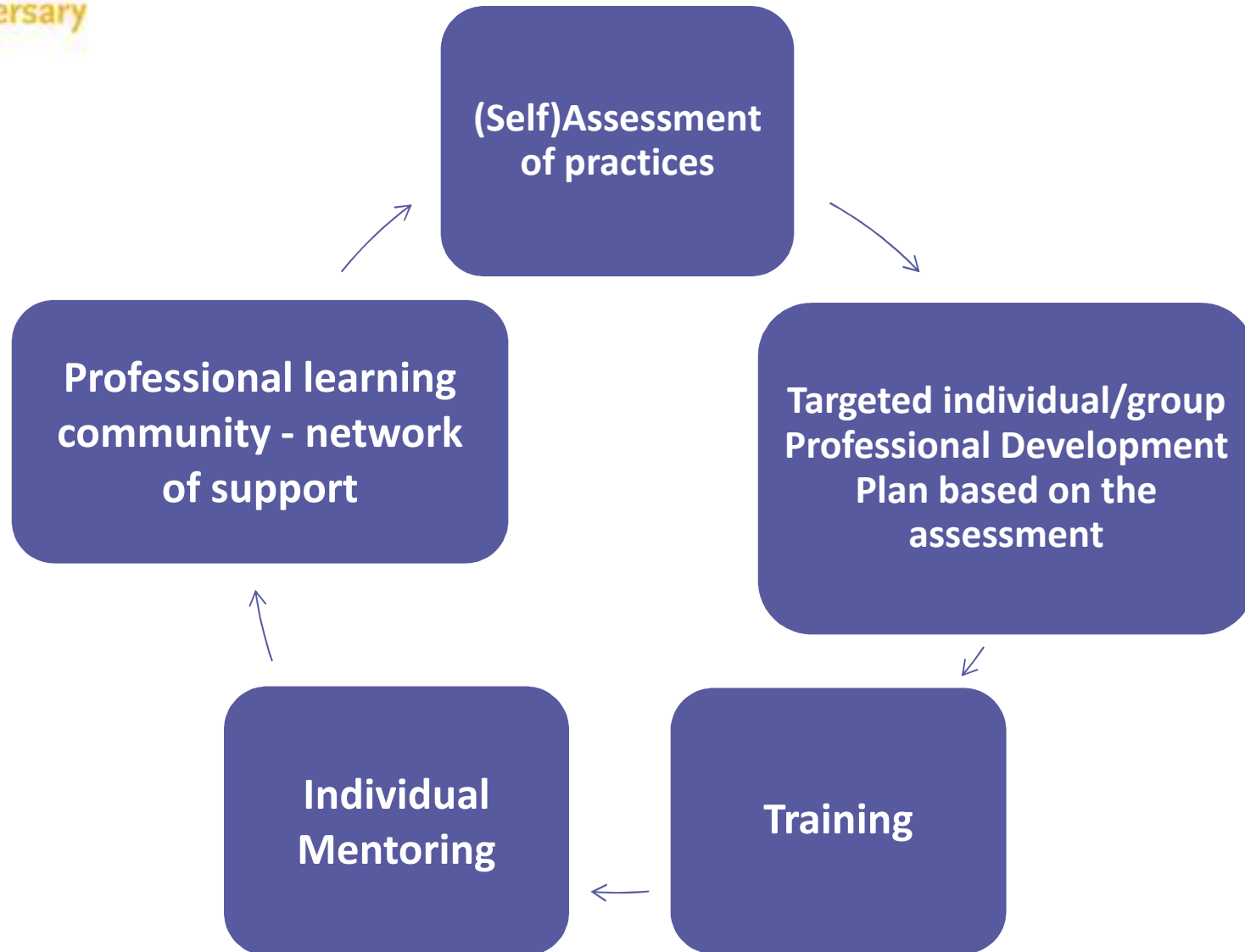
Inclusion and diversity are implicit features of high quality ECEC programs

Professionalism is nurtured by practitioners' **active participation and meaningful engagement** in their own professional growth





ISSA's approach to Quality Improvement of early childhood practices





How do we put this approach
into practice?

ISSA's Definition of Quality Pedagogy

The ISSA Quality Resource Pack

Guidebook for educators

Professional Development Tool

Assessment Instrument

Online Video library





Competent Educators of the 21st Century: Principles of Quality Pedagogy

7 Focus Areas; 20 Principles; 85 Indicators of Quality





7 Focus Areas of Teaching Practice





Professional Development Tool for ECE practitioners (3 to 10 years)

- Provides as a continuum **concrete examples** of different kinds of action educators take at **different levels of practice** for each indicator of quality.
- Can be used as a self-assessment tool, group assessment tool, an assessment tool for mentors and as descriptors when rating teacher practice.





Professional Development Tool for ECE practitioners

Structure:

1. The principle of quality practices

1.1. The indicator

| 0 | 1 | 2 | 3 |
|------------|------------|------------------|----------------|
| Inadequate | Good Start | Quality practice | Moving forward |
| Examples | Examples | Examples | Examples |



Instrument for Assessing Quality Practices in ECE services

6 Focus Areas; 20 Principles; 36 Indicators of Quality

Resources developed for appropriate use of the Instrument :

- Methodology for establishing **reliability** (85% threshold)
- **Protocol** for using the instrument by reliable experts
- **Database** for processing the data collected through observation, documentation and interview and **identifying areas of strengths and areas for improvement**





Instrument for Assessing Quality Practices in ECEC services

Purpose:

- Individual and group (self)assessment of practices in ECEC services
- Individual and group professional development based on self/group reflection
- Relevant mechanisms for supporting practitioners in improving their practices

Note: The indicators in the Assessment Instrument serve as proxies for the focus areas in the Professional Development Tool.





How does the Instrument work?

Observation + Interview with the practitioners – Scoring all 36 indicators

| | | |
|-------------------------|--|-----------|
| 1 | Teacher name | |
| Demographic data | | |
| 2 | Rater name | |
| 3 | Country | |
| 4 | Date of observation | 6/15/2014 |
| 5 | Teacher's education | |
| 6 | Location | |
| 7 | Type of institution | |
| 8 | Name of institution | |
| 9 | Grade level (for schools) | |
| 10 | Children's age group (for kindergartens) | |
| 11 | Number of years as an early childhood educator | |
| 12 | The teacher is trainer for other teachers | |
| 13 | The teacher is mentor for other teachers | |
| 14 | Approximate number of training in child centered methodology rec | |
| 15 | Are there Roma children in the classroom? | |
| 16 | Are there ethnic minority children other than Roma in the classroom? | |
| 17 | Are there disabled children in the classroom? | |
| 18 | What is the socio-economic status level of the children in the classroom? Check the dominant category: | |
| 19 | Children working in centers | |
| 20 | Large group instruction | |
| 21 | Small group instruction | |
| 22 | Number of children in the classroom | |
| 23 | Number of adults in the classroom | |

Directions:
 Enter all data required in the 3 forms below.
 In the first form select the appropriate answer from dropdown lists or enter it as free text.
 In the second form enter the score for each indicator. The cell will automatically change color based on the value entered. If a cell is left empty, it will be colored red.
 In the third form, based on your observations, enter a rating for each dimension assessed and an overall rating of teacher's performance, using the same score key from 0 to 2.
 When you finished entering all data, click the Submit button to copy everything into the database and clear the form.

| ISSA Quality of Teaching Questionnaire | | |
|--|--|-------|
| Item | Description | Score |
| Interactions | | |
| 114 | The educator's interactions are responsive to each child's emotional, social, physical, and cognitive strengths and needs. | |
| 115 | The educator provides opportunities for children to make choices and to have those choices realized and respected by others. | |
| 116 | The educator's interactions with children develop their initiative, autonomy, self-efficacy, and leadership. | |

| Key | |
|-----|------------|
| 0 | Inadequate |
| 1 | Good Start |
| 2 | Quality |





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How does the Instrument work?

The individual profile

| Teacher name | IAQP Overall score | Rater's overall score |
|--|--------------------|-----------------------|
| Adelina | 0.56 | 0.00 |
| Interactions | 0.60 | 0.00 |
| Family and Community | 0.50 | 0.00 |
| Inclusion, Diversity, and Values of Democracy | 0.83 | 1.00 |
| Assessment and Planning | 1.00 | 1.00 |
| Teaching Strategies | 0.20 | 0.00 |
| Learning Environment | 0.25 | 0.00 |

| Demographic profile | |
|--|-----------------|
| Teacher's education | Post-secondary |
| Location | Rural |
| Type of institution | School |
| Number of years as an early childhood educator | 11-15 years |
| Trainer for other teachers | No |
| Mentor for other teachers | No |
| Approximate number of training in child centred methodology received | 11-20 days |
| Roma students | Yes |
| Other minority students | No |
| Disabled students | No |
| Socio-economic status of students | Very poor rural |
| Children working in centers | No |
| Large group instruction | Yes |
| Small group instruction | Yes |
| Number of children in the classroom | 19 |
| Number of adults in the classroom | 1 |

| Key | |
|-----------------------|------------|
| Between 0.00 and 0.67 | Inadequate |
| Between 0.68 and 1.84 | Good Start |
| Between 1.85 and 2.00 | Quality |





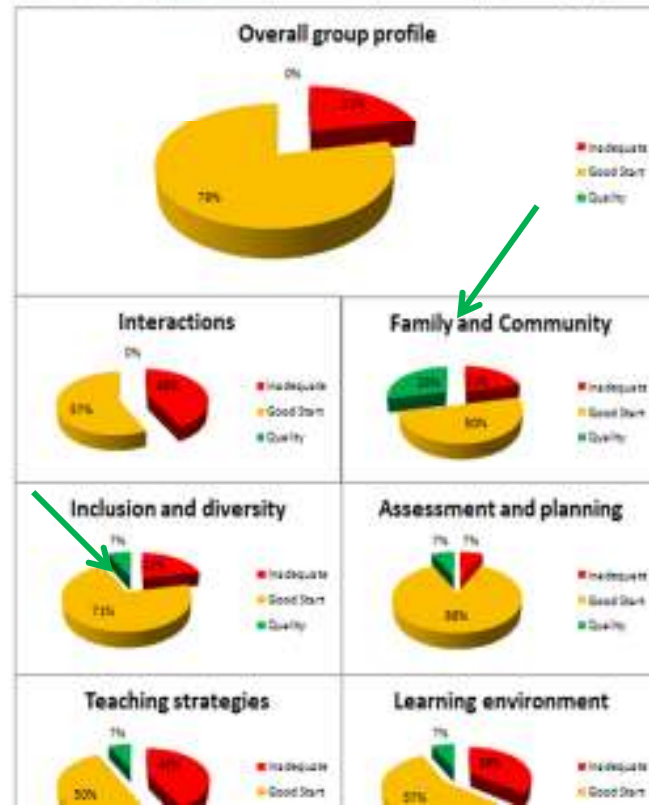
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How does the Instrument work?

The group profile

| GROUP PROFILE | | | | | | |
|---------------|----------------------|---|-------------------------|---------------------|----------------------|---------------|
| Interactions | Family and Community | Inclusion, Diversity, and Values of Democracy | Assessment and Planning | Teaching Strategies | Learning Environment | Overall score |
| 0.93 | 1.34 | 1.13 | 1.18 | 0.95 | 0.91 | 1.07 |
| 0.80 | 0.90 | 0.87 | 1.00 | 0.29 | 0.25 | 0.56 |
| 0.80 | 0.90 | 1.00 | 1.14 | 0.30 | 0.75 | 0.68 |
| 0.80 | 1.50 | 1.00 | 1.14 | 0.49 | 1.00 | 0.94 |
| 0.40 | 0.75 | 0.87 | 0.71 | 0.28 | 0.71 | 0.59 |
| 0.80 | 0.90 | 0.87 | 0.29 | 0.09 | 0.25 | 0.29 |
| 1.00 | 1.50 | 1.50 | 1.00 | 1.00 | 1.00 | 1.30 |
| 1.00 | 1.25 | 0.87 | 1.14 | 1.20 | 1.75 | 1.17 |
| 1.00 | 2.80 | 1.22 | 1.43 | 1.60 | 1.75 | 1.62 |
| 0.90 | 1.00 | 2.00 | 1.00 | 2.00 | 0.00 | 1.66 |
| 1.00 | 2.80 | 1.00 | 1.00 | 0.43 | 0.00 | 0.93 |
| 1.00 | 2.80 | 1.00 | 1.57 | 1.60 | 0.00 | 1.20 |
| 1.00 | 1.75 | 1.00 | 1.00 | 1.60 | 1.50 | 1.63 |
| 1.00 | 2.80 | 1.07 | 1.57 | 1.70 | 2.00 | 1.79 |
| 1.00 | 1.50 | 1.00 | 1.21 | 1.10 | 1.75 | 1.34 |

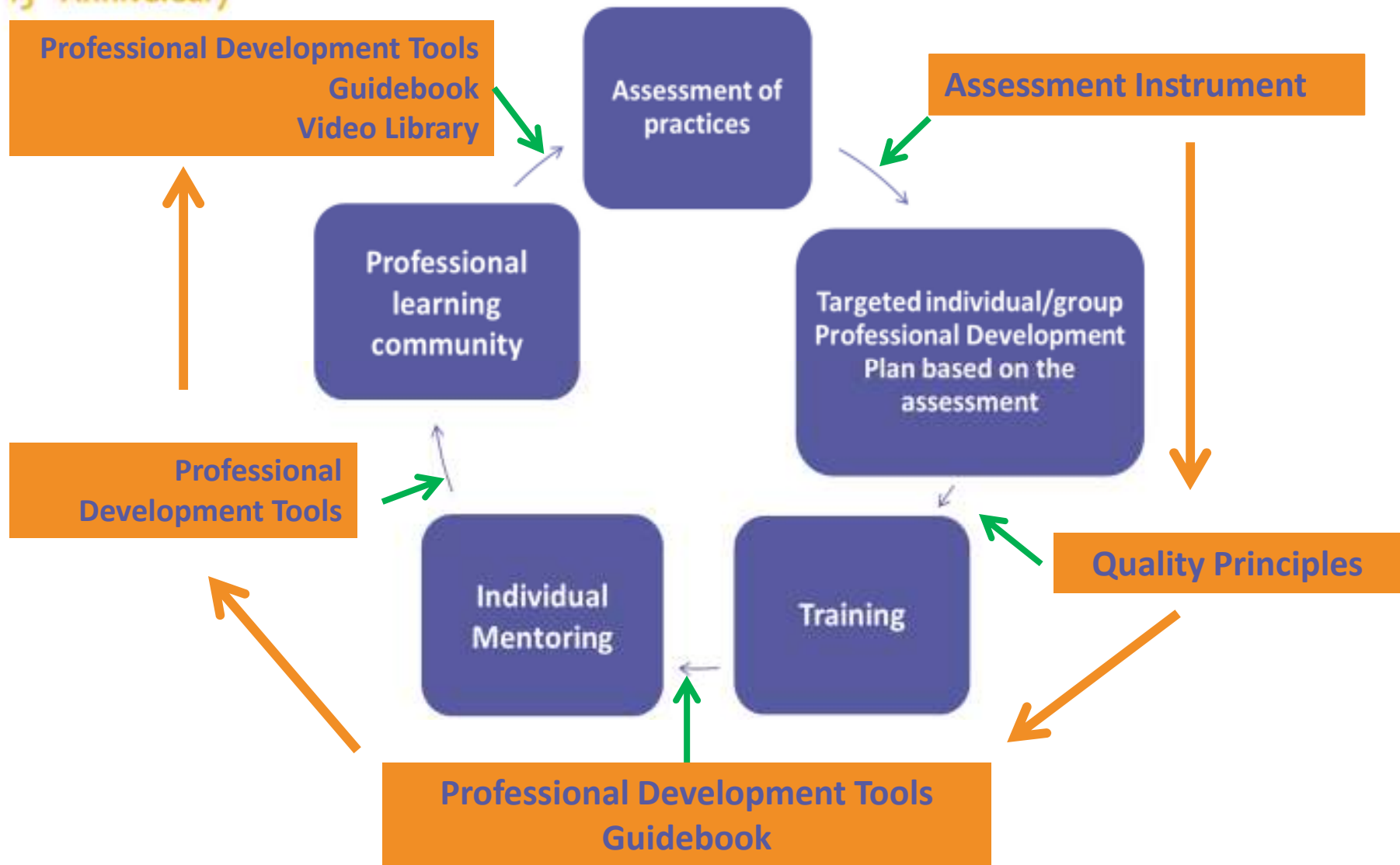
| SUMMARY RESULTS | | | | | | | |
|-----------------------|-----------------------|--------------|----------------------|---|-------------------------|---------------------|----------------------|
| Key | Overall group profile | Interactions | Family and Community | Inclusion, Diversity, and Values of Democracy | Assessment and Planning | Teaching Strategies | Learning Environment |
| Between 0.00 and 0.5 | Inadequate | 2% | 4% | 2% | 2% | 7% | 4% |
| Between 0.60 and 1.30 | Good Start | 79% | 87% | 80% | 71% | 96% | 57% |
| Between 1.80 and 2.00 | Quality | 0% | 0% | 20% | 7% | 7% | 7% |





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How are the tools working together for supporting practitioners' engagement?





ISSA's view on Inclusion and Diversity

- Each child's and family's uniqueness and specific needs are sources of diversity in ECEC services
- Inclusion and diversity are seen as everyday ingredients in high quality ECEC practices
- More than 40 indicators across 6 Focus Areas of the Quality Principles are promoting inclusion and diversity through everyday practices





You are kindly invited to our International
Conference:

The poster features a green background with the title "CREATING A SOCIETY FOR ALL" in large, white, serif capital letters. Small blue human figures are placed around the text. Below the title, the subtitle "RE-CONSIDERING EARLY CHILDHOOD SERVICES" is written in smaller, white, sans-serif capital letters. At the bottom, a dark blue horizontal band contains the text "ISSA INTERNATIONAL CONFERENCE" and "10-12 OCTOBER 2014, BUDAPEST, HUNGARY" in white, sans-serif capital letters.

**CREATING
A SOCIETY
FOR ALL**
RE-CONSIDERING
EARLY CHILDHOOD SERVICES

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Thank you!

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