




## Conceptualizing, measuring and improving pedagogical quality

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# A journey of 10 years: 2004 - today

	Quality model →	Measure →	National assessment →	Training and improvement
Scientific focus	Theoretical and social validation	Validation: reliability and validity	Daycare	Evaluation - randomized controlled trials
Transfer and dissemination		Adaptation to and use in:  Play groups After-school care Family day-care	Playgroups  Early intervention playgroups  Family day-care	Integrated in pedagogical frameworks  Quality monitor  Vocational training

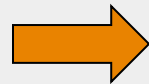
*Also collaboration with Norway; plans for transatlantic collaboration NL-USA*

# Cargiver Interaction Profile (CIP-scales)

Validation of the measure in two pilot studies:

## 1. Stakeholder survey

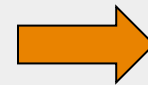
- Caregivers
- Managers
- Parents
- Various other experts



Positive results

## 2. Validation study (145 caregivers)

Reliable and valid measure?



Positive results

# ITERS-R en ECERS-R

6 subscales in full version:

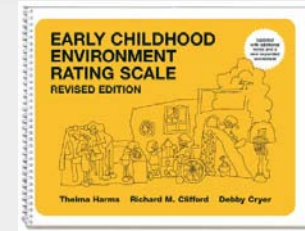
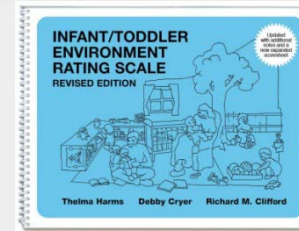
1. Space and furnishings (1-7)
2. Personal care routines (1-7)
3. Language reasoning (1-7)
4. Activities (1-7)
5. Interactions (1-7)
6. Program structure (1-7)

Overall Quality score (1-7)

5-7 = High

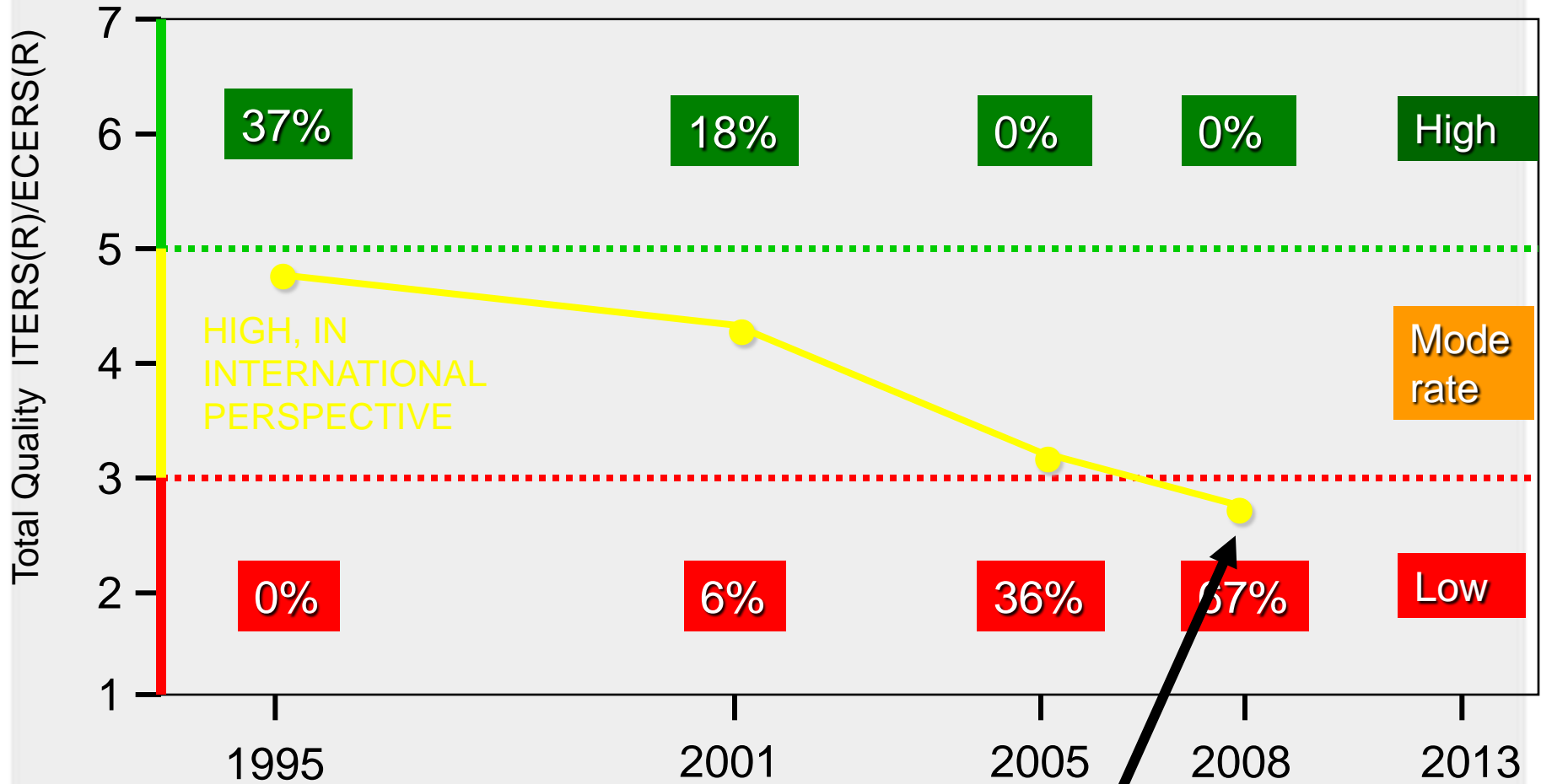
3-5 = Moderate

1-3 = Low





# ITERS/ECERS Overall Quality 1995–2001–2005–2008 -2013



From 2008, we also use the Caregiver Interaction Profile scales

## Evaluation and response of childcare sector

**2005:** Criticism from some childcare providers:

- 'ITERS/ECERS-R is American measure: suits Dutch context?'
- 'Quality is not inadequate', 'Quality is not decreasing'

### **After 2005**

1. Proposal ministry: break for NCKO research + quiet diplomacy
2. Adaptation + extension of NCKO measure
3. Relatively large sample in 2008 assessment

**After 2008** assessment:

- Findings of 2008 worse than 2005
  - But acceptance of results by wide audience

## Important developments: Quality discussion

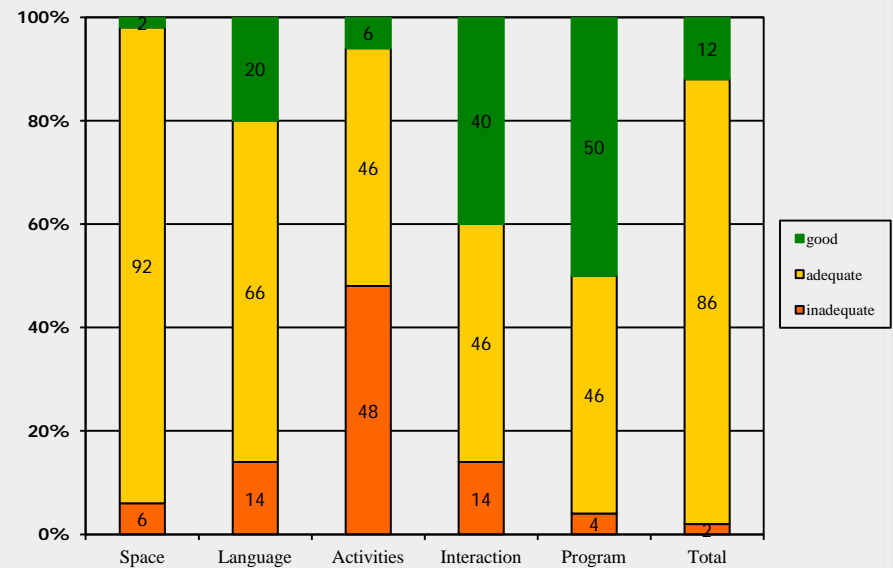
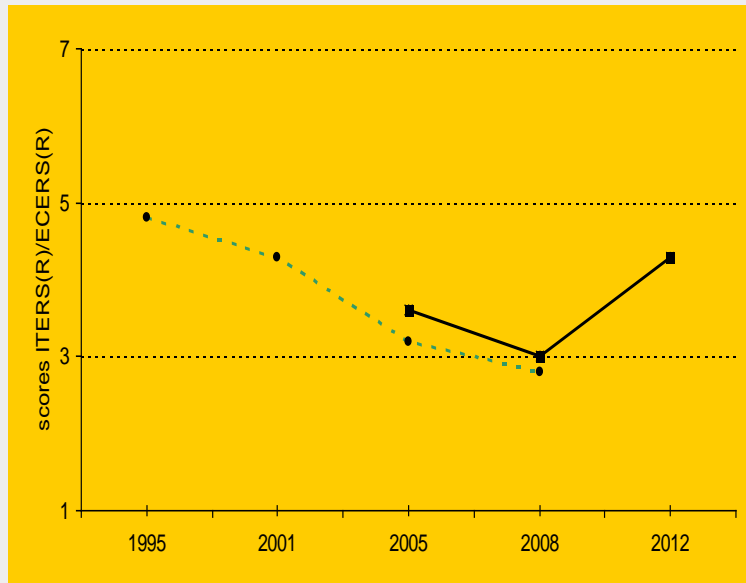
- Balance in report: central conclusion → strengths, weaknesses, threats and opportunities
- Emphasis on mean scores + variation
  
- Growing awareness and interest in quality differences in sector after “childcare explosion”
- Childcare quality is not a given → needs (national) investment
  - Follow-up: national office for childcare quality (BKK)

Working alliance research – childcare sector

→ quality assessment

→ follow-up measures

# Results of assessment day-care in 2012: ITERS-R/ECERS-R





International shift: turn towards caregiver interaction skills

ITERS-R / ECERS-R

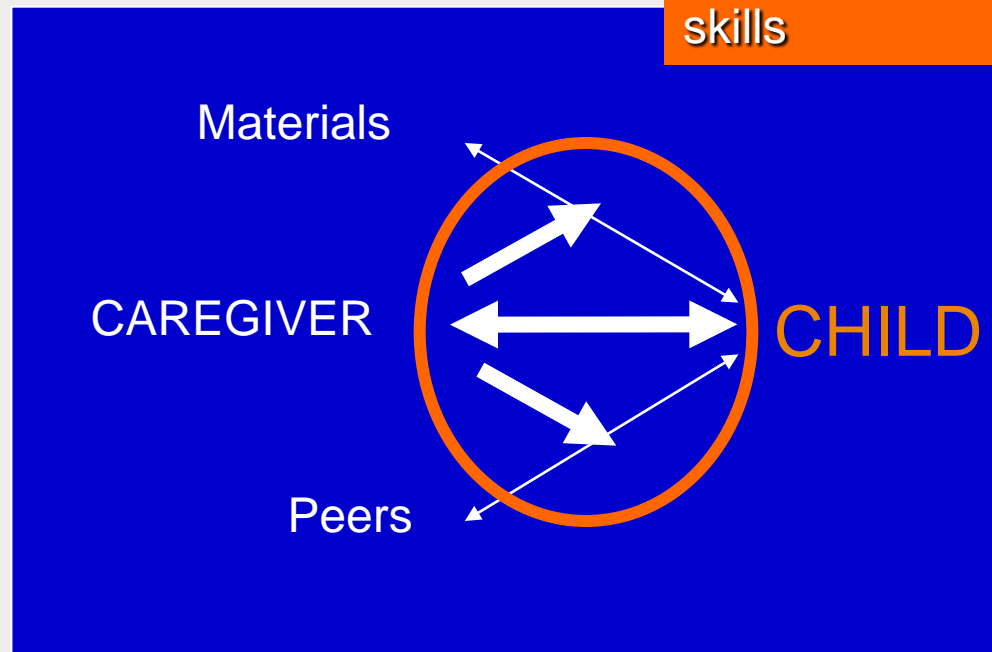


Adding measures to capture quality of interactions

6 caregiver interaction skills

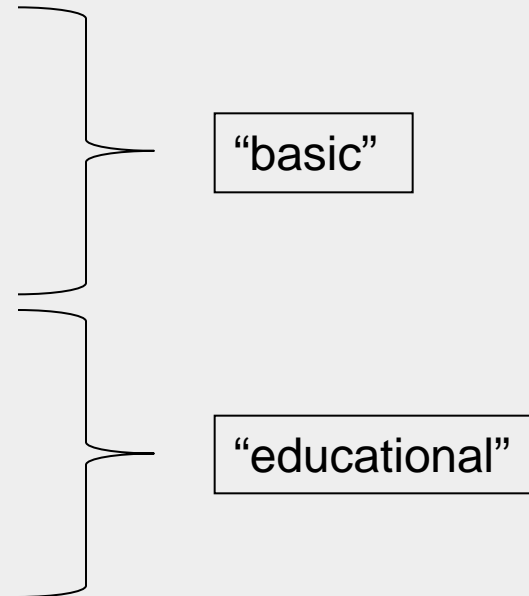
Children develop in interactions with their immediate environment.

In child care centers these are interactions with:



# Caregiver Interaction Profile (CIP-scales)

1. Sensitive responsiveness
2. Respect for autonomy
3. Structure and limit setting
4. Verbal communication
5. Developmental stimulation
6. Fostering positive peer interactions

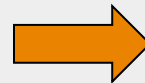


## Rating scales 1-7

- Rated by **trained observers** from videotaped interaction episodes (8-10 min)
- Caregiver behavior towards a **group** of children

## Sensitive responsiveness

caregiver recognizes children's individual emotional and physical needs, and responds appropriately and promptly to their cues and signals



Most basic



## Respect for autonomy

caregiver is non-intrusive but instead recognizes and respects the validity of children's intentions and perspectives.

For a high score: the caregiver also acknowledges the child as an individual person with its own perspectives and ideas.

## Structuring and limit setting

ability of a caregiver to clearly communicate expectations towards children and make sure that the children 'stick to the plan' during everyday activities.

A high score means that the caregiver shows a natural authority



## Verbal communication

the frequency and quality of verbal interactions between caregivers and children



## Developmental stimulation

caregiver deliberately attempts to foster children's development, e.g., motor skills, cognitive development and creativity



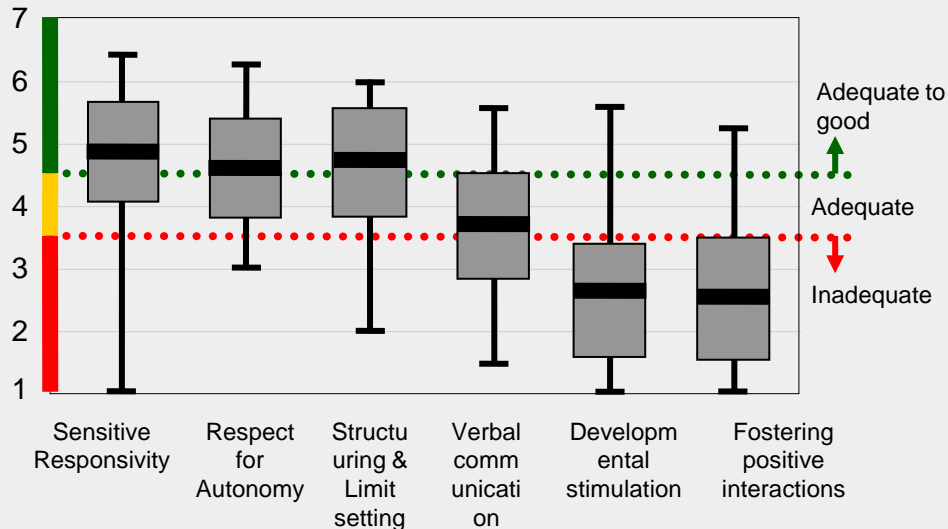
## Fostering positive peer interactions

A caregiver's guidance (encouraging, creating and responding) of interactions between children in the childcare center





# Interaction skills of daycare staff (2012)



Basic skills: adequate to good  
(first 1-3 in Figure)

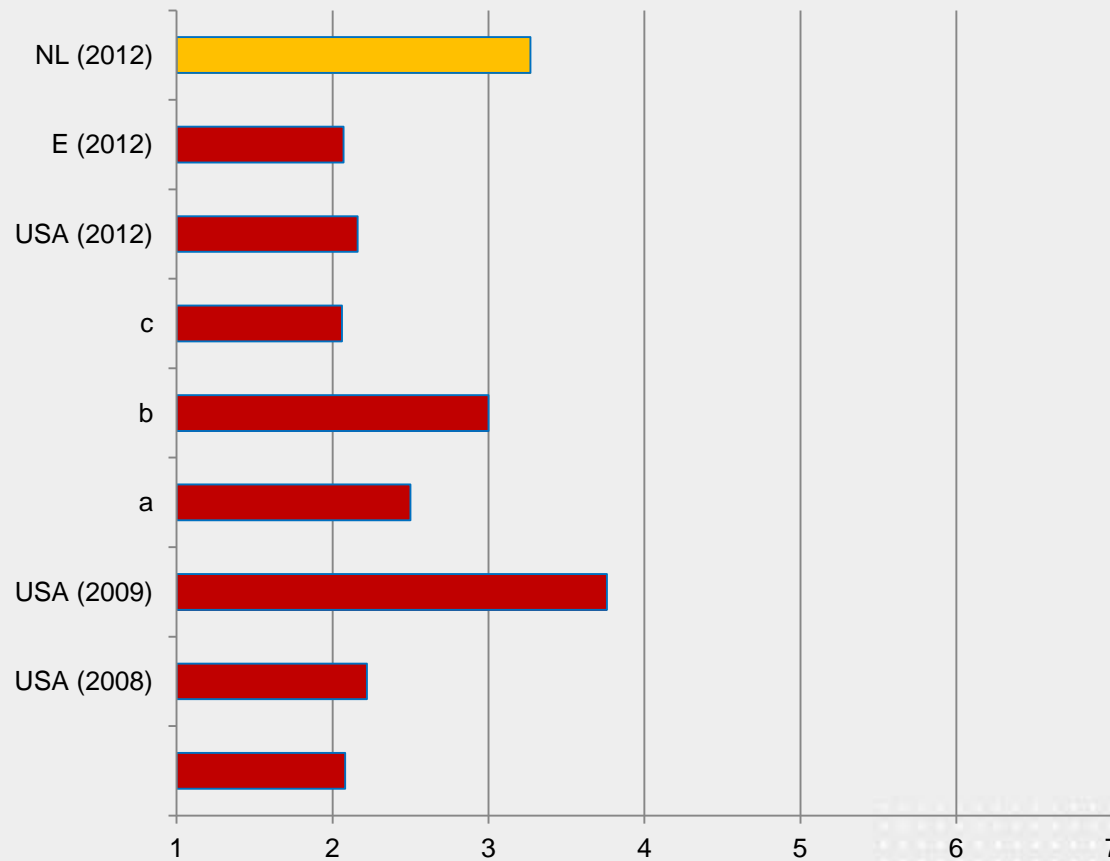
Educational skills: inadequate  
(skill 4-6 in Figure)

# Evaluation in early intervention groups

- Comparison pedagogical quality:
  - day-care 2-4 yr / regular playgroups / early intervention playgroups (in Dutch: 'vve'):
    - **many similarities**
- Quality of basic interaction skills → adequate
- Quality of cognitive stimulation → inadequate
  - Literacy/language and numeracy/early mathematics

## International pattern: quality of *instructional support* is low

### Results with CLASS measure in playgroups



## Meta-analysis Blok, Fukkink, Gebhardt & Leseman (2005): Early intervention is effective for cognitive development

	Cognitive domain ( <i>n</i> = 71)	Socio-emotional domain ( <i>n</i> = 14)
Aggregated effect	Small-to-medium effect	Very small effect

### However:

This meta-analysis is based on outcomes of foreign (mostly US) studies, some of them conducted in

## Outcomes center-based early intervention programs in Netherlands

### Evaluation Proefkreche ('70s – first generation)

- 'Had de Proefkreche effect?' -
- 'Had de Proefkreche dan toch effect?' -

### Evaluation early intervention programs (after 2000)

- Piramide +/-
- Kaleidoscoop +/-
- Startblokken-Basisontwikkeling -

### Some other recent evaluations of early intervention (vve)

- Evaluatie VVE in Den Bosch - Oosterhout (2009) -
- Evaluatie Voorschool R'dam (2007/9) -
- Evaluatie gemeente Utrecht (2011) -

What NL needs → **systematic review/meta-analysis of early intervention (VVE) in the Netherlands**: effects + success and risk factors

# A Dutch cartoon

Sigmund

VK 11/21'09.

Peter de Wit  
www.sigmund.nl



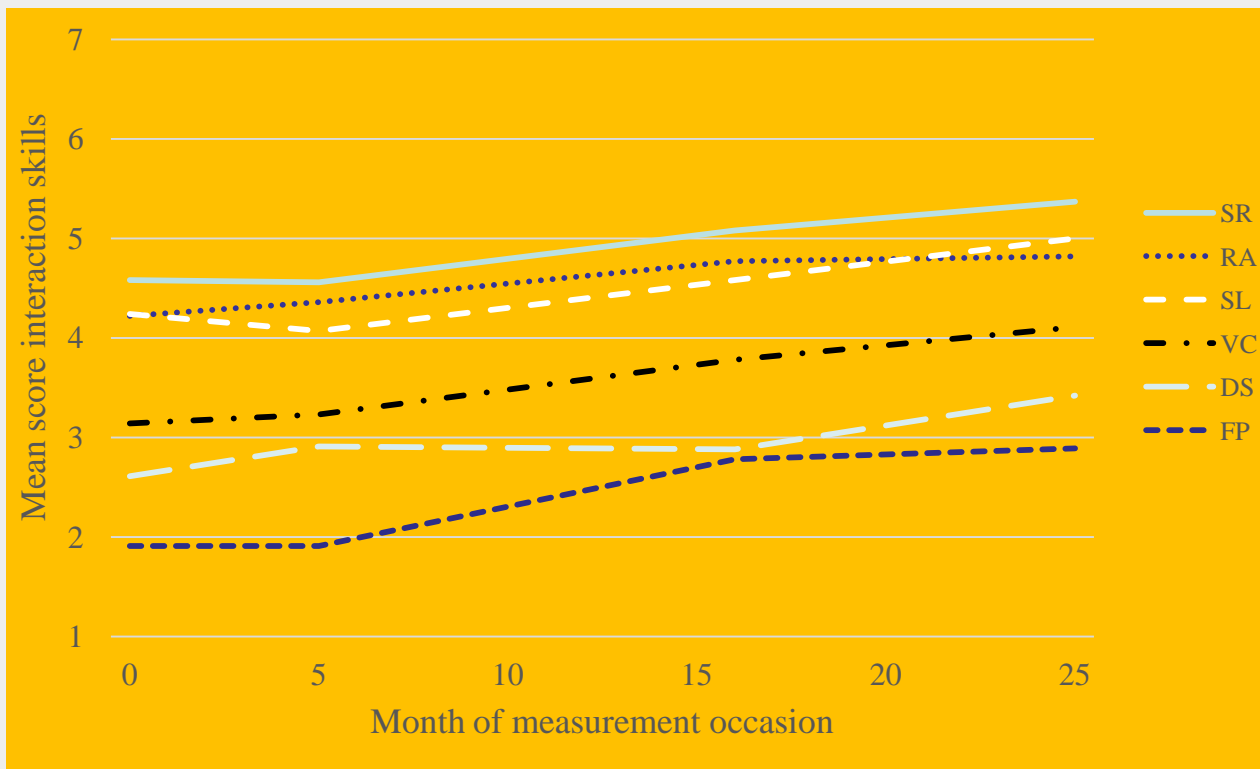
*Translation:*

Detention for all toddlers! Do not think that you bunch of “diaper-kids” can sabotage this early education program!

Based on insights from evaluation:

# IMPROVING QUALITY

# Growth of students in Dutch vocational training



Vocational training fosters growth of pedagogical interaction skills



# Can we improve caregiver interaction skills?

Meta-analysis of Fukkink & Lont (2007) shows:  
Not every training is effective!

Some Dutch video feedback studies in childcare show promising outcomes:

1. Fukkink & Tavecchio (2010)
2. Ongoing study Katrien Helmerhorst et al.  
→ PhD defense autumn 2014

→ **evidence-based** programs available

## Video Interaction Training (VIT)

Manual NCKO-Training  
for  
professional caregivers in early child care  
centers





# Dutch journey continues ...

**Early childhood education and care:  
Images, perceptions, feelings, false dilemmas ...  
Sometimes even affairs ...**

**Scientific research, with enduring support from Dutch government,  
has provided foundation for evaluation →  
Early intervention needs scientific investment:  
implementation, quality, effects**

**Paves the way for transfer and broad dissemination  
(e.g., conceptual model, assessment, training and consultancy, ...)**

# Any questions?

Thank you for your attention

And thanks to my NCKO-colleagues:

Katrien Helmerhorst

Marianne Riksen-Walraven

Louis Tavecchio

Mirjam Gevers Deynoot-Schaub