

Transatlantic Forum on Inclusive Early Years

Sandra Benedetti
Emilia-Romagna Region

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The range of services for children aged 0-3 in our region covers **33** % of the resident population in that age bracket and helps to encourage:

- **children's development** and supporting expertise;
- **the balancing of work and care responsibilities** for fathers and mothers;
- **employment** for both women and men;
- **the building of a supportive community** including relatives, extended to the social context that surrounds the couple and the baby;
- **the prevention of failure at school;**
- **the spread and constant reworking of an early years culture**

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Law no. 1/2000 and subsequent amendments

“Regulations regarding early years services”

Legislative Assembly Deliberation no. 85/2012

“Directive concerning the structural and organisational requisites of early years education services and corresponding procedural rules. Regulation of recreational services and reconciliation initiatives”.

Both regulatory tools provide a clear system of rules for all public and private individuals involved in management, and redefine the functions and roles of the various public bodies (Region, Provinces and Municipality). **In particular, the law assigns a central role to the Municipality**, making it the body responsible for authorising, validating and verifying the requisites and their permanence over time.



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This way of looking at the entire assessment system is based on a network structure with three levels:

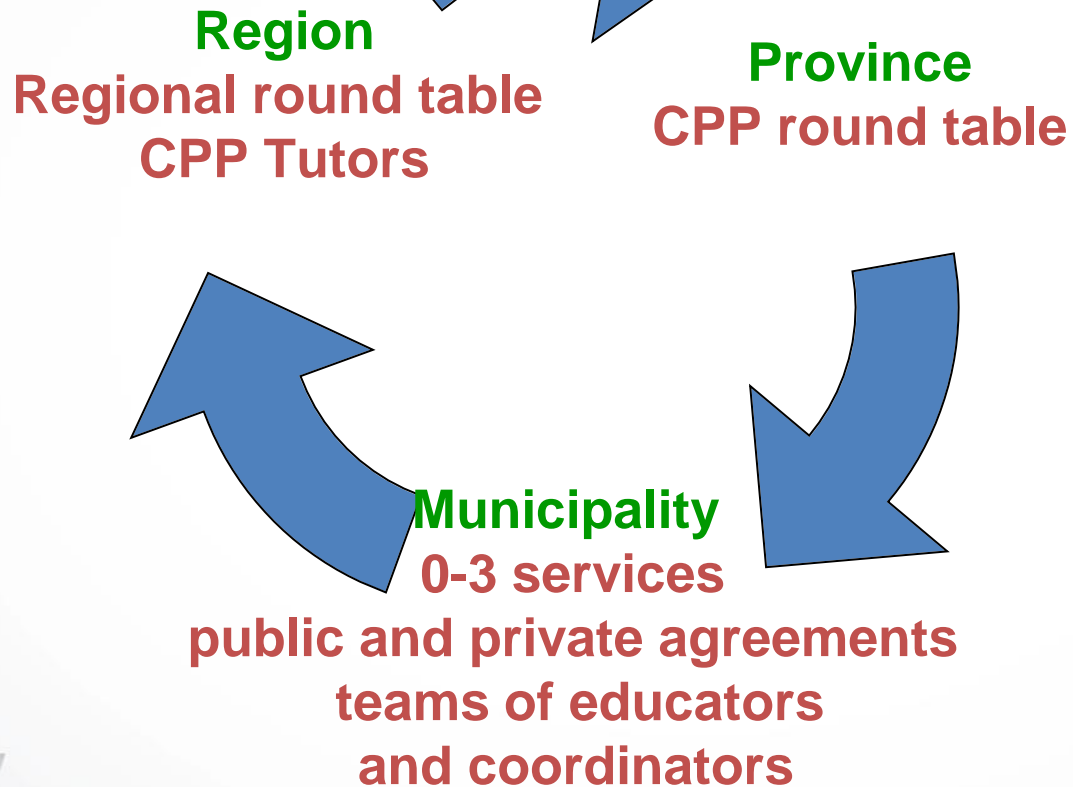
- **micro** (the education service)
- **meso** (the local province or the large district area)
- **macro** (the region).

All are connected within a network, where **teaching coordinators, CPPs and the teams of educators form the connecting lines.**



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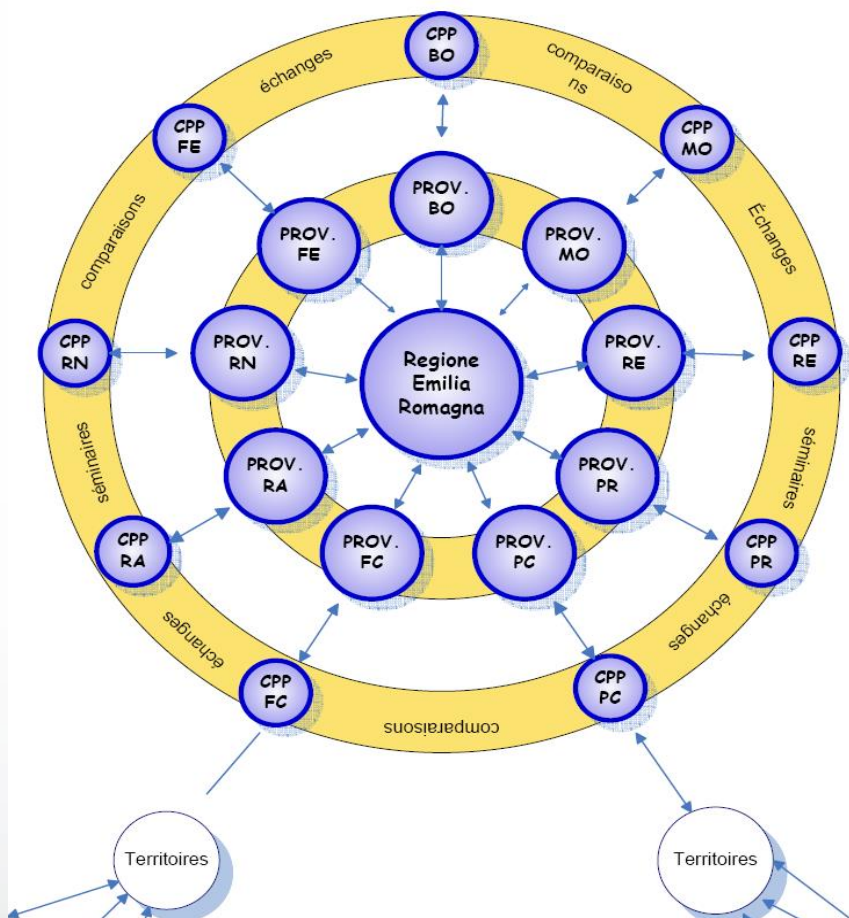
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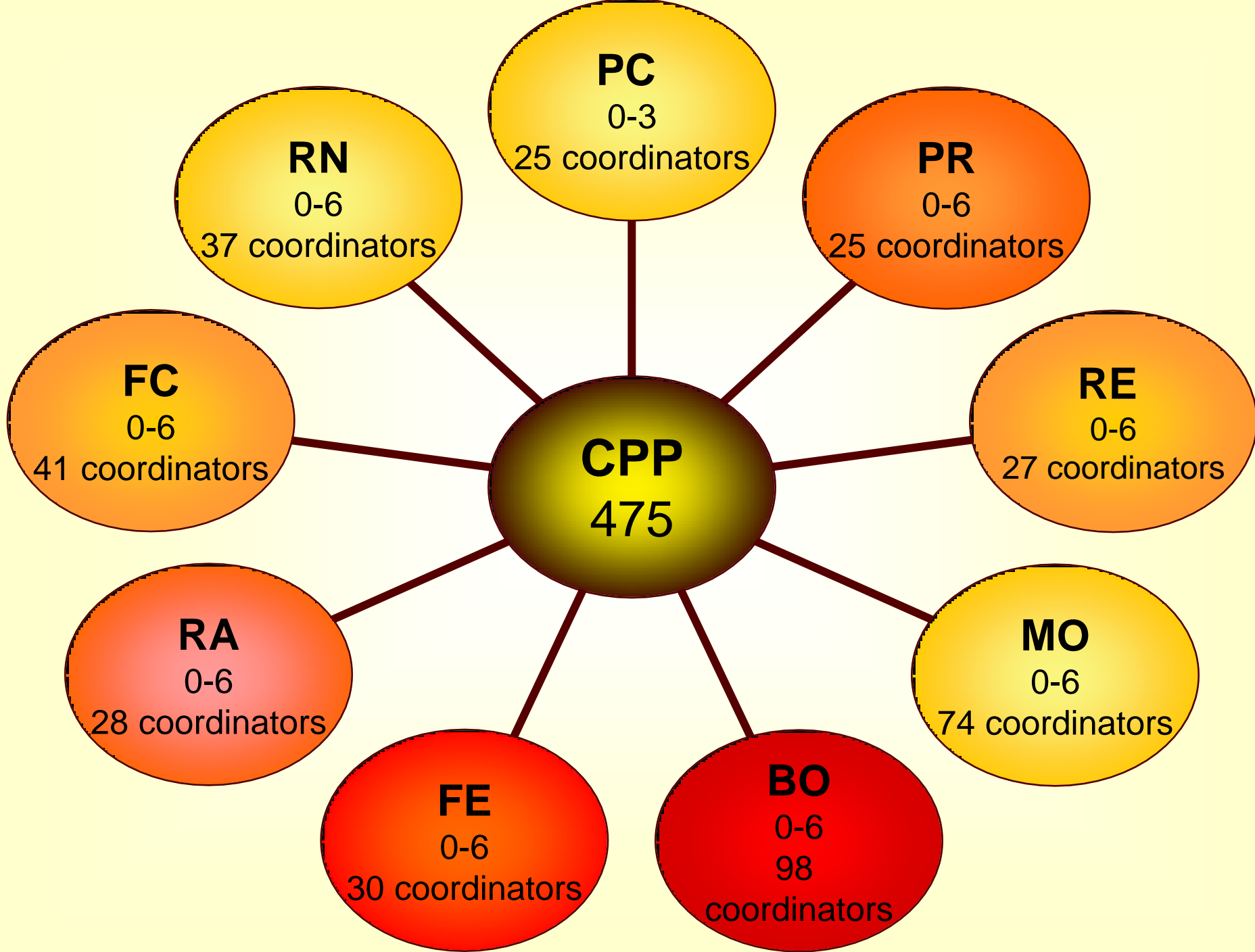


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The role and functions of teaching coordinators in the CPP within the inter-institutional system: region-provinces-municipalities/districts





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In 2012 a self-assessment and peer assessment trial was launched. As part of this, education services, supported by their coordinators and using an assessment tool that they themselves discussed and developed, use **self-assessment checklists**, investigating the **curriculum** with the help of the **indicators** and **descriptors** within the assessment tool. The aim is to assess whether the statements contained within the curriculum have been turned into coherent actions, or whether they require **improvement measures**.



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This way of looking at **self-assessment and peer assessment** can offer teams of educators a **form of training** that is expressed at different levels, and which **reduces competition** between services, since it involves **discussions and negotiations concerning quality** in a **context of cooperation and shared ideas.**



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Thank you for your attention!

