



International Conference

The Future of Education



BOTTOM-UP QUALITY PRACTICES IN ECEC SERVICES – THE SEQUENCES PROJECT

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Our company

FORMA.Azione srl is a private company committed to adults education and vocational training.

Since 1997 it works with National and European funds



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Our aims

- creating concrete opportunities for the **professional and social development** of the target groups
- Improving the **quality** of the training activities delivered, through innovative and effective approaches to **Quality Assurance** in VET, ECEC, AL
- improving access to **training**, in particular for low skilled workers, elderly people and women
- supporting career and individual guidance to encourage **self-consciousness** in managing careers and **active ageing**



Where we started from



- Continuous improvement vs inspective/ control-centred approaches
- Adequate tools for self and external evaluation of quality
- Quality Management and Quality Assurance systems through a bottom up approach
- Learn *transnationally* to self evaluate the education provision/performances as well as to deal with external evaluators/stakeholders.



Specific objectives

- To equip European ECEC private and public services with a set of adequate tools for self and external evaluation of quality;
- To define and experiment the tools to assess quality delivery of service in different EU countries;
- To develop a culture of quality at ECEC service providers level, mainly through a bottom-up approach which directly involves providers and relevant stakeholders in self and external evaluation.

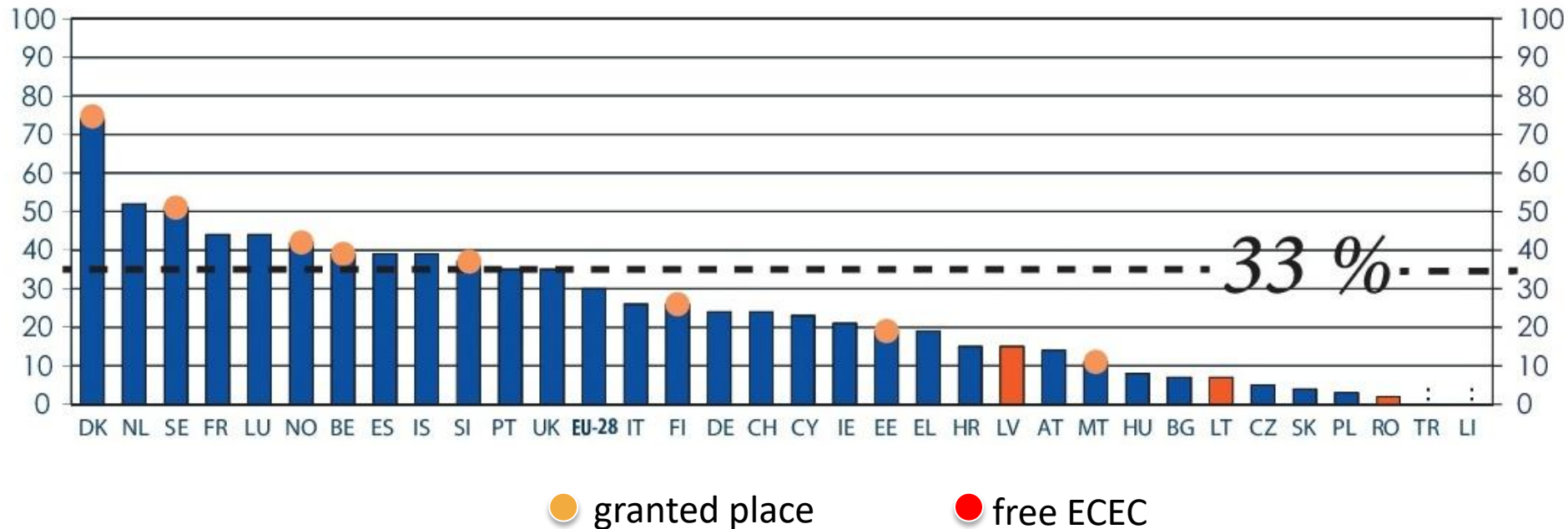


Quality

- High quality early childhood education and care nurtures children's learning and development in the most formative years and set the foundations for children's lifelong development
- While there is no internationally agreed concept of quality in ECEC there are measures identified that help to produce and assure high quality



Barcelona Target 2010



Source: EU SILC 2011

Key Aspects

Bottom-up approach (at ECEC setting level)

Opportunity for ECEC settings staff/management mobility

Learning to learn (through piloting)





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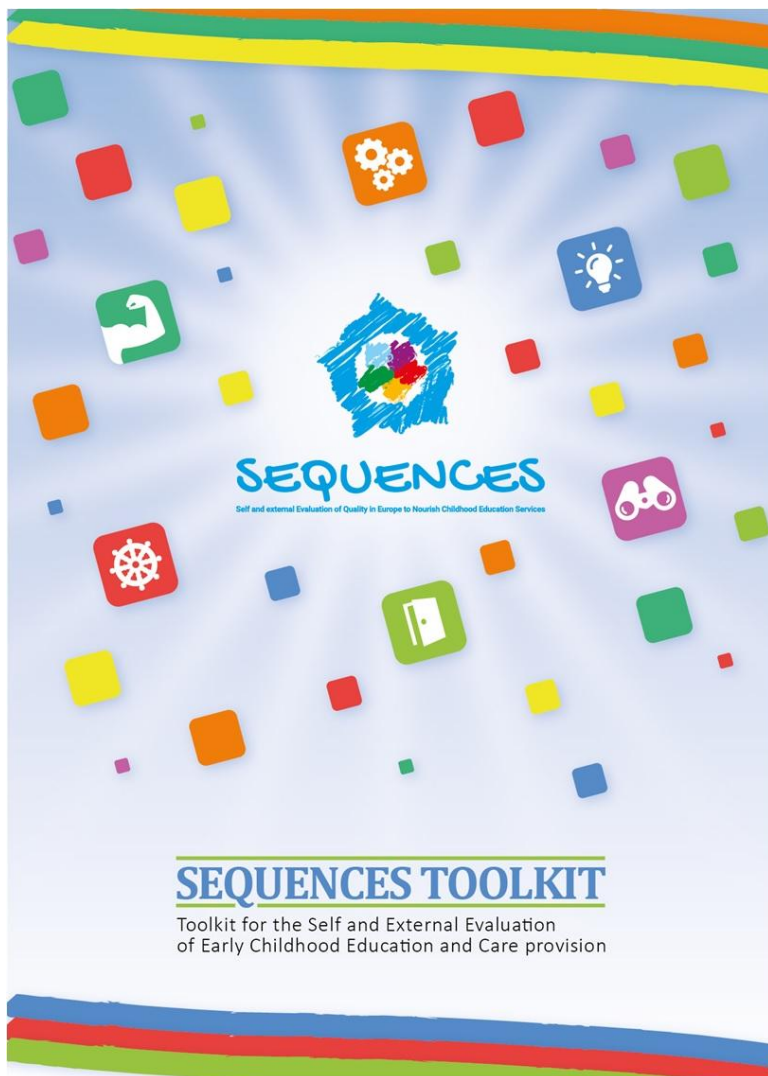
LIEUVOS ŠVIETIMO PROFESINĖ SĄJUNGA



MALTA UNION OF TEACHERS



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TOOLKIT

INTRODUCTION

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INTRODUCTION

ACCESS

1. Strategy for Making Access Process Visible
2. Service Charter
3. Plan for an Inclusive ECEC Service
4. Needs Analysis and Planning
5. Platform to Communicate with Parents
6. Inclusion of All Children Activity

WORKFORCE

7. Reflecting on Professional Development
8. Nurturing Relationships with and Amongst Children
9. Nurturing Learning Environments
10. Nurturing Professional Development
11. Empowering ECEC Staff

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13. ECEC Setting Mission Statement
14. Curriculum for Environmental Education
15. Parents Involved in Children's Learning
16. Pedagogical Documentation

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17. Action Research Hubs in Monitoring and Evaluation
18. Mentoring in Monitoring and Evaluation
19. Self-Assessment Grid
20. Peer Reviewing in ECEC
21. Logbook (With Portfolio)
22. Child assessment
23. Parents' External Evaluation

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26. Service Coordinator/Pedagogical Leader
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29. Participative Leadership Approach
30. PDCA Cycle
31. SMART Goals
32. SWOT Analysis
33. Successful Educational Action

KEY DEFINITIONS





Access

Early Years' Settings Charter

- target
- mission (it expresses the primary goal and the characteristics that distinguishes it from all the others)
- characteristics of the structure
- human resources employed
- fees and special conditions
- how the setting functions
- conditions to facilitate user evaluation
- possibility for families to activate proposals
- for change





Workforce

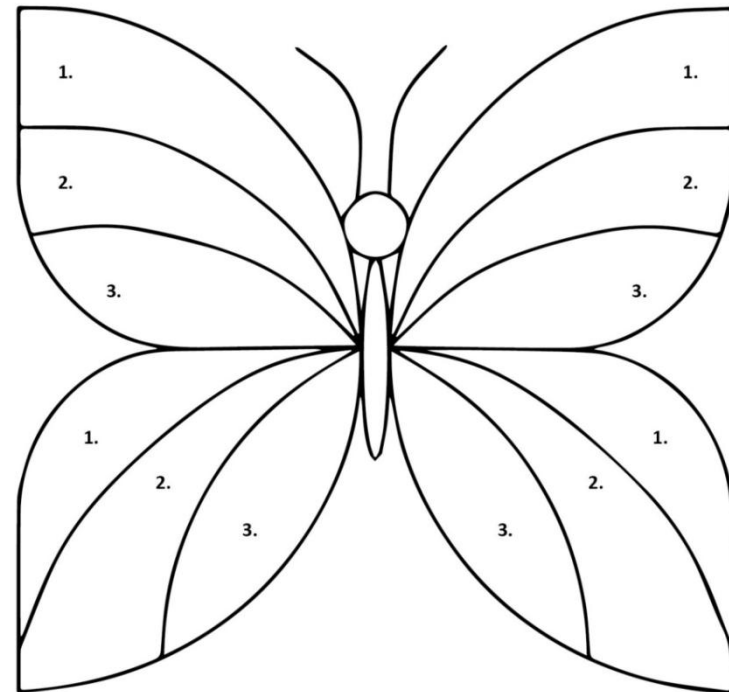
Empowering ECEC Staff



Professional role:
What are my unique strengths?
What are my unique skills?
What unique knowledge do I have?



Practice:
How can I further integrate my unique strengths, skills and knowledge in my work?



Personal attributes:
What unique talents do I have?
What unique interests do I have?
What unique experience do I have?



Practice:
How can I further integrate my unique strengths, skills and knowledge in my work?

Curriculum

Curriculum for Environmental Education





Monitoring and Evaluation

ITALY

Example of a quality satisfaction survey to be delivered to parents, families, carers

CARD n. _____ DATE: _____

nursery:
Educational Services

No. id	Element assessed	Evaluation
1	Professionalism and availability of Early Years Education Professionals.	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>☹️ Average 😊</p> <p>Dissatisfied Average Satisfied</p>
2	Educational, recreational activities.	<p>Dissatisfied Average Satisfied</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>☹️ Average 😊</p>
3	Communications with the management and / or contact person of the structure.	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>☹️ Average 😊</p> <p>Dissatisfied Average Satisfied</p>
4	Calendar and opening hours.	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>☹️ Average 😊</p> <p>Dissatisfied Average Satisfied</p>
5	Adequacy of tariffs in relation to the service disbursed.	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>☹️ Average 😊</p> <p>Dissatisfied Average Satisfied</p>
6	Quality of baby hygiene products and materials (diapers, creams, detergents, etc.).	<p>0 1 2 3 4 5 6 7 8 9 10</p> <p>☹️ Average 😊</p> <p>Dissatisfied Average Satisfied</p>

Any proposals or additional comments:

Parents' External Evaluation



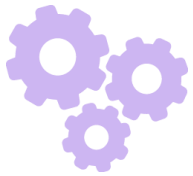


Governance and Funding

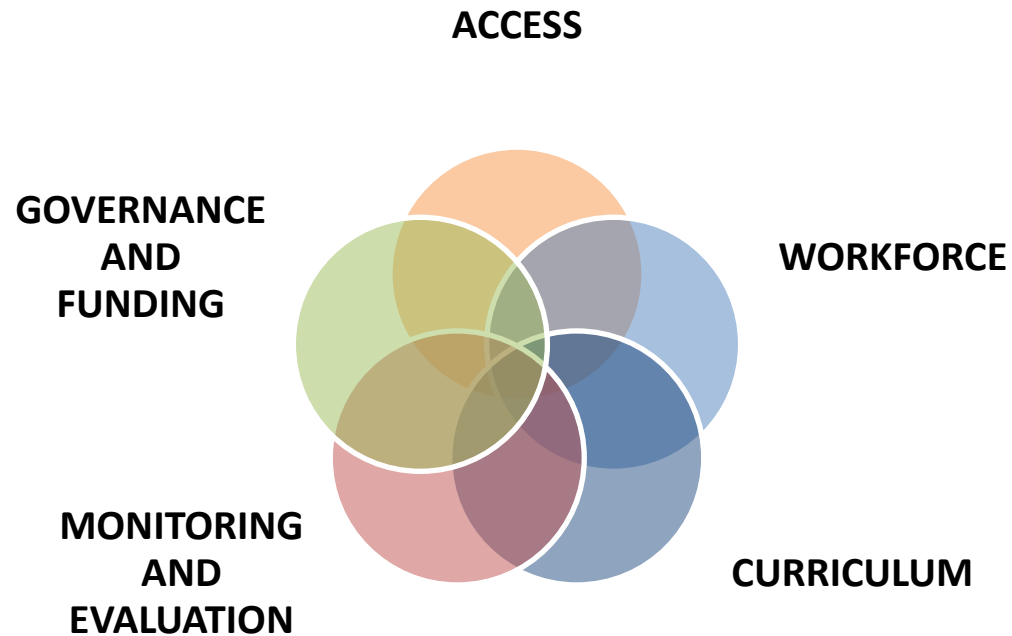
Coaching

- To provide specialist supports and coaching to ECEC settings
- To support the Continuous Professional Development (CPD) of the ECEC setting staff
- To coordinate and supervise the practices adopted by the ECEC





Common Area



Tools in COMMON AREAS will assist in reviewing all of the areas above

Training & Piloting

- Transnational training held in Budapest (HU)
- Trainings at national level in Italy, Ireland, Lithuania, Malta, Serbia and Romania
- Piloting phase





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SEQUENCES

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*Self & external Evaluation of Quality
in Europe to Nourish Childhood Education Services*