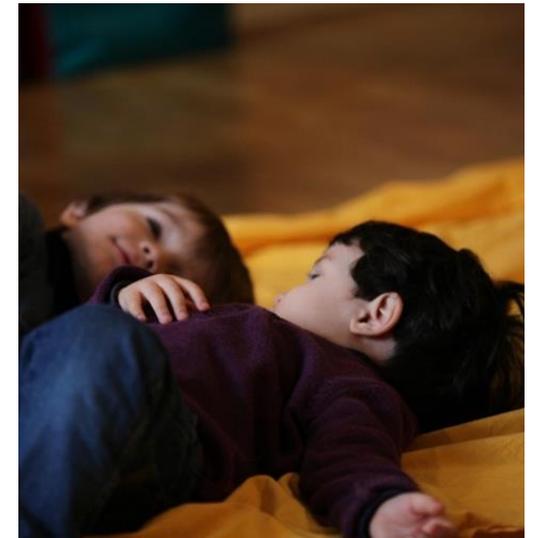




DEVELOPING POLICY RECOMMENDATIONS: FROM WISHFULL THINKING TO IMPACT

28th of November 2019



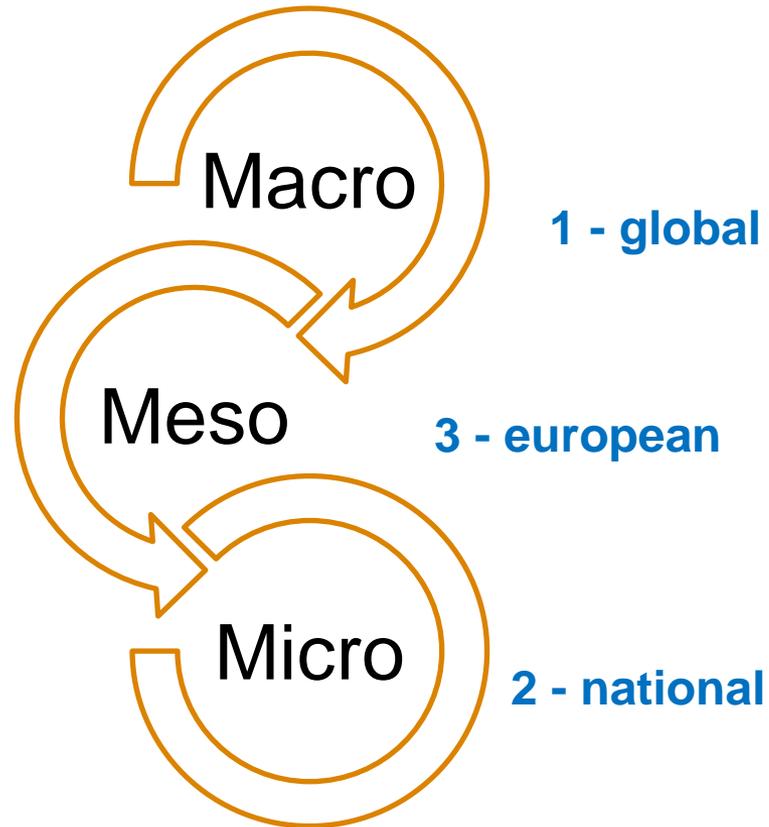
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Guiding questions

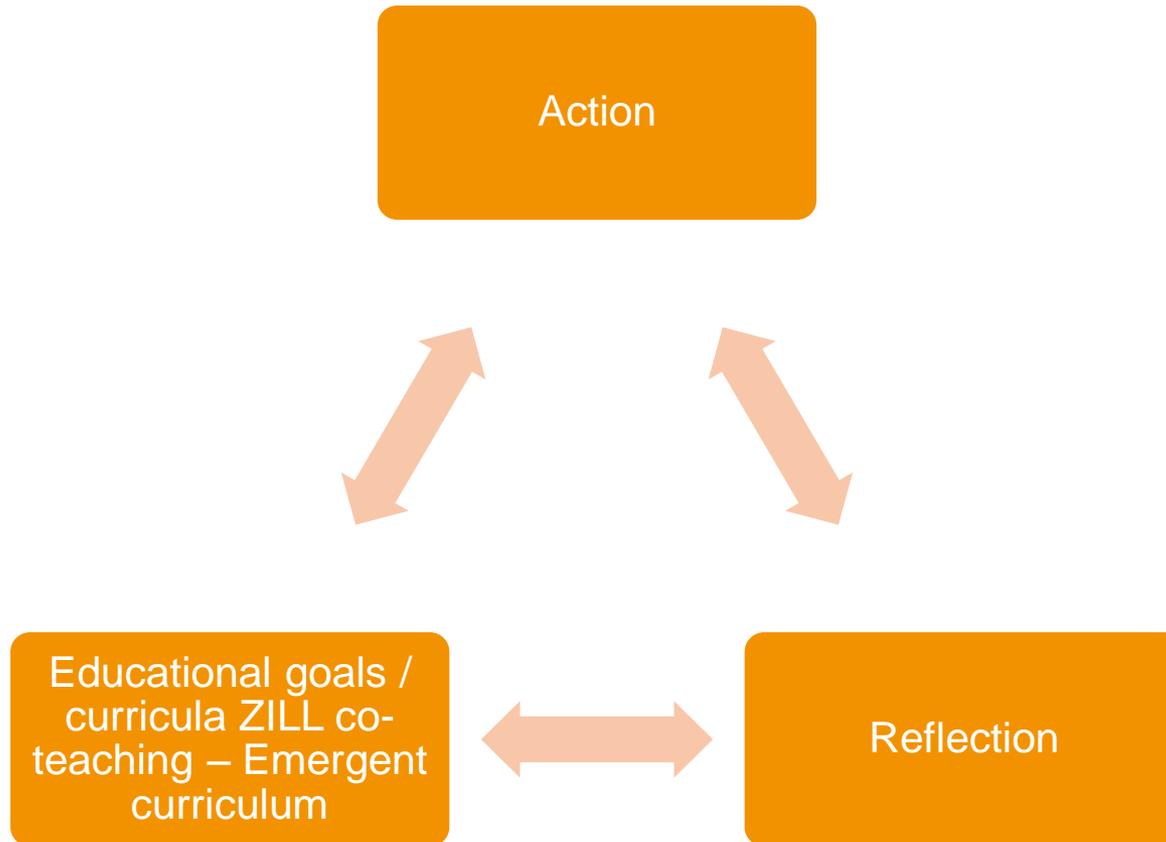
- What are words/expressions/terms/concepts at the global level related to VALUE key concepts?
- From those global recommendations and goals which are the required conditions to achieve them at national/regional level?
- Who is responsible?
- Recommendations: are they feasible/tangible?
- Anticipation - Medium/long term impact (depends on the country, 20 years = medium) - sustainability



Cocreate recommendations



Value driven action Value chain 2019 Korthagen



Popular policy language

Rights	Voc
Pedagogical goals	Educational Goals
Holistic	Excellence
Wellbeing	Human Capital
Experiential	Learners
Attitudes	Competent / knowledge
Distrubuted Leadershio	Strong leadership
Super diversity	Competent leaners
Process and goal oriented	Impact oriente

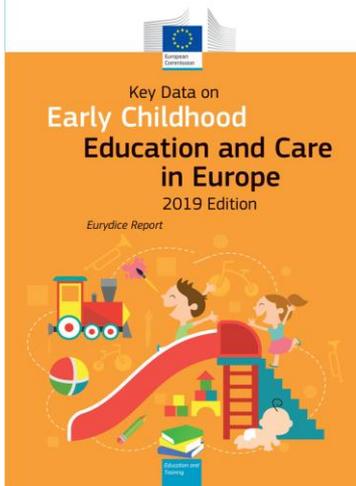


SDG's





GLOBAL TRENDS



In May 2019, European education ministers stressed the importance of increasing the level of professionalisation among the ECEC workforce. This investment in the workforce is crucial since there

is a positive correlation between better-trained staff and a better quality service. Furthermore, the availability of highly qualified staff leads to higher quality staff-child interactions and therefore better developmental outcomes for children. (1)

(...) in order to fulfil their professional role in supporting children and their families, early childhood education and care staff require complex skills and competences, a deep knowledge and understanding of child development and an awareness of early childhood pedagogy.

(1) Council Recommendation of 22 May 2019 on High-Quality Early Childhood Education and Care Systems. OJ C 189, 5.6.2019, p. 6



GLOBAL TRENDS



The OECD **Teaching and Learning International Survey (TALIS)** is the largest international survey asking teachers and school leaders about their working conditions and learning environments, and provides a barometer of the profession every five years. Results from the 2018 cycle explore and examine the various dimensions of teacher and school leader professionalism across education systems.

What kind of professional development do teachers and principals participate in and how do they feel about it?

Taking part in some kind of in-service training is commonplace among teachers and principals in the OECD countries and economies that participate in TALIS, with more than 90% of teachers and principals having attended at least one professional development activity in the year prior to the survey. Attending courses and seminars outside of school is one of the most popular types of professional development for teachers – more than 70% participate in this kind of training. Only 44% of teachers, however, participate in training based on peer learning and networking, despite the fact that collaborative learning is one of the aspects of training that teachers in TALIS identify as the most impactful. Indeed, teachers also report that professional development based on collaboration and collaborative approaches to teaching is among the most impactful for them.

Eighty-two per cent of teachers report that the training had a positive impact on their teaching practice. Teachers who report participating in such impactful training also tend to display higher levels of self-efficacy and job satisfaction.



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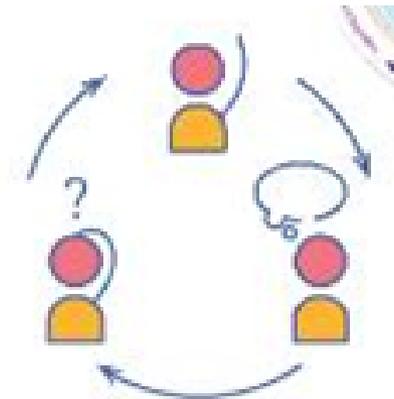
Learning Compass 2030

- defines the knowledge, skills, attitudes and values that learners need to fulfil their potential and contribute to the well-being of their communities and the planet.



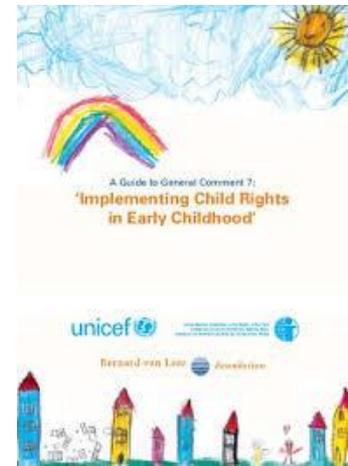
Anticipation-Action-Reflection (AAR) Cycle

- an iterative learning process whereby learners continuously improve their thinking and act intentionally and responsibly, moving towards long-term goals that contribute to collective well-being. Through planning, experience and reflection, learners deepen their understanding and broaden their perspective.



Children's Rights Perspective

- Provision: *Children have the right to an adequate standard of living, health care, education and services, and to play and recreation. These include a balanced diet, a warm bed to sleep in, and access to schooling.*
- Protection: *Children have the right to protection from abuse, neglect, exploitation and discrimination. This includes the right to safe places for children to play; constructive child rearing behavior, and acknowledgment of the evolving capacities of children.*
- Participation: *Children have the right to participate in communities and have programs and services for themselves. This includes children's involvement in libraries and community programs, youth voice activities, and involving children as decision-makers.*
- General comment 7 (2006): *plea for holistic development of young children in which the right of education (article 28 and 29), the right to development (article 6), the right to a good health (article 24) and the right of being cared for as a child, respecting the wellbeing and best interest of the child (article 3) should be merged*



Core report 2011

- Recurrent preconditions that are known to enhance service qualities are:
 - staff/child ratios,
 - group size,
 - working conditions (all qualified ECEC staff should be ideally paid a salary in line with that of primary school teachers)
 - continuity of staff
- Increasing the proportion of graduates (at BA level, ISCED 5)
- Ensure equal & reciprocal relationships between theory and practice
- Build leadership capacity
- Develop effective policies that address the entire ECEC system
- Rethink continuous professional development
- Increase job mobility
- Include assistants in adapted qualifying routes



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CoRe
Competence Requirements in Early Childhood Education and Care
A Study for the European Commission Directorate General for Education and Culture



- ECEC Policies should be focused on the integration of care and education across institutional, regional and national levels:
- Make this part of the workforce visible by:
 - Collecting data on the number of assistants in the ECEC workforce
 - Collecting data on their socio-cultural background and gender
 - Including assistants in all policy documents that refer to staff in the ECEC sector
 - Including data on assistants in all international reports and studies that refer to ECEC staff.
- Create pathways to the same level of qualification as the core practitioners:
 - Recognizing assistants' working experience and previously acquired competences
 - Linking theory and practice by methods of group reflections on practice
 - Foreseeing pedagogical guidance in the service, for the student-assistant and for the whole team, during this pathway to qualification
 - Supporting students with an ethnic minority background and with low socio-economic status / attract male assistants



- Invest in hiring a diverse workforce in ECEC services, in terms of language, gender, and socio-cultural background
- Continuous professional development for all staff, including assistants
 - Child-free hours for core practitioners and assistants
 - Meetings to reflect together on pedagogical practice: planning, observations and documentation.
 - A system of pedagogical guidance or coaching that supports the team in their reflection
 - A system of monitoring of the CPD that guarantees that assistants are able to follow the established CPD opportunities.
- Develop professional competences profiles and training competences profiles for assistants that are defined in broad terms and are based on a holistic view of children's educational needs.
- Initial training and continuous professional development both need to focus on broad socio-pedagogical competences to prepare staff for a diverse workplace.
- Policy makers and research centres should finance further research in this field, with specific attention to exploring the different roles of assistants.



European Quality Framework ECEC (2014)

- Provision that encourages participation, strengthens social inclusion and embraces diversity
- Well-qualified staff whose initial and continuing training enables them to fulfil their professional role
- Supportive working conditions including professional leadership which create opportunities for observation, reflection, planning, teamwork and cooperation with parents
 - *continuing professional development opportunities need to be tailored to meet staff needs; should be available to all ECEC personnel – including assistants and auxiliary staff; and their attendance should be seen as a requirement to stay and grow in the profession. All team members should have the opportunity to join regular in-house professional development and be able to access pedagogical support programmes*
- Curriculum based on pedagogic goals, values and approaches which enable children to reach their full potential in a holistic way
- Curriculum which requires staff to collaborate with children, colleagues and parents and to reflect on their own practice

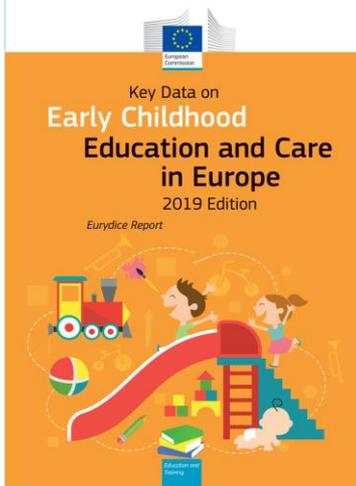


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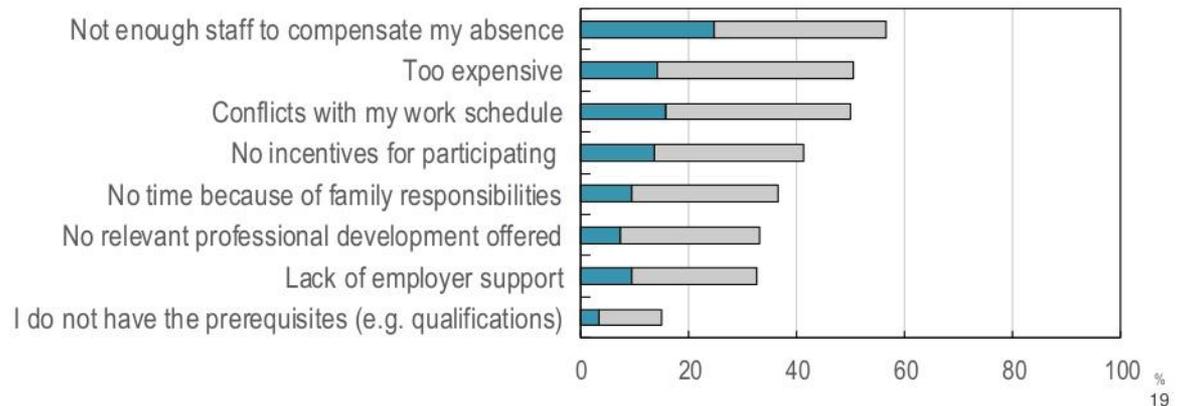
Providing Quality Early Childhood Education and Care

GLOBAL TRENDS



Barriers to participation in professional development

Percentage of pre-primary staff who “strongly agree” or “agree” about the following barriers:



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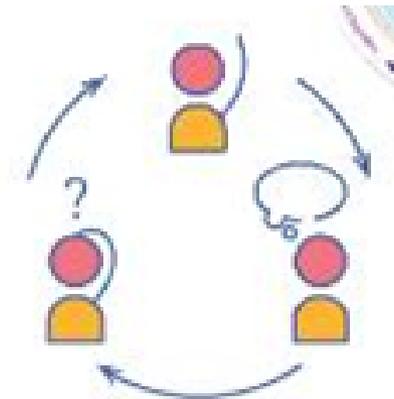
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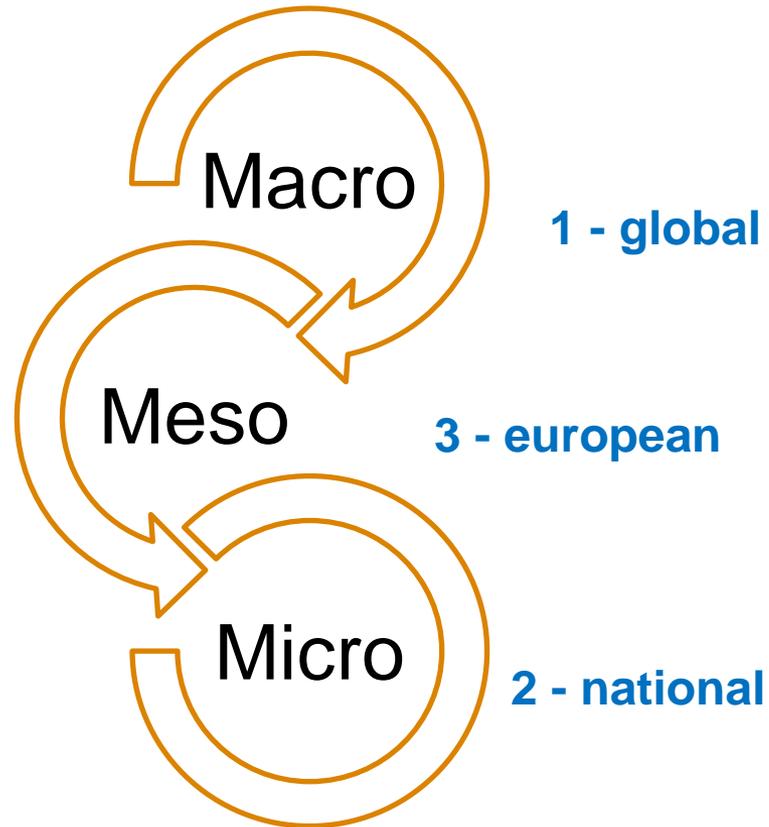


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Cocreate recommendations



Guiding questions

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