



Curriculum and Quality Analysis and Impact Review  
of European Early Childhood Education and Care

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# WP 2

## Curriculum, pedagogy, and classroom quality: Promoting effectiveness of ECEC

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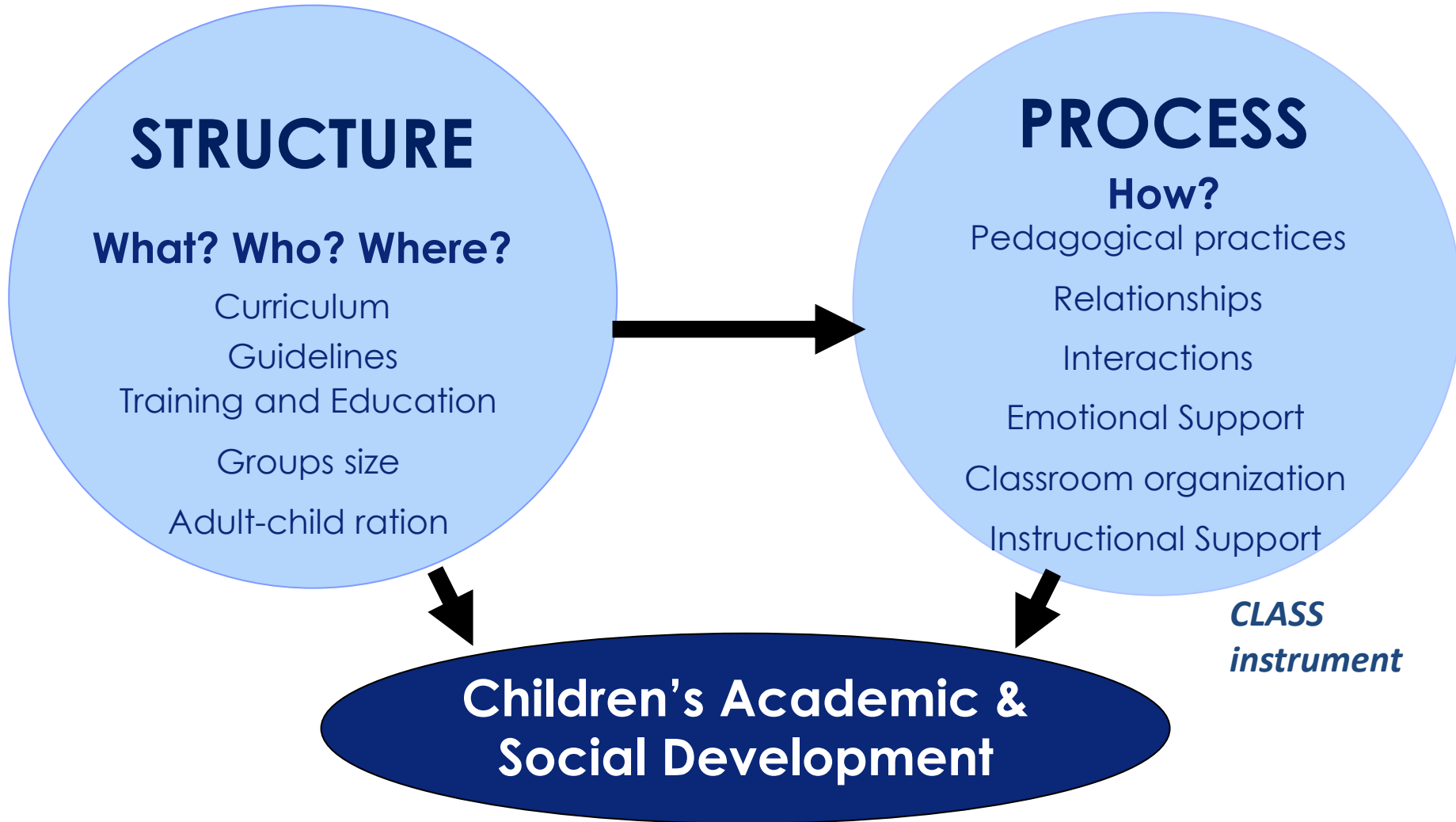
## **The Aim**

**To examine curriculum, pedagogy and quality characteristics that contribute most to child development, learning and wellbeing.**

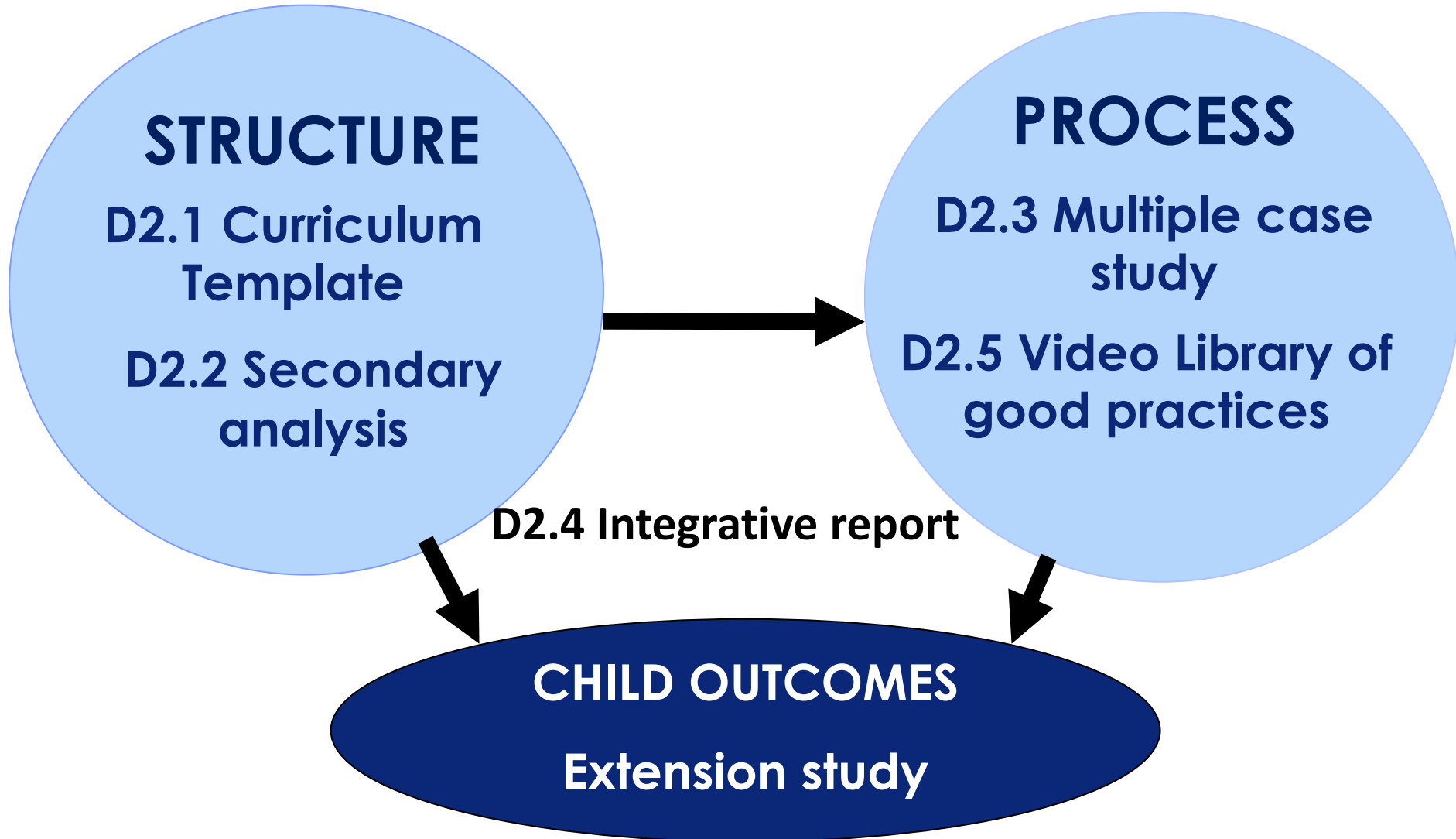


# What is the Classroom Quality?

(Pianta & Hamre, 2009)



# WP2 and the Quality Work



# Highlights of the curriculum report

- **More similarities than differences.**
  - The main role of educators is providing a safe, positive and supportive environment and opportunities for building strong relationships, and provide guidance that facilitates children's learning.
- **The current trend is to move away from the traditional split between children under three and those between three and school entry → continuum.**
- **The move towards a more **balanced approach** requires integrating social-emotional aims with those related to learning of content (e.g., the local environment) and skills (e.g., problem solving).**

## Highlights of the Secondary analysis

- **Several structural characteristics were related to process quality.**
  - A relatively high number of classrooms were characterized by the most unfavourable combination of structural aspects leading to the lowest quality, especially for the most vulnerable children for whom quality matters the most.
- **Relations between structural and process quality are **complex, interactive and seldom straightforward** and somewhat different in each country (country specific moderators).**
  - Work experience and professional development opportunities, appeared important moderators to reach the higher quality.

## Highlights of the Multiple Case Study

- **Assessed by the CLASS:** The *Emotional support* and *Classroom organization* were in the high range, whereas the *Instructional support* was in the mid range in this selected sample (good settings)
- **A balanced curriculum** with roughly equal emphasis on play, self-regulation and educational/emerging academic activities was related to the highest quality.
- **Variation** in process quality was related to the type of activity, group size, arrangements of activities, and age of the children.
- **Educational dialogues** were identified rare, mostly from classrooms with high process quality and from science activities.
- **Educators main goals** for process quality: (1) supporting autonomy; (2) creating a sense of belonging; (3) fostering children's learning.  
→ Extending the CLASS to reflect an European view of quality.

# Video Library for Professional Development

*Why are the teacher interactions from this clip considered high-quality?*



- The examples of **good practices in ECEC**, highlighting cross-cultural commonalities in European ECEC systems (Finland, Germany, Italy, Netherlands, Poland and Portugal).
- The videos can be used **for professional development activities**, aiming at sharing examples of good practice, describing the quality indicators underlying them, and also contributing to raise awareness of cultural-diversity in European ECEC.



# Conclusions

- **A balanced curriculum** which strikes a balance between ‘soft’ and ‘hard’ skills in child development is the basis for a high process quality, leading to child’s holistic development and learning.
- The curriculum requires articulation of a broad range of pedagogical strategies that include **play, exploration, and interactions and dialogue** between adults and children and between peers.
- In order to increase process and curriculum quality, policy makers should not focus on regulating single structural aspects, but rather take into account the **combined, interactive and systemic effects of many structural characteristics** that operate within a cultural context.
- Successful implementation of the ECEC curriculum depends on high quality **professional training** and continuous professional development, including time for observation, reflection and feedback on practices, will strengthen the knowledge and skills of educators and lead to higher classroom quality.

# Main contributors to the WP2 working process

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# Thank you!



Oxford meeting at April 2016