



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

Workpackage 3

Professional Development in ECEC

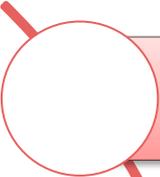
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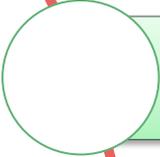
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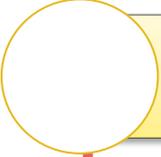
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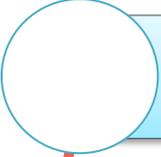
WP3's Purpose

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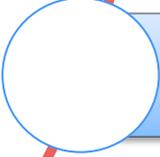
D3.1: Comparative review of PD approaches

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D3.2: A meta-analysis of PD & impact on children

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D3.3: Report on 'good practice' case studies of PD

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D3.4: Recommendations for common policy across the EU

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Highlights and Insights

PROFESSIONAL DEVELOPMENT

(Jensen et al., 2015, p. 22)

PD applies to a **full range of activities** that attempt to increase the knowledge base, skill sets and attitudinal perspectives of ECEC practitioners and professionals as they engage in child care, preschool education, and kindergarten-to-third-grade teaching, as well as educational support services, home visits (Harvard Family Research Project, 2004, cited in Sheridan et al., 2009), as well as related activities such as parent education and support.

PD programmes are composed of **pre-service training** at the vocational, bachelor's or master's level, and the ongoing PD processes that take place, such as **in-service-training** or lifelong learning initiatives related to ECEC.

WP3's Purpose

WP3 examined systems of PD by analysing:

1. existing longitudinal studies as well as collecting general information on PD systems and more detailed information on specific initiatives in CARE's participating countries;
2. Analysing and comparing PD systems and identifying innovative examples of 'best practice'.

The emphasis was on exploring new, **useful and meaningful** approaches to PD . The evidence was used to consider how pre-service and in-service systems of PD influence ECEC quality and child outcomes, while suggesting future ECEC policy strategies.

D3.1: *Comparative review of PD approaches* (Jensen et al. 2015)

Data were collected through a questionnaire on pre-service and in-service PD strategies, across 10 European countries.

Highlights:

1. Pre-service PD
2. In-service PD
3. Educators' role & quality concepts
4. Policy & reforms
5. Quality assurance, monitoring & evaluation
6. Innovative approaches

Insights:

1. Increased (critical) reflection in practice
2. Strategies for addressing social inequality
3. Innovation through communities of practice (COP) & networks

D3.2: *A meta-analysis of PD & impact on children (Jensen & Rasmussen, 2016)*

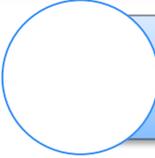
- Reviewed and conducted a meta-analysis of existing evidence (9 studies) on the impact of PD in ECEC on child outcomes in Europe, based on randomised control studies
- Result (similar to US meta-analyses):

**PD = POSITIVE EFFECT ON
CHILD OUTCOMES**

- We still need more research that will identify the **most important** and **efficient** aspects, mechanisms and approaches of PD for child outcomes.

D3.3: *Report on 'good practice' case studies of PD (Bove et al., 2016)*

- Identify exemplary approaches to innovative in-service PD
- 3 cases: Denmark, Italy & Poland
- Insights:
 - Greater ties between policy, practice and research (also between macro-meso-micro levels)
 - Technology used in documentation and creating virtual communities of learners
 - Emphasis on experiential learning, workshops, knowledge-based and change-oriented pedagogical practices (PD, especially non-formal)
 - Practitioners' reflection in practice/actions and fostering critical reflection
 - Time, stability of the group of professionals and creativity are key components in promoting change in practices
 - Child outcomes are to be in focus (e.g. measurements)



D3.4: *Recommendations for common policy across the EU (Jensen & Iannone, 2016)*

Six priority areas:

- Academisation of pre-service PD
- In-service and ongoing PD
- Exploring benefits from CoPs and Cols
- PD as a key-component of quality
- Innovative approaches to PD
- Addressing the vulnerable through PD

Highlights and Insights

- Every country is in a process of rethinking, renewing and implementing PD
- A growing awareness of the importance of networking within the systems and between countries (e.g. CoP & Col)
- Developing sustainable and innovative practices (e.g. reflection in practice) that link policy, practice and research on the macro-meso-micro levels
- Looking for indicators of innovative PD that improve quality and positive child outcomes for *all*.

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- D3.3** Bove, C., Mantovani, S., Jensen, B., Karwowska-Struczyk, M., & Wysłowska, O. (2016). *CARE – Curriculum quality analysis and impact review of European ECEC: D3.3. Report on “good practice” case studies of professional development in three countries*. Report, 248 p. Retrieved from <http://ecec-care.org/resources/publications/>
- D3.4** Jensen, B., & Iannone, R. L. (2016). *CARE – Curriculum quality analysis and impact review of European ECEC: D3.4. Recommendations for common policy across the EU regarding professional development as an element of quality in ECEC and child wellbeing for all*. Report, 34 p. Retrieved from <http://ecec-care.org/resources/publications/>