



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

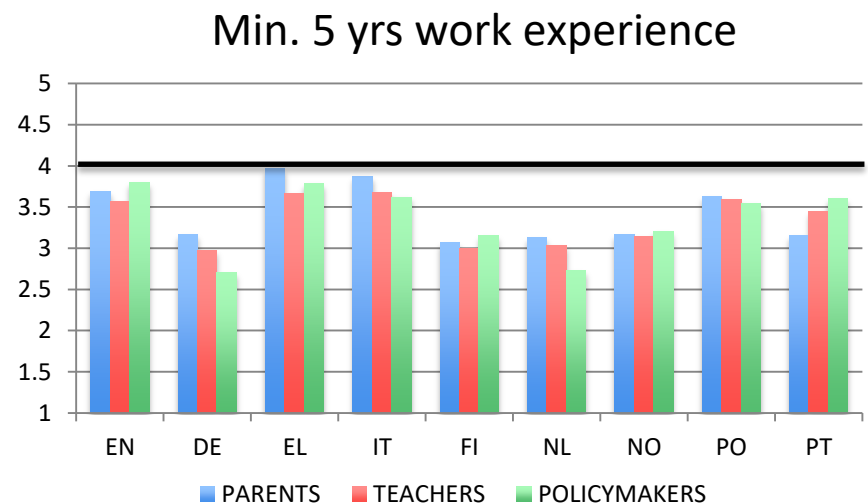
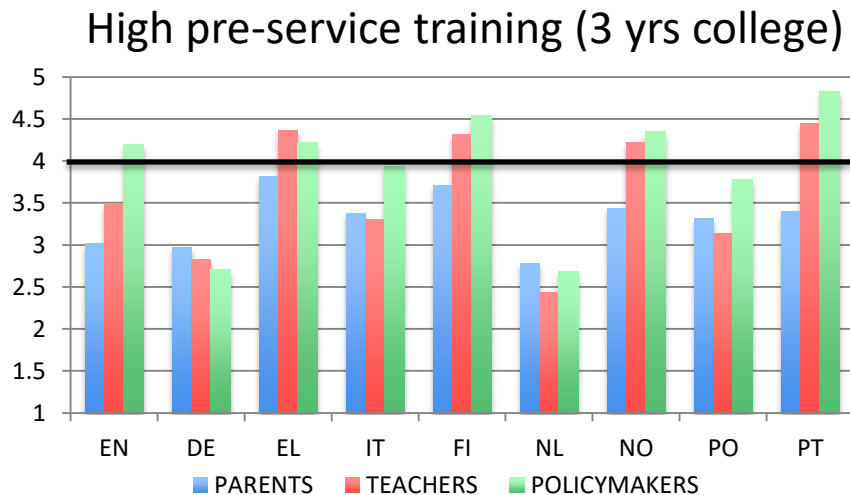
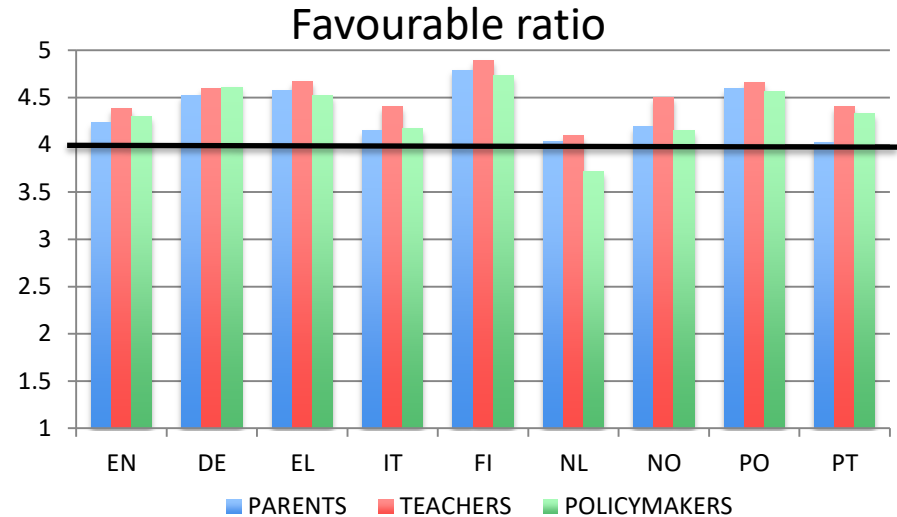
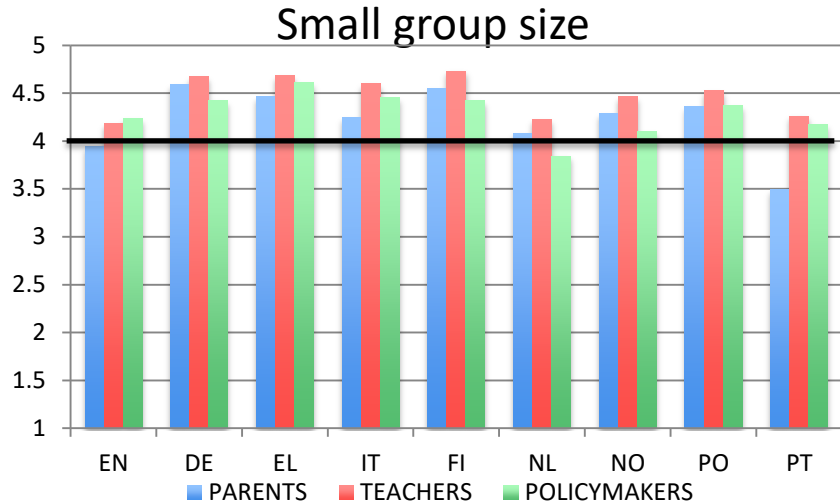
## **Theme 2.1 - Structural Quality, Professional & Organizational Development**

WP3 (Bente Jensen, Olga Wyslowska, Malgorzata Karwowska-Struczyk), WP2 (Pauline Slot) & WP6 (Thomas Moser & Martine Broekhuizen)



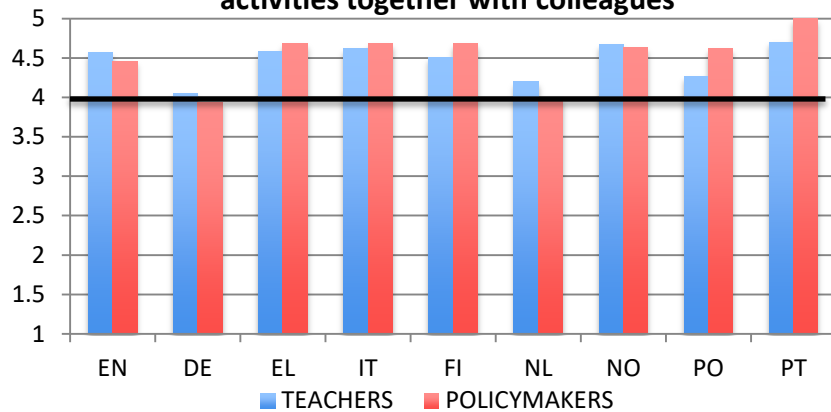
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# Importance of structural characteristics: Views of teachers, parents and policymakers (D6.2)



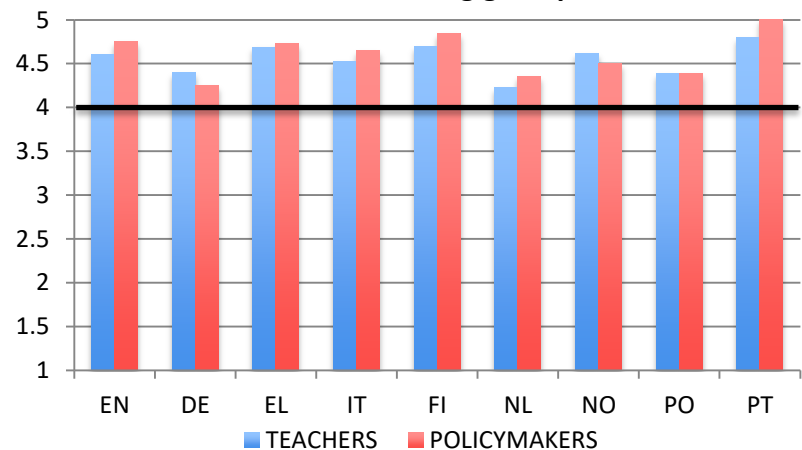
# Importance of structural characteristics: Views of teachers, parents and policymakers (D6.2)

Designing and planning educational and care activities together with colleagues

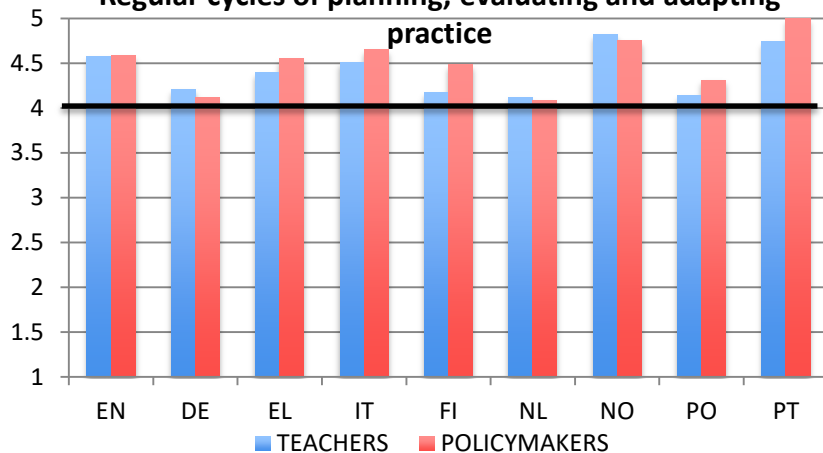


Importance of continuous professional development activities in the center

Learning-on-the-job, by observing colleagues, giving feedback, and sharing good practices



Regular cycles of planning, evaluating and adapting practice



# Relations between structural and process quality (D2.2)

- Few main effects of structural characteristics (5 countries: EN, FI, GE, NL, PT) on process quality
  - Higher pre-service qualifications (EN, FI)
  - more PD (NL, PT)
  - smaller group size (FI, NL)
  - more work experience (FI, NL)
  - proportion of migrant children (GE)
- System or country specific aspects
  - Type of provision: **educational** vs educare (EN), **public** vs private (PT)

# Relations between structural and process quality (D2.2)

- Interaction effects and compensating factors
  - Work experience (GE, NL, FI)
    - Unfavourable ratios
    - Higher proportion of migrant children in the classroom
  - Professional development (NL, PT)
    - Unfavourable ratios
  - Country specific: type of provision
    - **educational** vs educare (EN) -> pre-service training
    - **public** vs private (PT) -> unfavourable ratios
    - Location of classroom in **school** (FI) -> larger group size

# High-impact quality enhancement in ECEC through professional development (WP3)

- Provide opportunities and resources for PD, especially in in-service;  $\uparrow$ PD =  $\uparrow$ child outcomes for *all* (D3.2)
- Integrate theory and practice in competence development in pre-service and in-service PD (D3.1 & D3.3)
- Emphasise reflective practice as a part of PD and a source of ongoing renewal of practice (D3.1 & D3.3)

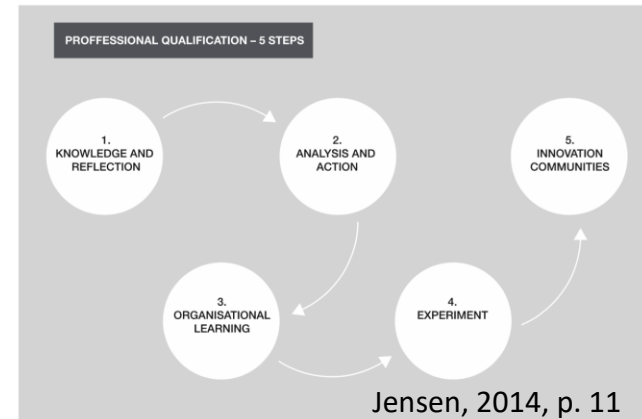
# Multiplicative and sustainable solutions in professional development (WP3)

- Communities of Practice (CoPs) (D3.1, D 3.3)
- Communities of Innovation (Col) (D3.1, D3.3)

A growing awareness of importance of CoPs and Col  
in professional development.

# Conclusions

- ECEC is a dynamic complex system involving an interplay of teacher, classroom and organisational characteristics
  - “The sum is more than the whole of its parts” (D2.2, D3.1)
  - PD requires a cyclic, continuous effort
- More PD is related to higher process quality and can *compensate* for other structural features, such as unfavourable ratios (D2.2)
- Engaging in PD is related to better child outcomes
  - however, research on the aspects, mechanisms, and approaches to quality and PD is lacking (D3.2)
- Closer ties between policy, practice and research enhance professional development (D3.3)





# Questions for discussion

- What is needed to implement sustainable professional development activities at organizational level?
- Which obstacle/challenges do you see?
- Given the complexity of structural features how can we improve process quality?