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

Theme 2.2 - Structural Quality, Professional & Organizational Development (WP3-T.3.3.-WP2-T2.3)

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Aknowledgments

The three case studies were conducted by the team of researchers of the local Universities (DPU, UNIMIB, UW), Reggio Children, the Municipalities, and with the support of **experts, consultants, assistant researchers** from the field.

The role of the **professionals, educators and pedagogical coordinators, and the *families and children,*** from the ECEC settings involved in all cases, has been essential.

BRIEF OVERVIEW OF THE 3 CASES:

Denmark: **The VIDA programme**. *Practices of PD on quality and child outcomes.*

Italy: the case of **Reggio Emilia** (a model of *Diffused Pedagogy*) and the case of **Milan** (*Continuity-discontinuity in a big city*).

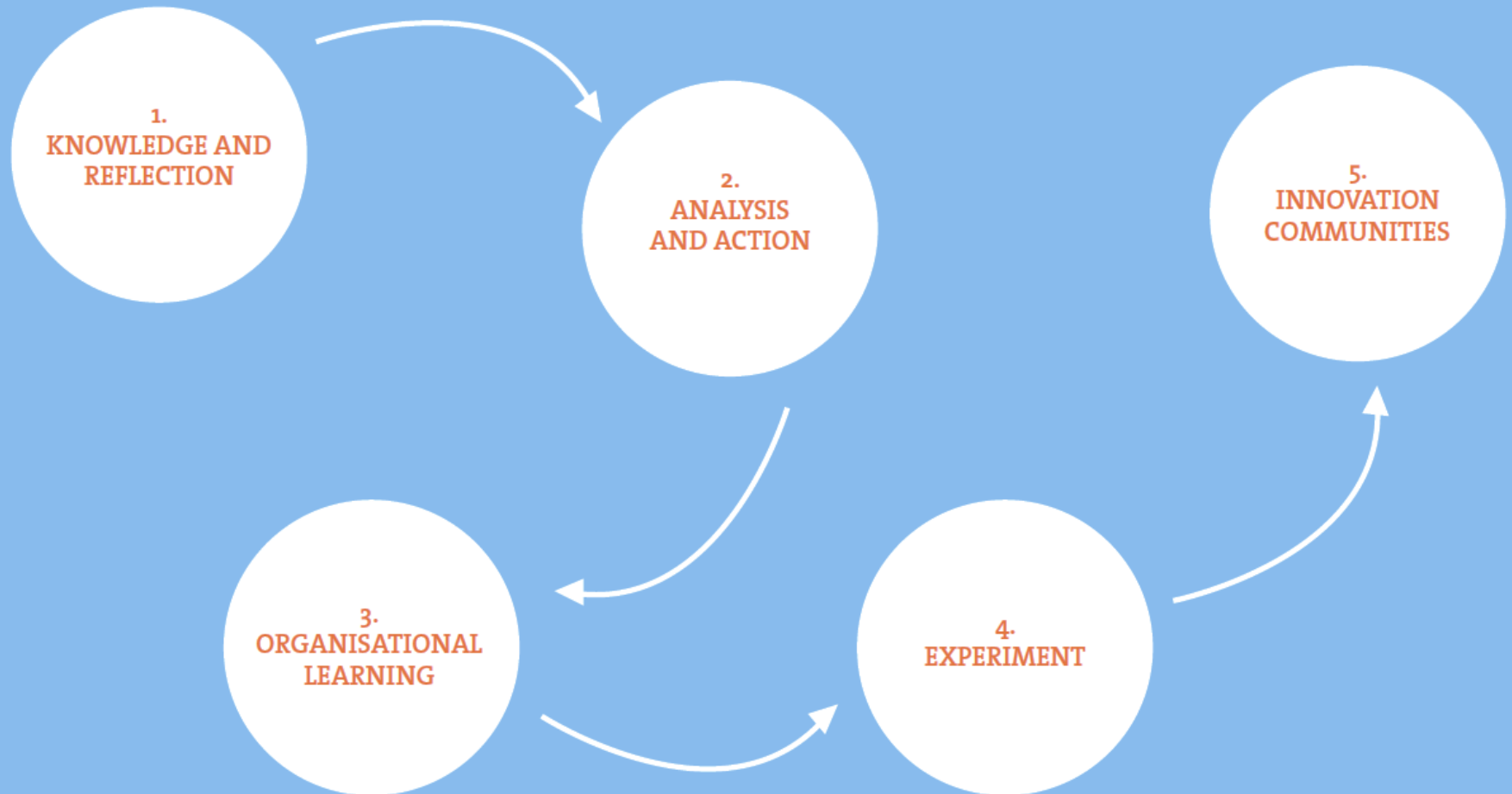**Poland**: The case of ***Łódź Public Creche*** *Network.*

SCALES, SYSTEMS, NUMBERS

- **VIDA:** a network of 127 ECEC (3-6)

- **The 2 ITALIAN** *two city-laboratories*

  - Reggio: a network of 84 ECEC (0-6);

  - Milano: a network of 330 ECEC (0-6)

- *ŁÓDŹ PUBLIC CRECHE NETWORK:* 30 ECEC for (0-3)

- The Danish case is an example of how to create innovation in ECEC institutions through **organization-wide professional development, CoP (Communities of Practice) and CoI (Communities of Innovation).**

  *It has a specific focus on **socially disadvantaged** children and spans from the municipal to the national level.*

PROFFESSIONAL QUALIFICATION – 5 STEPS

1.
KNOWLEDGE AND REFLECTION

2.
ANALYSIS AND ACTION

5.
INNOVATION COMMUNITIES

3.
ORGANISATIONAL LEARNING

4.
EXPERIMENT

- The Italian case includes two examples of participatory **ECEC city laboratories**, in which innovation spreads out from being local to the involvement of other cities and with different partners **(Reggio Emilia: *A model of diffused pedagogy)**, and from parts of the city to the entire city (**Milan: *Fostering innovation in a big city***).

   The two cases have a specific focus on: the role of research in PD; teacher as researcher; active involvement of professionals, parents, children; video-based reflective practices & documentation; the role of coordinators.
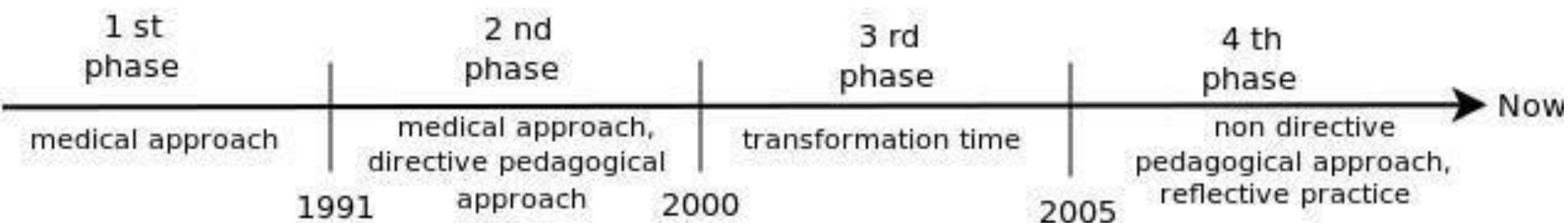
Discovering, creating & pleasure

Children and adults: PD as collaboration

- The Polish case is local, a network of ECEC institutions and it is just beginning to influence the national level.

PD processes presented in the case were result of efforts of academics and practitioners.

1 st phase	2 nd phase	3 rd phase	4 th phase	
medical approach	medical approach, directive pedagogical approach	transformation time	non directive pedagogical approach, reflective practice	Now
	1991	2000	2005	

FINDINGS. MORE COMMUNALITIES

– Interpretation of innovation as a "social process" of collective idea-generation

– Interplay between research, PD, education

– Interplay between sustainability, dissemination and innovation

– Dynamic and complex PD practices has a high impact on renewing practice and quality

– Organizational and inter-organizational learning, CoP and CoI's, networking

– "*Active concept of learning and professional growth*" is indicated by educators as the most effective form of innovative PD

– In all three cases, innovative PD opportunities were found to have an effect on teachers' motivation/active engagement

– a great consensus on **transferability, impact and dissemination as key-PD issues**

– High turn-over, change in the group of teachers, inter-generational gap, vulnerability, inclusion are common challenges that impact PD practices

DIFFERENCES

- **Impact and outcomes** – *still* controversial issues: how and what do we measure? What about goals? How do we involve all stakeholders in defining the criteria for measuring?

- Need for further research on how innovation is *effectively translated* into practices to promote children's **well-being, inclusion and learning**
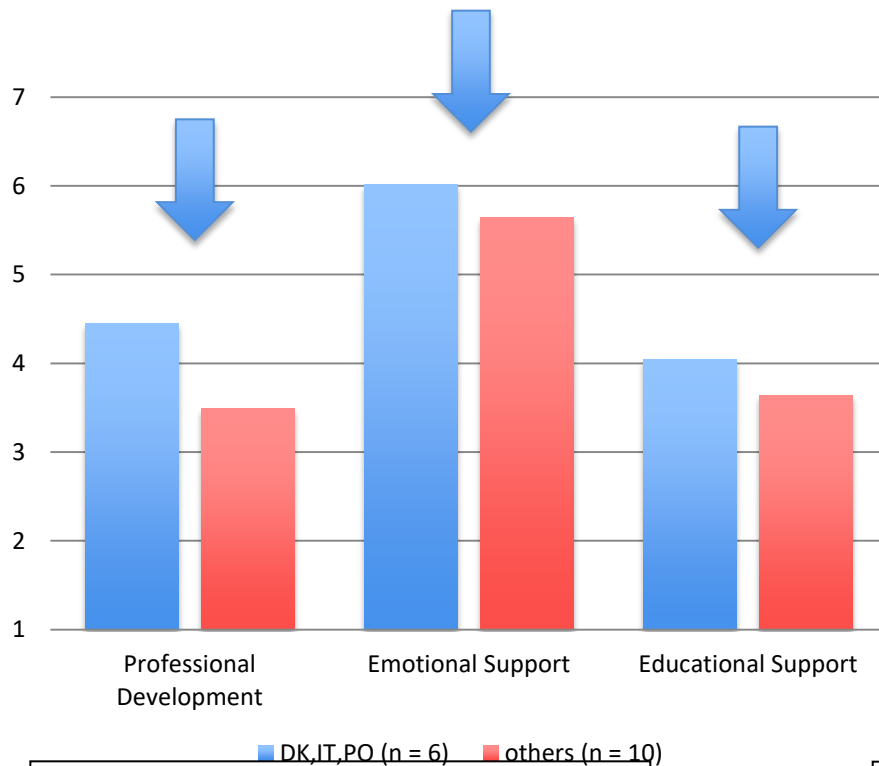
SUMMING UP

These overlapping/overarching/different findings should be interpreted while considering the ECEC systems and policy contexts in the respective countries.

Combination high Professional Development embedded in a good organizational climate (WP2)

0-3 classrooms

3-6 classrooms

high PD & OC (n = 4)   others (n = 12)

high PD & OC (n = 6)   others (n = 10)
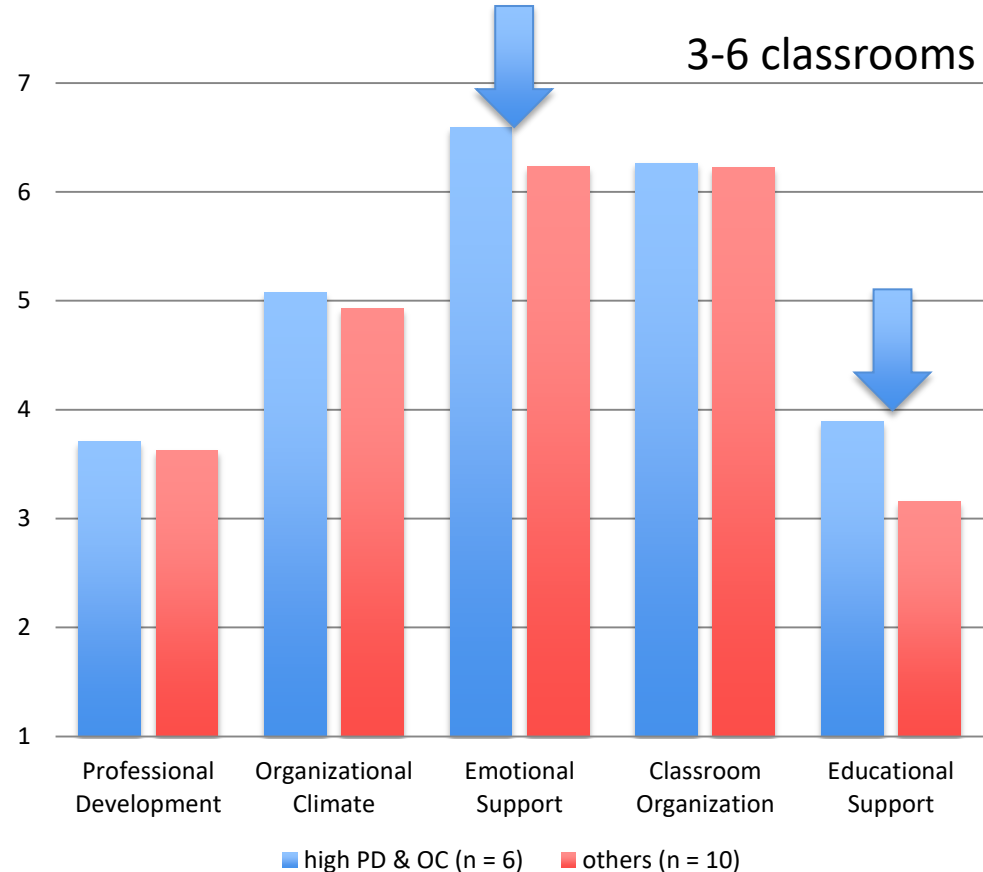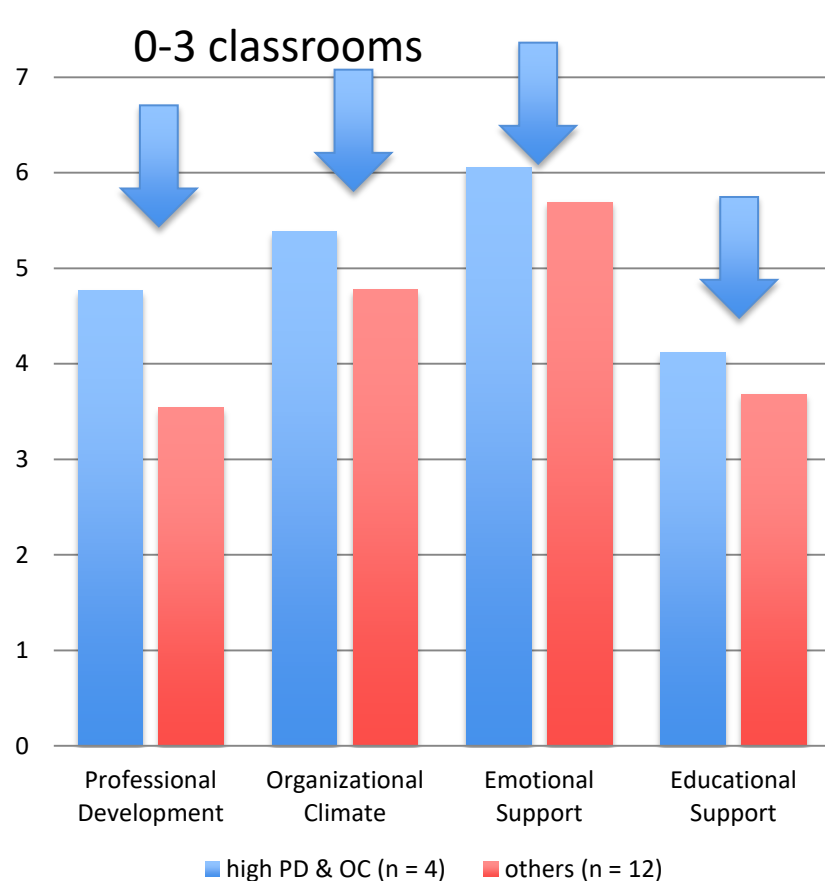
Good practices in professional development = good practices in process quality (WP3, WP2)

0-3 classrooms

Professional Development — Emotional Support — Educational Support

DK,IT,PO (n = 6)   others (n = 10)

Higher quality +
More consistency of quality
across activities

3-6 classrooms

Professional Development — Emotional Support — Classroom Organization — Educational Support

DK,IT,PO (n =6)   others (n = 10)
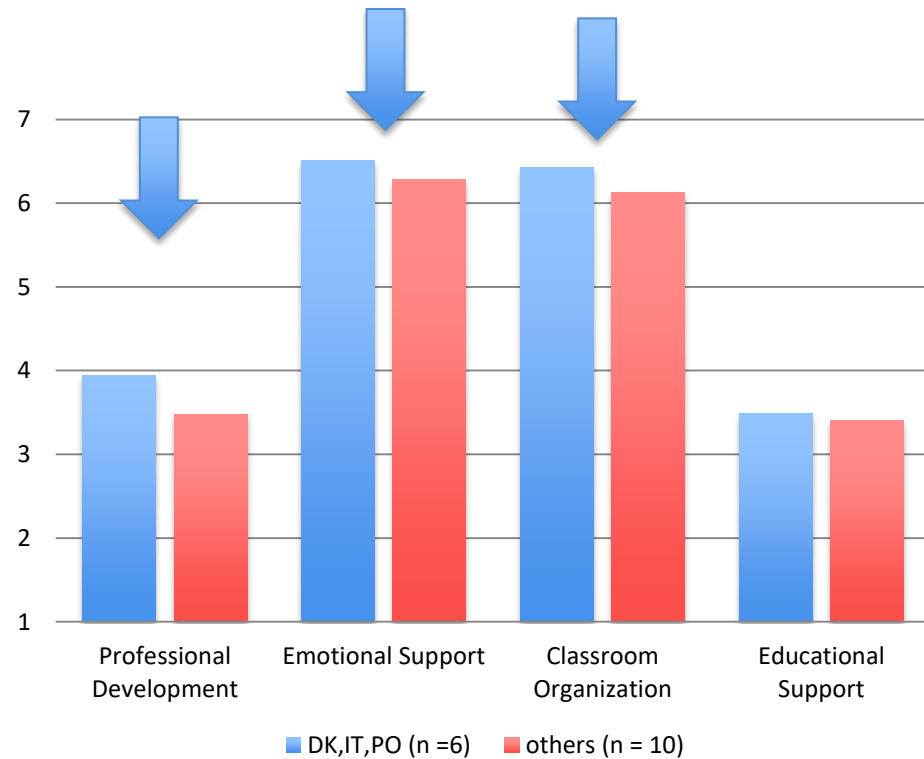
DK: 100% low pre-service training
PL: 50% low pre-service training
compared to 5% in the remainder of the sample

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CAN WE ABSTRACT GENERAL PRINCIPLES OF *GOOD PD PRACTICE* THAT CAN BE APPLIED IN DIVERSE CONTEXS?

LEVEL 1. POLICY

I.   Include PAID hours for PD in ECEC staff contracts

II. Clearly define who is responsible [e.g. city, municipalities, ministry, research centers, etc.] for promoting and monitoring investment in and quality of PD

III. Define local and general criteria for evaluating PD's impact, according to goals

LEVEL 2. PRACTICE

I. Encourage a better balance between knowledge-based PD and experiential-based PD

II. Promote *situated*-reflexivity based PD anchored to «daily practices»

III. Invest also in training of key-figures as «multipliers» (pedagogical coordinators, managers, directors ..)

LEVEL 3. RESEARCH

I.   Involve practitioners in research – research is a powerful *PD mechanism*

II.   Transform evaluation project-processes into *formative* PD opportunities [e.g. CLASS]

III. Involve parents and children in PD projects to innovate curriculum

- Focus to che children: not contradictory ways of learning and professionals

- The right of children are the compass!

Thank you and...let's discuss!