



# INCLUSIVE PRE-PRIMARY EDUCATION

## Working Group Discussion Points

## 2. The thematic areas for improving the quality of pre-primary education

- access and procedure,
- workforce
- curriculum/content,
- evaluation and monitoring,
- governance and funding.
- collaboration with families and communities

# ACCESS

PLUS:

Flexibility in hours, patterns of attendance

Flexible curriculum

Outreach to parents to bring the children to PPE, promotion

Affordability

Acceptability

Heterogeneity

Do parents have choice? (are their children accepted at every school / private schools)

# WORKFORCE

PLUS:

Ongoing learning, professional development

Diversity of staff / role models

Diverse competencies

Quality of staff training

Collaboration of staff

Need for specialists training

# CURRICULUM / CONTENT AND PROCESS

Individualisation = adaptation to individual needs and support in order to be active in the group

Making use of the child's (cultural) background

Making use of prior learning

Scaffolding

Use of technology

Play is central, quality of play, play is the right of the child

Growth (Learning outcomes): no general standards but realistic expectations for each child (adequate support)

Holistic approach

# Evaluation and monitoring

Evaluation of the service

Evaluation of the performance of the curriculum

Systems of evaluation: self evaluation, peer evaluation

Support for the staff – coaching on the job...

Systems and procedures for additional (paramedical) care, centre based, interventions needed

# Governance and funding

Organisation of funding for additional needs

# Families and communities

Partnership

Collaboration in decision making

Dialogue

Educational Supportive behaviour

Pay attention to transitions between school-environment and home-environment

# Questionnaire

- For whom are these questions? Who are the stakeholders?

Children and parents, practitioners, staff in contact with children, primary schools, social services, teacher training institutions...

- Added some questions

- Changed yes/no questions into more open questions, for example:

- *Are there any quality criteria that your PPE provision has to follow? + What are these criteria?*
- *Are there procedures that enable parents to give feedback or make complaints about processes in the PPE? What are they?*

# Outcomes of Inclusive Pre-Primary Education

## Child Outcomes

- +Are ALL children benefiting from the diversity of children /learning about../ developing empathy?
- +Do children feel accepted by peers and adults / make friends with other peers?

## Parent outcomes

8. Do parents feel comfortable to communicate with the school?
9. Empathy of parents, other parents, adults...
10. Is there attention to the needs of siblings of children at risk?

# How to select good practices

## EXTRA Criteria:

(Conditions for) collaborative teamwork: pre-primary teacher + assistant, other staff involved

Conditions for continuing professional development (links to leadership)

The provision is sustainable, consistent, structures that make programs sustainable? (leadership, acceptable work load)

# Any other issues

Our goal is to find out what makes a good practice. The questionnaires now focus on criteria that we suppose to be important, but we want to learn about new insights, tools or details that we are not yet aware of and the relation between quality areas.

How do the good practices and the questionnaires help in that process?

We suggest to use more open questions, different good practices on the five key areas of quality from each country and a good analysis on the factors that create the observed quality. Group visits do not necessarily contribute to the process.

(research method: grounded theory?)

# Suggestions for open questions

What are facilitating factors and what are barriers?

Questions in the questionnaire: how, to what extent, more open..

What other support do you need to meet the needs of every child, and the service?

Do you feel supported by ...

What is your dream about the future development of your service?

What are you afraid of that might hinder this dream?

What ideal developments and learning do you envisage?

What are the aims and values of your setting?

What is your vision of children's learning and development? Is this vision shared with primary education?