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# QUALIMENTARY - IMPLEMENTATION OF QUALITY DEVELOPMENT PROCESSES IN EARLY EDUCATION AND CARE INSTITUTIONS

Erasmus+ „Multiplier Event“  
1<sup>st</sup> of June 2021






Associação  
de Profissionais  
de Educação de Infância





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## Outline

- I. Evidence-based training and further education
- II. Erasmus+ Project: „Qualimentary“
- III. Conclusion




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## Evidence-based training and further education



Formal Professionalisation	Action-based Professionalisation	Indicator-based Professionalisation
<ul style="list-style-type: none"> <li>• educational attainment (academic/non-academic)</li> <li>• further training</li> </ul>	<ul style="list-style-type: none"> <li>• focus: educational action</li> </ul>	<ul style="list-style-type: none"> <li>• competency-based professionalisation</li> <li>• <span style="border: 2px solid red; padding: 2px;">evidence-based professionalisation</span></li> <li>• efficiency-based professionalisation</li> </ul>

(Nittel, 2011; Terhart, 2011; Smidt & Burkhardt, 2018; Smidt et al., 2018)

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## Evidence-based training and further education

- Since the 1960s: increased use of distance learning; since the 1980s: various forms of online learning, trending more and more towards online-interactive learning (Zwacki-Richter & Naidu, 2016).
- Workable and engaging online experiences have a positive impact. The training should be lively, engaging, have different forms of participation and be linked to participants' own professional practice (Salmon et al., 2015).
- Studies have shown that goal setting, time management and skills that are considered easily trainable have a positive impact on student engagement. Focus: self-regulated learners who want to set their own plans and see progress, i.e. who have a high level of intrinsic motivation (Doo et al., 2020).

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## Evidence-based training and further education

Virtual learning platform	Virtual classroom	Hybrid education spaces
100% online	100% online with integrated live information and communication services	Simultaneous integration of virtual education spaces with live education spaces

(Salmon et al. 2015; Arnold et al. 2017)

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## Erasmus+ Project: „Qualimentary“

PROJECT PHASE 1


NEEDS ANALYSIS  
September 2019 – January 2020


PROJECT PHASE 2

MODULAR TRAINING SERIES WITH INDIVIDUAL CONNECTIVITY  
February 2021 – April/May 2021


PROJECT PHASE 3

DIGITAL SELF-ASSESSMENT TOOL  
May 2021 – August 2021






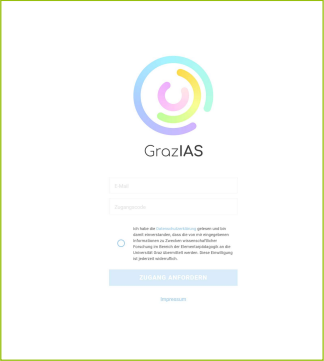
Development of the online training program




Digital learning units (50%)  
Reflection rounds (30%)




Individual coaching based on GrazIAS (20%)






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## Erasmus+ Project: „Qualimetry“









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Enabling Participation	Experiencing relationships	Offering and allowing sensory experiences	Introducing rules and adhering to them
being present	Providing stimuli	Considering individual needs	Thinking together linguistically
Supervising conflicts	Supporting the regulation of emotions	Redirecting language	Forming mathematical terms integrated into everyday life
Communicating in a stimulating way	Designing long-lasting interactions with children	Expanding children's vocabulary	Language-promoting questions
Shaping language	Recognizing the zone of proximal development and supporting the children in achieving	Accommodating limit situations	Supporting socio-emotional education


1. Introduction to the topic
2. Theoretical input
3. Interaction (quiz, forum, discussion)
4. Good practice film clip
5. Reflection exercise (quiz, forum, discussion)
6. Transfer task (learning diary)


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










## Erasmus+ Project: „Qualimetry“









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Germany, Austria, Italy, Portugal, Hungary & Slovenia

01/2020	02/2020	03/2020	04/2020	05/2020	06/2020	07/2020	08/2020	09/2020	10/2020	11/2020	12/2020	01/2021	02/2021	03/2021	04/2021	05/2021	06/2021	07/2021	08/2021
  External evaluation																  External evaluation External evaluation			
 Online questionnaire (December 2019)																  Coaching sessions Coaching sessions			
								 Module 1		 Module 2		  Module 3 Module 4							
								 reflection		 reflection		  reflection reflection							
																			 self-evaluation

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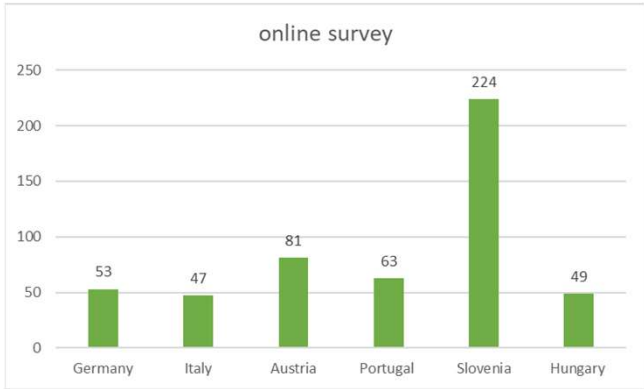



## Survey results - demand for further training I


**Needs analysis questionnaire**

**sample:**



- N=517 early childhood educators
- Germany, Italy, Austria, Portugal, Slovenia, Hungary



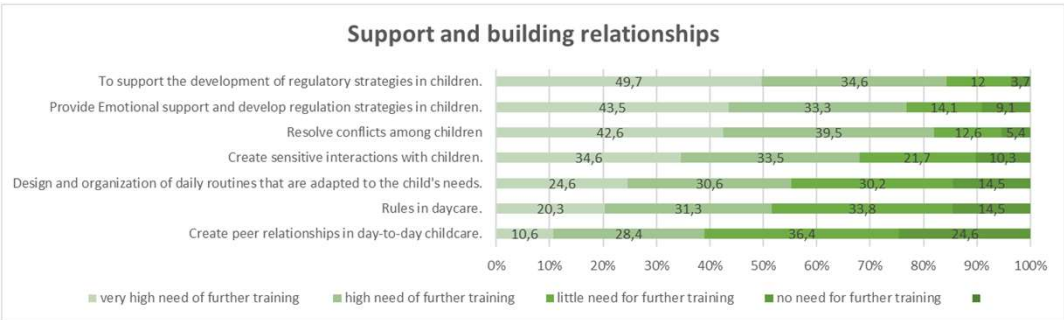
Country	Number of Respondents
Germany	53
Italy	47
Austria	81
Portugal	63
Slovenia	224
Hungary	49



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## Survey results - demand for further training II



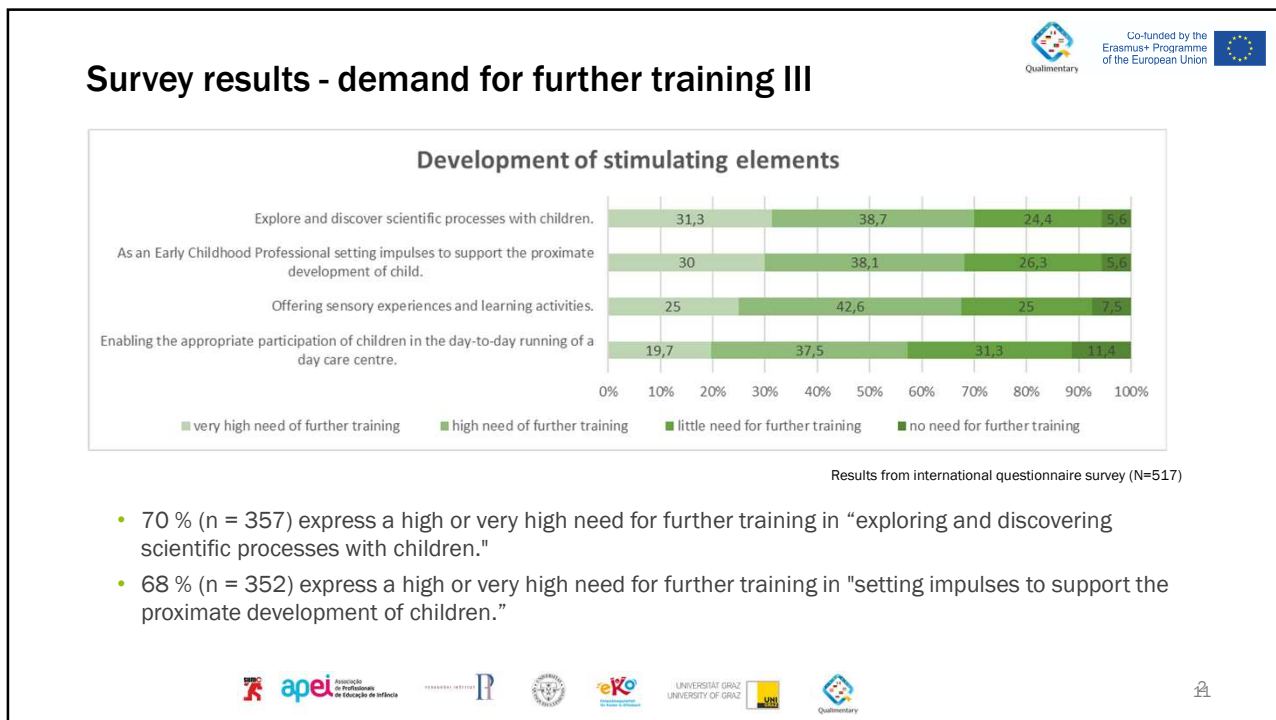
Category	very high need of further training	high need of further training	little need for further training	no need for further training
To support the development of regulatory strategies in children.	49,7	34,6	12	3,7
Provide Emotional support and develop regulation strategies in children.	43,5	33,3	14,1	9,1
Resolve conflicts among children	42,6	39,5	12,6	5,4
Create sensitive interactions with children.	34,6	33,5	21,7	10,3
Design and organization of daily routines that are adapted to the child's needs.	24,6	30,6	30,2	14,5
Rules in daycare.	20,3	31,3	33,8	14,5
Create peer relationships in day-to-day childcare.	10,6	28,4	36,4	24,5

Results from international questionnaire survey (N=517)

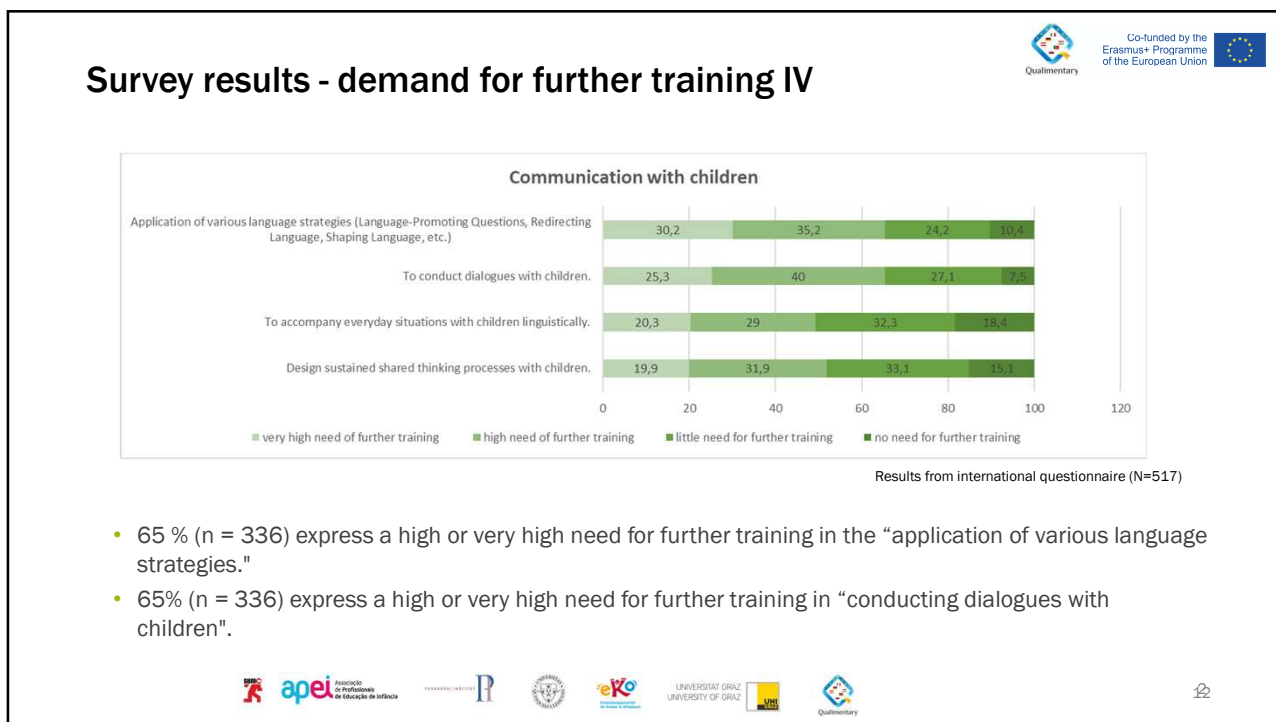
- 84 % (n = 434) express a high or very high need for further training in order “to support the development of regulatory strategies in children.”
- 82 % (n = 524) express a high or very high need for further training in “resolving conflicts among children.”



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## Digression: Scale of interaction for children



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**KARL-FRANZENS-UNIVERSITÄT GRAZ**  
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Institute for Educational Professionalization  
Department of Early Childhood Education






**GraziAS**

**Scale of interaction for children (3-6 years) in Graz (GraziAS 3-6)**  
Determining and enhancing high quality in the education and care of children  
Measuring tool for the quality of interaction in daycare centers

ENGLISH TRANSLATION


**Scale of interaction for children (0-3 years) in Graz (GraziAS 0-3)**  
Determining and enhancing high quality in the education and care of children  
Measuring tool for the quality of interaction in daycare centers

ENGLISH TRANSLATION







Walter-Laager, Catherine, Flöter Maria, Geißler Claudia, Petritsch Malina & Pözl-Stefanec, Eva


(Walter-Laager, Flöter, Geißler, Petritsch & Pözl-Stefanec, 2019)




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## Digression GraziAS: theoretical foundation



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Available as open-source materials




[krippenqualitaet.uni-graz.at](http://krippenqualitaet.uni-graz.at)




[sprachliche-bildung.uni-graz.at](http://sprachliche-bildung.uni-graz.at)



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## Digression GrazIAS: overview



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ENABLING PARTICIPATION	EXPERIENCING RELATIONSHIPS	COMMUNICATING IN A STIMULATING WAY
PROVIDING STIMULI	INTRODUCING RULES AND ADHERING TO THEM	DESIGNING LONG-LASTING INTERACTIONS WITH CHILDREN
INTERPRETING SIGNALS		EXPANDING CHILDREN'S VOCABULARY
SUPPORTING THE REGULATION OF EMOTIONS	SUPERVISING CONFLICTS	LANGUAGE-PROMOTING QUESTIONS
BEING PRESENT	CONSIDERING INDIVIDUAL NEEDS	SHAPING LANGUAGE


(Walter-Laager, Flöter, Geißler, Petritsch & Pözl-Stefanec, 2019)



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## Digression GrazIAS



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- Measurable indicators for interactions between early childhood educators and children
- Four levels of quality- insufficient to excellent
- Areas of application for GrazIAS
- Daily pedagogical work - quality assessment and quality development
- Research


(Walter-Laager, Flöter, Geißler, Petritsch & Pözl-Stefanec, 2019)




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## Digression GraZIAS



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**EXPERIENCING RELATIONSHIPS** Levels of quality ✓


	Arriving	insufficient	minimum	good	excellent
<p><b>CITERIA</b></p> <p><b>THREAD</b></p> <p><b>ITEM</b></p> <p><b>YES or NO</b></p>	<p>The early childhood educator does not inform the group about the arrival of a child and does not include the newly arrived child in the group. *</p>	<p>The children are rarely informed about the arrival of another child and the newly arrived child is rarely involved. *</p>	<p>Usually, the early childhood educator involves the newly arrived child in the activities of the group. *</p>	<p>Newly arrived children who are not able to adjust to the routine at the childcare centre are accompanied sensitively by the early childhood educator. *</p>	
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	<p><b>Peer interactions</b></p> <p>The early childhood educator creates no opportunities for peer interactions or interactions between children in various situations. *</p> <p>The early childhood educator makes sure children have sufficient time for interactions among peers. *</p> <p>The early childhood educator makes sure children have sufficient time for interactions among peers and encourages these interactions. *</p> <p>The early childhood educator supports interactions between individual children in various situations in a sensitive way. *</p>				
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><b>Group rituals</b></p> <p>The early childhood educator does not create new interactional routines.</p> <p>The early childhood educator rarely creates new interactional routines.</p> <p>Usually, the early childhood educator creates interactional routines.</p> <p>The early childhood educator frequently includes children, who</p>				
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## Observation results I

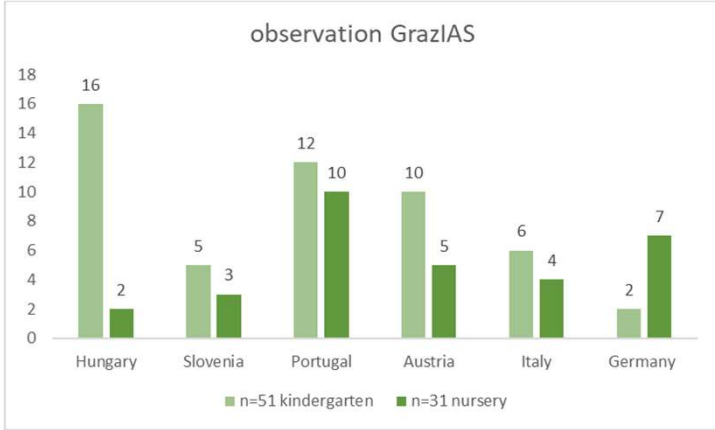


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N=82 early childhood educators were observed in total.

- 31 nuseries
- 51 kindergartens

observation GraZIAS



Country	n=51 kindergarten	n=31 nursery
Hungary	16	2
Slovenia	5	3
Portugal	12	10
Austria	10	5
Italy	6	4
Germany	2	7

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## Observation results II



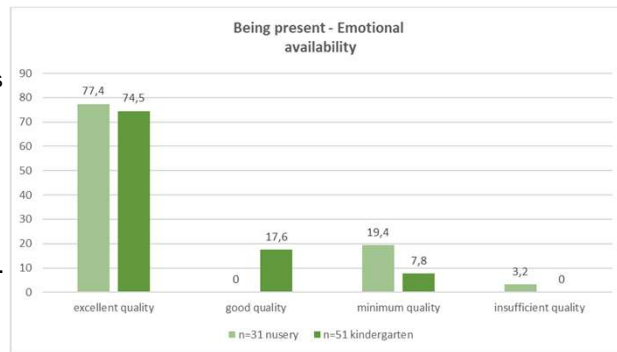
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Excellent quality in **emotional availability** means that:

During the entire time children are present at the daycare center, staff ensure that at least one early childhood educator with whom the children are familiar is attentive to the children and is emotionally available.

- 77,4 % (n = 24) of early childhood educators in nurseries are emotionally available for children ( $M = 6.03$ ;  $SD = 1.85$ ).
- 74,5 % (n = 38) of the early childhood educators in kindergartens are emotionally available for children ( $M = 6.33$ ;  $SD = 1.24$ ).



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## Observation results III



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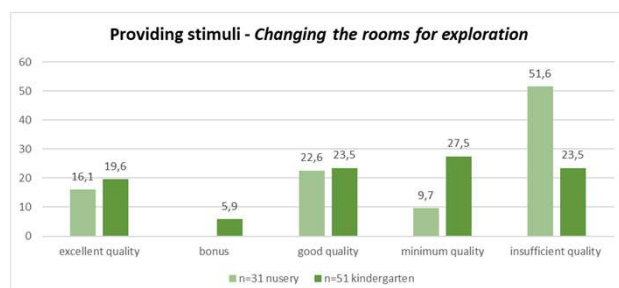


Excellent quality in **changing rooms for exploration** means that:

Rooms for exploration and experiencing are situationally adjusted and enriched by material-based stimuli.

16,1 % (n = 5) of early childhood educators in nurseries change rooms and materials for exploration, according to the situation ( $M = 3.06$ ;  $SD = 2.39$ ).

Knapp 19,6 % (n=10) of early childhood educators in kindergartens change rooms and materials for exploration, according to the situation ( $M = 3.84$ ;  $SD = 2.11$ ).



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## Observation results IV



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Excellent quality in **solution strategies** means that:

The early childhood educator develops solutions in collaboration with the children and according on their level of development.



- 9,7 % (n = 3) of early childhood educators in nurseries solve conflicts excellently ( $M = 4.61$ ;  $SD = 2.70$ ).
- Knapp 3,9 % (n = 2) of early childhood educators in kindergartens solve conflicts excellently ( $M = 5.82$ ;  $SD = 2.52$ ).

Quality Level	n=31 nursery (%)	n=51 kindergarten (%)
excellent quality	9,7	3,9
bonus	35,5	29,4
minimum quality	16,1	27,5
insufficient quality	22,6	11,8



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## Observation – 31 pairs ECE


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N=31 Early Childhood Educators


February 2020

- 14 Nursery
- 17 Kindergärten

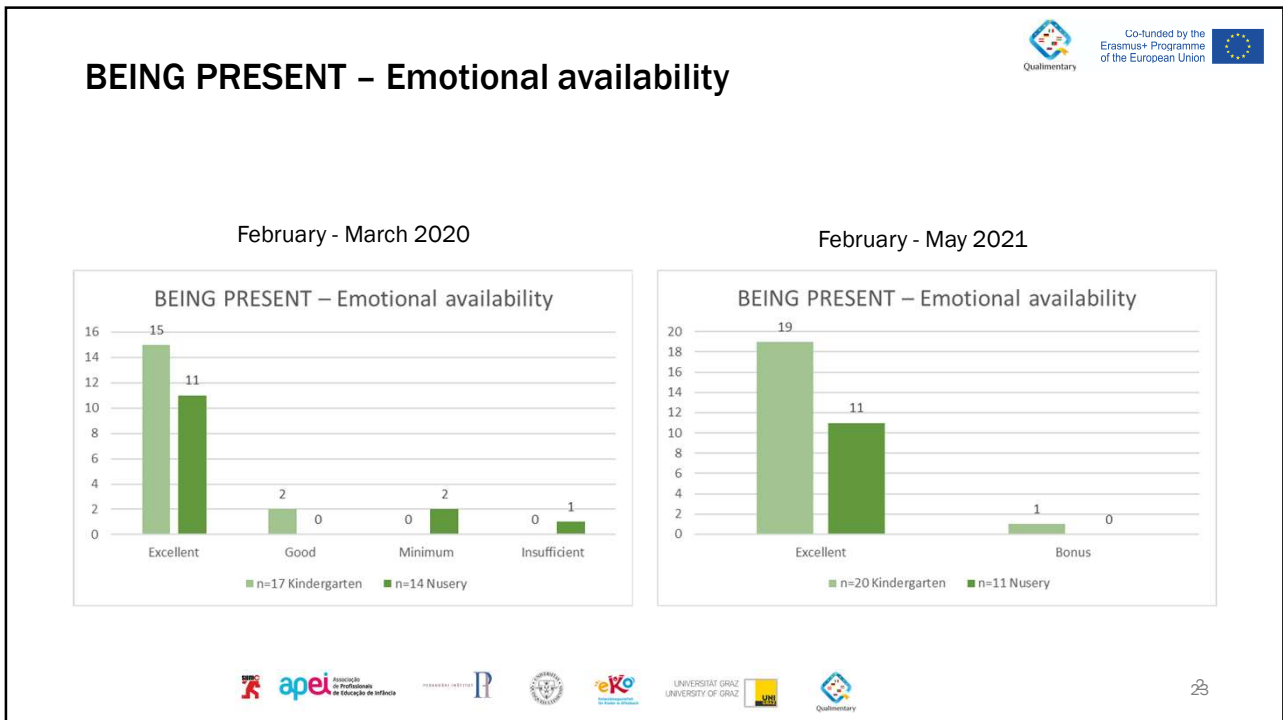
February 2021

- 11 Nusery
- 20 Kindergärten

Country	n=14 Nursery	n=17 Kindergarten
Austria	2	6
Hungaria	1	7
Italy	3	4
Germany	0	8



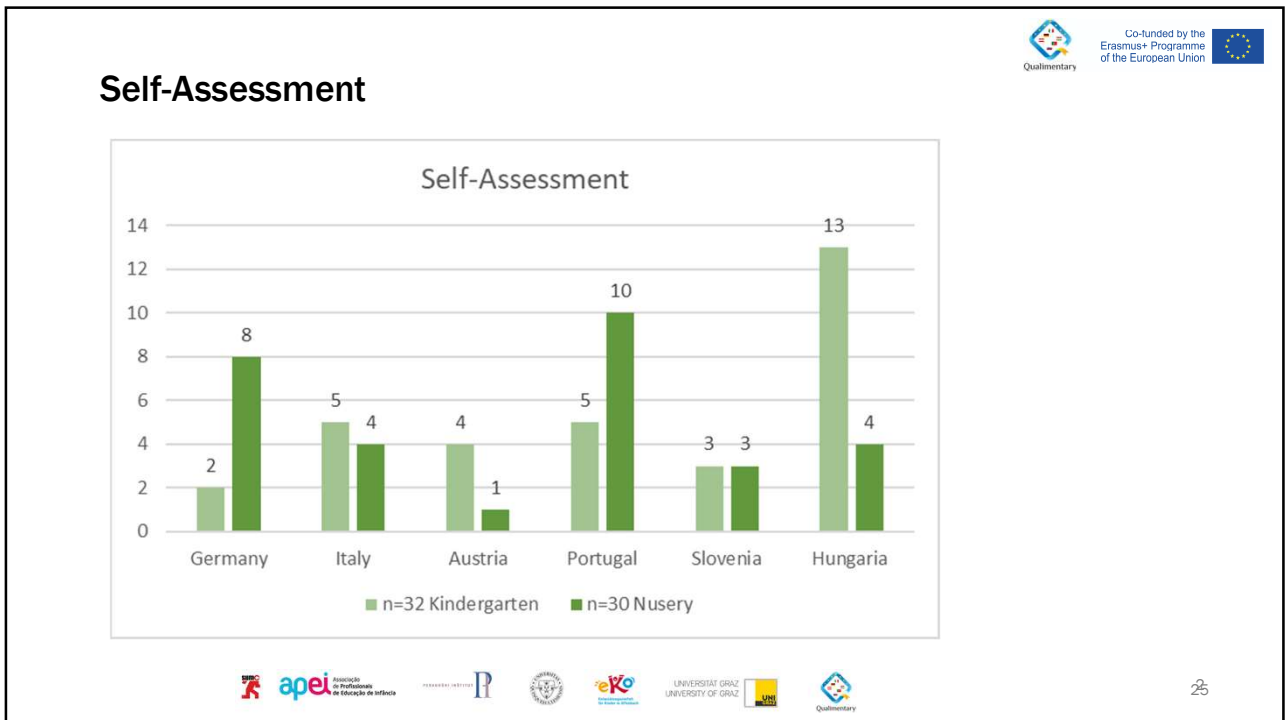
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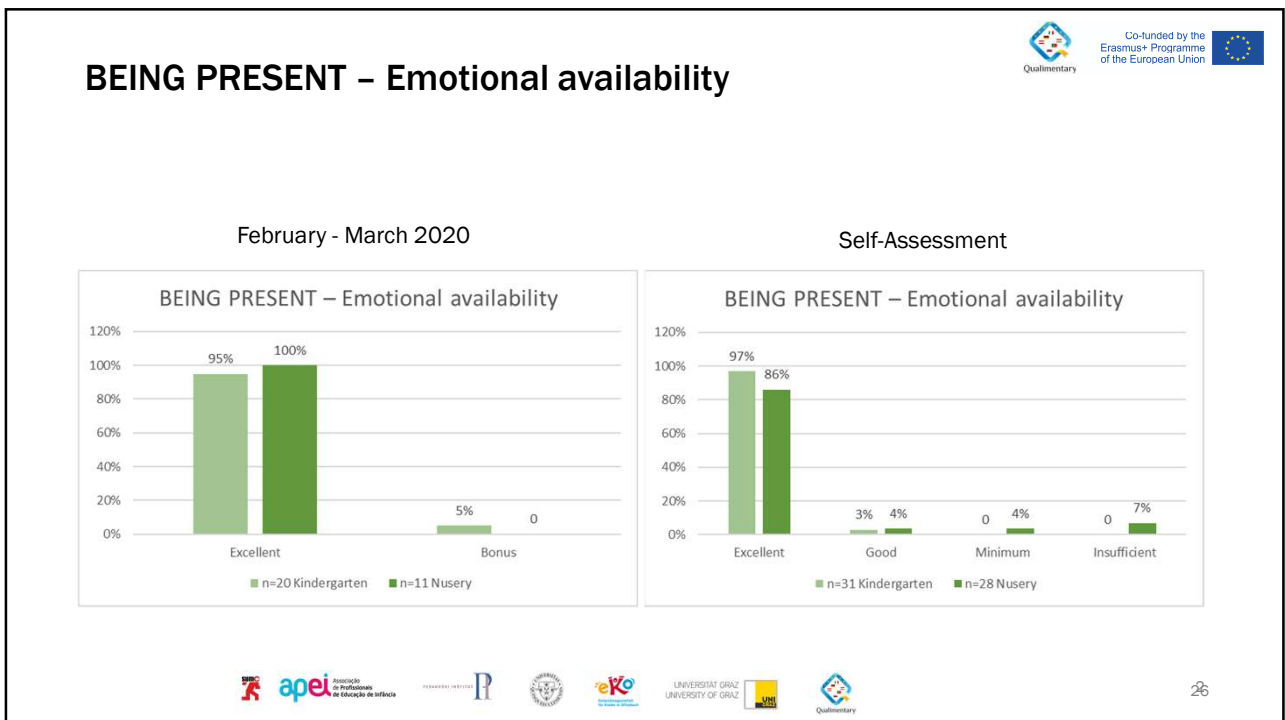
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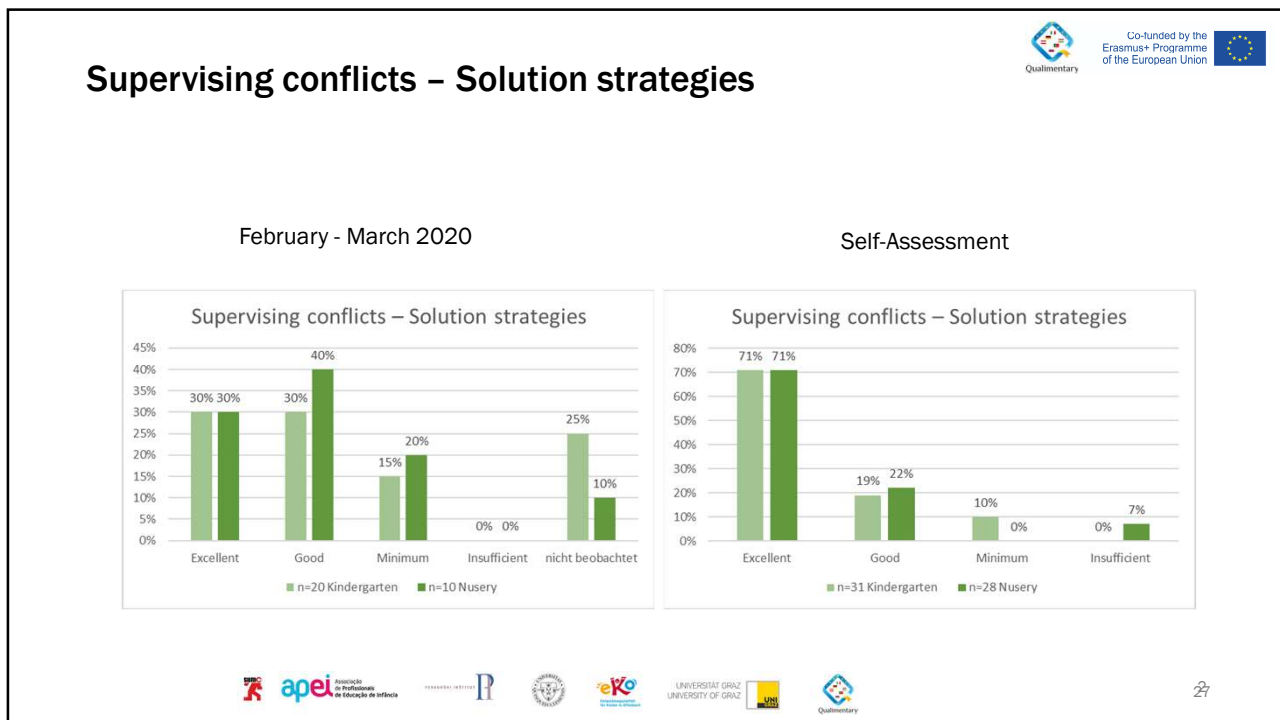
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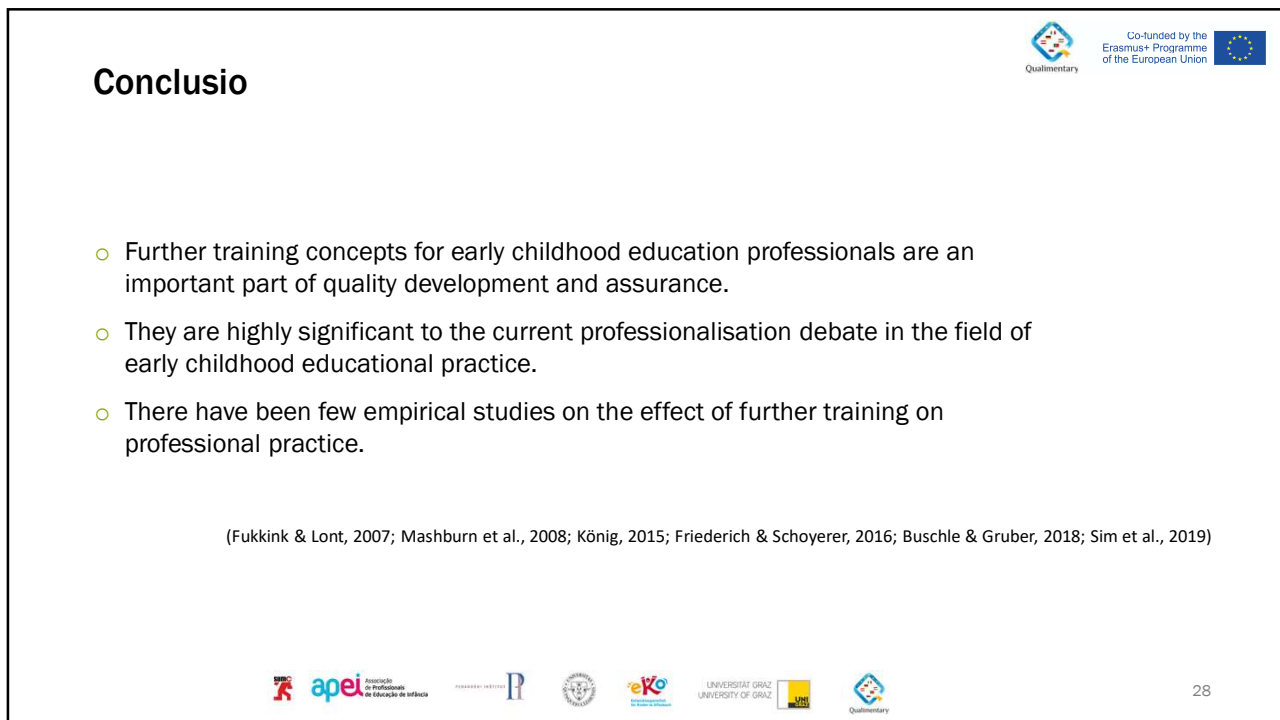
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