

10 September 2021



## Starting Strong VI

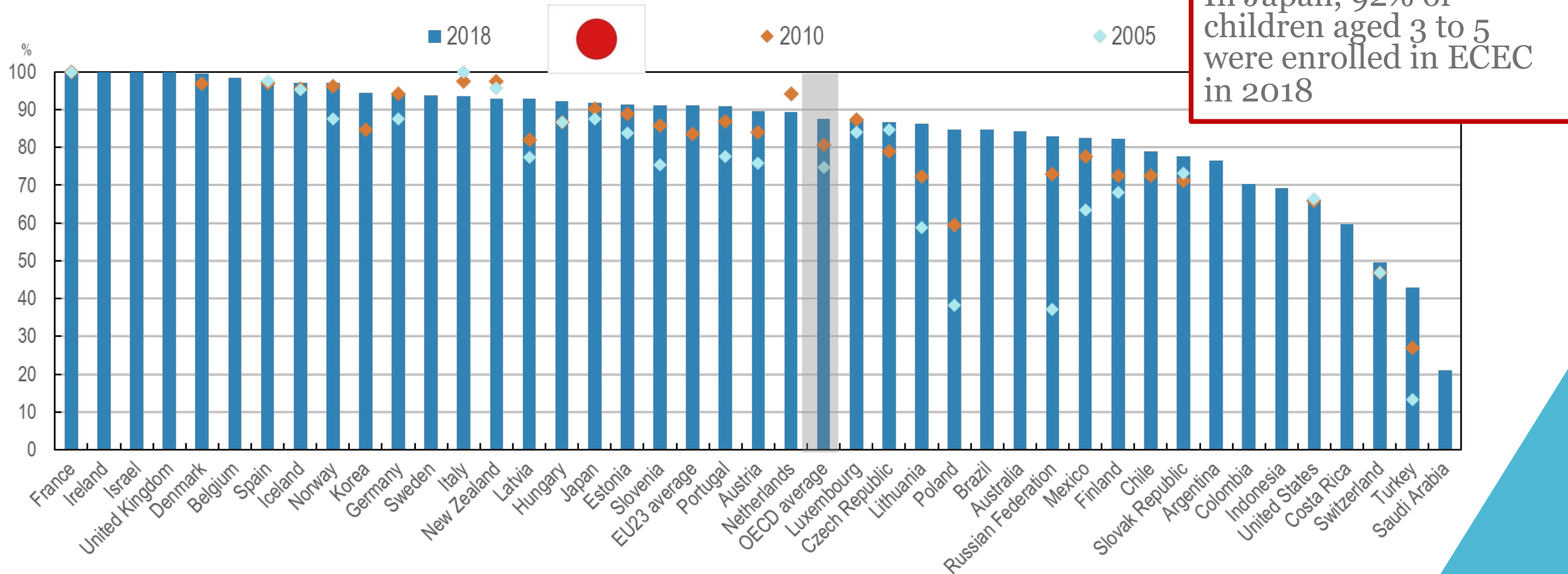
# Supporting meaningful interactions in early childhood education and care

Yuri Belfali

OECD Directorate for Education and Skills

# Enrolment in ECEC and primary education for children aged 3 to 5 is on the rise

Percentage of children enrolled in early childhood education and care (ISCED 2011 Level 0) or primary education (ISCED 2011 Level 1), 3-5 year-olds



# Meaningful interactions define high-quality early childhood education and care

Importance of **children's daily interactions with other children, staff and teachers**, for their development, learning and well-being

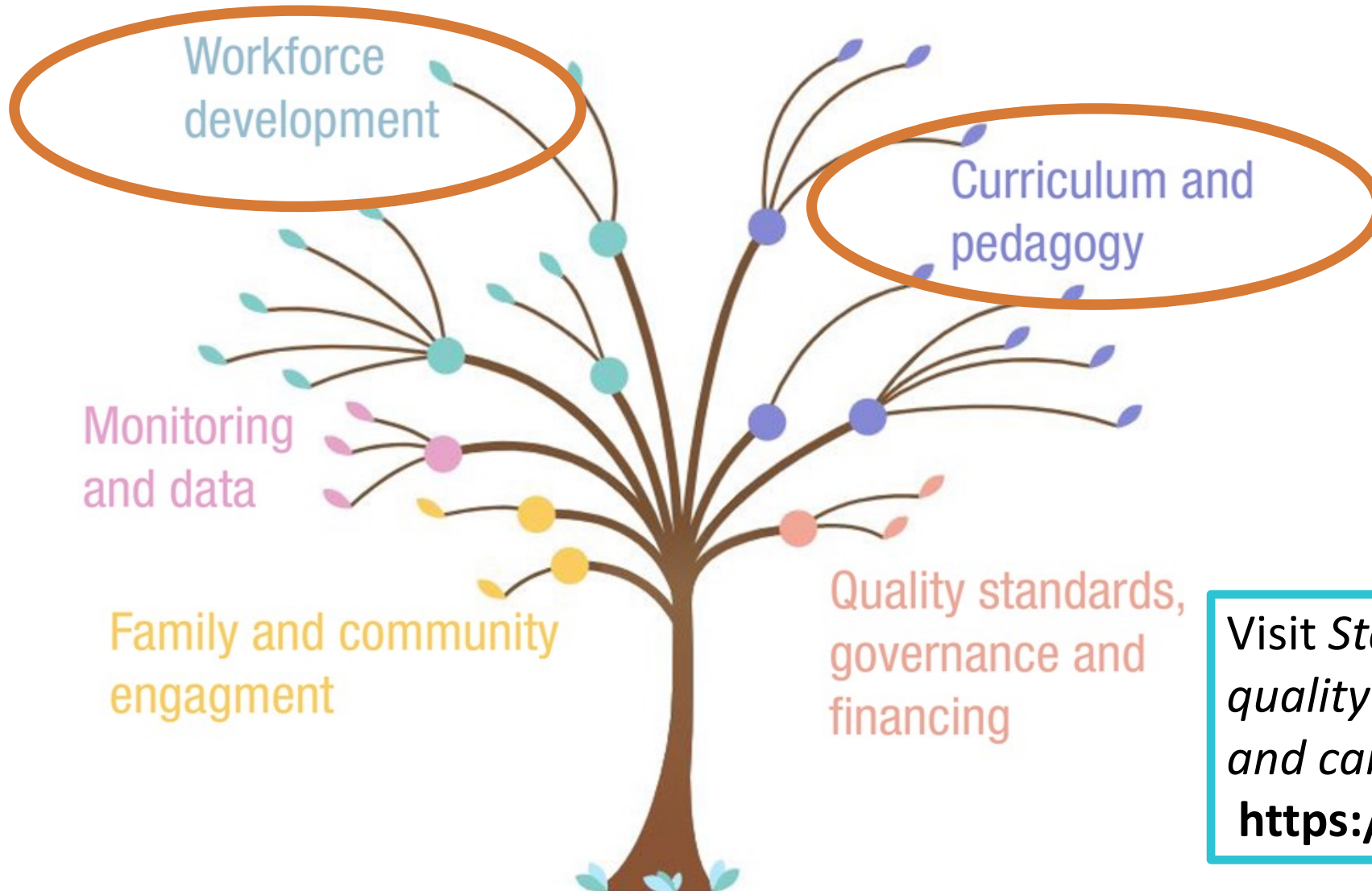
Known as **process quality**





# Main question of the project:

## Are **policies** in OECD countries **supportive of meaningful interactions** in ECEC settings?

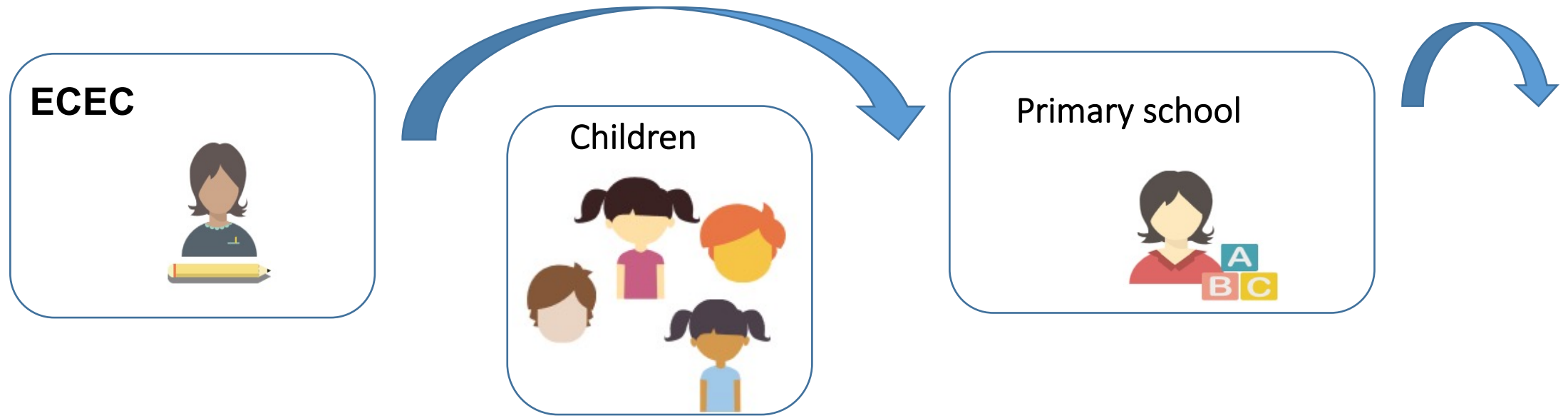


### Framework:

5 policy levers with a focus on 2 of them that are the closest to children's interactions within ECEC settings

Visit *Starting Strong: Mapping quality in early childhood education and care* website at:  
<https://quality-ecec.oecd.org>

# Transition matters



Key for strong transition and for quality ECEC:

- Shared goals
- Curriculum alignment, with comprehensive approach to child development
- Coordination and alignment across different stages of education

# In many countries, **complexity** is a feature of the organisation of ECEC



- Responsibilities often at a sub-national level

**26 countries and 41 jurisdictions** answered the policy questionnaire

- **A multiplicity of settings** in many countries - *Childcare, crèches, kindergarten, integrated centre-based ECEC, home-based settings*

Information on more than **120 different types of ECEC settings** (**3 types of settings in Japan: Kindergarten, Day care centre, Integrated Centre for Early Childhood Education and Care**)

- **A multiplicity of approaches**

Information on **56 different curriculum frameworks** (**3 curriculum frameworks in Japan related to the 3 types of settings**)

To enable international comparisons, the study uses standardised age groups: 0 to 2; 3 to 5/primary school; 0 to 5/primary school (integrated approach)

# Curriculum frameworks are powerful tools to shape ECEC staff's interactions with children and parents

- More likely to be **mandatory for children aged 3 to 5** than those aged 0 to 2
- In almost 25% of participating countries and jurisdictions, **more than one curriculum in place per age group**
- In 14% of participating countries and jurisdictions, **no curriculum framework for the youngest age group**, aged 0 to 2

The absence of curricula for the youngest children can make transitions to pre-primary education more difficult

Multiple curricula for the same age group can result in differences in the quality of ECEC across settings

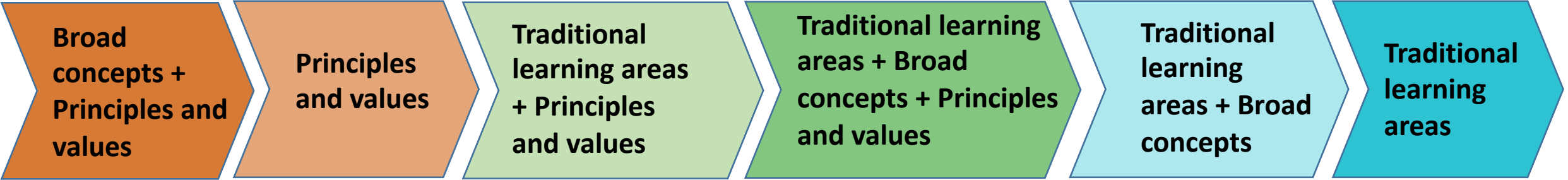


# Features of the organisation of curriculum frameworks in Japan

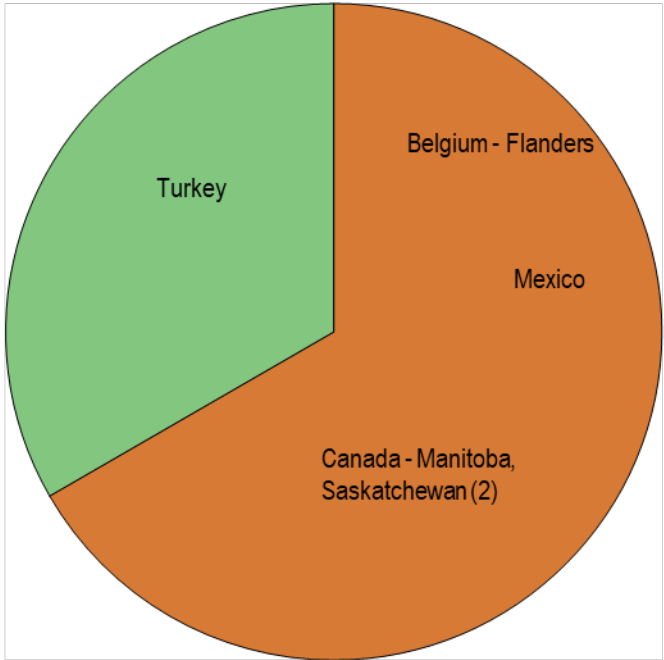
- **All ECEC ages are covered** by at least one curriculum framework
- There is **no common curriculum framework** across age groups and settings
- Some age groups are covered by **different curriculum frameworks** depending on the type of setting



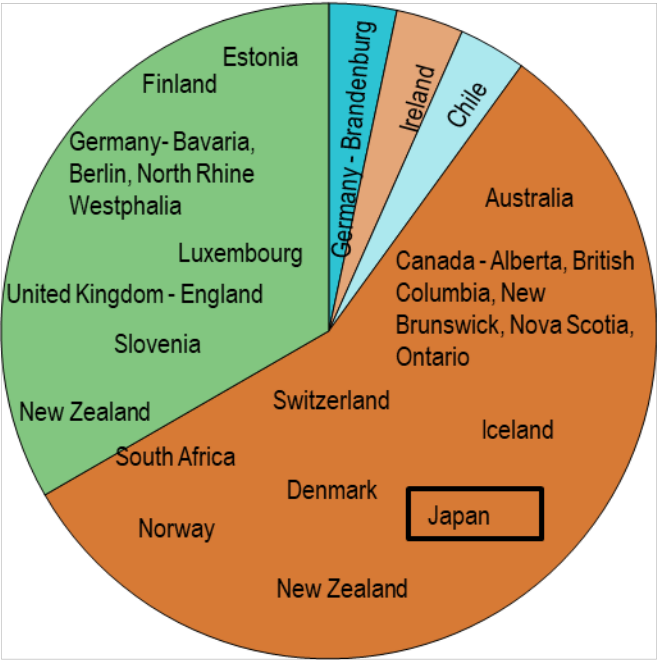
# Specification of developmental and learning goals for children in curriculum frameworks **adapt to children's age**



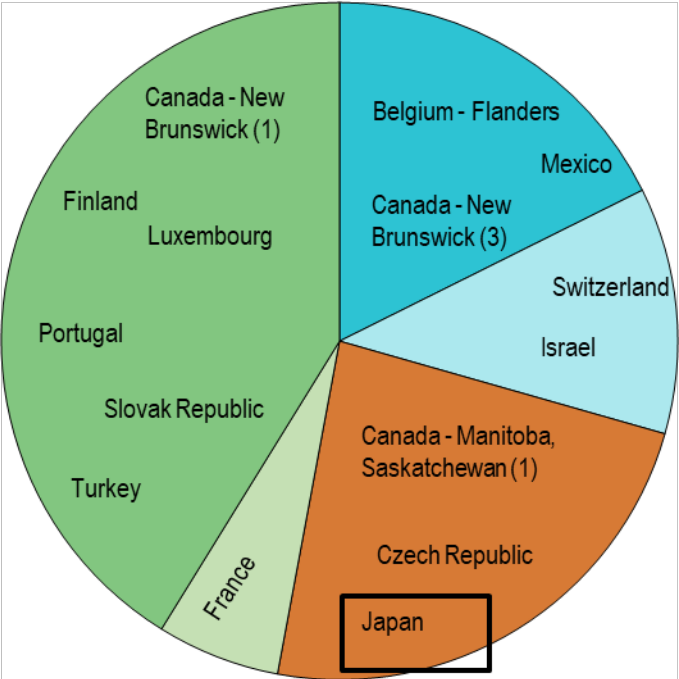
*Percentage of curriculum frameworks with goals stated as follows:*



Curriculum frameworks covering children aged 0 to 2



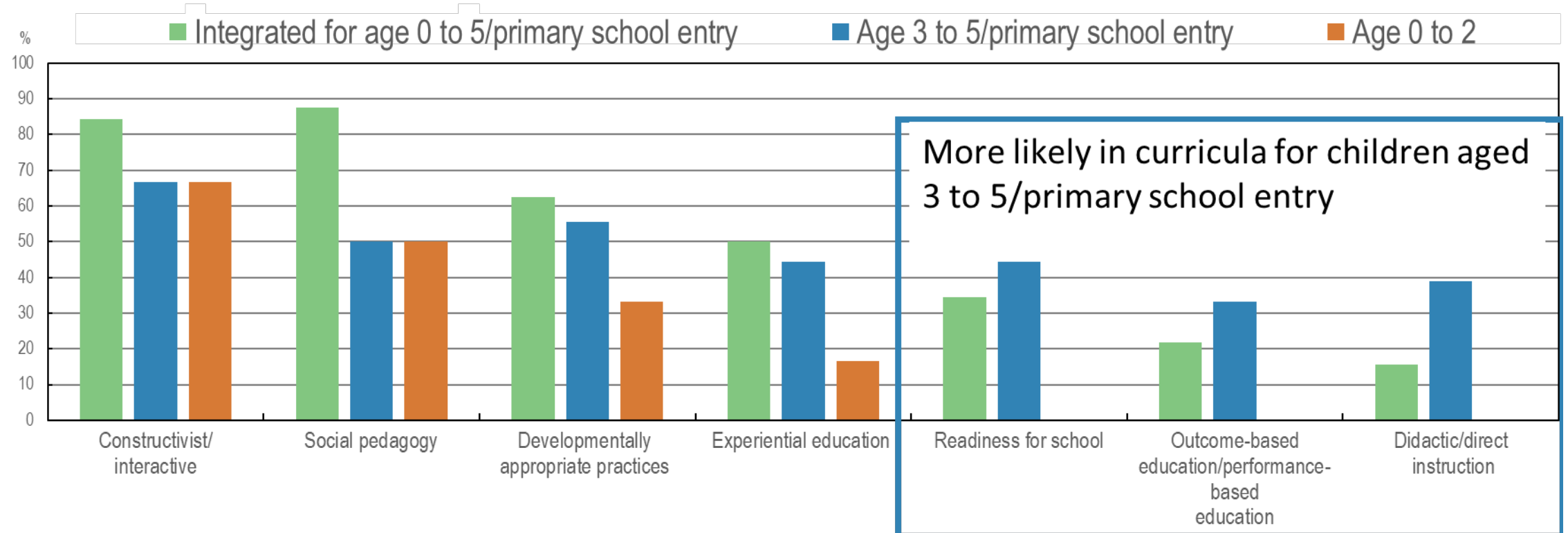
Curriculum frameworks covering children aged 0 to 5/primary school



Curriculum frameworks covering children aged 3 to 5/primary school

# Curriculum frameworks specify multiple pedagogical approaches **adapted to children's age**

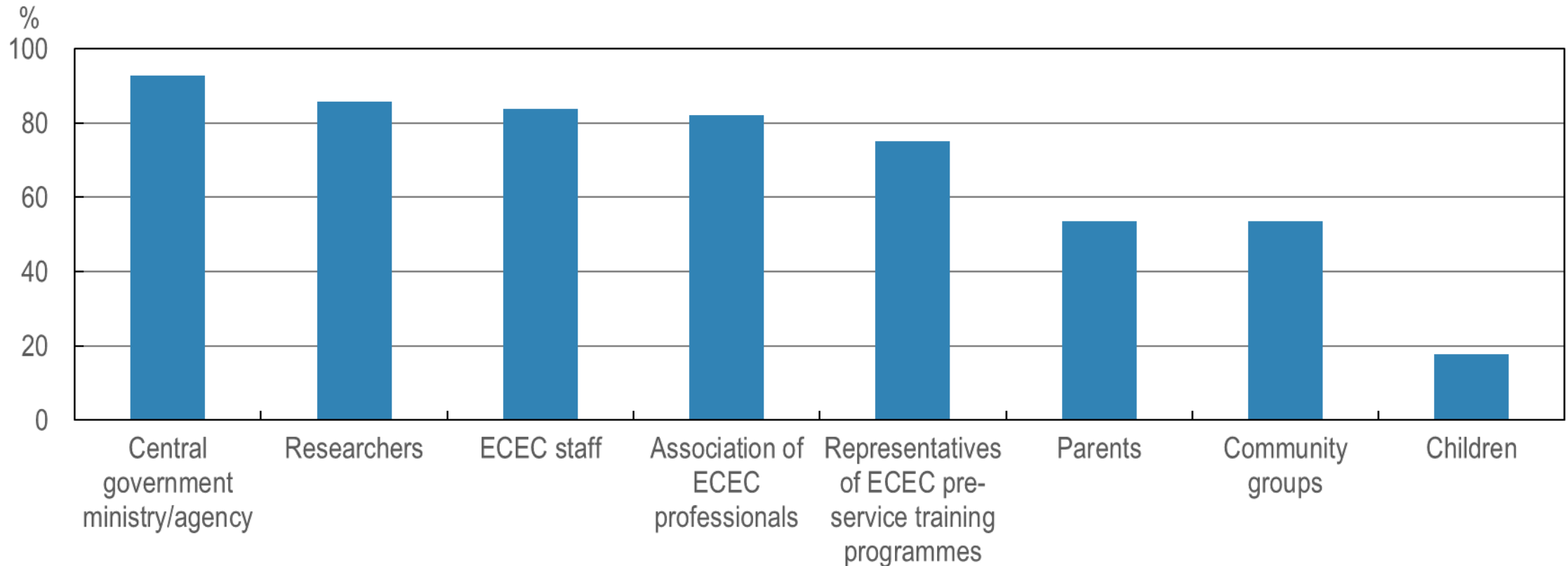
Percentage of curriculum frameworks specifying the following pedagogical approaches, all countries/jurisdictions, by age group, 2019



In Japan, the 3 curriculum frameworks specify all approaches except the Didactic/direct instruction approach

# More types of stakeholders could be involved in the design of curriculum framework

Percentage of curricula that involved the following categories of stakeholders in the development of the most recent version, all countries/jurisdictions, by age group, 2019



In Japan, parents and community groups were included in the design of curriculum frameworks



# Curriculum framework implementation **not always externally monitored**

Percentage of curriculum frameworks for which implementation is monitored in the following frequencies, by age group, 2019

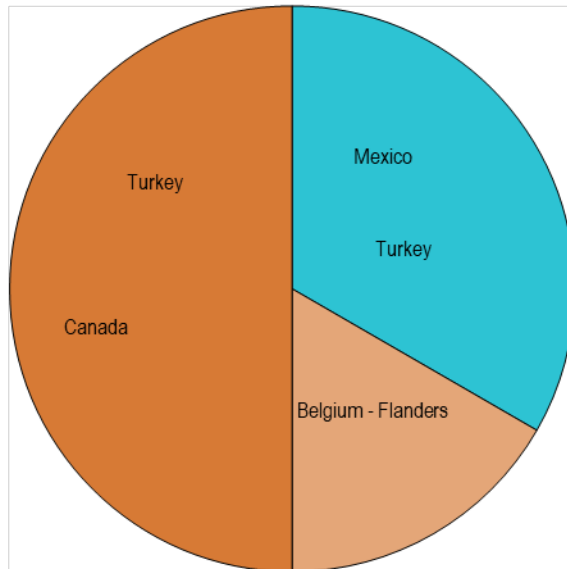
□  
□

■ At least once a year

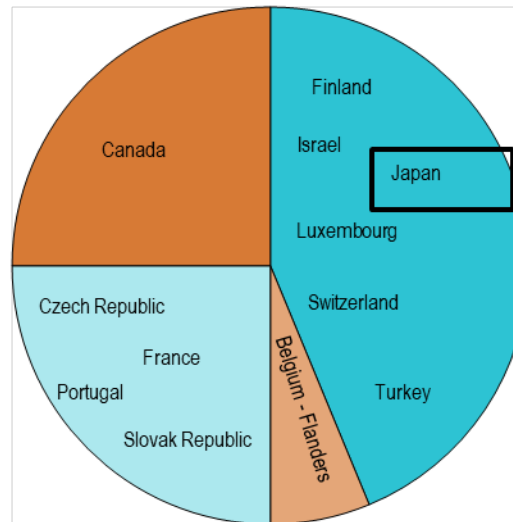
■ Less than once a year

■ Depends on last monitoring results

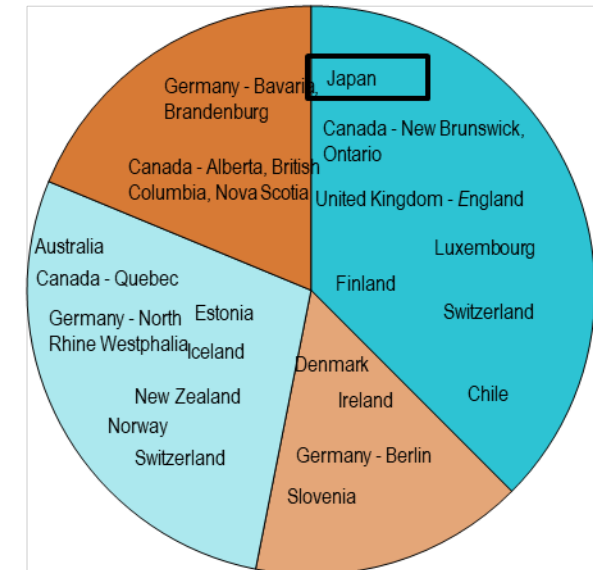
■ Not applicable



Age 0 to 2



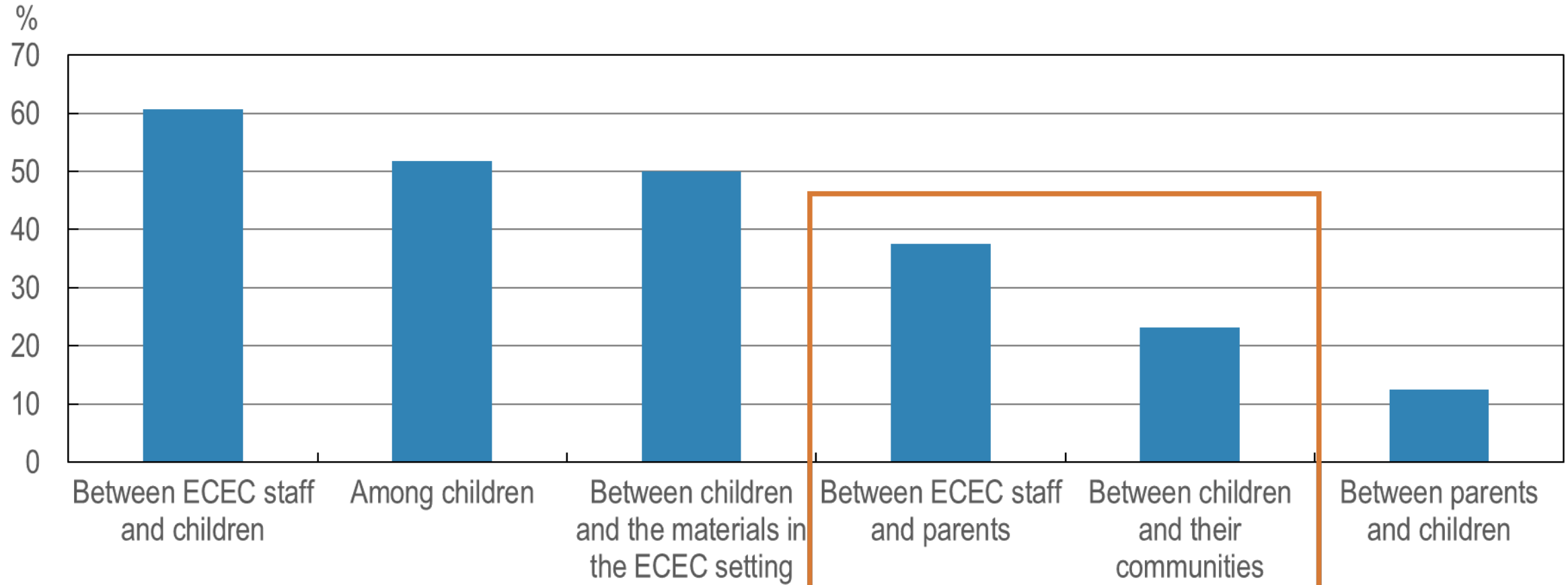
Age 3 to 5/primary school entry



Integrated for age 0 to 5/primary school entry

# Monitoring of curriculum frameworks' implementation focusses on interactions between ECEC staff and children **and less so on other types of interactions**

Percentage of curriculum frameworks for which the following interactions are monitored, 2019



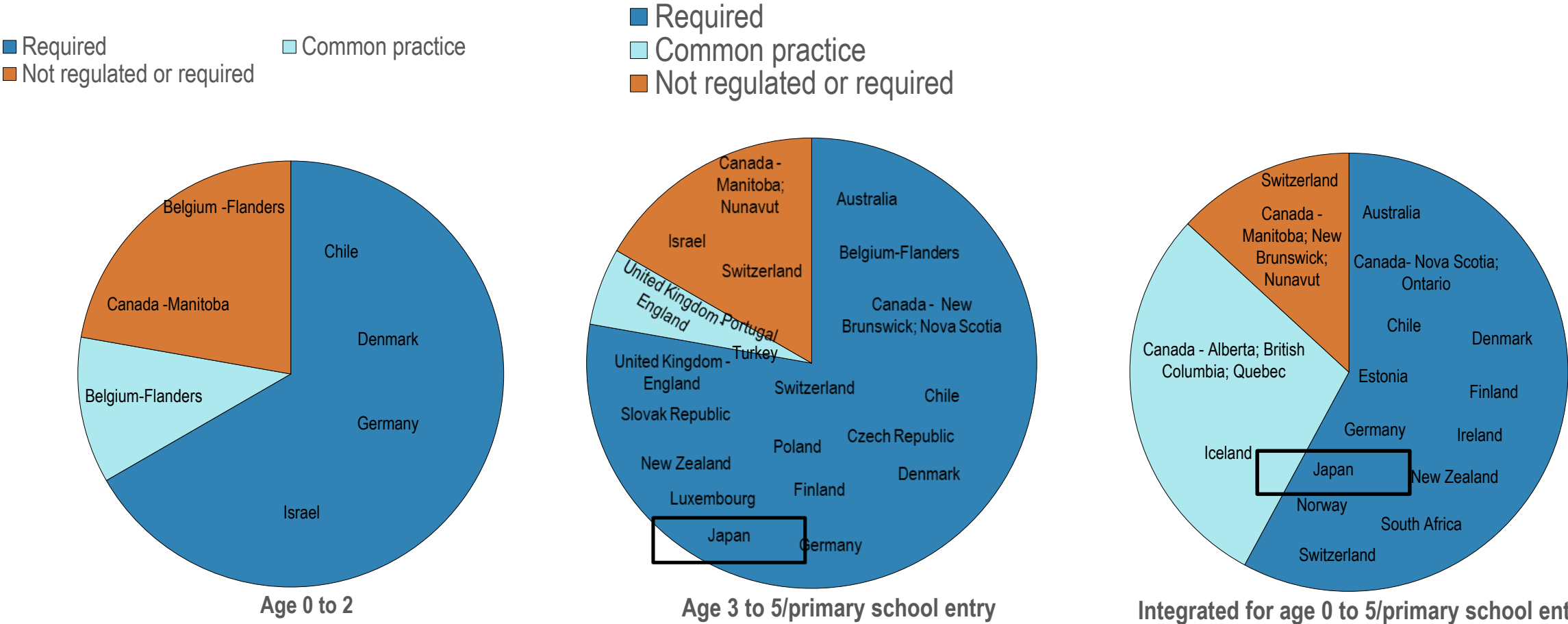
In Japan, external monitoring includes all types of interactions and is mandatory for the day care centres and integrated centres for ECEC





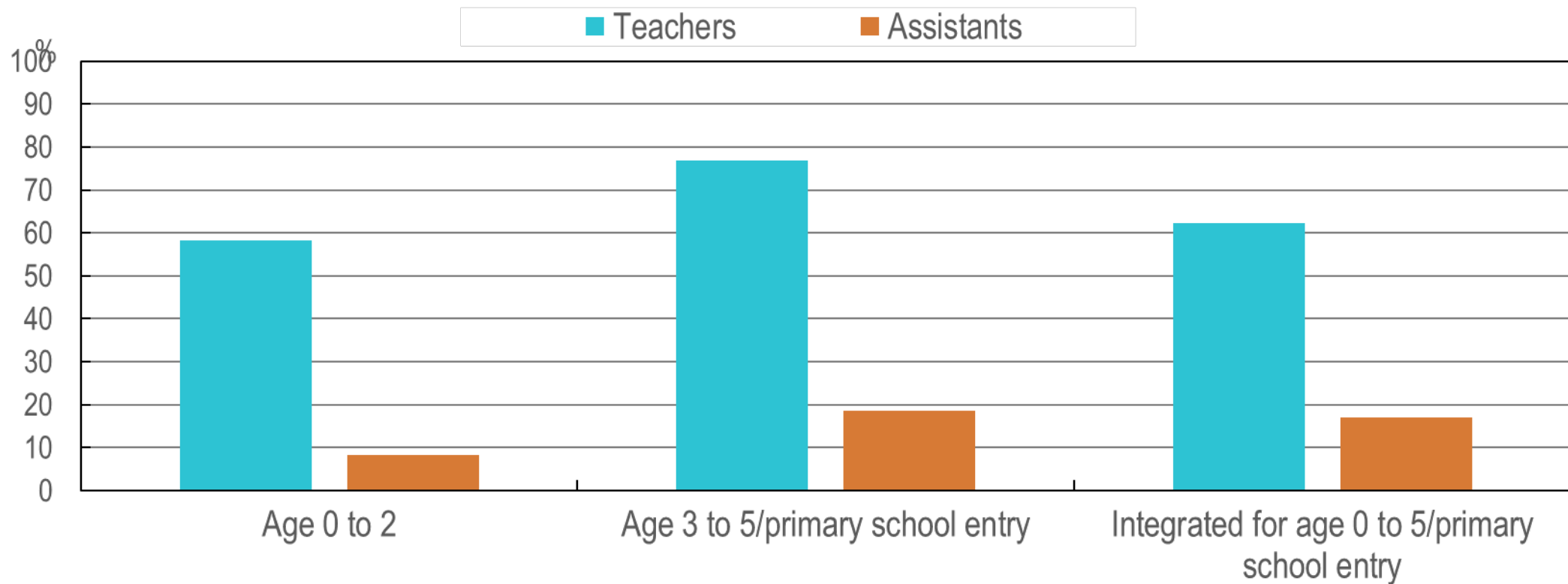
# Curriculum framework implementation is more likely to be included as a topic in teachers' initial training for settings for children aged 3 to 5

Percentage of settings for which the inclusion of curriculum framework in teachers' initial education and training is regulated, common practice or not regulated/required, by age group, 2019



# Practicum more often required for **teachers** and **settings for children aged 3 to 5**

Percentage of settings that require a practicum, by age groups and staff type, 2019

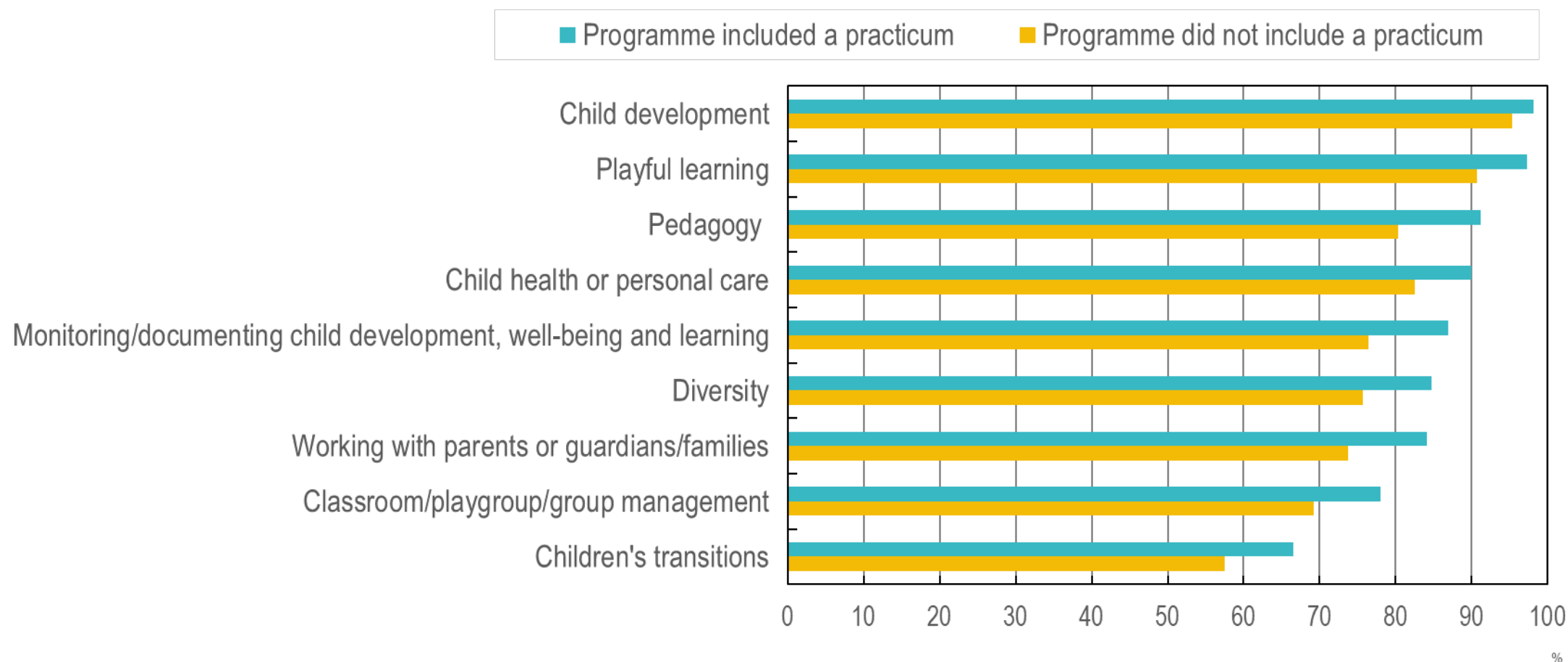


In Japan, initial training programmes for teachers include a practicum. Assistants are only present in day care centres and no practicum is required as part of their training.



# Staff whose pre-service programmes **included a “practicum”** covered more areas of training (TALIS Starting Strong 2018)

Average percentage of pre-primary staff covering each thematic area in their pre-service education or training



# Professional development adapted to staff initial preparation, experience and role can help them effectively engage in meaningful interactions

- Several countries have **requirements for participation in professional development** (e.g. mandatory number of hours; certification conditional to training)
- Most countries **do not regulate the monitoring of quality** of professional development
- The assessment of staff **professional development needs**, and **barriers to participation** is **not a common practice** in several participating countries and jurisdictions

In Japan, participation of staff in professional development is required for staff in day care centres and integrated centres for ECEC. The assessment of professional development needs and barriers to participation is common practice.



# Top three professional development needs

(TALIS Starting Strong Survey 2018)

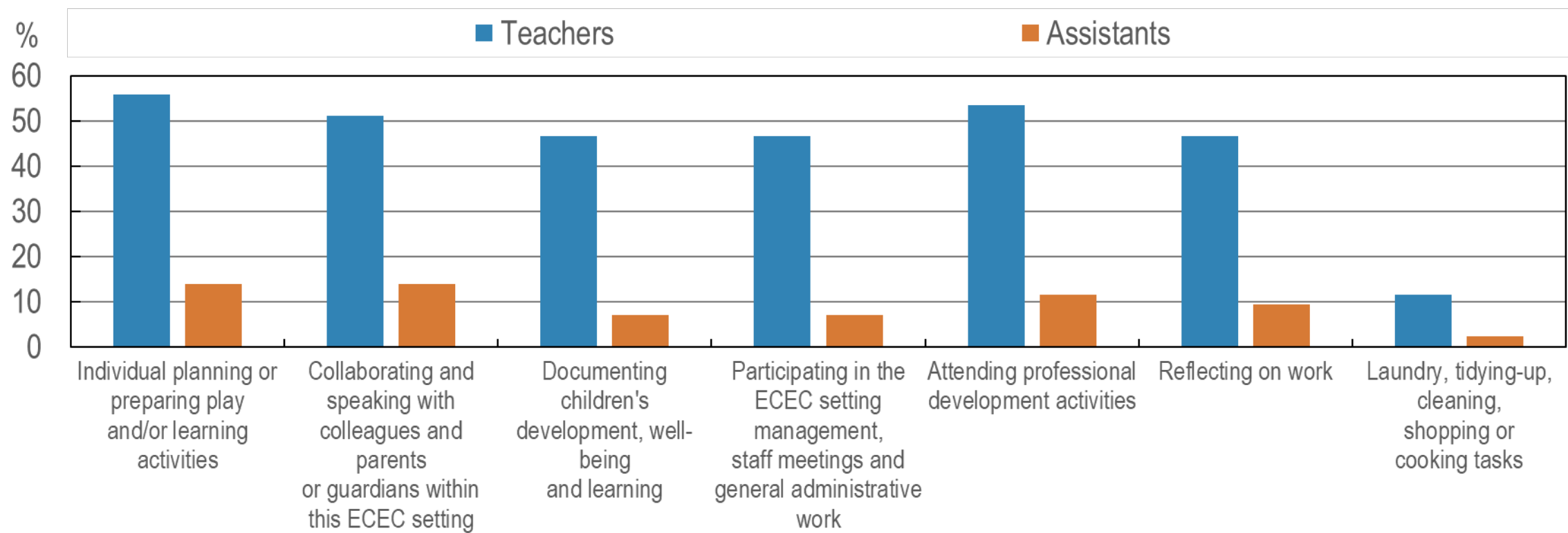
	Children with special needs	Dual language learners	Facilitating creativity	Working with parents	Group management	Children from diverse backgrounds	Facilitating play	Child-development	Facilitating learning in literacy	Facilitating children's transition
<b>Pre-primary education</b>										
Chile	1	2								3
Germany*	1	2		3						
Iceland	1	2			3					
Israel	1		2					3		
Japan	1 ★			2 ★				3 ★		
Korea			1	2			3			
Norway	1	2				3				
Turkey <sup>3</sup>	1		3			2				
Denmark**	1	3							2	
<b>Centres for children under the age of 3</b>										
Germany*	1			2				3		
Israel	1		3					2		
Norway	1	2				3				
Denmark**	1	2				3				



# Protected time for activities without children not available in all settings and more likely for **teachers** than for **assistants**

Percentage of settings in which staff are given protected time separate from their contact time with children for the following activities, by age group and staff type, 2019

Age 3 to 5/primary school entry



The protection of time for activities without children is not regulated in Japan.



# Drivers and implications of strong ECEC leadership: What do the data from TALIS Starting Strong say?

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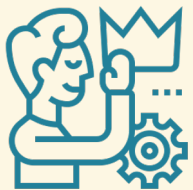
In most participating countries:



➤ Distributed leadership and pedagogical leadership go together



➤ Staff who perceive leadership as being more distributed collaborate more frequently and report higher satisfaction with their job



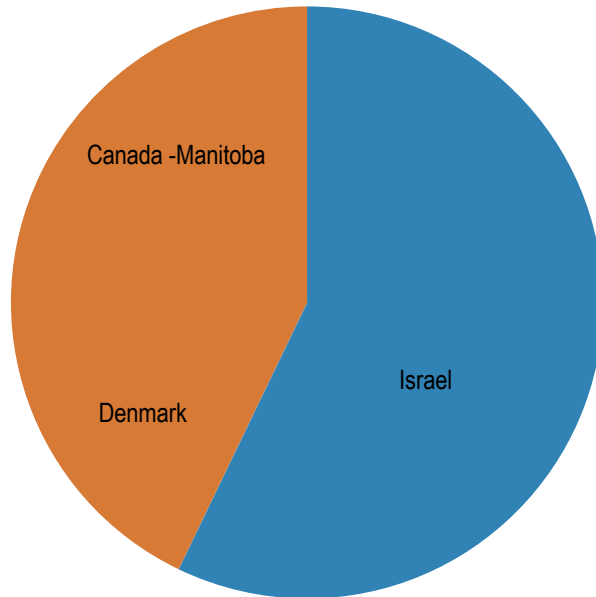
➤ Pedagogical leadership is positively associated with staff attitudes and practices linked to quality in ECEC settings

➤ Leaders whose initial preparation focused on early childhood and/or pedagogical leadership report more engagement in pedagogical tasks

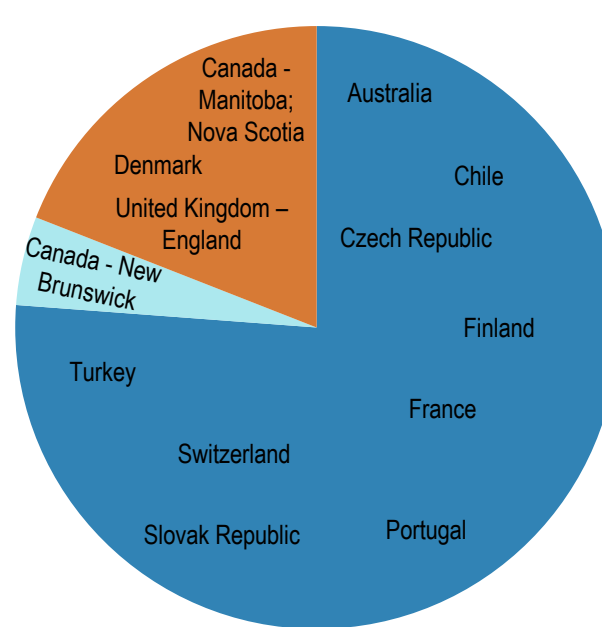
# Training in pedagogical leadership is common but not universal among leaders, especially in settings for the youngest children

Percentage of settings for which pedagogical leadership is regulated, common practice or not regulated/required as part of initial training, by age group, 2019

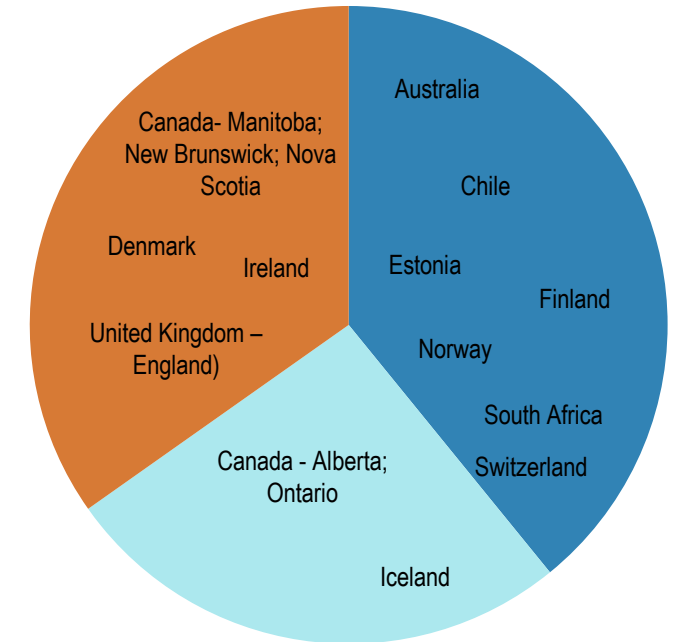
■ Required  
■ Common practice  
■ Not regulated or required



Age 0 to 2



Age 3 to 5/primary school entry



Integrated for age 0 to 5/primary school entry



# Barriers to professional development for ECEC centre leaders (TALIS Starting Strong 2018)

Percentage of ECEC centre leaders who reported that they “agree” or “strongly agree” with the following barriers to professional development

	I do not have the pre-requisites	Professional development is too expensive	Professional development conflicts with my work schedule	No time because of family responsibilities	No relevant professional development offered	No incentives for professional development	Not enough staff to compensate my absence
	%	%	%	%	%	%	%
<b>Pre-primary education (ISCED 02)</b>							
Chile	7	67	62	29	32	59	48
Germany*	4	34	25	14	27	17	47
Iceland	5	28	42	19	21	27	44
Israel	5	24	31	44	18	47	49
Japan	16	42	76	35	30	35	56
Korea	39	58	86	51	55	72	80
Norway	3	39	31	19	2	7	39
Turkey	10	30	53	31	15	35	35
Denmark**	1	33	28	9	12	15	31
<b>Centres for children under age 3</b>							
Germany*	1	39	28	13	27	16	53
Israel	11	41	55	36	20	65	53
Norway	5	41	28	16	4	12	43
Denmark**	1	35	34	8	17	12	29

# Key findings for Japan

- In Japan, 92% of children aged 3 to 5 were enrolled in ECEC in 2018, which is above the OECD average, and 30% of children under age 3 were enrolled in some form of ECEC. In the past five years, public funding was increased to support staffing and operational expenses but **the average expenditure per child aged 3 to 5 is below the OECD average.**
- Three compulsory curriculum frameworks are in place, **covering all children of ECEC age** in three corresponding types of settings.
- Curriculum frameworks **put process quality at their core.** They have broad goals, place a strong focus on the use of play, and aim to support children's interactions with peers, adults and space and materials, for which they provide guidance.



# Key findings for Japan

- Teachers working in regulated settings are required to have an ISCED 5 qualification. **The renewal of a working licence is mandatory every ten years for teachers in pre-primary settings (kindergartens)**, which requires their participation in professional development.
- **Protected time for participation is not secured**, and time and financial incentives may be limited.
- **Different entities ensure monitoring and quality support**, depending on the type of setting. Monitoring of curriculum frameworks implementation is compulsory except for day care centres. **A wide breadth of interactions is monitored in all settings.**



Starting Strong

## Starting Strong VI

SUPPORTING MEANINGFUL INTERACTIONS IN EARLY  
CHILDHOOD EDUCATION AND CARE



# Thank you!

[Yuri.belfali@oecd.org](mailto:Yuri.belfali@oecd.org)

[@YuriBelfali\\_EDU](https://twitter.com/YuriBelfali_EDU)

