

Challenging process quality in Japanese ECEC settings (2): Introduction of the newly developed assessment tool in Japan

Yumi Yodogawa, Sakiko Sagawa, Sachiko Nozawa,
Toshihiko Endo, Kiyomi Akita

Center for Early Childhood Development, Education,
and Policy Research (CEDEP)

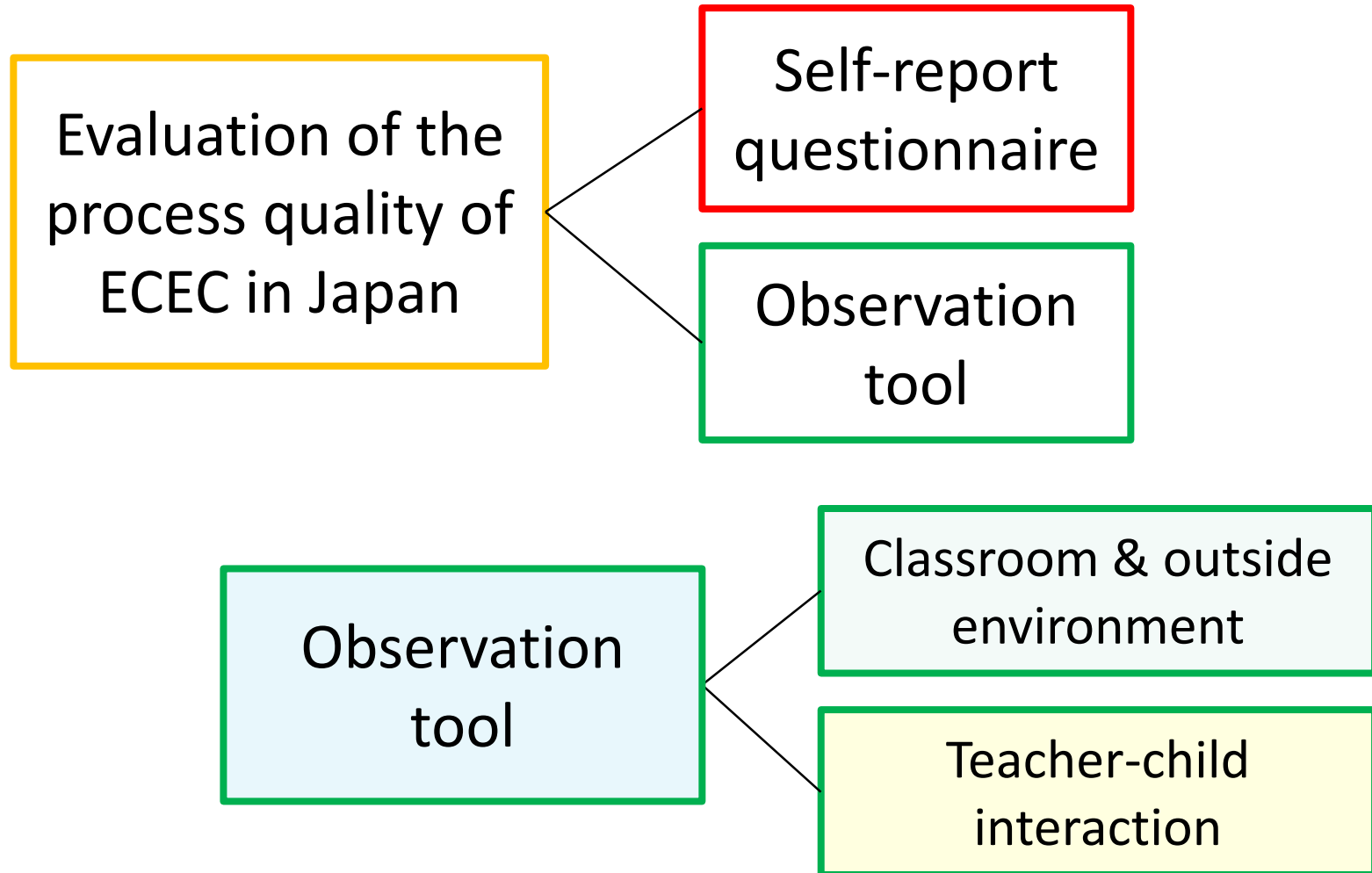
The University of Tokyo

Today's agenda

1. Research aim
2. Background
3. Philosophy of developing assessment tool
4. Procedure of development
5. Structure and content of CEDEP assessment tool
6. Further research plans

Our Research Projects

Two kinds of assessment tools:



Research Aim

To develop tools for assessing ‘**process quality**’ in early childhood education and care settings in Japan.

- for both under 3s and over 3s
- mainly for self evaluation and peer-evaluation, but also seeking for a possibility for research use (external evaluation)
- ‘**process quality**’ defined as:

“what children actually experience in their programme – what happens within a setting, such as interactions between educators and children. It also consists of the relationships with parents, available materials and professional skills of staff.” (OECD, 2016)

Background

Japanese ECEC monitoring system

		Inspection (Prefectures / municipalities)		Stakeholder evaluation	Third party evaluation	Self-evaluation
Under new system	Kindergarten	required	required	obligation to make efforts	obligation to make efforts	obligation
	Day care centers	required	required	obligation to make efforts	obligation to make efforts	obligation
	Integrated centers	required	required	obligation to make efforts	obligation to make efforts	obligation
	Municipal level centers	—	required	—	obligation to make efforts	obligation
others	Kindergarten	required	—	obligation to make efforts	—	obligation
	Unlicensed centers	required	—	—	—	—

Need for process quality assessment tool

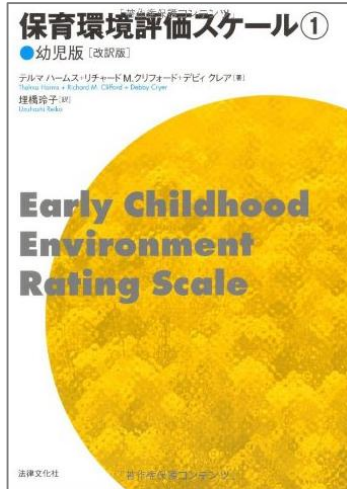
Practice level

- Existing (external/ internal) assessment tools focusing on **process quality** are not yet matured (Koga, 2017).
- Need a self-evaluation tool that is **aligned with Japanese ECEC guidelines** (for kindergartens/ day care centers/ integrated ECEC centers) , which will be revised from April 2018.
- **Educational aspects** are not considered enough in Japanese ECEC monitoring/evaluation system (Ikemoto, 2016).
 (e.g. not enough items on educational environment and teacher-child interaction, items on process quality are very superficial etc.)

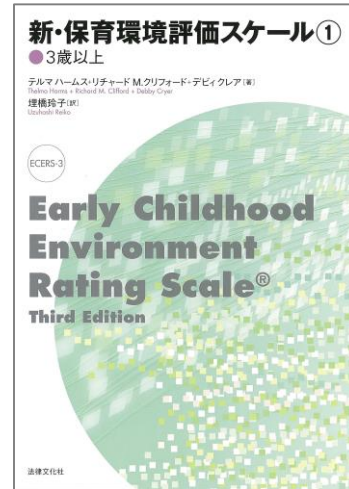
Research level

- Tools to assess ECEC **process quality** for the **longitudinal study** planned at our center (CEDEP).

Worldwide well known and broadly used ECEC rating scales are translated into Japanese and are used in a number of ECEC settings.



ECERS-R



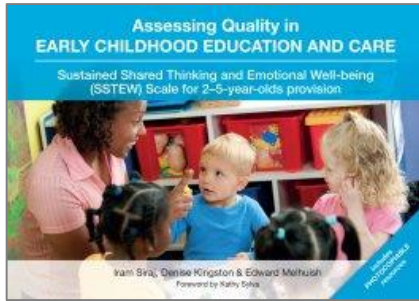
ECERS-E



ITERS-R



SSTEWS



Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-being for 2-5-year-olds provision I. Siraj, D. Kingston, and E. Melhuish Trentham Books, 2015.



Japanese
translation (2016)

- Learn and reconsider the important elements of *learning* and *emotional well-being*
- Comparison with other countries/areas
- Based on English perspective of child development, images of a child, socio-cultural values and roles in early years settings
- Related to English curriculum and assessment system

Need for **culturally appropriate tools** for assessing, reflecting, and discussing about *our* ECEC practices. (Hu et al., 2015)

Procedure of development

1. Validity

:reflecting ECEC experts and practitioners' opinions

2. Reliability

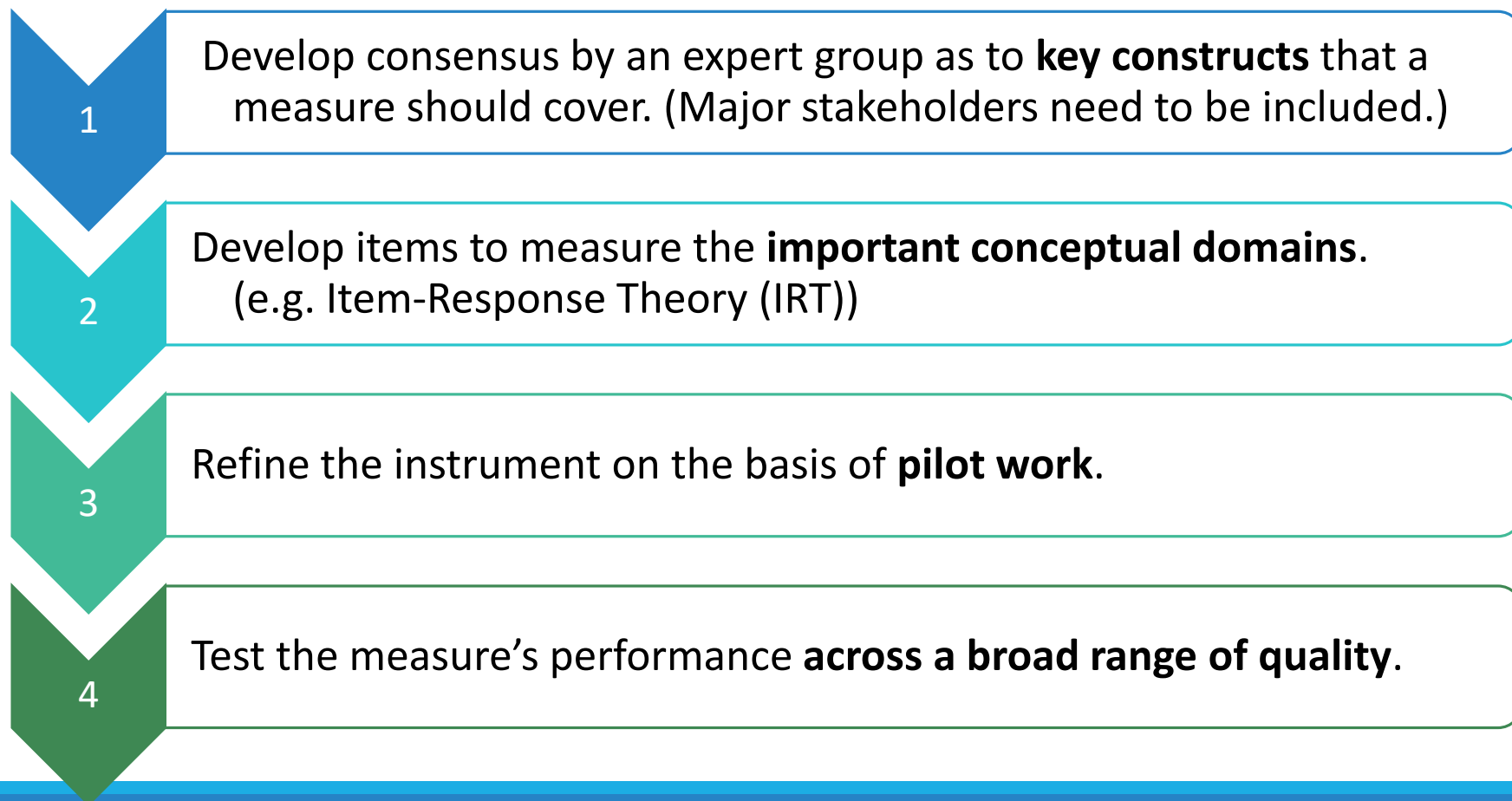
:comparison with existing ECEC rating scales

Validity of assessment tool



Four steps for psychometric development of scales

(Bryant et al., 2011)

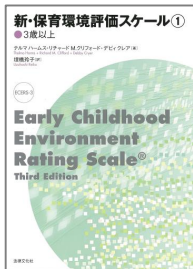


1

Develop consensus by an expert group as to **key constructs** that a measure should cover. (Major stakeholders need to be included.)

Referred to the contents of the **internationally and domestically used ECEC rating scales**:

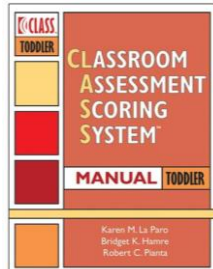
Internationally used scales



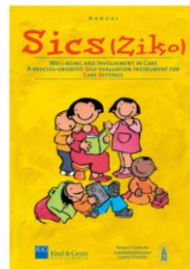
ECERS-3



ITERS-R



CLASS



ASOS & SICS



SSTEWS

Domestically used scales



Kaneda et al.



Anme et al.



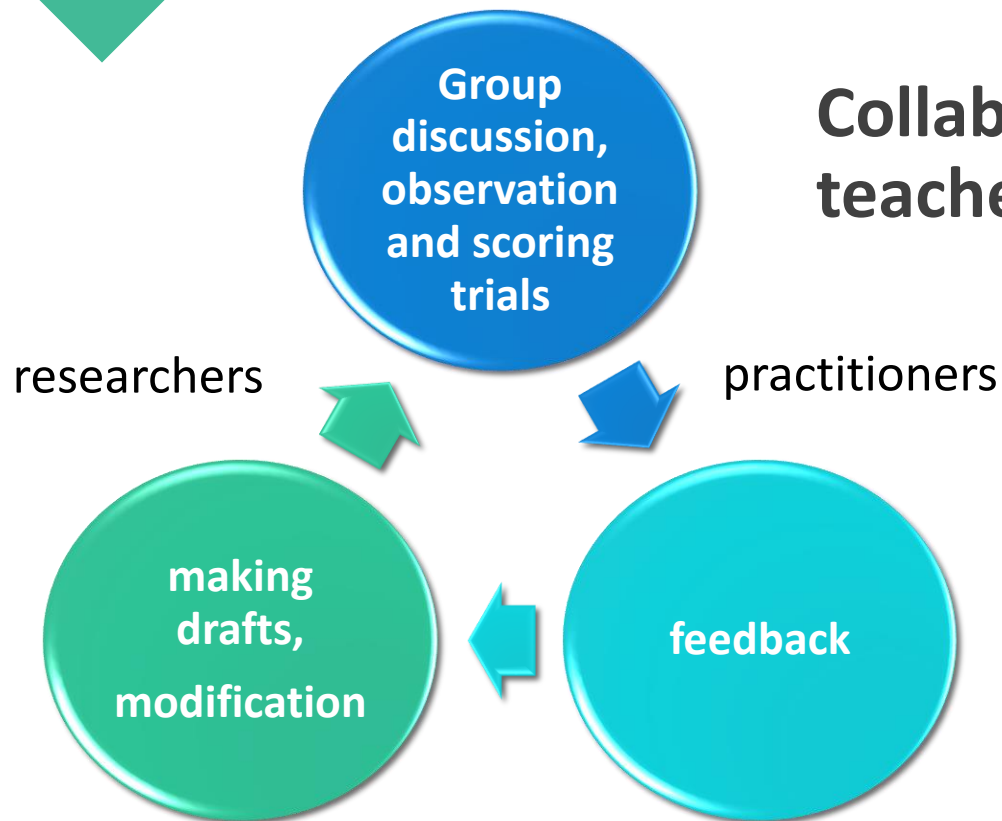
Akita et al.

2

Develop items to measure the **important conceptual domains**.
(e.g. Item-Response Theory (IRT))

3

Refine the instrument on the basis of **pilot work**.



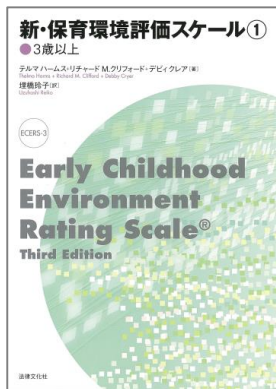
Collaborations with ECEC teachers from all over Japan



Test the measure's performance **across a broad range of quality.**

Reliability of assessment tool

Comparison analysis using scales below:



ECERS-3



ITERS-R



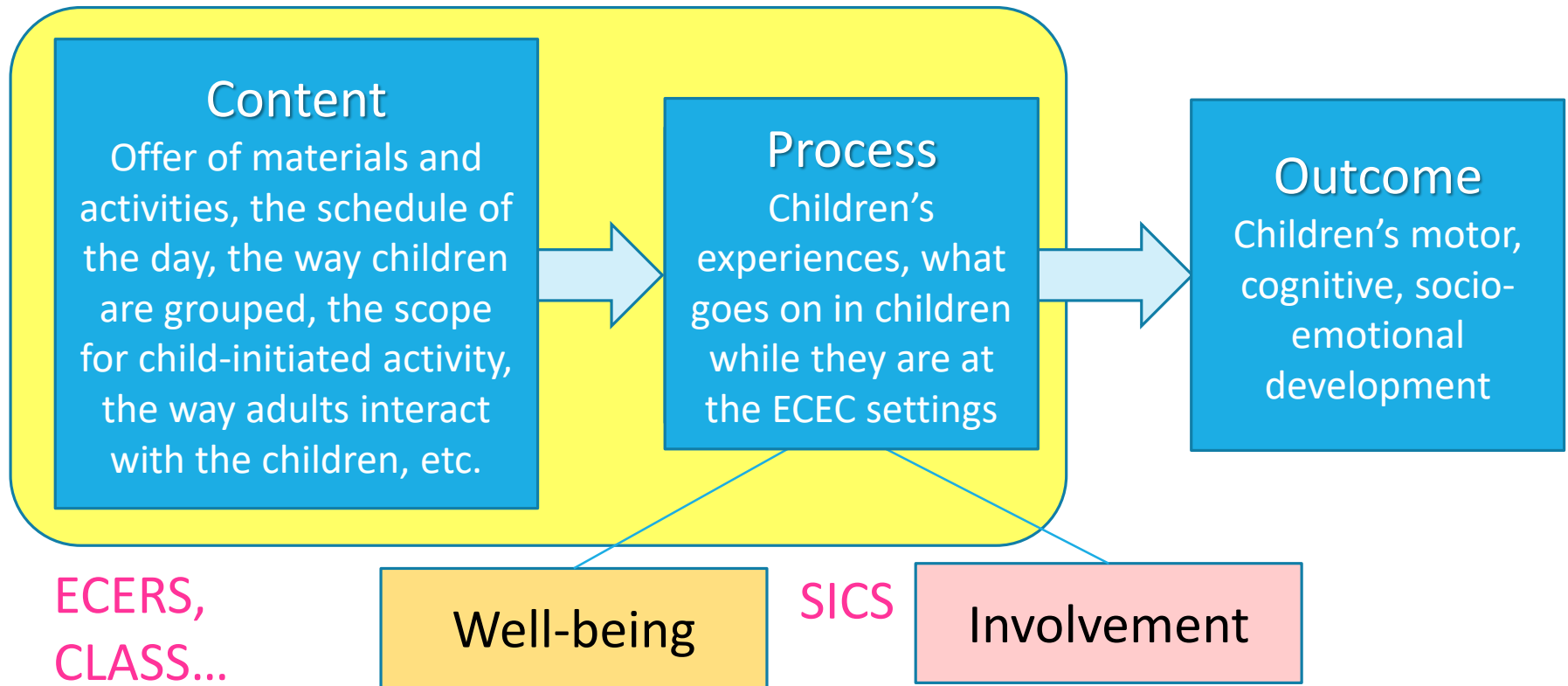
SSTEWS



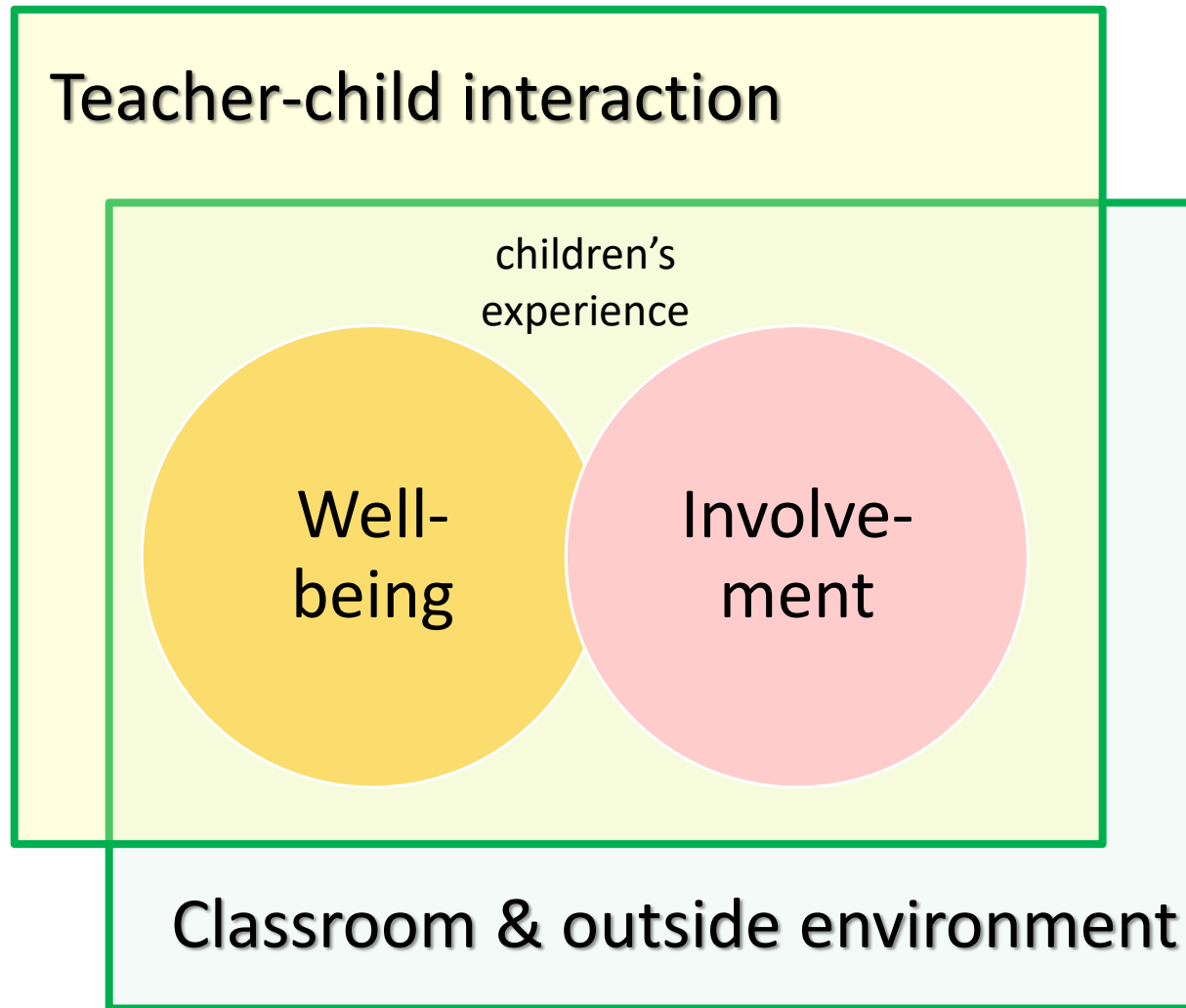
MOVERS

Philosophy of developing assessment

Inspired by the Content-Process-Outcome model of the Experiential Education Framework (Laevers et al., 2005; Laevers, 2017)



Structure and content of CEDEP assessment tool



CEDEP assessment tool <index>

1. Environment and teacher-child interaction to foster children's **emotional well-being**

- *Feeling of security and trust*
- *Self-reliance and self-motivation*
- *Sociability and collaboration*
- *Diversity*

Referring to the
revised ECEC
guidelines from 2018

2. Environment and teacher-child interaction to support children's **involvement into play and activities**

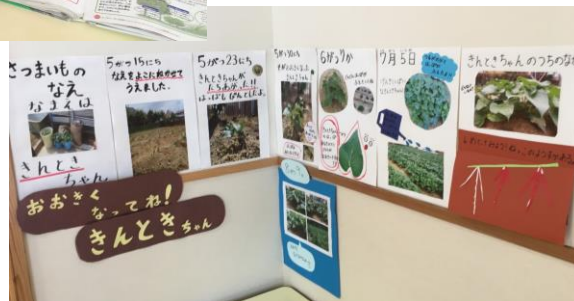
- *Curiosity and sense of exploration*
- *Numeracy*
- *Language and literacy*
- *Rich sense and expression*

3. **Reflection** on environment and teacher-child interaction for emotional well-being and involvement

Environment to support children's curiosity and sense of exploration

Indicators

1. Environment to support children to devote to play
2. Environment to support children's exploration
3. Visualizing and reflecting children's play and activity
4. Environment where children interact with nature



Interaction for supporting children's curiosity and sense of exploration

Indicators

1. Interaction to support children's **curiosity and interest**
2. Interaction to support children's **exploration and trial-and-error**
3. Interaction to encourage children to **discover the nature of materials**
4. Interaction to **inspire children's play**



環境構成			
1. 子どもが遊び込むための環境 子どもが遊ぶための物理的環境と時間		◎/○/△	理由、エピソード
a	いくつかの道具、教材や活動は、子どもが興味をもっているものに関連している。 子どもの遊びを豊かにするような道具や材料の量と種類が考えられている(例: 道具や材料が多種に用意されている。もしくは、あえて少ない物をいかにして使うかを考えられるように、量を制限して置いている)。 子どもが自分で遊びの場をつくれるような材料、道具、場がある。		
b	道具や材料が、子どもが早くところに置いてある(例: 低い棚の上)。 子どもが次の活動に移る前に、子どもが遊びを継続したいときには遊びの一部を取っておける場所がある。		
c	子どもが自ら選んで行う遊びの時間がある。 じつくり繰り返し遊ぶ場・時間があり、子どもが次の活動に移る前に、満足がいくまで遊ぶことができる。(例: 昼食前の片付けまで活動をやり返る十分な時間がある)。 保育者は、そのときの保育のテーマ、時期、子どもたちの興味に沿って、新しい素材や教材、活動や遊びを定期的に用意している。		
2. 子どもが探究するための環境 遊びが深まる中で、子どもの関心の物に主体的に関わり、物の性質やしぐみに気づいたり、発見を楽しんだり、考えを深めたりすることができる物的環境		◎/○/△	理由、エピソード
a	子どもが様々な使い方を試したり、繰り返し遊べるようなおもちゃ、素材や教材等がある。		
b	子どもが興味を持っている物についての絵本や写真が身近にあり、実物やその物の写真の近くに置いている。		
c	地域の人や専門家など外部の人が園を訪れて子どもが質問をしたり、子どもが訪問して体験・見学したりして知識や経験を広げる機会がある(例: 園芸室に植物について質問したり、地域に特産の物について話をきく)。		
d	子どもが物やできごとを比べてみて、物の性質やしぐみに気づくことを促すような遊びや活動が準備されている(例: 面白い目に色や場所に水の入った容器を置いておき、どういとうきに水がでるのかを考えたりする活動)。		
e	電子メディアが子どもの生き生きとした動きを録ったり、子どもの興味・関心を高めるために活用されている(例: 子どもがタブレットを使って自分の好きな写真を繰り返し紹介する、セルの写化する様子や子どもが撮影した他の子どもにも見せる)。		
3. 子どもの活動・遊びのふりまわりと「見える化」 子どもの活動のふりまわりや「見える化」を通して、子どもの活動の深まり・広がりのきっかけを生み出す物的環境		◎/○/△	理由、エピソード
a	子どもの目に触れる場所に、子どもの遊びや活動の様子がわかるようなものが提示されている。(例: 遊びや活動の写真・絵、子どもの製作物、遊びや活動に使用したもの)。		
b	子どもの目に触れる場所に、子どもの遊びや活動の様子がわかるようなものが提示されており、その近くに、子どもがその遊びや活動をもう一度行ったり、繰り返し行ったりできるような物や場所が準備されている。		
c	保育室内に展示されているものの中に、クラスの子どもの今何に興味をもっているかが見て取れるものがある。		
d	子どもたちが経験したこと、観察したことを、それ以前の経験とつなげられるよう、絵や写真、その他の素材や教材等を利用している。		
4		◎/○/△	理由、エピソード
a			
b			
c			
d			
e			

Episodes
(evidence)

3 - 4 Common indicators

- to dialogue with others
- to reflect from various points of view

Types of evaluation

- ◎ well done
- done
- △ not done
- not needed now

Original indicator

- what you and your setting value and prioritize
- to make your 'own' and original assessment tool



Our focus

Individual or systemic?



Balance between **individual** competences (knowledge and skills) and the **systemic** aspects that may enable individual practitioners to develop their competences and to enact them.

(CORE Research Documents, 2011)

Problem-solving approach

- 1 • Identify the **problem**

- 2 • Specify what caused the problem

- 3 • Analyze possible ways to **overcome**

- 4 • Plan for the next step

Explore-excellence approach

- 1 • recognize your **strengths and values**

- 2 • Create new **vision and prospects**

- 3 • Dialogue

- 4 • Accompany alongside **changes**

Between two intentionalities

(Akita, 2015)

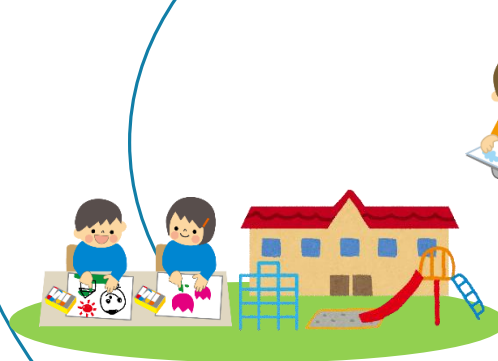
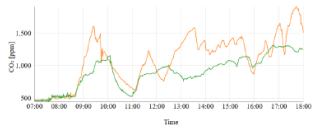
Further research plans: longitudinal study

Food Log app



Family environment

Sensing system



ECEC quality



Child's development

Executive Function app
(Japanese translated ver.)



CEDEP assessment tool

好奇心・探究心を育む環境づくり

項目	評価
1. 子どもの好奇心・探究心を育む環境づくり	
2. 子どもの好奇心・探究心を育む環境づくり	
3. 子どもの好奇心・探究心を育む環境づくり	
4. 子どもの好奇心・探究心を育む環境づくり	
5. 子どもの好奇心・探究心を育む環境づくり	
6. 子どもの好奇心・探究心を育む環境づくり	
7. 子どもの好奇心・探究心を育む環境づくり	
8. 子どもの好奇心・探究心を育む環境づくり	
9. 子どもの好奇心・探究心を育む環境づくり	
10. 子どもの好奇心・探究心を育む環境づくり	

administration



Thank you for your kind attention!

Contact info:

Yumi Yodogawa: yodogawa@p.u-tokyo.ac.jp