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

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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
Two kinds of assessment tools:

- Evaluation of the process quality of ECEC in Japan
- Self-report questionnaire
- Observation tool
  - Classroom & outside environment
  - Teacher-child interaction
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)
<table>
<thead>
<tr>
<th>Under new system</th>
<th>Inspection (Prefectures / municipalities)</th>
<th>Stakeholder evaluation</th>
<th>Third party evaluation</th>
<th>Self-evaluation</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>required, required</td>
<td>obligation to make efforts</td>
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<td>Municipal level centers</td>
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<td>Others</td>
<td>Kindergarten</td>
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<td>obligation to make efforts</td>
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<tr>
<td>Unlicensed centers</td>
<td>required</td>
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—: no regulation or requirements
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.
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

- 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.)

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**.

4. Test the measure’s performance **across a broad range of quality**.
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
- SSTEW

**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

- Group discussion, observation and scoring trials
- making drafts, modification
- feedback

researchers

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

Reliability of assessment tool

**Comparison analysis using scales below:**

ECERS-3  
ITERS-R  
SSTEW  
MOVERS
Philosophy of developing assessment

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

- **Content**
  Offer of materials and activities, the schedule of the day, the way children are grouped, the scope for child-initiated activity, the way adults interact with the children, etc.

- **Process**
  Children’s experiences, what goes on in children while they are at the ECEC settings

- **Outcome**
  Children’s motor, cognitive, socio-emotional development

- **ECERS, CLASS...**
- **Well-being**
- **SICS**
- **Involvement**
Structure and content of CEDEP assessment tool

Teacher-child interaction

Well-being

Involve-ment

Classroom & outside environment

children’s experience
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

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

Refering to the revised ECEC guidelines from 2018
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
### Curiosity and sense of exploration

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

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**Original indicator**

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

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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

- Family environment
- ECEC quality
- Child’s development
- Executive Function app
- CEDEP assessment tool
- Sensing system
- Food Log app
- administration
Thank you for your kind attention!

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