

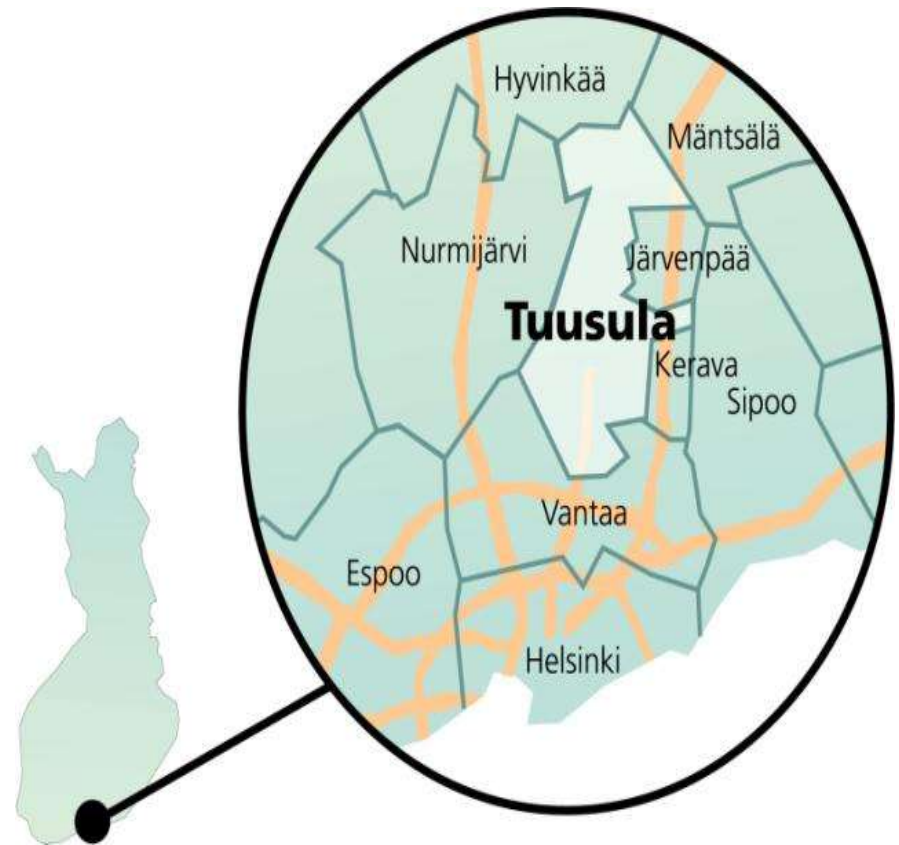
# QUALITY AND QUALITY EVALUATION IN THE ECEC

Vesa Joronen

The municipality of Tuusula

# The municipality of Tuusula

- The population of the municipality is 38000 people.
- 9 percent of the population is 0 - 6 years of age
- About 2.100 children receive day care.



# WHAT IS QUALITY

- The concept of quality is very versatile and has many dimensions.
- In general, quality is combined with the product and its technical characteristics.
- Nowadays, more and more talk about the quality of services.
- Also public services are required for improved quality.

# WHAT IS QUALITY

- Quality is socially and culturally dependent.
- The different sectors and organizations as well as representatives of different people even within the same organization has often perceived the meaning of quality in different ways.
- Can we find a universal definition of quality?

# QUALITY according to experts

- Akyama (1991) what take the needs of the buyer
- Deming (1940) customer's current and future needs to meet the quality
- Juran (1989) suitability of use or purpose
- Silén 1998 the quality to remain competitive, continuously changing conditions
- TQM (1950) Meeting the expectations of the customer

# QUALITY AS A CONCEPT

## Objective quality

- The central starting point is the view of quality of time and context in a bulk, objectively detectable as a whole, which can be taken over by science.

## Subjective quality

- Quality should be considered whenever a subjective and dynamic concept, which takes on a different meaning, depending on the time and place.

## Inclusive quality

- Should regard the objective as well as the expert knowledge. Should regard the idea of cultural quality and that actors have subjective experience of the quality.

Parrila, Hujala

# RESEARCH INTO THE QUALITY OF EARLY CHILDHOOD EDUCATION

## First wave

- In the 1970s daycare studies, the focus was on a clear day care and home care for a comparative study.
- The main research interest was to find out whether day care had negative effects on child development.

## Second wave

- In the 1980s the studies focused on entering different forms of day care centers and qualitative differences in the analysis and on the other hand the quality of the different factors involved identifying.

Parrila, Hujala

# RESEARCH INTO THE QUALITY OF EARLY CHILDHOOD EDUCATION

## Third wave

- In the late 1980s and early 1990s, the interest of research expanded from day care short-term effects to longer-term effects, how children's later life reflect the impacts. The third wave of the survey also confirmed the view that the effects of day care can not be examined in isolation from the home background.

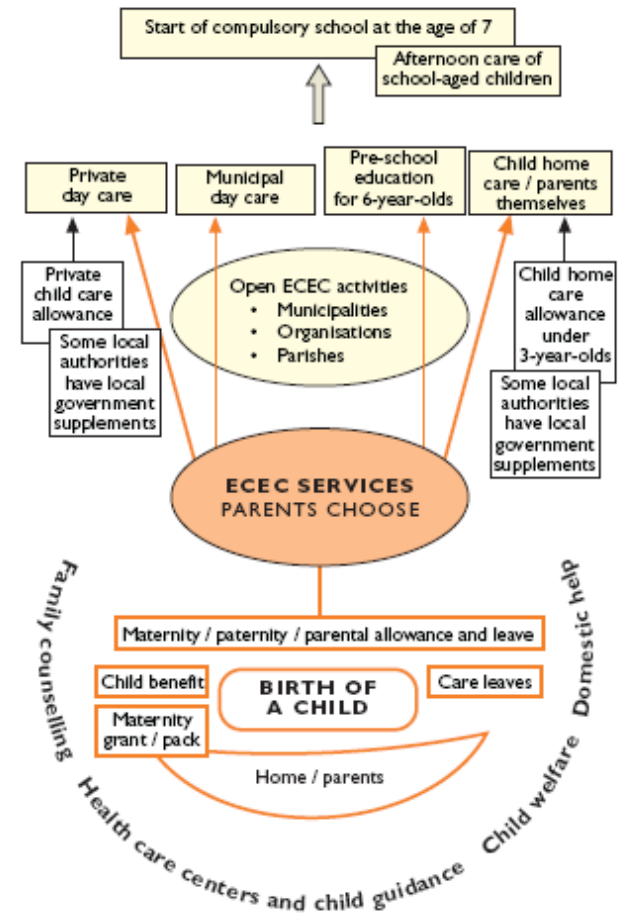
## Fourth wave

- In the 2000s research has begun to emphasize the quality of the subjective and value-laden dimensions of that quality becomes significant in different ways to different people. Has become the focus of attention not only affect the quality of day care for a variety of factors, including daycare for the various actors' subjective perceptions and experiences of quality.



# The ECEC system for children aged 0–6 in Finland

- The Finnish ECEC-system consists of municipal and private services.
- About 80% of daycare services are municipally provided.
- The parents choose ECEC services for their child.



# QUALITY IN FINNISH ECEC

- In Finnish ECEC the conceptual analyses of quality has been very modest, and it has not been connected to general theories of quality, conceptions of quality-experts or basic-assumptions in science of philosophy.  
Alila 2008

# QUALITY IN FINNISH ECEC

## The framework for the quality of ECEC

- *the Act and Decree on Children's Day Care (1973)*
- *the Government Resolution Concerning the National Policy Definition on Early Childhood Education and Care (2002)*
- *the National Curriculum Framework for Early Childhood Education and Care in Finland*
- *the Basic Education Act (1998)*
- *the Core Curriculum for Pre-School Education (2000).*

# Educational planning system

National guidelines to ECEC  
principles, starting points



*the National Curriculum Framework for Early Childhood Education and Care in Finland*  
content control, how to implement



A local ECEC curriculum  
local circumstances and conditions



A unit-specific ECEC curriculum  
so we do it



An individual ECEC plan for the child

# EVALUATION IN FINNISH ECEC

- The cities, municipalities and private sector are responsible for the evaluation of the services.
- Finland does not have an integrated quality assessment system.
- And that's why actors have been evaluated by services in different ways.

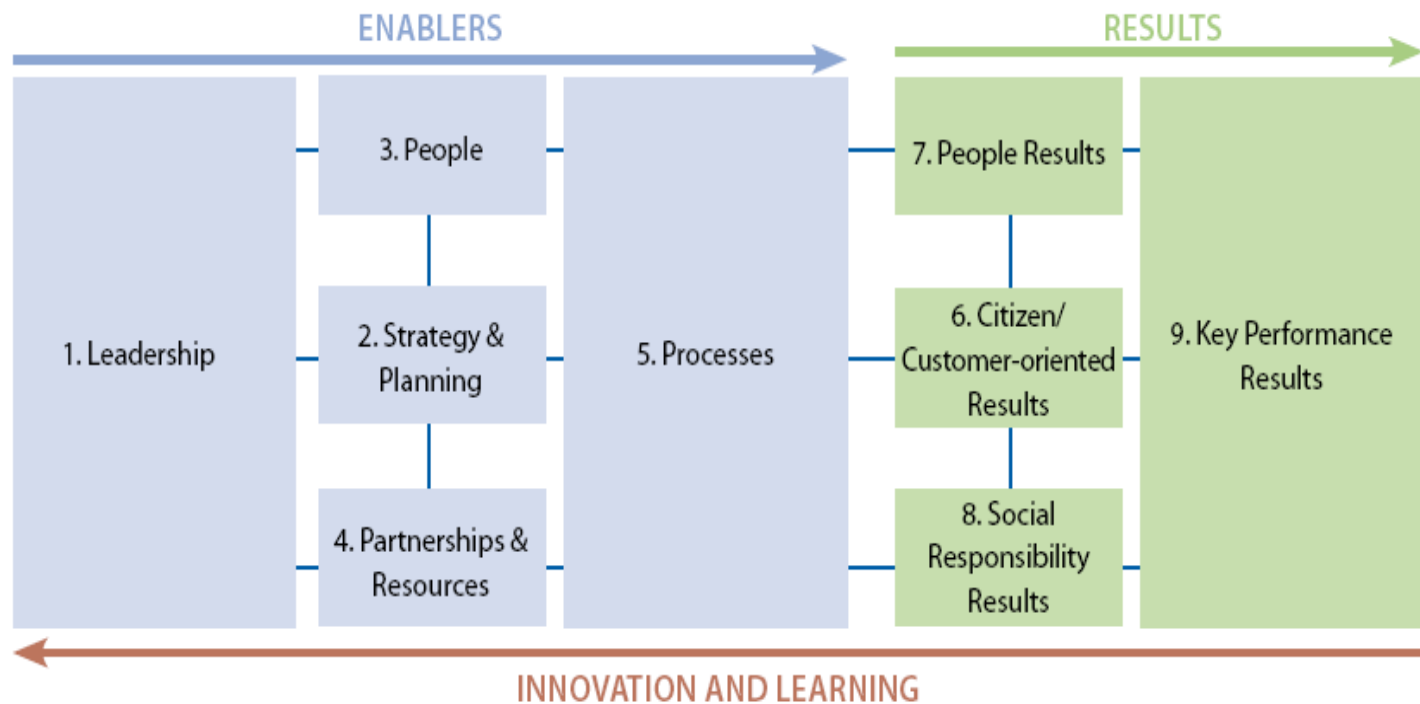
# EVALUATION IN FINNISH ECEC

## Existing evaluation models

- the European Foundation for Quality Management-model
- The Common Assessment Framework
- ITE - Assessment Framework
- ISO 9001 quality management systems
- Prof *Eeva Hujala*'s early childhood education quality evaluation model

# EVALUATION IN FINNISH ECEC

The CAF Model





# EVALUATION IN FINNISH ECEC

- Models have been developed to assess the quality work.
- Models provide a framework and tools that can be used to develop the activities of the organization.
- But the pedagogical quality improvement requires in-depth knowledge of pedagogical activities.



# ORIENTATION PROJECT

- Gives information what really happens in Finnish and Taiwanese day care.
- > Information helps to create practical and meaningful instruments for measuring and evaluating Early Learning.

## Results

- ❖ Tested instrument for observing Early Learning
- ❖ Instrument to study children's orientation towards perceived change
- ❖ Instrument to evaluate children's skills
- ❖ And in project is also developed the educator's evaluation of the learning environment in ECEC- form.
- ❖ And in Finland the children and the parents are evaluated by services, a tool which is created in project.

# ORIENTATION PROJECT

- In Finland quality assessment (spring 2012), which included 3594 children and 925 parents and day-care team.
- For the first time, combined with children, parents and staff estimates.
- Assessment provided the information
  - ❖ how early childhood education services in the whole works
  - ❖ what is the quality of early childhood services in different units



# Thank you