

**DIRECTORATE FOR EDUCATION
EDUCATION POLICY COMMITTEE**

Network on Early Childhood Education and Care

**DRAFT AGENDA OF THE 12th MEETING OF THE OECD NETWORK ON EARLY CHILDHOOD
EDUCATION AND CARE: WORKFORCE QUALITY**

17-18 December 2012
Conference Centre Room CC9
OECD, Paris, France

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JT03332662

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12th MEETING OF THE OECD NETWORK ON EARLY CHILDHOOD EDUCATION AND CARE

“Workforce Quality”

DRAFT AGENDA

17-18 December 2012

**OECD Conference Centre, Room CC9
2, rue André-Pascal, 75016 Paris, France**

Approximate timing: 09.30 – 13:00, Monday 17 December 2012 (with coffee break at 11.15 – 11.30)

1 ADOPTION OF THE AGENDA [EDU/EDPC/ECEC/A\(2012\)2/REV2](#)

2 ADOPTION OF THE SUMMARY RECORD OF THE 11th MEETING [EDU/EDPC/ECEC/M\(2012\)2](#)

3 ELECTION OF BUREAU

4 OPENING REMARKS

Ms. Barbara Ischinger, Director, Directorate for Education, OECD

5 PROGRAMME OF WORK FOR 2013-14 [EDU/EDPC/ECEC\(2012\)3/REV1](#)

This session will present the draft project proposal “Monitoring Quality” for the Programme of Work and Budget (PWB) 2013-14, reflecting the results of the consultation exercise and suggesting steps forward for the Network. [EDU/EDPC/ECEC\(2012\)3/REV1/ANN1](#)
[EDU/EDPC/ECEC\(2012\)3/REV1/ANN2](#)

- Mr. Michael Davidson, Head, Early Childhood and Schools Division
- Ms. Miho Taguma, Senior Policy Analyst, Early Childhood and Schools Division

ACTION REQUIRED: Delegates are invited to COMMENT on the draft proposal, PROVIDE GUIDANCE on its finalisation and INDICATE if they are considering requesting additional outputs by providing voluntary contributions to the new project.

Questions for discussion include:

- Do you agree with the overarching questions, methodology and planned outputs of Strands 1, 2 and 3 of the new project? Scoping and focus will be discussed in detail during Items 6-8.
- For which strand activity(ies) would you be willing to provide voluntary contributions?

6 SCOPING OF STRAND 1: MONITORING QUALITY[EDU/EDPC/ECEC/RD\(2012\)7](#)

Countries will present different types of monitoring, challenges and policy responses in monitoring quality in ECEC. This will feed into the small group discussions to follow.

- Mr. David De Silva and Ms. Karen Weston (Australia) – monitoring child development
- Ms. Katrine Stegenborg Teigen and Ms. Camilla Vibe Lindgaard (Norway) – monitoring ECEC services
- Mr. Manuel Achten (Luxembourg) – monitoring curriculum implementation

SMALL GROUP DISCUSSION (Room CC9, Room E)

The session will aim to facilitate in-depth discussion on: 1) what policy challenges countries face in monitoring quality, 2) what kind of policy interventions have been implemented to respond to these challenges, and 3) what lessons have emerged from the country experiences to date.

Moderators:

- Mr. David De Silva and Ms. Karen Weston (Australia)
- Ms. Katrine Stegenborg Teigen and Ms. Camilla Vibe Lindgaard (Norway)
- Mr. Manuel Achten (Luxembourg)

Questions for discussion include:

- What kinds of instruments are used to monitor: a) child development/ outcomes, b) staff performance, c) level of service quality, d) curriculum implementation?
- What kind of challenges do countries face in monitoring quality in ECEC? What kind of interventions do countries use to respond to these challenges? What are the lessons learnt from such experiences?
- How are the results of monitoring used? What kinds of consequences have been observed as a result of the introduction of the monitoring policies/ practices?
- What kind of information should be collected on monitoring quality for Strand 1?

Approximate timing 14.00 – 17.30, Monday 17 December 2012 (with coffee break at 15.30 – 16.00)

Item 6 (continued): REPORT BACK

This session will aim to take stock of the key conclusions from the small group discussions. The discussions will feed into the new project to refine the scope and indicate types of information to be collected for Strand 1.

7 SPECIAL SESSION ON WORKFORCE QUALITY

[EDU/EDPC/ECEC/RD\(2012\)6](#)

[EDU/EDPC/ECEC/RD\(2012\)8](#)

Ms. Wytske Boomsma (Netherlands), the leader of the thematic working group on “workforce quality” will present the main findings of the group's work on what constitutes workforce quality, monitoring practices regarding workforce quality and country examples. Monitoring staff performance is part of the focus of Strand 1.

This will feed into the small group discussions to follow.

Relevant inputs will be provided, such as main findings and the methodology being used for the OECD’s international teacher’s survey (TALIS), as well as country examples of monitoring quality of workforce, in particular.

- Mr. Michael Davidson (OECD)
- Mr. Jim Grieve (Canada)

SMALL GROUP DISCUSSION (Room CC9, Room E)

The session will aim to facilitate in-depth discussion on how to define the quality of workforce, what aspects contribute to workforce quality, and instruments to monitor workforce quality with a special focus on “monitoring staff-child interaction”, drawing on the positions stated by the thematic working group. Other initiatives to improve workforce quality, besides “monitoring”, will also be discussed.

Moderators:

- Mr. Jim Grieve (Canada)
- Ms. Wytske Boomsma (Netherlands)
- Ms. Sandra Collins (New Zealand)

ACTION REQUIRED: Delegates are invited to PARTICIPATE in small group discussions.

Questions for discussion include:

- How do countries define “workforce quality”? What kinds of indicators are used? What kinds of indicators are used to indicate, in particular, “staff performance”?
- Which countries monitor staff performance, at what level and for what reasons/benefits? What monitoring systems are in place for this? What are the constraints (policy challenges and challenges in practice) in monitoring staff performance?
- Other than staff performance, what are the indicators used to monitor workforce quality? Other than monitoring, what policies have been implemented to improve workforce quality?

Approximate timing: 09.30 – 13.00, Tuesday 18 December 2012 (with coffee break at 11.15 – 11.45)

Item 7 (continued): REPORT BACK

This session will aim to take stock of the key conclusions from the small group discussions. The discussions will feed into the new project for Strands 1 and 2.

8 SCOPING OF STRAND 2: DATA ON LEARNING AND WELL-BEING ENVIRONMENT

[EDU/EDPC/ECEC/RD\(2012\)4](#)

[EDU/EDPC/ECEC\(2012\)4](#)

This session will first inform the network members of the work on data development or improvement that are currently undertaken by bodies or agencies outside the ECEC Network.

- Ms. Corinne Heckmann, Statistician, Directorate for Education and Working group on ECEC of the INES Working Party, OECD
- Mr. Nabil Ali, Statistician, Directorate for Employment, Labour and Social Affairs, OECD
- Ms. Daniela Kocanova, Education Policy and Systems Analyst, Eurydice

Mr. Richard Walley (New Zealand), leader of the thematic working group on “data”, will present a position paper, with a special focus on “learning and well-being environments for children”, which countries indicated as the priority for the work in Strand 2. This will feed into the small group discussions to follow.

Approximate timing 14.00 – 17.30, Tuesday 18 December 2012

Item 8 (Continued)

[EDU/EDPC/ECEC/RD\(2012\)5](#)

Relevant inputs will be provided, such as examples of monitoring the quality of learning and well-being environments and child outcomes.

- Prof. Bernhard Kalicki (Germany)
- Prof. Peter Tymms, Dr. Christine Merrell and Prof. David Hawker (United Kingdom)

ACTION REQUIRED: Delegates are invited to PROVIDE GUIDANCE on which data should be integrated between the work of the ECEC Network and that of the INES working group on ECEC, and BE INFORMED of the data development work outside the Network.

SMALL GROUP DISCUSSION (Room CC9, Room CC16)

The session will aim to facilitate in-depth discussion on: 1) which current indicators are useful and require quality improvement; and 2) what new information is required to fill any gaps, drawing on the positions stated by the thematic working group.

Moderators:

- Prof. Bernhard Kalicki (Germany)
- Prof. David Hawker (United Kingdom)
- Prof. Masotoshi Suzuki (Japan)

Questions for discussion include:

- Which indicators are currently available within jurisdictions concerning “learning and well-being environments for children”?
- Of the existing international data on learning and well-being environments, which indicators still need quality improvement? What new information is required to fill any gaps?
- What kind of country comparisons would be most policy-relevant to include in the final report with respect to policies and practices?
- Does an international comparison of outcome indicators of children starting school have policy utility and technical feasibility? If yes, what would be the useful and feasible scope of measurement for child development (*e.g.*, cognitive development, socio-emotional development, motor skills)?

REPORT BACK

This session will aim to take stock of the key conclusions from the small group discussions. The discussions will feed into the new project to refine the scope and indicate types of information to be collected for Strand 2.

9 THE WAY FORWARD

This item will suggest the theme/dates of the next meeting. Countries are invited to express interest in hosting a future network meeting. The item will be closed with the Chair's conclusions from the meeting.

ACTION REQUIRED: Delegates are invited to **AGREE** on the theme/dates for the next meeting and **ENDORSE** the Chair's conclusions.

10 ANY OTHER BUSINESS