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**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**Network on Early Childhood Education and Care**

**SUMMARY RECORD OF THE 12th MEETING OF THE OECD NETWORK ON EARLY  
CHILDHOOD EDUCATION AND CARE (ECEC): WORKFORCE QUALITY**

**17-18 December 2012  
Conference Centre Room CC4  
OECD, Paris, France**

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## **SUMMARY RECORD OF THE 12<sup>TH</sup> MEETING OF THE OECD NETWORK ON EARLY CHILDHOOD EDUCATION AND CARE (ECEC): WORKFORCE QUALITY**

1. The 12th meeting of the ECEC Network was held from 17-18 December 2012 in at OECD Headquarters in Paris, France. The meeting was chaired by Ms. Tove Mogstad Slinde (Norway) and was attended by 26 OECD countries, including Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Portugal, Slovak Republic, Spain, Turkey and the United Kingdom, as well as by non-member country Romania, the European Commission and UNESCO, the Bertelsmann Foundation and Durham University. The main objectives of the meeting were to:

- Discuss the Programme of Work and Budget for 2013-14 and agree on its content.
- Exchange policy experiences with respect to the theme of the meeting "Workforce quality".
- Serve as a clearing house of new policy issues on the theme of the meeting.
- Facilitate discussions among researchers and policy makers and among other international networks.

### **Adoption of the agenda and summary record of the 11<sup>th</sup> meeting**

2. Following the opening of the meeting by Ms. Tove Mogstad-Slinde, the agenda [doc. ref. [EDU/EDPC/ECEC/A\(2012\)2/REV2](#)] for the meeting was adopted, as well as the summary record of the 11<sup>th</sup> meeting [doc. ref. [EDU/EDPC/ECEC/M\(2012\)2](#)].

### **Election of bureau**

3. Mr. Michael Davidson, Head of the Early Childhood and Schools Division, reported on the nominations for bureau:

- Ms. Tove Mogstad Slinde (Norway) accepted her nomination for Chair, while Mr. Richard Walley (New Zealand) declined the role of Chair.
- Mr. Manuel Achten (Luxembourg) and Mr. Jim Grieve (Canada) accepted the role of bureau member, while Ms. Tiina Peterson (Estonia) declined, as she would like to gain more experience with the work of the Network. Ms. Margaret Pearce (Australia) declined bureau membership because she is leaving her current post in July 2013.
- Mr. Richard Walley (New Zealand) and Ms. Kiyomi Akita (Japan) will remain bureau members.

### **Opening remarks**

4. Mr. Andreas Schleicher, Deputy Director of the Directorate for Education, welcomed participants, underlined the objectives of the meeting and reflected on the publications of the OECD regarding ECEC. He highlighted the policy profiles which have been finalised and indicated the importance of ECEC within other work of the OECD, including PISA, *Education at a Glance*, and the Skills Strategy. He also emphasised the importance of child outcomes data collection on ECEC.

## Programme of Work for 2013-14

5. Ms. Miho Taguma, Senior Analyst, explained the three strands of the new project for 2013-14 [doc. ref. [EDU/EDPC/ECEC\(2012\)3/REV1](#); [EDU/EDPC/ECEC\(2012\)3/REV1/ANN1](#); [EDU/EDPC/ECEC\(2012\)3/REV1/ANN2](#)], which have been revised based on country feedback, and gave an overview of the timeline of the work. Mr. Michael Davidson provided an overview of the costs of each strand as well as the voluntary contributions needed. The Network:

- **SUPPORTED** the work in the three strands and **AGREED** that the overarching policy questions for the three strands [doc. ref. [EDU/EDPC/ECEC\(2012\)3/REV1](#)] are relevant.
- **INDICATED** the need for more comparable data on ECEC, especially regarding child development and outcomes with a holistic approach (i.e., not focussing on cognitive outcomes only) and **AGREED** that data should be presented with contextual information and that different governance systems should be taken into account.
- **AGREED** on the overall scoping for each of the three strands [doc. ref. [EDU/EDPC/ECEC\(2012\)3/REV1](#)].
- **AGREED** that the coverage of the new project [doc. ref. [EDU/EDPC/ECEC\(2012\)3/REV1](#)], should include the issue of transition and integration into school and thus will examine the first years of primary schooling, though the main focus will remain on ECEC.
- **SUGGESTED** to consider whether family day care can be included in the work of the new project for those countries which regulated the sector.
- **AGREED** on the timeline for the new project [doc. ref. [EDU/EDPC/ECEC\(2012\)3/REV1](#)] and **AGREED** that those countries that would require longer time to respond to submit country responses will take part in the pilot phase of Strand 2 of the project so that these countries would be well-informed of the contents of the questionnaire in the data collection phase.
- **NOTED** that the project as set out in doc. ref. [EDU/EDPC/ECEC\(2012\)3/REV1](#) requires the stated voluntary contributions from countries and that if these are not forthcoming, some of the outputs listed could not be produced, but **CAUTIONED** against dropping key products from the work.
- **WELCOMED** the collaboration on data development with different departments within the OECD and with other international organisations.

### Scoping of Strand 1: Monitoring quality

6. Mr. David de Silva (Australia) presented a brief overview of the paper produced by the thematic working group on monitoring quality [doc. ref. [EDU/EDPC/ECEC/RD\(2012\)7](#)].

7. Mr. David de Silva (Australia) and Ms. Karen Weston (Victoria, Australia) gave a presentation on monitoring child outcomes and explained the Australian Early Development Index (AEDI), a population based measure of how children have developed by the time they start school.

8. Ms. Katrine Stegenborg Teigen and Ms. Camilla Vibe Lindgaard (Norway) presented the Norwegian monitoring system for quality improvement.

9. Mr. Manuel Achten (Luxembourg) explained how curriculum is being monitored in Luxembourg, where logbooks are used to document pedagogical work in accordance with the curriculum.

10. As results of the small discussion groups on the scoping of Strand 1 of the new project, the Network:

- **AGREED** the work should focus on monitoring service quality, child development and well-being, staff quality/performance and curriculum implementation.
- **INDICATED** that they want the work to include country examples of best practices of national/regional systems.
- **INDICATED** that they wish Strand 1 to deliver research outputs on what works in monitoring, and what the impacts or effects are of different monitoring practices.
- **INDICATED** that with regard to monitoring child development and well-being, the quality of interactions between staff and children and staff and parents (i.e., process quality) is important.
- **INDICATED** that with regard to staff performance, pre-service and in-service education and training, as well as leadership, are important aspects to look at.
- **EXPRESSED** a need for more knowledge on monitoring socio-emotional outcomes alongside cognitive outcomes.

### **Special session on workforce quality**

11. Ms. Wytse Boomsma (Netherlands) presented the paper of the working group on workforce quality [doc. ref. [EDU/EDPC/ECEC/RD\(2012\)6](#)]. Regarding the scoping of Strand 1, the working group suggested:

- To research how often monitoring practices should be undertaken.
- To analyse what the most effective monitoring practices are, especially regarding monitoring workforce quality of staff working with the youngest children.
- To analyse the cost-effectiveness of different practices.
- To provide examples on how parents can be involved in monitoring practices.

12. Mr. Michael Davidson explained the survey approach of the Teaching and Learning International Survey (TALIS) and how this approach could support the work in the new project [doc. ref. [EDU/EDPC/ECEC/RD\(2012\)8](#)], by providing information on the working conditions of early learning settings, including information on the practices for monitoring workforce quality. He illustrated how the five issues surrounding currently available data that are highlighted in [EDU/EDPC/ECEC\(2012\)3/REV1/ANN2](#) (the existence of data gaps; the lack of contextual information; inconsistency in definitions and methodologies; country coverage; and country representation) could be addressed in a survey approach.

13. Mr. Jim Grieve (Canada) explained the professional self-regulation system of early childhood educators in Ontario as an example practice of monitoring workforce quality.

14. As a result of the small discussion groups on the scoping of Strand 1 of the new project with a focus on workforce quality, the Network:

- **AGREED** the work should focus on monitoring workforce quality and staff performance.
- **SUGGESTED** to also look at monitoring process quality and leadership with regard to workforce quality.
- **AGREED** that an overview of international research on the topic will be covered in the literature review.
- **INDICATED** that Strand 1 should collect information on what the challenges are in monitoring workforce quality and what strategies countries implemented to overcome these (best practices).
- **INDICATED** that Strand 1 should include information on the effectiveness of different monitoring workforce quality approaches and provide recommendations on how they can be improved.
- **INDICATED** that the work should include case studies of monitoring workforce quality and/or staff performance.
- **AGREED** to make use of the TALIS results, as well as the INES data, when appropriate.

15. As a result of the small discussion groups on the scoping of Strand 2 of the new project with a focus on workforce quality, the Network:

- **CONSIDERED** that the priority indicators to collect data on include:
  - Level of qualifications of staff
  - Content of pre-service education and training
  - Professional development opportunities and professional mobility possibilities
  - Organisation of working time
  - Staff turnover rates, including what staff stays and what staff leaves
  - Skills acquired by staff, including leadership aspects
  - Child outcomes (cognitive and non-cognitive)
- **INDICATED** that the development of an indicator for quality of staff performance would be useful.

### **Scoping of Strand 2: Data on learning and well-being environments**

16. Mr. Andreas Schleicher gave an introduction to this session and highlighted the importance of data collection on ECEC. He concluded that further data development on ECEC in Strand 2 will contribute to increasing the knowledge base on ECEC and that this will add value to the existing work within the OECD and countries.

17. Ms. Corinne Heckmann, Statistician in the Directorate for Education, presented the recent developments regarding data collection on ISCED 0 for *Education at a Glance* (EAG) and explained the work of the INES subgroup working specifically on ISCED 0. The Network:

- Is **INVITED** to co-ordinate with their country representative in this subgroup regarding ISCED 0.

- **WELCOMED** the inclusion of more contextual information in the next EAG (2013) about the distinction between early childhood education and child care across countries.
- **WELCOMED** the use of the ISCED-2011 classification from EAG 2015 onwards.

18. Mr. Nabil Ali, Statistician in the Directorate for Employment, Labour and Social Affairs, presented an update on the work in the Family Database regarding ECEC.

19. Ms. Daniela Kocanova, Education Policy and Systems Analyst at Eurydice, presented Eurydice's plan for ECEC data collection. The Network:

- **WELCOMED** the updates on ECEC data collection and development.
- **WELCOMED** the collaboration of the Secretariat with other OECD departments as well as other international organisations.

20. Mr. Richard Walley (New Zealand) presented the second paper produced by the working group on data collection [doc. ref. [EDU/EDPC/ECEC\(2012\)4](#)]. This paper focused on indicators for learning and well-being environments and served as guidance for the work for Strand 2 of the new project. Regarding Strand 2, the working group:

- **INDICATED** it would find it useful to monitor changes in data over time and establish a deeper analysis of the data.
- **AGREED** that data could be useful in analysing the quality of ECEC well-being and learning environments.
- **INDICATED** that some indicators could be improved by adding contextual data, which would make the indicators more useful.
- **INDICATED** that data collection by differentiation factors, such as variation by service type, was found to add value to existing data.
- **INDICATED** that it would be useful to link or correlate data on inputs to outputs and outcomes.

21. Dr. Bernhard Kalicki (Germany) presented the results of the German NUBBEK study on ECEC, which measured both process quality and child outcomes in four different German *Länder*.

22. Prof. Peter Tymms, Dr. Christine Merrell and Prof. David Hawker (United Kingdom) presented the iPIPS study of Durham University [doc. ref. [EDU/EDPC/ECEC/RD\(2012\)4](#)], an international study of children's first year at school and how they perform on several developmental domains based on assessments and surveys. The Network:

- **WELCOMED** the presentations on international research on ECEC quality and child development outcomes.
- **ACKNOWLEDGED** the relevance of, and need for, additional research on ECEC quality and child development.

23. The discussions in small groups focused on scoping Strand 2 of the new project. The Network:

- **AGREED** to focus within Strand 2 on data collection on "learning and well-being environments", including child outcomes and outputs.
- **AGREED** that there is a lack of output and outcome data and that there is a need for such data.
- **REITERATED** that work regarding child outcomes and development should not merely focus on measuring cognitive outcomes.
- **REITERATED** there is a need for data on process quality indicators, where it was suggested to look at different tools used to measure process quality, such as the Canadian EDI and the ECERS.
- **REITERATED** that country contexts should be taken into account, as well as the different policy objectives in countries.
- **EXPRESSED** that the following would include relevant indicators for policy makers:
  - Contextual information*
    - Types of provisions in countries
    - Participation by age
    - Length of attendance in hours per day and days per year
    - Socio-economic status of staff
  - Inputs*
    - Data on process quality
    - Actual and regulated staff-child ratios
    - Group size
    - Learning and curriculum frameworks in place
    - Content of curricula
    - Staff qualifications and education
    - Professional development opportunities
    - Organisation of staff time
    - Transition to primary school: what information is shared with parents and primary schools or child services
  - Outputs*
    - Participation of parents in ECEC
    - Children's attitudes towards learning (happiness with participation in setting)
    - Pedagogical quality
    - Quality of programmes
  - Outcomes*
    - Social development outcomes
    - Health development outcomes
    - Language development
    - School readiness
    - General child well-being
- **INDICATED** that, as a response to the paper of the thematic working group on data, it might be challenging to collect data by differentiated factors, although this would be interesting and useful for policy formation

### The way forward

24. Ms. Tove Mogstad Slinde, Chair of the Network, discussed the theme and date of the next ECEC Network meeting and the way forward regarding the new project.

The Network **TOOK NOTE** of:

- The Programme of Work and Budget 2013/14 for ECEC
- The scoping of the different strands of the new project
- Country presentations on monitoring quality and workforce quality
- International examples of ECEC data collection and use of ECEC data in research
- The planned future work of the INES WP regarding ECEC data collection for EAG, and DELSA for Family Database
- Planned work of EURYDICE regarding ECEC data collection
- Output from the thematic working groups on "monitoring quality", "workforce quality" and "data"
- Small group discussions on monitoring quality for the scoping of Strand 1, workforce quality, and data on learning and well-being environments for the scoping of Strand 2

The Network:

- **IS INVITED** to provide any comments on the revised project proposal to the Secretariat by 15 January 2013.
- **IS INVITED** to provide an indication of providing voluntary contributions to the new project by 31 January 2013.
- **AGREED** that the next Network meeting will be held 17 and 18 June 2013.
- **AGREED** that the next meeting will cover the progress of the new project and **AGREED** that the topic of the next network meeting is "outcomes".
- **AGREED** to have a working group on "outcomes", which will tackle the issue of foundation skills as well, and **AGREED** that Mr. Jim Grieve (Canada) will moderate this working group.
- **IS INVITED** to express their interest in participation in the working group on "outcomes", or any of the other working groups, to the Secretariat by 15 January 2013.
- **AGREED** that the Secretariat continues its work for the new project in accordance with the suggested timeline and planning of work as presented in the revised project proposal.

25. The Chair reflected on the 12<sup>th</sup> Network meeting and indicated it has been a successful meeting with fruitful discussions and many opportunities for peer-learning.

#### **Any other business**

26. Mr. Richard Walley (New Zealand) expressed New Zealand's interest in hosting a Network meeting in later 2013. He will be in contact with the Secretariat about this, and the Network will be informed of any arrangements in due time.

27. The Secretariat thanked Ms. Tove Mogstad Slinde for chairing the meeting and all Network members for their contributions and active participation in the 12<sup>th</sup> ECEC Network meeting.



**Participants List for 12th Meeting of the Network on Early Childhood  
Education and Care**

**Liste des Participants pour 12ème réunion du Réseau sur l'accueil et  
l'éducation des jeunes enfants**

17/12/2012 - 18/12/2012

All Sessions

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