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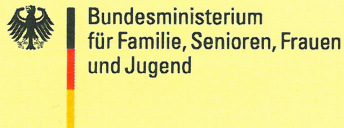
Getting there by public transport from
the airport:

S-Bahn S8 or S1 direction
Hauptbahnhof (central station) to
station **Hauptbahnhof**
→change to
U-Bahn U1 or U2 (metro) direction
Mangfallplatz or Messestadt-Ost
to station **Kolumbusplatz**

Monitoring quality in early childhood education and care

Approaches and experiences from selected countries

Funded by:



Workshop Programme

16./17. November 2015
German Youth Institute, Munich



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Day 1**Monday 16 November 2015****Day 2****Tuesday 17 November 2015**

In the last ten years a debate has arisen about quality in early childhood education and care (ECEC) in Germany. With the expansion of childcare for children aged 0 to 3 years this debate has become increasingly intense. Although German ECEC providers are obliged by law to maintain and develop quality in their services, no systematic, nationwide monitoring has been introduced yet. Implementing such a system in a federal state entails a lot of challenges. One of these challenges is to ensure acceptance and cooperation among the different stakeholders in ECEC. Furthermore, the development of consistent quality standards requires the consideration of individual profiles of ECEC providers and their pedagogical concepts.

Some countries already have long-term experience with various forms of monitoring in ECEC, whereas others have only recently started monitoring quality systematically or are currently in the stage of developing a monitoring system. This workshop aims at bringing different approaches and experiences together by providing room for inputs from selected countries. Joint discussions will focus on the following questions (among others):

- How is quality defined in the respective country and how was this definition developed?
- What are other countries' experiences in developing and implementing a coherent, nationwide monitoring system? Which strategic decisions as well as decisions concerning infrastructure had to be made?
- What is measured? Which instruments are employed to monitor quality and what are the experiences with regard to their feasibility and usefulness so far?
- Who is involved in the monitoring process and how are competences and responsibilities distributed?
- How is information on these findings exchanged between policy-makers, scientists, ECEC providers, staff and parents to ensure quality improvement?
- Does monitoring lead to quality improvement in ECEC settings?

12:00 pm

Reception and snack

09:00 am**Part III – Monitoring as democratic practice – Involving staff, children and other stakeholders****01:00 pm****Welcome and introduction**

Prof. Bernhard Kalicki
Birgit Riedel
German Youth Institute, Munich

The road to monitoring quality in childcare settings (0-3) in Flanders
Christele van Niewenhuyzen
Kind en Gezin – Flemish Agency for Child and Family, Brussels

01:30 pm

Tour de Table

02:00 pm**Part I – Development and implementation of monitoring systems****Regulating for quality in Australian early childhood**

Prof. Margaret Sims
University of New England, Armidale (Aus)

Monitoring quality in Danish ECEC settings – with special focus on including children's perspectives
Persille Schwartz
Danish Evaluation Institute, Copenhagen

Supervision of early childhood education in the Netherlands

Maartje Jacobs
Dutch Inspectorate of Education, Utrecht

Does monitoring quality in early childhood education and care contribute to quality improvement? The staff's perspective
Britta Schäfer
German Youth Institute, Munich

03:30 pm

Coffee break

11:15 am

Coffee break

04:00 pm**Part II – Goals, assessments and instruments****A Swedish perspective on goals and systematic quality development work in relation to children's wellbeing and learning**

Prof. Sonja Sheridan
University of Gothenburg, Gothenburg

11:30 am**Round-up: Learning through monitoring – challenges and effectiveness****12:00 pm**

Snack

12:30 pm**Closed session: Discussion on joint publication****01:30 pm**

End of workshop

05:30 pm

Round-up

07:00 pm

Get-together