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Teachers' Opinions on the Inclusive Practice in ECE setting

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Modeli odgovora na odgojno-obrazovne potrebe djece izložene riziku socijalne isključenosti u ustanovama RIPOO

Models of Response to Educational Needs of Children at Risk of Social Exclusion in ECEC Institutions



Ovaj je rad financirala Hrvatska zaklada za znanost projektom IP-2019-04-2011

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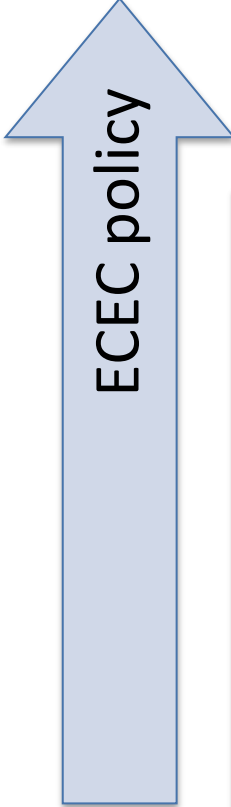
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WHAT THIS PROJECT IS ABOUT

We research and determine the opinions of ECE teachers on the conditions of existing pedagogical practice and their personal competencies for planning, organizing, implementing and evaluating quality pedagogical practice as a predictor of current and long-term wellbeing of children.

Quality of the Pedagogical Practice



ECEC policy

- * Quality as neoliberal economic question – accreditation, regulation, „value for money” (Urban, 2012)
- * Social investment (ie. World bank or OECD approach) (see in Mahon, 2010)

- * Play based, early learning environment that enable children for a life long learning (Rud & Macklin, 2007)
- * Child-centred education (Campbell-Barr, 2017)



ECEC practice

Is the quality universal and measurable factor?



- Space
 - Indoor
 - Outdoor
- Learning
 - Self-organized play
 - Didactic play
- Needs
 - Children's perspectives
 - Adults' perspectives

Child-centred practice as a foundation of quality



SAMPLE



- 1 224 teachers, average age of participants was 38.81 years (SD = 10.76) in the range of 21-60 years.
- The majority of participants in the sample, 72% are bachelors, and 28% are graduate teachers, which corresponds to the structure of employed teachers in ECE (CBS, 2019).

TEACHERS' OPINIONS QUESTIONNAIRE

Quality of Pedagogical Practice towards Children at Risk of Social Exclusions Assessment Scale	Competence Self-Assessment Scale for Organizing, Implementing and Evaluating Quality Pedagogical Practice
24 Items	38 items
Cronbach's Alpha = 0.912	Cronbach's Alpha = 0.963



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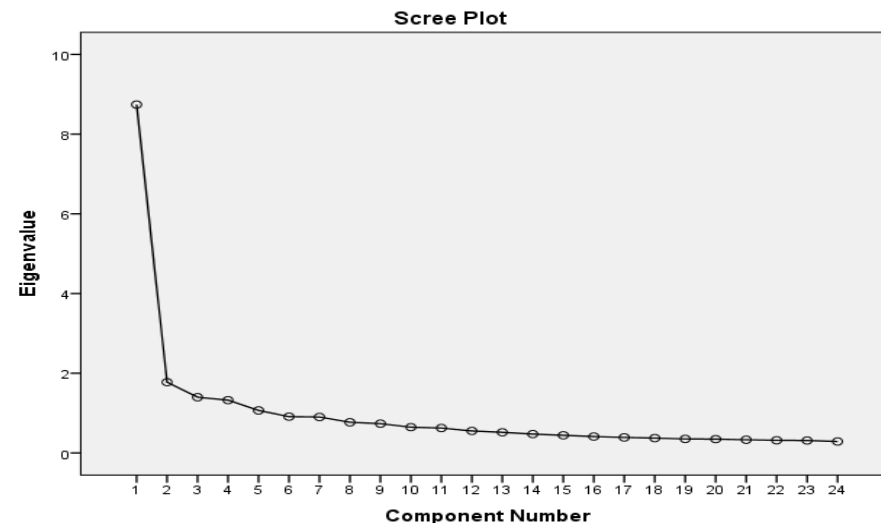
EVALUATION OF CONDITIONS FOR QUALITY PEDAGOGICAL PRACTICE SCALE	M	SD
Encouraging children at risk of social exclusion to express their own opinion and respect it.	4,56	,588
Creating opportunities to learn to respect diversity among children.	4,54	,608
Active work on the development of group culture and joint community of all children in the educational group.	4,47	,681
Implementation of special activities aimed at accepting diversity in the educational group.	4,34	,735
Encouraging initiative, autonomy and independence of children, regardless of their developmental, health, family, social, cultural and other specifics.	4,34	,678
Creating opportunities to connect all families of children from the educational group by connecting families of different backgrounds, cultures and worldviews.	3,52	1,040
Inviting family members of children at risk of social exclusion to participate in the group's curricular activities.	3,51	1,041
Personal involvement in community activities to advocate for children's rights at risk of social exclusion to quality education.	3,49	1,092
Encouraging children at risk of social exclusion to document the personal learning process.	3,47	,969
Orienting children at risk of social exclusion to assess the behavior and work of others (children, teachers, and other adults).	3,45	,982
Involvement of family members of children at risk of social exclusion in decision making within the educational group (curriculum development, activities, assessments).	3,10	1,096

Factor structure of the **Scale for assessing the quality of pedagogical practice**

- **KMO and Bartlett's Test= .927**; $\chi^2_{(276)}=9408.28$, $p \leq .00$
- **Excluded item** *Use a universal design of the learning environment to suit all children, without the need for additional adaptations to the abilities and capabilities of individual children (.175)*

Factors (58% of common variance) :

- respect for diversity,
- learning and development,
- cooperation,
- working conditions.



TEACHERS ' SELF-ASSESSMENT COMPETENCE SCALE	M	SD
Encouraging the child at risk of social exclusion to cooperate with other children in the educational group.	4,53	,609
Encouraging the child at risk of social exclusion to respect himself and his personal identity, by respecting and recognizing his values and ethnic characteristics.	4,42	,643
Encouraging the child at risk of social exclusion to use acceptable communication in interactions with other children ("Me" messages, active listening, positive feedback).	4,43	,639
Assessing the progress of the child at risk of social exclusion, in relation to him/herself, and not in relation to the achievements of other children.	4,28	,705
Using self - assessment instruments (eg professional development maps, video or audio recordings of one's own development) to reflect on and improve one's own educational practice in relation to children at risk of social exclusion.	3,61	,950
Informing family members of the child at risk of social exclusion about available support resources within the ECE institution and / or in the local community.	3,59	,950
Educating family members of children at risk of social exclusion about opportunities to encourage child learning and development at home.	3,52	,869
Organizing lectures and workshops for other colleagues in the ECE institution and presenting their practice in working with children at risk of social exclusion.	2,90	1,109

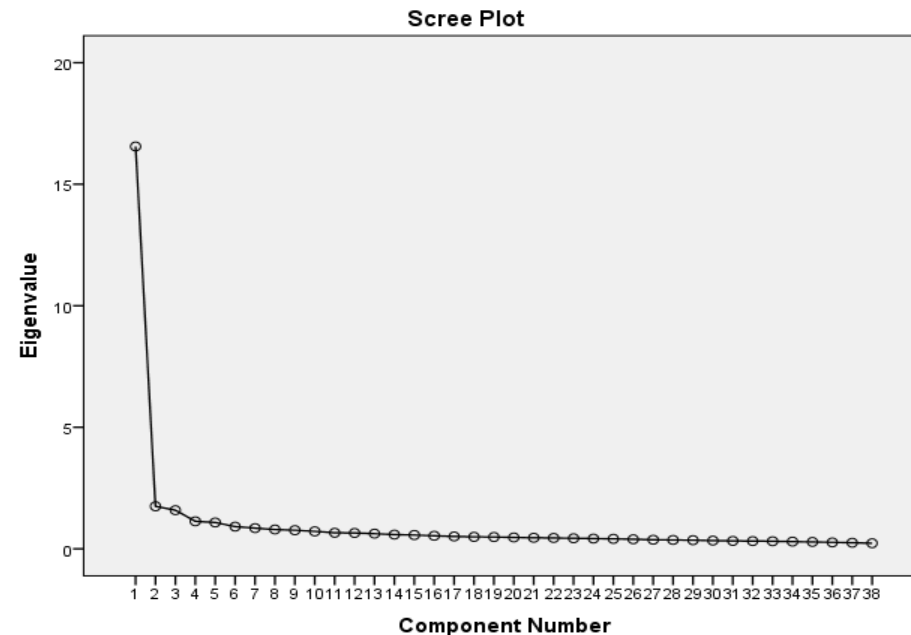
Factor structure of the **Competence Self-Assessment Scale**

- KMO = .973; $\chi^2_{(703)}=19910.66$, $p \leq .00$
- All items included

Factors

(55.33% of common variance)

- **child centeredness** (43.56%)
- personal professional development
- support to children's development



RELATIONS OF SOCIO-DEMOGRAPHIC VARIABLES AND CURRENT TEACHERS' CONDITIONS, WITH TEACHERS' COMPETENCIES

- hierarchical Multiple Regression
- **socio-demographic variables** as predictors **explain** only **2%** of the total variance ($F(5,504)=2.096, p>.05$)
- the variable "**work experience**" is the **only one** that shows a **statistically significant relationship** with **COMPETENCES** (older teachers estimate that they have better competencies)
- after including of the "**CONDITIONS**" factor the amount of total variance is **49%** ($F(8,501)=60.351, p<.001$).
- higher values of the factor **QUALITY PEDAGOGICAL PRACTICE** associated with more pronounced **COMPETENCIES**

Conclusion

- **(structural) conditions** within ECE implementation are **related to the quality of pedagogical practice**
- The quality of pedagogical practice is **related to the self-assessment of teachers' competencies**



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Thank you for your attention 😊

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