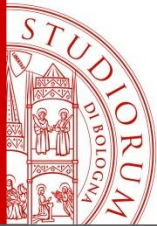


Preschools in Bologna:

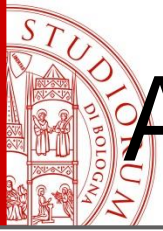
Pedagogical coordination and maintenance of quality

Warsav – 17 February 2012



Research background

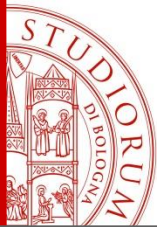
- Senior Research at the Department of Education and member of CREI (Early Childhood Education Research Centre) – Bologna University
- Professor of group and cooperative methodologies and ECEC education at the Faculty of Education
- Doctorate in Pedagogy investigating the innovative policy for services and schools for children from 0-6 years old in Emilia Romagna.
- Member of Encyclopaideia: Phenomenological Pedagogical Association
- Research projects and field of expertise:
 - Care in Education (Manini-Contini) – Bologna University
 - Professional Development of the Early Years teachers
 - Relationship between ECEC and compulsory school education (with Arianna Lazzari, forthcoming) - Contesting Early Childhood Series edited by P. Moss and G. Dahlberg



A summary of this presentation

AIM – to present the characteristics of the Coordinamento Pedagogico (Pedagogical coordination) of the Region Emilia-Romagna focusing on its role in maintenance of quality in ECEC services and schools

- ❑ Origin and development of Pedagogical Coordination in Emilia Romagna: the evolution of this professional figure
- ❑ The identity of pedagogical coordination between pedagogical, organisational and assessment instances
- ❑ The pedagogical coordination today: functions and organisation
- ❑ The idea of Quality in the region policy: the negotiated and participated quality
- ❑ Definition of participated quality
- ❑ The role of evaluation in the participated quality (evaluation of process)
- ❑ The actors of evaluation
- ❑ The instruments of evaluation
- ❑ Strength and weaknesses of the Participated Quality



Background

From the report of Arianna Lazzari:

1. The evolution of services has led to the development of an educational system with two main characteristics:

SPLIT

Services: 0-3 are responsibility of the social services

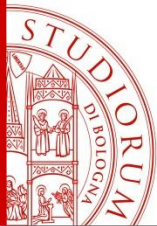
Schools: from 3-6 responsibility of Education Ministry

MIXED

Services and schools are managed, with different rates from city to city, by State, Municipality and no profit private

From the report of Arianna Lazzari:

2. The political and social history of the region Emilia Romagna and of the city of Bologna has made a strong contribution in developing local experience, characterized by high quality at the social level (involvement and participation of communities and families) and at the educational level (organization of space, time, activities, teachers professionalism, ...)



Background

The fragmentation of responsibilities and management has given rise to two different level of problems:

- ✓ How can we coordinate the actions?
- ✓ How can we increase and maintaining the level of quality achieved?

The recent economic crisis has added a further question:

- ✓ How can we expand further intervention (opening new services responding to family needs and also to European Indication) without losing the government and the quality achieved?

The choice of the Emilia Romagna Region was to challenge (and to invest) on *Pedagogical coordination* and on the *Assessment of Quality*



The evolution from pedagogical coordinator to pedagogical coordination

Pedagogista: was introduced in 1980 – in a period of important investments in opening new nidi d'infanzia. The aim of that professional figure was of sustain the professional inservice training of nido's personnel, to ensures continuity and improvement of pedagogical experiences:

It was an important support for the personnel to qualify their experience thought reflecting on their educational practice (why I'm doing what I'm doing? Can I do it in a different way? Can I do it better? What does it mean better for children? And for parents? ...).

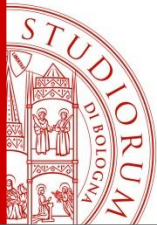
In a second time, from the second half of 80', was created a special regional agency (IRPA) with the aim of work with the University at the formation of new pedagoga, **the pedagogical coordinator**. Its identity was not only centered on the educational experience within the service but also in increasing a common pedagogical and organisational culture at regional level.

The figure of pedagogical coordinator was structural present in 90'. The political idea was of increase the its importance from a quantitative and qualitative point of view: more coordinators, more cities involved, more networking at local, provincial and regional level. A second shift, from pedagogical coordinator to **pedagogical coordination**, underlines an increasingly systemic approach: the coordination is a part of a complex and interconnected structure that aim to the integration of actions and initiatives improving quality.

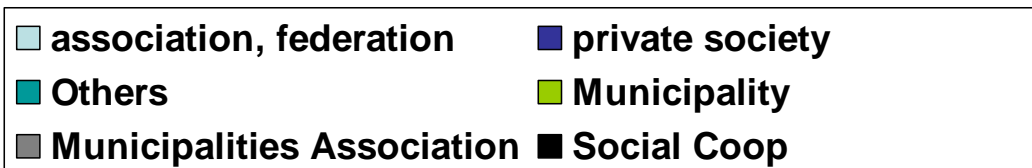
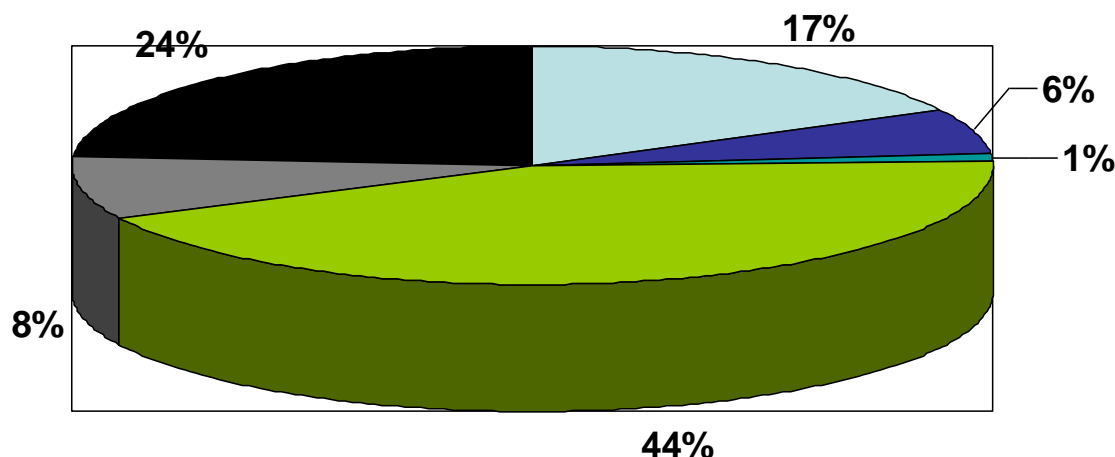
Pedagogical Coordinator for province and gender

	Indagine 2006/07					
Provincia	Sesso		Totale coordinatori	%		
	maschi	Femmine				
Piacenza	2	18	20	6,02		
Parma	1	27	28	8,43		
Reggio Emilia	7	54	61	18,37		
Modena	6	31	37	11,14		
Bologna	9	79	88	26,51		
Ferrara	4	22	26	7,83		
Ravenna	3	16	19	5,72		
Forlì-Cesena	1	30	31	9,34		
Rimini	4	18	22	6,63		
Totale	37	295	332	100		
%	11,14	88,86	100			
Indagine 2001 %	14,90	85,10	100			

Source: Regione Emilia Romagna



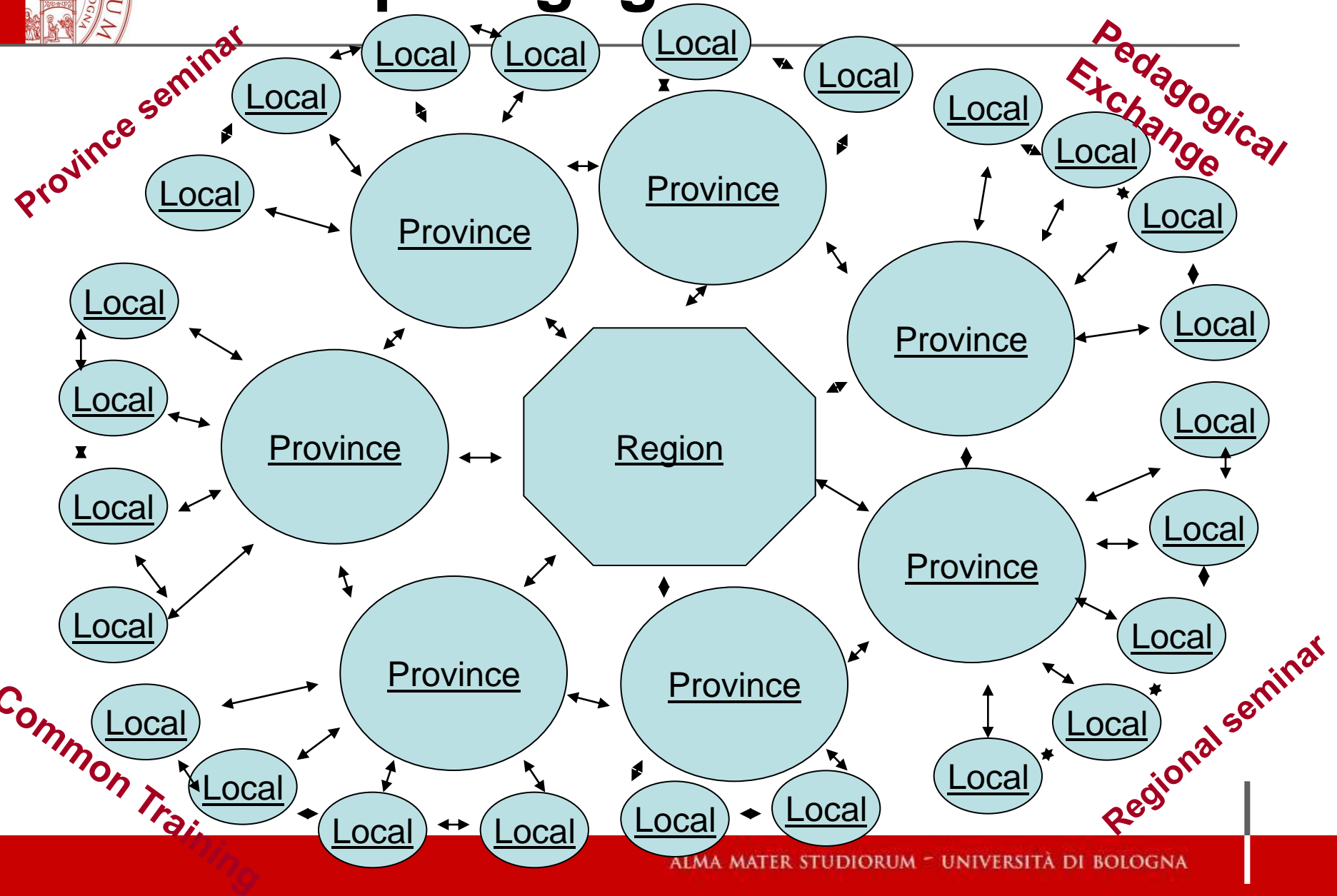
Pedagogical coordinator for management

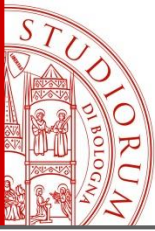


Source: Regione Emilia Romagna



The net of pedagogical coordination





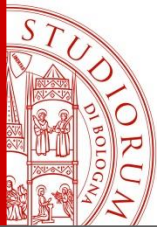
The Pedagogical Coordination competence

- Culture of childhood
- EC policies concerning institutions, families and the organization of the city (right of children to participate in the life of community)
- Providing opportunities of professional development for ECE personnel (Benedetti, 2009)
- Management of financial and human resources
- Inter-institutional networking and educational projectuality for continuity among educational institution
- **Monitoring and evaluation of ECE services quality**

Pedagogical
competence

Managment
competence

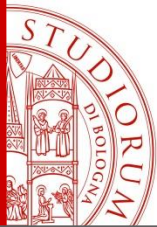
Administrative and
burocratical
competence



The evaluation process: the policy of the Region Emilia Romagna

Pedagogical and political framework:

- The systemic approach (Bronfenbrenner, 1979)
- Follow the guideline defined at European level (Starting Strong I e II, 40 target for quality of ECE, 2006; Dhalberg, Moss and Pence, 2007)
- The evaluation approach centered on the organisational development
- The evaluation approach oriented to sustainability



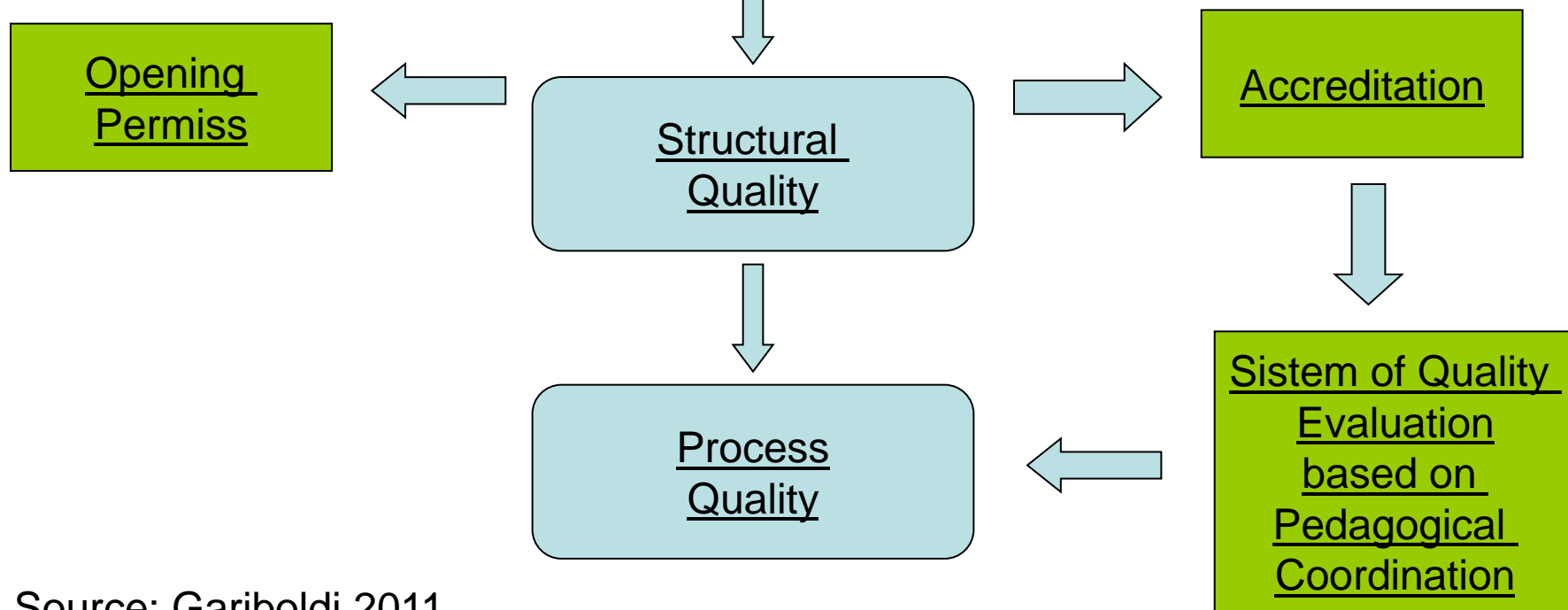
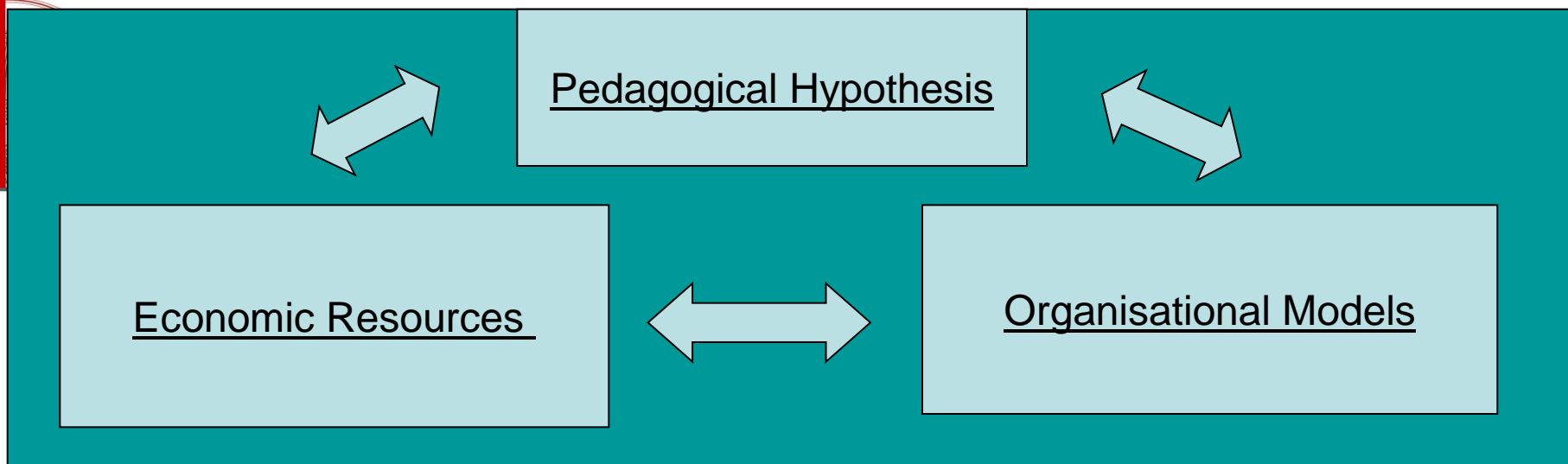
Evaluation of Quality

The Regional experience on evaluation are based on:

- ✓ Involvement of service social actors (teachers, parents, coordinators)
- ✓ The evaluation activities are included in the path of in-service training, recognizing the value of professional development
- ✓ The object of the evaluation is centered on the context not on the long-term effect on children development
- ✓ Recognize the local culture of childhood

(Musatti, 2011)

**QUALITY IS WITHIN THE PROCESS NOT WITHIN
A PRODUCT**



Source: Gariboldi 2011

Sistem of quality indicators

Actors *Fondamental conditions at micro-sistemic*

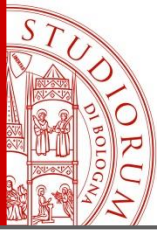
Children Contex quality Operators

Families Quality of relationships

Teachers/educators Quality of educative pourpose

Fondamentals conditions at meso-sistemic

- Families participation
- teachers professionalism
- teachers satisfaction
- Families satisfaction

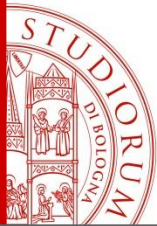


A regional sistem of quaity evaluation

- Build an integrated system that connect coherence and differences between services
- Quality as changing and developmental process within services
- Evaluations is a process of action-research based on a systematic research (quality and quantity) and on the dialogue of different points of views
- Assessment is both auto-evalutation and etero evaluation. To be able to do autoevaluation process is an indicator of quality

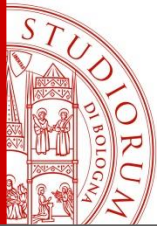
Ideas

- Decision are taken in a negotiated process between all actors. The Pedagogical coordinators are the Key figure because they connect Local Administration, services, teachers, families but also Children needs and educational rights.
- All the local coordinator need to participate at the coordination meetings at local, province and regional level.
- Tools and methologies need to be co-costructed



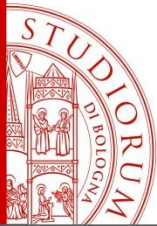
At Regional level

- Index of Pedagogical Project
- Individuation of evaluation criteria and indicators (indicators were co-constructed but compulsory)
- Index of road map of assessment:
 - Times and steps
 - Roles of subjects (perceived quality from families, auto evaluation of teachers, ...)
 - Documentation and dissemination of results
 - Use of all evaluation data to improve the reaserch on quality at CCP levels



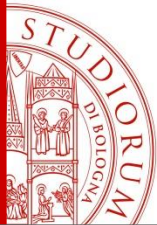
Assessment tools

- Written documentation:
 - Pedagogical Project
 - Educational Documentation
 - Diary
 - ...
- Scales adapted at local culture (ASEI, SVANI, PRADISI, ...)
- Satisfaction questionnaire for families
- Groups of discussion and reflex ion with schools and between schools



Open Questions

- Pedagogical coordination identity
- Etero- evaluation (who evaluates who?)
- Parental involving
- Teachers professionalisation
- Economical Sustainability of the system



Thank for your attention



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