

Possibilities for performance control of pedagogical staff



**Erasmus+ Programme, Key Action 2: Strategic Partnerships:
'Designing Curriculum for pre-school teachers who work in inclusive classroom settings'
contract number 2016-1-TR01-KA201-0346601**

June 2018
CJD Verbund NRW Süd/Rheinland
Frechen, Germany



Table of contents

1. Introduction	3
<i>Possibilities for performance control of pedagogical staff</i>	3
2. Performance check for the vocational training of kindergarten teachers at the VET center Bleibergquelle	4
3. Competence target	4
4. Assessment grid.....	5
5. Parents survey.....	5
6. Support planning talks (Hilfeplangespräche HPG)	7
7. Monitoring staff performance.....	7
8. References	11

1. Introduction

Possibilities for performance control of pedagogical staff

In many European countries, new standards in early childhood education have been established in recent years. Kindergartens are no longer responsible only for care, but also increasingly for the early encouragement and education of children from 0-6 years. The implementation of new concepts and models are gradual and must be constantly adapted to new developments and research results in line with societal change. Especially in regions with many kindergartens, these compete with each other and must convince the parents with quality standards, support offers and educational concepts. With different approaches/measurements, such as certificates, special concepts or special offers, the institutions are trying to differ from others.

Since parents have in many areas the choice where to register their children, quality performance is receiving more and more attention and is getting more important. Earlier children were sent to kindergartens that are closest to their home. Today's choice that is given to parents let them choose by quality. How much staff does the kindergarten provide/employ? What's the educational background of the staff? How is the kindergarten in general working?

Hence pedagogical staff is always paying attention to improve the quality of the kindergarten and the staff working there, or to keep it on a high level. Therefore the quality performance must be measured and from time to time reviewed. But what is it about? Quality assessment includes structural factors, such as group size and staff educational level, as well as procedural quality factors, such as educational practice. The educational directors do oftentimes show strong variation in terms of what they choose to emphasize, and how they structure work within their departments. There is a big variation in kindergarten teaching practices, the educational content of children's everyday life and in routines for regular observation and assessment of children's skills. Work plans and activity schedules are helping the preschool teacher to implement educational goals into daily practice and are elements to implement procedural quality. The work plan shall be determined by the teacher-manager, in cooperation with the members of staff, and promotes shared educational practice processes. It includes both pedagogic and administrative elements. The administrative work plan schedules timetables for staff meetings, parents' meetings, evaluations and ensuing actions, community activities, meetings with relevant authorities, etc. The pedagogic work plan details the knowledge, values, skills and capabilities the children are expected to acquire and the ways to foster them.

The different examples below show which instruments are used to check the performance and quality of trained staff and the pedagogical work. Only one is specially designed for the work with SEN children and this one is aiming at the collaboration between the different care givers of the child, in order to support the child in its well-being and development.

2. Performance check for the vocational training of kindergarten teachers at the VET center Bleibergquelle

While in most EU countries studying leads to the job of educator in nursery schools, in Germany it is a vocational training. However, the dual training system in Germany is unique and of high quality. The training center *Berufskolleg Bleibergquelle*, is a College of Social Education with a focus on social and health care. They developed a certain performance check that might be seen as an example for implementing quality standards in European institutions. This performance check list is used at the vocational education training school for social pedagogy in Velbert (Fachschule für Sozialpädagogik in Velbert).

This form has been specially designed for trainees and aims at reviewing goals and learning contents during their training. The evaluations are carried out during the complete training period (3 years). The newly trained specialists are evaluated in a variety of areas using a numeric scale. The scale goes from 0 to 5 and is described as follows:

- 0 = not ascertainable, not relevant for us
- 1 = not available
- 2 = partially available
- 3 = satisfactory
- 4 = well available
- 5 = very pronounced, always fully achieved

As a rule, both the trainee, the institution itself, and also the responsible teacher, fill in the form separately. In joint discussions, the forms are reviewed and checked together to see in which areas the assessment from all parties was in consensus and in which areas there are major differences.

This form can also be used for professional staff in order to assess areas of work, which are already performed on a high quality level.

3. Competence target

The competence target is a way to graphically represent the quality of the work. With this tool, both the professional and the supervisor marks on a "target" the current performance level. The closer the cross is in the middle (100) the better the performance is. Beforehand two to three areas of work are chosen, which are then evaluated. Often a graphical representation helps to perceive the actual state and to recognize the different visions of several people.

4. Assessment grid

This evaluation grid has been developed by Weber and Herrmann in 2004. It is similar to the assessment form of the VET center in Bleibergquelle. This model aims at trainees, but also can be well used for professionals. These two tools are quite similar. In this evaluation grid, the quality of the work is as well measured on a numeric scale from 1 to 5.

The points are distributed in the following areas:

- Professional attitude
- Autonomy
- Educational practice
- Collaboration
- Critical faculty
- Implementation of administrative tasks
- Strengths
- Development tasks

The last two points are formulated in writing. The point "strengths" should serve as a motivation whereby the "development tasks" are regarded as goals. The assessment grid is repeated at certain intervals to determine the areas where the quality has improved and the formulated objectives have been achieved. This form is filled in by the employee as well as by the supervisor and discussed/reviewed together.

5. Parents survey

In Germany many institutions offer parents' surveys. Every nursery can create a questionnaire itself and distribute it to the parents. The institution is responsible for the content itself. The parents have the opportunity to evaluate the work of the kindergarten.

Overall, there are two different ways such a questionnaire could be designed. Either the services of the kindergarten can be rated by check-lists and marks or it can be given in writing. The questionnaires are usually distributed to the parents once a year. The facilities evaluate the results and can clearly identify the areas in which they are doing good work and where there is space for improvement. This is one of the few possibilities where the work of the facility is evaluated directly by the customer. It is often the case that many of the questionnaires are not filled out. That results that the outcome is not always representative and reflects only the opinion of a small percentage. The following nurseries are working with parents surveys, you'll find them in the annex:

1. Kindergarten Villa Sonnenschein from Wesseling, further information on:
www.familienzentrum.nrw.de

2. Kindergarten St. Theresia Hamm, further information on:
www.familienzentrum.nrw.de

Examples of implementation and evaluation of parent surveys:

1. Böblingen

In the German town of Böblingen, about 1,500 randomly selected households with young children were interviewed about day care facilities. Of the current KiTa (nursery school) parents, 661 took part in the survey (= 44% response). Of the future KiTa parents addressed by post only, there were 549 answers (= 37%). Substantially similar questionnaires were used, by means of which on the one hand, the personal significance of various topics was requested and (only with the parents of current KiTa children) the satisfaction with the assessment in the KiTa practice was evaluated. A total of 21 topics about the daycare center was requested. The questionnaire's showed that the practical-organizational aspects of KiTa's everyday life are very important for the parents. In particular, the communication with the staff is perceived as particularly important. (...) The parents of the current KiTa children were also asked to express their satisfaction (...) on a scale from "very satisfied" to "completely dissatisfied".

]

2. Düsseldorf

The Quality Association of Protestant daycare facilities for children in the district of Düsseldorf-Mettmann has stipulated that a parents' survey will be conducted every two years in order to ensure that the services offered to parents and children is tailored to their needs. All ten parishes participated with their institutions in this year's survey. 1500 questionnaires were distributed and over 1000 parents completed the questionnaires. The evaluation was made by Diakonie Oldenburg. Result: Almost 86 percent are very satisfied with the overall score of 1.7 and 93.5 percent would recommend the KiTa. The results are analyzed in detail both in the individual communities and institutions as well as at the level of the parish and in leadership conferences. "Some parents criticize the lack of staffing: Here we notice very clearly the consequences of the shortage of skilled workers - skilled personnel is no longer available in the labor market -, but also the insufficient framework conditions, which the Children's Education Act NRW stipulates, this is not the responsibility of the institution", explains Jutta Wevers, Manager of the Quality Association. Many providers of day care facilities for children complain about the insufficient professional-child relation and the inadequate financing of the work in the elementary area. The consequences of these inadequate human and financial resources are at the expense of the children and their parents. Despite these general conditions, the parents see the high level of commitment of the employees and give them a great appreciation. The concepts with their emphasis in different educational areas are very positive for the parents. They have provided a lot of facility-specific feedback that will help reinforce communication between parents and institutions.

(

6. Support planning talks (Hilfeplangespräche HPG)

The HPG is a special tool in order to support children with disabilities. Employees of the institution, parents of the child, therapists and possibly doctors meet in order to prepare a plan for supporting the child. In this process the strengths, but also the weaknesses, are highlighted and are observed from all point of views. Together goals are defined and methods are chosen with which these goals should be achieved. After an agreed period (usually 6 months), the same group of people meet again. They will then check whether the set goals have been achieved. If this is the case - new targets are set. If this is not the case, it is reviewed what could have been or was the reason. Together the objectives are reworded and other methods will be applied. Through the regular reviewing of the objectives, the efficiency of one's own measures and thus also one's own work can be reflected. The annex contains a simple example.

Examples of how a supporting plan is utilized to guarantee high quality of staff and education:

1. A comment at the Internet Forum “rehakids.de”

In our nursery school in Bremen there are social workers or educators recruited as integration helpers for children with special needs. A supporting-plan is written after getting to know each other 8-10 weeks. The plan states every step the integration assistant wants to achieve in one year and how he will try to achieve it. Then a development report is written about what has been achieved in reality. All plans and reports are discussed with the parents and educators. (<https://www.rehakids.de/phpBB2/ftopic96340.html>)

2. A comment at the Internet Forum “netmoms.de”

I applied for family help at the German youth welfare office for our son, who has ADHD. With us the support plan discussion (HPG) takes place every 6 months. It discusses what has already been achieved and what goals have not yet been reached. Everything is recorded in writing. Together we discuss what has already changed positively and where we can still work on. My family help is really great. She said she could have stopped helping already. But I told her that I do not want yet. So she turned it around and they only reduce the hours. (...)(<https://www.netmoms.de/fragen/detail/hilfeplangespraech-mit-dem-jugendamt-24840576>)

7. Monitoring staff performance

In child day care centres, service quality, curriculum implementation and child development or outcomes are monitored; however, there is no specific monitoring of staff quality. European countries use various approaches and practices for monitoring service quality, staff quality and child development. Monitoring in France is conducted at the national level, where the Ministry in charge of the respective setting is also responsible for monitoring. In Germany, due to the federal system where responsibility for monitoring is at the regional and municipal

level, local authorities are responsible for developing a monitoring system for their municipality.

Common reasons for monitoring Early Childhood Education Service and staff quality include: accountability with and without sanction or reward, informing policy making, informing the general public, improving the level of service quality, improving staff performance, identifying learning needs for staff, and enhancing child development and identifying children's learning needs. Improving service quality is the main purpose for monitoring both service and staff quality, followed by informing policy making. In Germany staff quality is monitored to improve the level of service quality and staff performance. Due to the federal system where responsibility for monitoring is at the regional and municipal level, local authorities are responsible for conducting inspections.

The monitoring of staff quality focuses on aspects such as:

- staff qualification,
- process quality,
- use of material,
- time management,
- curriculum implementation,
- quality of instruction/caring, team work,
- communication,
- management.

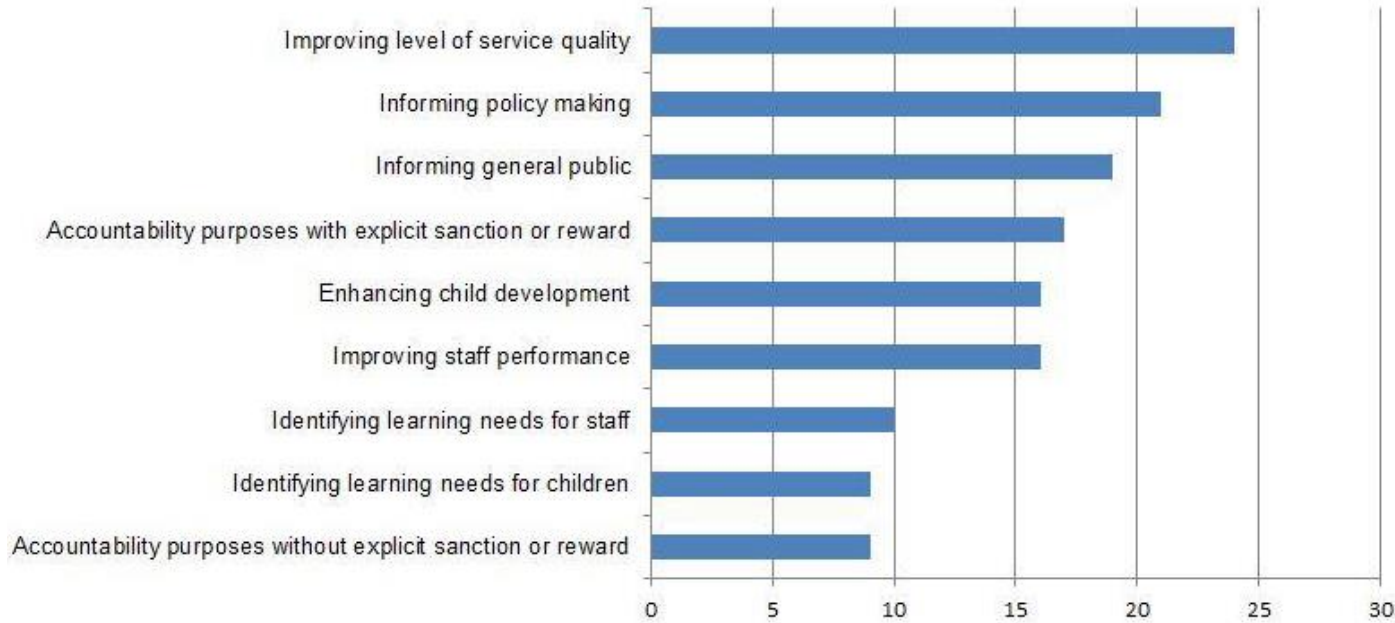
The practices used for monitoring service and staff quality can be either external or internal. The external monitoring of quality is done by an external agency, evaluator or office that is not part of the Early Childhood Education Service (ECEC) setting being monitored.

Inspections (external evaluations) of staff quality are very common, and tools used include:

- observations,
- rating scales,
- checklists,
- interviews,
- results of self-evaluations,
- the studying of internal documentation.

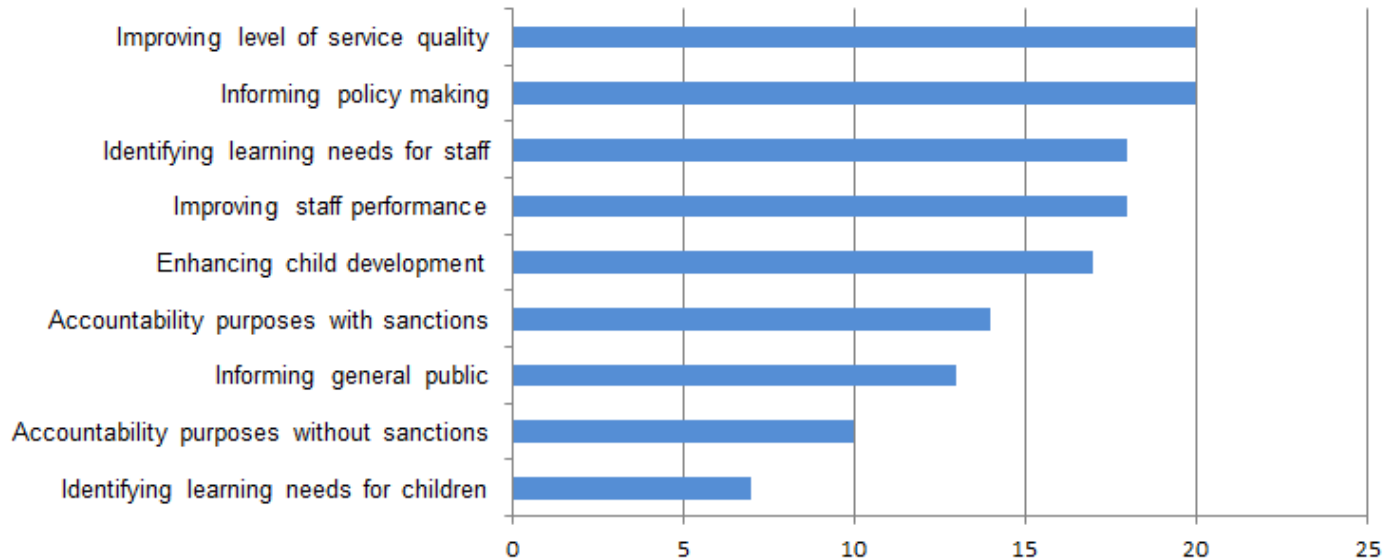
Internal monitoring procedures to monitor staff performance, such as self-assessments, are also commonly conducted. They are usually carried out by the manager of the centre, staff who have specific training for the job, or an external moderator. Direct assessments, narrative assessments, and observational tools may be used to monitor child learning and development in areas such as language and literacy skills, numeracy, practical skills, socio-emotional skills, motor development, autonomy and well-being.

The purposes and expectations of monitoring service quality in Germany and other countries is seen in the table below:



Source: OECD (2015), *Starting Strong IV: Monitoring Quality in Early Childhood Education and Care (ECEC)*, Table 3.1, OECD Publishing, Paris, <http://dx.doi.org/10.1787/888933243059>; www.oecd.org/education/school/ECCECMN-Germany.pdf

The purposes of monitoring staff quality in Germany and other countries are:



Source: OECD (2015), *Starting Strong IV: Monitoring Quality in Early Childhood Education and Care (ECEC)*, Table 4.1, OECD Publishing, Paris, <http://dx.doi.org/10.1787/888933243203>, www.oecd.org/education/school/ECECMN-Germany.pdf

Examples of monitoring staff performance in Germany

Berlin is the only federal state in Germany where there is a systematic monitoring process in place. Nine accredited evaluation agencies are commissioned by Early Childhood Education and Care providers to carry out evaluations of childcare centres in Berlin. Internal evaluations are usually carried out by the manager of the centre, staff who has specific training for the job, or an external moderator. The Berlin institute for quality development in day care centres (BEKI) has trained pedagogues to support staff teams through internal evaluations on behalf of the Berlin Ministry of Education, Youth and Sciences. This Ministry is responsible for the accreditation and co-ordination of the evaluation agencies. It also co-ordinates the schedules and publishes the results.

As part of his assignment, BeKi performs the following tasks BeKi supports conceptual development based on the Educational Program of Berlin (BBP) with recommendations for its further development;

- BeKi depicts a needs-based number of multipliers for internal evaluation;
- BeKi coordinates the timing of the external evaluation in accordance with the specifications of the Quality agreement of day care facilities (QVTAG) and ensures its quality implementation;
- BeKi collects the ongoing quality development processes, evaluates their successes, problems and obstacles and makes the results available to the QVTAG's agreement partners, the district youth welfare offices and institutions for the purposeful control of the further process;

This Project is funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.

- BeKi ensures continuous, targeted communication between all actors in the quality development process and ensures that all parties involved can

At the conference "Internal Evaluation of the Berlin Education Program" experts and multipliers of the education and evaluation system came together and highlighted the results of the internal evaluation processes with external multipliers in Berlin. The developed and externally supervised process of creating "materials for internal evaluation due to the Berlin Education Program" has called to be a *valuable and effective approach both for the nursery school teams and the head institutions of the facilities*. The use of external multipliers relieved the team and the management and enabled a "look of outside". It was shown to be important to undergo a meeting before starting the internal evaluation exchange to discuss and clarify the purposes and objectives and thus provide a valuable preparatory work for the structured self-assessment and the group discussions. In preparation for the internal evaluation, it was important that the external multipliers got to know the nursery school and discussed with the team which individual aspects (language support and others) they consider important. Overall, the support of the internal evaluation processes by an external multiplier in Berlin has proven to be useful. It seemed important to provide information to the management of the facilities in order to be able to accompany the internal evaluation itself or to determine and classify its role in the process. The content of the Educational Program of Berlin has also received new ideas and impulses.

8. References

- <http://www.beki-qualitaet.de/images/beki/downloads/Ergebnisse%20des%201.%20BeKi-Fachtages.pdf>
- <http://www.beki-qualitaet.de/index.php>
- <http://www.bkbleibergquelle.de/>
- <http://www.kita-villa-sonnenschein.info/> parents survey
- <http://www.lokalkompass.de/duesseldorf/ratgeber/zweite-elternbefragung-in-den-kindertagesstaetten-ergibt-eine-hohe-zufriedenheit-d767219.html>
- <https://www.dkhw.de/>
- https://www.landkreis-esslingen.de/site/LRA-Esslingen-ROOT/get/params_E-496981981/71332/hilfeplan_tischvorlage.pdf
- Kurt, Herrmann, Mathias Weber (2004): Kindergarten heute, Basiswissen Kita: Leiten und führen in Tageseinrichtungen für Kinder, Herder Freiburg (p. 14)
- www.boeblingen.de/site/Boeblingen-Darksite/get/params_E-287128508/2305814/Ergebnisse%20Elternumfrage%202012.pdf
- www.kkpj.de parents survey
- www.oecd.org/education/school/ECECDCN-Germany.pdf;
- www.oecd.org/education/school/ECECMN-Germany.pdf