



SEQUENCES

Self and external Evaluation of Quality in Europe to Nourish Childhood Education Services

**TRAINING CURRICULUM
AND SUPPORTING DIDACTIC MATERIALS**

Version 2



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INTRODUCTION

The Training Curriculum has been designed according to the Toolkit for Quality Assurance in ECEC settings in Europe, thus with reference to the Key Quality Principles contained in the “Proposal for key principles of a Quality Framework for Early Childhood Education and Care”.

Specifically, the Training Curriculum is a set of educational materials that are intended to accompany the SEQUENCES Toolkit. Managers and ECEC professionals together, or with a trainer, can work through an element of practice as outlined in any of the tools in the five quality areas of the Toolkit.

Considering also that, currently, non-formal learning is increasingly becoming a widespread practice through which professionals learn, share and reinforce their competences, the curriculum is meant to be a detailed and structured framework of reference for:

- designing effective initial trainings and continuous professional development opportunities for practitioners working in ECEC;
- recognising and validating competencies acquired in non-formal contexts and by professional experiences related to the promotion of quality in ECEC;
- analysing and updating the expected job performances of ECEC professionals related to quality, in the different contexts and settings in Europe;
- improving the minimum requirements of the ECEC services;
- raising awareness on the impact of low-quality ECEC provision and opportunities linked to investing in quality in the different 5 Quality Areas.

Therefore, the structure of the Training Curriculum is in line with the Toolkit, connecting the specific learning outcomes and activities with the numbered tools, in order to make available a comprehensive set of instruments to ECEC managers, professionals and decision-makers, that will lead to improved quality daily experience for all key stakeholders, including children and their families.

The training activity for each tool includes:

- the learning outcomes, in terms of expected skills/competences the trainees should be able to acquire and perform in ECEC settings, after the training;

- the resources, in terms of both didactics and other supportive materials, to be used to deliver the training as well as to concretely implement the tool in the settings;
- the sequences of the steps to follow to implement the training as planned and foreseen, in the “HOW TO ACHIEVE THE LEARNING OUTCOMES” section;
- the required estimated time to develop the training activities described;
- the challenges/obstacles that can affect the smooth implementation of the training activities as planned and foreseen in the manual.





























Moreover, in order to facilitate the adoption of the designed Training Curriculum, according to both the state-of-the-art of quality developments in ECEC services in European countries and the training plan as experienced in the project timeframe, some complementary methodological tools have been provided:

























- after the Introductory section, a Table resuming the suggested activities to be implemented among those mandatory, recommended, optional or both recommended/optional, also with reference to different levels of complexity and goals to be achieved;
- at the end of the document, as annexes, a Training's needs Analysis Check list to support the initial investigation among ECEC practitioners in order to better address both their real training needs and the requirements of the ECEC settings; also a table detailing how to deliver the training curriculum in its fully implementing version;
- other quality assessment tools to monitor and evaluate the efficacy of the training as well as trainees' satisfaction and learning achievements.





























At the end we would like to highlight that, child-free hours and financial resources have been considered transversal issues potentially affecting the effectiveness of training and tools implementation, despite the specificities related to quality developments and policy already in place in different European countries contexts.





PLANNING OF TRAINING

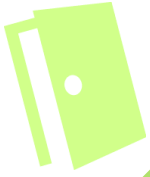
OPTION 1	OPTION 2	TITLE			4-DAY TRAINING	SEVERAL HALF-DAY TRAININGS	COMMENTS
DAY	DAY	SESSION NAME/AREA	ACTIVITY/TOPIC	TOOL	OPTION 1	OPTION 2	COMMENTS
DAY 1	HALF DAY	Overview and introduction to the training	Brief Introduction to the Training		■	■	Intro: Trainers, organisation, duration and sequencing of the training
			Introductions/Bonding		●	➤	Just through a game/fun activity
			Group Rules		●	➤	Joint effort
		SEQUENCES Programme Orientation	Short Overview of the Aim and Objectives of the Programme		■	■	Much shortened presentation to show where it starts from, the overall aim, specific objectives, expected results, target groups, core activities and outputs as a must, but if the presentation of the values is not to be used, then it can have a reference to them here.
			Presentation of the Values and Principles		●	●	Somewhat condensed presentation (20 slides is too many - should not be more than 10-11) or the schematic presentation can be included in the Overview of the Toolkit as introduction
			Presentation of the European Quality Framework - Key Principles		➤	➤	This can be presented as it is already prepared followed by the discussion on the national quality standards, self-evaluation principles and the way the setting approaches them, or combined with the overview of the Toolkit
	Toolkit / Common Area		Presentation of the Toolkit itself		■	■	There needs to be an overall presentation of the content of the Toolkit, overview of the areas and tools
	HALF DAY	Common Area	Overview of the Area and its tools		■	■	Short description of the Area and each tool in it is needed to decide which ones need to be explored and practiced in detail
			SWOT Analysis		■	●	These can be practiced later by the trainees when they discuss and plan the implementation of individual tools in the Areas 1-5, but

				SMART Goals			they should be explained here unless the trainees are very familiar with them
				PDCA Cycle			
				Successful Educational Action			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Common Area it can be decided jointly with the participants what needs to be explained and explored at length
			Participative Leadership Approach				
			Budget Planning and Monitoring				
DAY 2	HALF DAY	Toolkit Area 1 /	Area 1 - ACCESS	Overview of the Area and its tools			Short description of the Area and each tool in it is needed to decide which ones need to be explored and practiced in detail
				Strategy for Making Access Process Visible			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 1 it can be decided jointly with the participants what needs to be explained and explored at length
				Service Charter			
				Plan for an Inclusive ECEC Service			
				Needs Analysis and Planning			Depending on the length of the training, SWOT analysis and SMART goals tools can be used here as methodology in setting the process
				Platform to Communicate with Parents			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 1 it can be decided jointly with the participants what needs to be explained and explored at length
				Inclusion of All Children Activity			
	HALF DAY	Toolkit Area 2 /	Area 2 - WORKFORCE	Overview of the Area and its tools			Short description of the Area and each tool in it is needed to decide which ones need to be explored and practiced in detail
				Reflecting on Professional Development			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or

				Nurturing Relationships with and Amongst Children			setting - after the overview of the Area 2 it can be decided jointly with the participants what needs to be explained and explored at length	
				Nurturing Learning Environments				
				Nurturing Professional Development				
				Empowering ECEC Staff			This could also be linked with reflecting on Professional Development	
DAY 3	HALF DAY	Toolkit / Area 3	Area 3 - CURRICULUM	Overview of the Area and its tools			Short description of the Area and each tool in it is needed to decide which ones need to be explored and practiced in detail	
				4 Pillars Curriculum			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 3 it can be decided jointly with the participants what needs to be explained and explored at length	
				ECEC Setting Mission Statement			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 3 it can be decided jointly with the participants what needs to be explained and explored at length	
					Curriculum for Environmental Education			This could be combined with Green Kindergarten Award
					Parents Involved in Children's Learning			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 3 it can be decided jointly with the participants what needs to be explained and explored at length
					Pedagogical Documentation			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 3 it can be decided jointly with the participants what needs to be explained and explored at length
		HALF DAY	Toolkit / Area 4	Area 4 - MONITORING AND EVALUATION	Overview of the Area and its tools			Short description of the Area and each tool in it is needed to decide which ones need to be explored and practiced in detail
						Action Research Hubs in Monitoring and Evaluation		

				Mentoring in Monitoring and Evaluation			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 4 it can be decided jointly with the participants what needs to be explained and explored at length	
				Self-Assessment Grid				
				Logbook (with Portfolio)				
				Child Assessment				
				Parents' External Evaluation				
DAY 4	HALF DAY	Toolkit / Area 5	Area 5 - GOVERNANCE AND FUNDING	Overview of the Area and its tools			Short description of the Area and each tool in it is needed to decide which ones need to be explored and practiced in detail	
				Coaching			Exploring any of these tools in the training at length depends on the needs of the particular environment/country or setting - after the overview of the Area 5 it can be decided jointly with the participants what needs to be explained and explored at length	
				Horizontal and Vertical Educational Continuity (Transition)				
				Service Coordinator / Pedagogical Leader				
				Advocacy				
				Fundraising			This can be combined with the explanation of budgeting and planning	
			Next Steps	Next Steps	Choosing the Tools			In this section PDCA cycle can be practiced . These activities could also be planned for a separate half-day conclusion of the whole training
					Action Plan			
					Training Evaluation			

- Must 
- Recommended 
- Optional 
- Recommended/ Optional 



ACCESS

LEARNING ACTIVITIES

TOOL 1: PROMOTING ACCESS TO ECEC SETTINGS

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- describe the objectives of the Tool to communicate with and assist the parents in the education and care of their children;
- identify strengths and weaknesses of previous strategies, used to make access visible;
- elaborate a strategy that helps promote ECEC provision that encourages family participation, strengthens social inclusion and embraces diversity, based on challenges related to access;
- implement, monitor and adapt the strategy for making access visible, based on its evaluation.

RESOURCES

IT equipment and basic IT skills; collaboration and financial support from the local community; blank papers; pens; flipchart.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer asks the participants to identify challenges related to physical access and participations of families and their children, especially disadvantaged and/or marginalised groups, to reflect and identify current communication channels and methods used to facilitate the access to the ECEC settings by its direct beneficiaries, and propose new ideas for better communication with and involvement of parents, for creating a more healthy and creative ECEC;
2. Participants will be divided into working groups and asked to identify areas of improvement. The ideas will be collected on paper and written on the flipchart;
3. Discuss different findings and suggestions, such as the website, Facebook page and the welcome event.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- Internet connection, IT equipment, IT skills of parents and ECEC staff;
- overcoming old traditions and prejudice.

TOOL 2: ECEC SETTING'S CHARTER

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- inform and communicate with parents, families and citizens in a transparent way, the rights and duties of all stakeholders in the ECEC setting, the defined goals, the quality levels to be guaranteed, measurement criteria, highlighting the importance of listening to families/carers/parents and children's needs;
- increase the participation of parents and families in the ECEC setting;
- adapt ECEC service offer according to feedback from parents and families, and facilities' and law's constraints;
- create and elaborate such a charter document based on quality self-assessment, defining constraints and opportunities that should be taken into account;
- update the charter according to changes that are implemented, which influence the quality of the ECEC offer.

RESOURCES

Parents, families, local community opinions; Ministry of Education standpoint; blank paper; pens; a flipchart; Quality Assurance/management principles and statements in the ECEC sector.

HOW TO ACHIEVE LEARNING OUTCOMES

1. The trainer will ask the participants to divide into small groups and identify the main purpose the charter is supposed to serve, who is going to be involved in creation and elaboration of the document and at which point in time, what is the target group for distribution of the document, how will it be used in the future, what are the crucial factors influencing the ECEC service quality, what constraints and opportunities should be taken into account and what will mainly influence the sustainability of the quality;
2. The charter is discussed for a deeper understanding of what this document should include, how is it related to making the access process visible, needs analysis and planning, ECEC setting's mission and parents' external evaluation and ideas are organized on a flipchart.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- lack of in-depth needs analysis/self-assessment and/or knowledge on Quality Assurance criteria for the ECEC sector;
- communication and understanding problems during the process of making the charter;
- involvement and responsibilities of different stakeholders.

TOOL 3: PLAN FOR AN INCLUSIVE ECEC SETTING

LEARNING OUTCOMES

The ECEC professionals are expected to be able to:

- recognise and respect educational principles and methods applied to diversity in ECEC settings;
- identify and recognise the added value of different activities of individualization and tailored services;
- involve key actors in the actions aimed at strengthening and concretely implementing social inclusion;
- build and adopt inclusive cultures and measures within and beyond the ECEC setting.

RESOURCES

Leadership that supports inclusion; parents/families; social and health-care services; cultural mediators; local authorities input and experiences; blank papers; pens; a flipchart.

HOW TO ACHIEVE LEARNING OUTCOMES

1. The trainer present and discuss with the groups principles and values of inclusive ECEC setting and learning;
2. The trainer then propose a practical activity through which participants are asked to divide into groups, write down and discuss : 1) the range of individual characteristics of children that are enrolled in their ECEC settings, 2) the ways they respond to individual capabilities of children, to ensure that barriers are reduced, 3) collaborative relationships with other organizations in order to support all the children and 4) the type of information recorded about children and the way it's used;
3. The trainer will write on a flip chart all the issues discussed and co-participate in drafting a plan for collecting information about children and creating an individual pathway with social and health-care services and give examples of inclusion support in an ECEC setting.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- prejudice, leadership and staff that do not believe in inclusion;
- work and coordination with social and health-care services, as well as elementary school;
- monitoring the changing needs of children, their families and the community.

TOOL 4: NEEDS ANALYSIS FOR FAMILIES

LEARNING OUTCOMES

The ECEC professionals are expected to be able to:

- identify the needs and expectations of external stakeholders regarding the provision of the ECEC setting;
- design and implement an accessible and affordable service, meeting families/parents/carer's provision needs;
- widen the access to the ECEC settings, to different target groups of beneficiaries.

RESOURCES

Children, parents/families/carers, ECEC staff; social and health-care services; local authorities input and experiences; paper; pens; a flipchart.

HOW TO ACHIEVE LEARNING OUTCOMES

1. The trainer will have the participants divide into working groups in order to identify key actors, aspects that need to be investigated and methods used in a needs analysis of an ECEC setting, which will be further discussed with the trainer;
2. The trainer will go through examples of good self-analysis methods;
3. On the basis of the needs analysis previously discussed, the groups are asked to give steps on how to make a plan for further functioning of the ECEC setting, considering the stakeholders, the management and the resources needed;
4. The trainer will go through an example of main features of the planned services.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- poor collaboration with other organizations in the local community, as well as other ECEC settings;
- poor self-analysis methods;
- poor management.

TOOL 5: LEARNING PLATFORM TO COMMUNICATE WITH PARENTS

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- describe the objectives of the Tool and be able to implement them in their own context
- use and adopt ICT tools;
- connect online and increase communication with stakeholders, especially ECEC staff and parents;
- select the appropriate technology/platform to achieve the Tool's objectives, according to stakeholders' expectations;
- adopt practical solutions to make the sharing of news and information among parents and ECEC professionals, easy and continuous.

RESOURCES

Strong commitment of the ECEC management; Internet connection and smart-phones/tablets; projector; examples of news/information for sharing.

HOW TO ACHIEVE LEARNING OUTCOMES

1. The trainer brings examples of news/information/learning material examples to the group and participants are invited to put them on a number of platforms of their choice by the trainer, depending on local realities. Participants identify 2-4 platforms (i.e. Facebook, Twitter, Moodle, Dojo-IBL) they think suitable for their local contexts;
2. Small groups are formed to analyse one platform each and discuss its benefits and possible problems, and decide if they would recommend that for their own institutions. They are also asked to identify challenges they see that need to be addressed in their institutions;
3. The outcomes are discussed in plenary. If possible, there is a decision on one platform to be used during the piloting.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- scarce familiarity with online tools parents use;
- Internet connection issues;
- lack of materials to share.

TOOL 6: INCLUSION OF ALL CHILDREN ACTIVITIES

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- identify and adopt appropriate techniques and methods for the social and emotional development of children;
- help children manage challenges in interacting with others;
- identify and recognise the benefits of playful learning;
- adopt concrete behaviours aimed at including all children in the ECEC settings.

RESOURCES

Strong commitment of the ECEC management; printed/electronic copies of the objectives of Tool 6 and the activity examples included in the Toolkit; paper; pens; computers.

HOW TO ACHIEVE THE LOS

1. The trainer introduces the examples of the Toolkit and the group discusses their benefits on social and emotional development of children, the benefit of engaging parents in those activities and identify the element of playful learning. If necessary, the trainer can present the characteristics of a playful learning experience (joyful, actively engaging, meaningful, iterative, socially interactive) as well as revisit forms of parental engagement (see Tool 33) before starting the activity;
2. Participants discuss the Tool's objectives and identify 3-4 of them as the most important to address in their settings;
3. In pairs they discuss the activity examples and other practices they have in place in their own settings. They identify one activity and analyse its playful learning characteristics and create recommendations on how to link activities in the setting and at home;
4. Each pair presents an activity of their choice – from the Toolkit or from their own practice – identifying how that supports the achievement of the objectives highlighted by the group and also give an analysis of their playful characteristics, identifying the 5 elements of playful learning and give recommendations for parental engagement.

ESTIMATED TIME

30 – 45minutes

CHALLENGES/OBSTACLES

- common understanding-sharing of inclusiveness in ECEC setting
- being able embrace the activity examples;
- difficulty to identify similar practices in their own routines;
- finding age-appropriate activities.



WORKFORCE

LEARNING ACTIVITIES

TOOL 7: REFLECTING ON PROFESSIONAL DEVELOPMENT

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- identify stressful times in the daily routine and possible solutions;
- describe each child's strengths and support required;
- identify criteria on how local, regional or national changes or developments in ECEC, impact on their practice and adopt an appropriate assessment method;
- identify and recognise their specific needs in terms of individual supports required to carry out their role effectively;
- elaborate an action plan to support/ further professional development.

RESOURCES

Reflective templates "a" to "e" in Tool 7 of the Toolkit; time to meet individually with the manager.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will briefly introduce and share with participants the concept and the aims of self-reflection in daily routine work for ECEC staff professional development. Then proposes and explains the reflective templates;
2. ECEC professionals complete the reflective templates "a" to "d" individually.
3. When meeting with the manager for support and supervision/appraisal, the documents should be used as basis for the action plan for professional development.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of time;
- manager's lack of time/ interest/leadership skills;
- lack of finance to address further training or resources required.

TOOL 8: NURTURING RELATIONSHIPS WITH AND AMONGST CHILDREN

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- recognise each child's temperament features;
- interpret children's signal/cues correctly and act accordingly;
- communicate with all children in a respectful manner;
- support children's sense of identity and belonging;
- promote positive connections and interactions amongst children.

RESOURCES

Checklist of emotional and social development for children under 6; videos of positive supportive interactions between one ECEC professional and one child /and or a small group of children; reflective questions templates in Tools 8 & 20 (Sensitivity of the nursing teacher: observation criteria); papers; markers; a flipchart.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer reminds participants of the importance of their role in supporting children's social and emotional development;
2. In small groups participants identify stages of social and emotional development of children birth to 6 years from memory. The checklists are then distributed for comparison. Ask each group what were you reminded of;
3. Divide participants in small groups. Give clear instructions before showing the video – "What supportive strategies does the ECEC professionals use here"? Show the video clip. Take one suggestion from each group recording them on the flip chart. Repeat this until all the feedback has been taken. Identify any strategies missed by the participants. Go down the list asking why it is important for children's development to use each of the strategies, and provide additional information if necessary;
4. Provide time for participants to individually reflect on and complete the appropriate templates. Having completed the templates ask participants to note one or two strategies they will work on in the coming days;
5. Suggest seeking peer feedback from room/centre colleagues.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- lack of professional awareness among ECEC professionals about their interaction styles;
- lack of openness to critically analysis their interaction strategies.

TOOL 9: NURTURING LEARNING ENVIRONMENTS

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- identify and recognise the main factors that need to be reviewed in the current learning environment from a child's prospective;
- ensure the adaption of the environment to the needs and interests of the individual children in their care, in consultation with colleagues;
- identify and adopt concrete measures for setting stimulating and creative environments;
- use a wider variety of activities and materials to reflect the diversity of the children in their care.

RESOURCES

Local/National criteria for high quality ECEC layouts; Exercise 1 - Samples of high quality Environments- Photographs/video clips of quality indoor and outdoor environments; Exercise 3 - Consulting with Children -paper & markers to sketch the room layout; camera; voice recorder; Template 9a -Nurturing Learning Environment; Action planning template.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. Exercise 1 - Divide the group into small teams to examine and discuss a sample/s of a high quality indoor (a) and outdoor (b) environment relevant to the age group with which they work. Focused questions for discussion – “What do I like about this environment? What features of the example could I bring to my learning environment? What do I need to do/ acquire to make these improvements?”;
2. Exercise 2 - To enable ECEC professionals to review the learning environment from the child's perspective, ask themselves “What does it feel like to be a child in my room/setting”;
3. Then, in their own setting, participants lower themselves physically to the level of the child by sitting or kneeling on the floor. Be mindful of the child with additional needs who may use a wheelchair or of younger child who may spend a lot of time crawling or lying on the floor. Survey the learning environment – the shelving, materials displays, the ceiling, etc. “What does it all look like from this angle?”, “What can the child see/not see?”, “What can the child reach/not reach?” “Does it look clean, inviting, appealing, from this angle?”
4. Then take a note of the following – “What did I notice/had not noticed before? What changes could I make? How could I improve the learning environment”? Discuss these findings with your room colleague/s and devise an action plan incorporating Tool 32 to identify SMART goals;
5. Consult the children
 - Movement/Tracking observation (particularly informative for use with children aged birth to 3 years and with children who do not yet speak the dominant language of the group) – observe closely how the children use the environment and the materials in the room using a movement/tracking chart. This tracking chart is unique to each room and shows the layout and different interest areas available to the children. Notes are taken every 10 or 15 minutes throughout the session recording either the number of children in a particular area and how they are using the materials. This tracking observation can also be used to note the interests of individual children by recording every 10 or 15 minutes where the child is in the room and what they are doing in that area. The valuable information



gathered in these tracking observations can assist ECEC professionals to decide if areas are valuable, if they are spacious enough, if there is ample, appropriate materials and equipment in each area etc.

- Mosaic Approach – as described in Tool 8;
- 6. Spend time reflecting on your environment and identifying improvements using template 9. Complete an action plan template;
- 7. Consider how parents and families can contribute resource, or talents and skills to enhancing the environment. (Could be simply asking parents to bring in empty cardboard boxes, sewing clothes for the dolls or involving parents in making a vegetable garden).

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- structural constraints of the building;
- available safe outdoor area;
- lack of resources;
- hesitancy to give Early Years Educations Professionals autonomy for improving environments.

TOOL 10: NURTURING PROFESSIONAL DEVELOPMENT

LEARNING OUTCOMES

ECEC managers are expected to be able to:

- establish and adopt concrete measures for a supportive, collaborative team environment;
- implement employment legislation and positive management strategies;
- provide support and guidance to ECEC staff through regular support and supervision;
- promote ECEC staff Continuous Professional Development.

RESOURCES

Access to current information on national employment law; information /exercises on leadership styles.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. Arrange a one to one meeting with the manager or hold a meeting with a small number of managers. Assure the manager/s of your role as a supportive critical friend. Share Tool 10 with the manger and ask him/her to identify where they meet the suggested criteria/are confident and areas they find challenging. Together discuss possible solutions to overcome these challenges. This may include sourcing information, further training/resources;
2. Explore leadership styles with the manager/s and how the different styles impact on staff;
3. Outline strategies to provide regular support and supervision for staff;
4. Discuss how the manger ensures they have professional support for in their own role.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- time constraints;
- manager may feel threatened;
- lack of openness and honesty on the part of the manager;
- lack of finance to improve the current situation.

TOOL 11: EMPOWERING ECEC STAFF

LEARNING OUTCOMES

ECEC managers are expected to be able to:

- adopt and implement measures to create an atmosphere of collaboration among the ECEC team;
- recognise and validate each team member's unique skills and talents;
- support the team to incorporate their unique skills and talents into their work with children;
- provide opportunities for team members to share new information /learning and incorporate this into practice.

RESOURCES

Reflective templates 1 & 2 in Tool 11; a flipchart; paper; pens.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The manager completes one template1 for each team member. Each team member also completes Template 1 individually and compares it with the one completed by the manager;
2. A Chart with headings "Professional role" and "Personal attributes" with each team member's name is put on the wall in the centre. Colleagues, parents and children are invited to identify each team members unique strengths, skills, talents etc. In larger centres, several team members can be identified each week until all the team have been included. Each team member acknowledges all the positive feedback and completes an individual template 1 to identify how they might incorporate this feedback into their daily work;
3. Template 2 is constantly available for staff to reflect upon and complete. The manager explores strategies to support team members to share new information with colleagues. (Staff newsletter, presentation at staff meeting etc.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of enthusiasm from team;
- time constraints;
- manager may feel threatened.



CURRICULUM

LEARNING ACTIVITIES

TOOL 12: 4 PILLARS CURRICULUM APPROACH

1. **The Learning to know pillar** is about developing competences in cognitive tools, including literacy, numeracy and life skills.

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- provide an effective learning environment;
- enhance the holistic development of children’s emotional, moral, intellectual, physical and social development;
- provide opportunities for all children to engage in a wide variety of activities and experiences;
- explore and experiment with a range of materials, including natural, real and open ended items;
- incorporate time for discussion to facilitate co-construction of knowledge and meaning making.

RESOURCES

Learning to know – since it focuses on developing the competences in cognitive tools, including literacy, numeracy and life skills, there can be a variety of tools and resources which can be used depending on the activity that the ECEC professional prepares.

Example of resources that can be used. The Interactive Whiteboard (IWB); videos from Youtube and the Internet; books/stories; letters; various materials such as shells, corks, smooth, fabrics; flashcards; block notes; card games/memory games; rhymes

2. **The Learning to do pillar** is about helping children to learn skills and capacities that may be needed to perform specific task in the early years setting and in the community at large.

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- provide opportunities so that pupils become competent and confident by developing self-care skills;
- create and propose situations where the pupil can develop a sense of belonging and caring for the environment around them;
- produce an environment to support the development of the pupils and help explore different roles within early years settings.

RESOURCES

The learning to do – Example of resources that can be used: clothes; shoes; laces; charts; seeds; boxes for storing; scissors, staplers, brushes, dustpans, cutlery, etc.; interviews with people such as a nurse, a grandpa, a policeman, etc.

3. **The Learning to be pillar** is about leading children to explore and be creative, to personal discovery.

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- provide opportunities so that pupils can explore and grow holistically;
- create various activities to give equal opportunities to all the pupils so that pupils can explore methods and have occasions to find their strengths and enhance their skills;
- help pupils express appreciation on the work of people around them and how things around them work.

RESOURCES

Example of resources that can be used: play-dough; sand; water; clay; library; musical instruments; opportunities to carol singing in old people's houses; videos of dancers/music; paints; sports equipment.

4. **The Learning to live together pillar** is based on diversity, similarities and differences, individualities.

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

1. set an emotional environment with appropriate measures and devices that support learning and enable the children to become more curious, active, creative and expressive;
2. propose to children measures and activities aimed at developing a sense of hope and security that enables them to strengthen their self-confidence;
3. propose activities to develop specific skills during individual activities as well as during group play.

RESOURCES

Example of resources that can be used: mirrors; rhymes/songs; pictures; IWB; Internet; people.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The ECEC professional has to plan activities related to the pillar. There is no one activity to be used and so Learning Outcomes will vary depending to the activity scheduled;
2. It would be ideal to have ECEC professionals who discuss and brainstorm together while planning;
3. Involving pupils within the community is very important. Educators can share good practices and there can be also peer observations and peer training;
4. ECEC professional need to use a variety of methods to implement the curriculum. It is important that we give voice to pupils.

ESTIMATED TIME

45 minutes – 1 ½ hours

CHALLENGES/OBSTACLES

- time;
- the headship/leaders;
- lack of resources;
- the environment (space/availability);

- the policies in various countries reflecting the different cultures & languages;
- different social background of the pupils & their families;
- working parents (do not attend activities and do not participate).

TOOL 13: ECEC SETTING MISSION STATEMENT

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- elaborate and write a mission statement for the ECEC setting;
- use the principles of the mission statement to underpin curriculum;
- adopt practices aimed at supporting the team to reflect on all areas of the curriculum and develop goals for practice.

RESOURCES

Quality principles in ECEC; examples of mission statements; videos/presentations; laptop; projector.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer introduces and presents Quality principles and values in ECEC, sharing common policies and practices adopted European, National and Local level.
2. Large group discussion - to develop a shared understanding of practices in relation to the curriculum;
3. Small group discussion - to share practice and focus on specific tasks;
4. Analysis of videos-to support reflection and discussion;
5. Experiential group work.

ESTIMATED TIME

45 minutes – 1 ½ hours

CHALLENGES/OBSTACLES

- level of knowledge about Quality Principles
- time required to develop shared understanding;
- time required to develop statements.

TOOL 14: CURRICULUM FOR ENVIRONMENTAL EDUCATION

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- guide and support children to explore and actively contribute to the natural environment – active citizenship initiatives;
- provide basic information and guidance on healthy eating habits and life style choices, for both children and parents.

RESOURCES

Educational videos and environmental documentaries; collection of good practices and examples; flipcharts; post its; markers; papers; projector and laptop.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer shares examples of good practices by playing videos;
2. Large group discussions (e.g. of the philosophical underpinnings of environmental education and reflecting on existing curricula and mapping out the most realistic points of intervention to make the comply with the basic principles of environmental education);
3. Small group work- task; steps towards “greening” their own setting may be feasible and what challenges they may face; then all participants reflect on the most common obstacles and suggest solutions;
4. In between two training sessions, participants collect and share good practices, examples,
5. If possible, site visit to ECEC setting to study how environmental education works in real life.

ESTIMATED TIME

45 minutes – 1 ½ hours

CHALLENGES/OBSTACLES

- the ECEC professional participating in the training may have little or no interest in issues related to environmental protection;
- lack of resources.

TOOL 15: PARENTS INVOLVED IN CHILDREN'S LEARNING

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- describe the importance and benefits of cooperative working;
- adopt attitudes of respect towards parents as co-educator of children, treating them as their equals;
- adopt and maintain an interactive communication platform to support a continuous and mutual exchange of information (about children's development, well-being, etc. at the facility as well as at home);
- support parents engage with the key concepts and related vocabulary (technical terms) regarding children's learning and development: a so-called shared language that ensures that both parents and educators are on the same page when discussing the child
- actively involve parents in the planning of activities and programmes, including their input (suggestions, ideas, etc. coming from the parents);
- use conflict management techniques to resolve any disagreement or tension.

RESOURCES

Case studies (publications, articles, videos); IT equipment (projector, laptop/tablet, Internet connection); flipcharts; post-it notes; markers etc.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer introduces good practices and case studies, playing videos; participants divided into working groups discuss and analyse the cases;
2. Using note cards, participants put down what they have found the most rewarding and the most challenging experience in their career with regards to working together with parents, then swap cards and discuss what lessons can be learned from their good experience that may help to handle less successful situations;
3. Role play: following the trainer's instructions, participants enact situations of ineffective communication between the practitioner and the parent(s), then the group identifies the reasons that may lead to misunderstandings and/or conflict and suggests "translation techniques" to establish a common ground (based on mutual respect and a shared language). Participants re-enact the situation accordingly;
4. Reflection on and presentation of anticipated obstacles and challenges with regards to parental engagement, followed by identifying the best methods and tools to overcome them in groups. Group members will be asked to classify the nature of the most common challenges and arrange them in main categories (e.g. institutional, communicative, socio-economic, etc.) and discuss possible remedies accordingly.

ESTIMATED TIME

45 minutes – 1 ½ hours

CHALLENGES/OBSTACLES

- time required to change existing views.

TOOL 16: PEDAGOGICAL DOCUMENTATION

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- guide reflection and promote dialogue amongst educators, children and parents, and families about how and why we document children's learning;
- adopt an approach and documenting methods which make children's learning visible within the ECEC setting and the wider community;
- adopt methods and strategies to make children's learning visible in the ECEC setting and use it to inform curriculum planning.

RESOURCES

Examples of Learning Journals/pedagogical documentation; videos/presentation; laptop; projector; markers; flipcharts.

HOW TO ACHIEVE THE LEARNING OUTCOMES

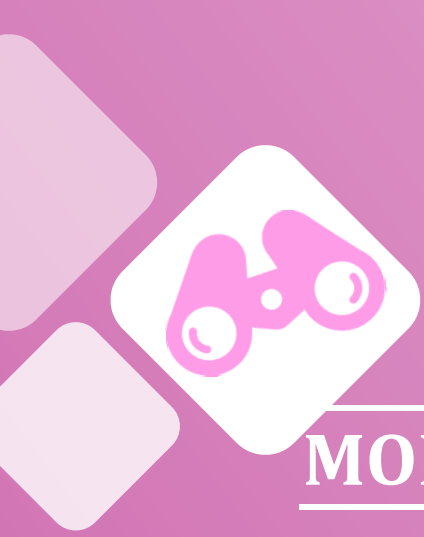
1. The trainer will first introduce principles and terms of references about the importance and aims of documenting and making child's learning process visible;
2. Then, through the active involvement of ECEC professionals, the trainer divides participants in working groups to share practices and discuss on the related expected results. The trainer can organise a large group discussion to start involving participants and then switch towards smaller groups, assigned with specific tasks and points of discussion, to focus on issues, also arisen from the large discussion;
3. The trainer may also propose analysis of videos to reinforce skills on how to document and make visible children's learning process;
4. Experiential group work: through visualising and commenting within the groups on examples of pedagogical documentation, the trainer can also guide participants towards a common understanding on the functionality of the different documents and methodologies adopted.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- time required to develop the approach;
- child free hours not provided.



MONITORING & EVALUATION

LEARNING ACTIVITIES

TOOL 17: ACTION RESEARCH HUBS

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- adopt appropriate measures to ensure the involvement of all stakeholders in monitoring and (self)evaluating the quality of the ECEC provision;
- enable the improvement of ECEC practices and policies, ensuring they are responsive to local needs (linked to regional and national policy);
- self reflect on all stakeholders' practices in a systematic way to provide relevant information, to identify desired improvements and document the required policy changes needed to address high quality provision rather than merely complying with regulation or inspection requirements;
- implement tailored continuing professional development activities according to the needs of children and families within local communities.

RESOURCES

Networks; local authorities; blank papers; pens; a flipchart.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer initially introduces the basic knowledge behind conducting action research, as well as the SWOT analysis;
2. The trainer then asks the participants to form small groups and
 - a. to identify several challenges regarding respect for diversity in ECEC in their own kindergarten,
 - b. to list the possible methods for data collection for the purpose of exploring the challenges identified,
 - c. to make a possible plan of action that's based on the data collected in the previous phase, and
 - d. to outline the purpose of the data analysis;
3. The trainer will then discuss with the participants the challenges they identified, as one theme, as well as separately, taking them through all the detailed steps of action research.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- overcoming old traditions and prejudice;
- poor collaboration between ECEC staff and families and parents, as well as the local authorities;
- competencies of the ECEC staff and management.

TOOL 18: MENTORING IN MONITORING AND EVALUATION

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- enable the improvement of ECEC practices and policies that are responsive to the local needs;
- adopt appropriate measures to (self)reflect with all stakeholders on their practices in a systematic way and to provide relevant documented information for improvements and policy changes needed;
- design and adopt appropriate measures to support the continuous improvement of ECEC settings, based on related improvements and monitored results achieved.

RESOURCES

ECEC staff, managers; networks; local authorities; trade unions; blank papers; pens; flipchart.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will initially discuss with participants the role of a mentor in an ECEC setting, his/her tasks, involvement and the description of mentor's consultative work, having the participants identify the strengths and weakness of their ECEC settings;
2. The trainer will then describe the mentor's consultative work, going through instruments used by the mentor, the Protocol for observation, to gather information on the content of the curriculum/framework or practice and used for the written report which mentor is supposed to share with the ECEC staff and managers;
3. The group will have a discussion on their specific local needs and identifying the necessary changes and the following steps in the process.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- overcoming old traditions and prejudice;
- poor collaboration between ECEC staff, managers and local authorities.

TOOL 19: QUALITY SELF-ASSESSMENT GRID

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- describe the process required for implementing the self-assessment grid;
- recognise self-reflection attitudes and behaviours in the staff of the ECEC setting;
- identify the motivations behind habits and practices observed within their setting;
- identify areas of improvement for key processes within the ECEC setting;
- carry out a comprehensive assessment of the ECEC service.

RESOURCES

Strong commitment of the ECEC management; a self-assessment grid adapted to local context; Internet connection and smart-phones/tablets; projector; flipcharts; coloured pens; papers; scissors.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer asks participants to identify Criteria/Components and reflect individually on those to be self-assessed by generating an online word cloud (i.e. mentimeter.com). The trainer will pick the most relevant Criteria/Components to be analysed by the working groups;
2. Participants will be divided in working groups, one per Criterion/Component selected (either grouped by setting or mixed groups). Each group will be given the related statements and will be asked to identify if it applies to their context and motivate it – to be written in the upper part of the flipchart;
3. Each group will pass the flipchart to the next group and will write one suggestion for improvement on the second half of the flipchart. The flipcharts will be passed again to the next groups, so that the initial group receive 4 suggestions for improvement.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- little familiarity with planning SMART (specific, measurable, attainable, realistic and timely) objectives and improvement plans;
- involve the staff and, if relevant, families/parents/carers in the self-assessment process;
- lack of materials.

TOOL 20: PEER REVIEWING IN ECEC

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- describe the PDCA quality cycle and the Peer Reviewing approach;
- identify and name the steps and key actors involved in the Peer Reviewing for ECEC;
- identify strengths and weaknesses of ECEC settings;
- analyse needs and find solutions on areas of improvement;
- elaborate a set of recommendations for improving the weaker aspects and communicate them to the ECEC setting by using a constructive and friendly communication.

RESOURCES

Strong commitment of the ECEC management; blank papers; pens; visualisation of the PDCA Cycle (e.g. slides).

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will prepare the A4 papers containing the steps of the Peer Review and the key actors that should be involved. For example, one paper will contain “self-assessment”, another “data collection”, “planning of activities”, “peer visit”, “feedback”, “recommendations”, “ECEC settings to be assessed”, “peers as critical friends” etc.;
2. Participants will be divided in 3 groups and each group will need to position the papers so as to identify the steps of the peer review, for example in a vertical line, and next to each step the key actors that will take part in the steps. After each group has finished, the trainers give feedbacks and briefly explain the steps;
3. Study case: the trainer will prepare a rather negative text describing a negative situation using a less friendly language (i.e. on relationship with stakeholders). The trainer will hand out the same text to each of the three groups, asking them to take the role of peers and describing the observed situation to the hosting colleagues by using a friendly and constructive communication and, eventually, reflecting on suggestions and improvements to be given. In the end each group will report in the plenary.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- be sure to use a friendly and constructive communication, rather than being inspective;
- initial resistance by the ECEC staff, especially in the cases of direct decision from the management;
- difficulties in collecting evidences to support recommendations and opinions.

TOOL 21: LOGBOOK (WITH PORTFOLIO)

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- identify daily practices for gathering information and monitor children's learning;
- design and adopt appropriate measures to assess the child's personal development;
- design and adopt appropriate measures to reflect on practices for keeping track and document of children's outcomes;
- identify and plan improvements based on achieved/desired results.

RESOURCES

Blank papers; pens; flipcharts; markers; paper with case stories.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will first introduce principles and terms of references about the importance and aims of documenting and making child's learning process visible. Then to better involve participants will adopt practical learning methods:
2. Participants are divided in groups. Each group is given a case story about a child and his/her development within 3 month. The text also includes the practices adopted by the educators;
3. Participants are asked to describe the following:
 - a. How would they register the child development in the logbook
 - b. If they would use other practice to sustain child's development
 - c. How would they see his/her development in the next period and how would they act;
4. In turn, each group will give feedback related to the proposal given by the other group.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of study cases;
- availability of ECEC staff to express themselves;
- lack of understanding of the meaning of the logbook.

TOOL 22: CHILD ASSESSMENT

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- design and adopt appropriate measures to assess the strengths / needs of / challenges for each child;
- monitor the child's progress and encourages parents/carers' reflection on it;
- design and adopt appropriate measures to support parents in evaluating child's learning and developmental progress;
- identify new challenges that address the potential and needs of each child;
- monitor the effectiveness and impact of an individual education approach.

RESOURCES

Policies and practices in place to assess child learning outcomes; child's assessment form adapted to local context.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will prepare for ECEC staff the introduction of *Preschool children's achievement description* (as described in the Toolkit);
2. The trainer will arrange practical training to explain how *each* child's progress should be assessed by the ECEC professionals and parents at the beginning of school year;
3. Participants will discuss how, in collaboration with parents, to create an individual child's learning program for home and for the ECEC setting / set the aims for year;
4. Participants will be trained how to:
 - carry mid-term assessment which should be made to monitor the child's progress and modify the education program;
 - review at the end of school year together with parents the general assessment of each child and decide if the set goals have been reached;
 - identify common areas for improvement in each child's achievements list and modify next year's kindergarten's working plans giving greater attention to the areas for improvement.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of understanding between ECEC staff and managers;
- lack of economic resources for purchasing the needed equipment to satisfy child needs;
- lack of support for children with additional needs.

TOOL 23: PARENTS' EXTERNAL EVALUATION

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- establish a systematic exchange of information and feedback on parents' perception about the overall quality ECEC setting;
- involve parents' to the evaluation of quality as ECEC key stakeholder;
- track the process of quality improvement through an evidence-based approach.

RESOURCES

Strong commitment of the ECEC management; a quality satisfaction survey adapted to local context; Internet connection; pens; papers.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will explain how parents, as key stakeholder, can come together with the other stakeholders to support each other and ECEC professionals in promoting quality education;
2. The trainer will propose study cases on: how to change the cultures of ECEC settings so that they are working actively with their community. The links that need to be made with other groups in the community, especially parents;
3. Participants, facilitated by the trainer, will reflect on practical ways in which ECEC professionals and parents can work together with other groups in the community.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- overcoming old traditions and prejudice;
- lack of preparation of ECEC staff;
- poor collaboration between ECEC staff, managers and local authorities.



GOVERNANCE & FUNDING

LEARNING ACTIVITIES

TOOL 24: COACHING AND COORDINATION NETWORK

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- cooperate with all the institutional (and not) stakeholders in the ECEC field of early years education and care in view of building the “Coaching and Coordination Network”;
- give specialist support and coaching to the ECEC provisions;
- coordinate and supervise the practices adopted by ECEC services for monitoring and evaluation of their conformity with the current requirements of accreditation / authorisation, as well as the practices and plans or improvement;
- raise awareness on the importance of ECEC services in the territory;
- promote training opportunities and refresher courses for the ECEC staff, facilitating the Continuous Professional Development (CPD).

RESOURCES

Knowledge of the legislative system in place and of the ECEC services in the territory; a well organised group that works with order and continuity; possession of economic resources for such functions; paper; pens; etc.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will briefly introduce the rationale behind the tool. Then he/she will propose a working group method, dividing participants into small groups (3-5 people), and assign the following tasks:
 - a. Identifying the different stakeholders by mapping all the ECEC services on the territory;
 - b. Drafting a questionnaire for collecting needs and expectations by the stakeholders to be potentially involved;
 - c. Writing an invitation letter for the identified stakeholders, underlining the added value of a Coaching and Coordination Network, to be sent together with the questionnaire.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of a law of reference;
- lack of financings for the sustainability of the coordination;
- possible lack of collaboration from the single services ECEC.

TOOL 25: HORIZONTAL AND VERTICAL EDUCATIONAL CONTINUITY (TRANSITION)

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- define and identify vertical and horizontal transitions;
- identify the relevant stakeholders, and their respective roles, functions and contributes;
- (co-) plan programmes for educational transition;
- recognise facilitators and/or obstacles and propose mitigation actions.

RESOURCES

Presence of a territorial network of sensitive and motivated ECEC services; child-free time for ECEC staff to plan and monitor the continuity and transition programmes.

HOW TO ACHIEVE THE LEARNING OUTCOMES

The trainer will briefly introduce the rationale behind the tool. Then propose a working group method, dividing participants into small groups (3-5 people), assigning the following tasks:

1. Participants are divided into groups in order to:
 - a. ask them to define vertical and horizontal transition
 - b. ask them to give examples of such initiatives
 - c. share practices;
2. Participants will work in pairs in order to:
 - a. identify obstacles/facilitator elements
 - b. establish which actions should be put in practice.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of ECEC services prepared to collaborate in projects of continuity or of already established networks;
- lack of a defined legislative framework;
- different pedagogical approached and educational styles between the staff of the ECEC settings;
- different training paths for educators of the different age groups/settings;
- settings distant from each other.

TOOL 26: SETTING COORDINATOR/ PEDAGOGICAL LEADER

LEARNING OUTCOMES

ECEC professionals and managers are expected to be able to:

- identify the need and competences of the Setting Coordinator/ Pedagogical Leader
- sustain the professionalism educational of the team;
- favour the communication with and the participation of the families;
- operate in constant relationship with the ECEC services and stakeholders in the territory.

RESOURCES

Every ECEC setting is expected to have one person that plays this role; pedagogical competences of the educators.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer introduces the tool and its rationale;
2. The group should be divided in two teams. One will draft an example of a didactic planning of an ECEC setting and the second will identify and list a set of monitoring and assessment actions;
3. The groups will present their work, discuss and give feedback.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- absence of relevant legislative framework, outlining the figure and its tasks;
- lack of financial resources to guarantee the regular support of such professional to the ECEC setting;
- misunderstanding about the role and function of the Setting Coordinator/ Pedagogical Leader.

TOOL 27: ADVOCACY

LEARNING OUTCOMES

ECEC managers are expected to be able to:

- identify, recognise and adopt advocacy as a practice to be used to improve quality in ECEC settings;
- plan, lead and implement advocacy actions having the interest of the setting and children.

RESOURCES

Updated mailing/contact lists; annual work plan; list of public events at the setting; flipcharts; coloured pens; papers; post-it; scissors.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer introduces the tool and its rationale;
2. Each participant writes one or two advocacy topics relevant in their own context on a post it;
3. In a brainstorming session (flipchart paper, felt tip pens, no discussion on ideas, just put everything on the flipchart) the participants list decision makers at different levels they may want to target for various advocacy reasons;
4. The trainer picks a few advocacy topics/goals and participants discuss in plenary what kind of advocacy work at what level could help achieve that goal;
5. Small groups choose one post-it each and they design the outline of an advocacy action for that goal/topic:
 - a. what is considered success?
 - b. identify the advocacy targets
 - c. define a timeline
 - d. plan resources
 - e. make an action plan
 - f. plan evaluation activities
6. Pair the groups. Groups present their plan to their pair group and receive feedback from them

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- unclear decision-making structures or processes;
- lack of confidence when communicating externally;
- previous unsuccessful efforts.

TOOL 28: FUNDRAISING

LEARNING OUTCOMES

ECEC professionals are expected to be able to:

- raise funds as a complementary financial resource to invest in improving the overall ECEC setting offer;
- carry out and reinforce partnerships with the decision-makers, research and educational institutions and civil society locally, nationally and internationally in order to increase the visibility of the ECEC setting to succeed in fundraising activity

RESOURCES

Examples of fundraising projects or case studies; flipchart; paper; pens.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer introduces good practices and case studies;
2. Participants divided in working groups discuss and identify relevant areas for fundraising;
3. Participants choose one and outline a plan to raise the funds.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- lack of economic resources;
- staff not adequately aware of the importance of environmental sustainability and thus not acting as positive model for the children;
- absence of furniture and materials that promote a sustainable life style.



COMMON AREA

LEARNING ACTIVITIES

TOOL 29: BUDGET PLANNING AND MONITORING

LEARNING OUTCOMES

ECEC managers are expected to be able to:

- identify their current methods for budget planning and monitoring as well as areas of improvement;
- provide an evidence-based and clear knowledge of cost centre retail;
- identify challenges/problems in the ECEC setting economic and financial management and find solutions;
- identify and recognise the effectiveness elements of a service or the points of strength in management;
- monitor the economic and financial health and trends of the service;
- anticipate break-even point for new ECEC services

RESOURCES

Strong commitment; local ECEC budget(s); flipcharts, coloured pens, papers, post-it, scissors.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer asks participants to reflect and identify individually on the main elements of their current budget, identify different types of revenues, costs and cost centres (if any), and also on their budget planning and monitoring practices;
2. Participants will be divided in working groups, and will be asked to identify if areas of improvement and the extent of flexibility in their budgets. Ideas are collected on post-it paper;
3. In plenary the working groups report on their findings and group ideas collected on a large sheet of paper. Possible grouping suggestions: fundraising, inclusive monitoring, funding for development. This is to be decided by the trainer depending the local context and amended by the participants.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- rigid budgets constraints, budgets determined for and not by the institution;
- division of financial and professional management responsibilities;
- inclusion of stakeholders in budget planning and monitoring – especially ECEC professionals and parents.

TOOL 30: PARTICIPATORY LEADERSHIP APPROACH

LEARNING OUTCOMES

ECEC managers are expected to be able to:

- understand what participative leadership means and why it is beneficial in ECEC institutions;
- understand and apply the 5 elements of the leadership approach;
- introduce a leadership approach in ECEC settings day-to-day work to create ownership and help to ensure the quality desired by the staff and users alike.

RESOURCES

Strong commitment; flipcharts, coloured pens, papers, post-it, scissors, printed/electronic versions of the 5 elements of a leadership approach and the 4Cs (as described in the Toolkit).

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer asks participants to reflect and identify challenges that can form the basis of their vision and to formulate 3 possible leadership goals;
2. In 3 smaller groups/pair the participants discuss what changes and support would be necessary to implement the 4Cs in order to make the leadership goals a reality;
3. In the second round of small groups one member of each group moves to another one, listens to the results of the first round and plays the role of *advocatus diaboli* to find challenges and difficulties;
4. Each group is assigned a stakeholder group and discuss what capacity building and training needs have to be addressed to succeed;
5. In the last round participants share their outcomes and discuss them in plenary.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- rigid systems and little autonomy;
- low level of commitment;
- old practices work well and there is not enough support for change leading.

TOOL 31: PDCA CYCLE

LEARNING OUTCOMES

ECEC staff and managers are expected to be able to:

- identify, name and describe the 4 phases of the PDCA Cycle;
- identify, describe and motivate the problems or the weak aspects and their possible causes;
- put in practice a decision and evaluate its effect and re-plan the process.

RESOURCES

Flipcharts, 3 sets of card games (1 deck per group), paper and pens.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer will sort the decks of cards. Each deck will have four aces, four 2s, four 3s and so on through four 10s. Face cards will not be used. The trainer will give each group a deck telling them that the aim is to divide as evenly as possible among the team members according to the point value on the face of the cards. Ace counts 1 point, 10 counts 10 points. Member totals may vary by one point. Cards should not be touched by anybody until the trainer says "GO". Say "GO" and stop participants after 30 seconds. Most probably neither group managed to divide the cards evenly. Ask participants to put the cards back in the middle of each table and tell them once again that they cannot touch the cards until the trainer says "GO";
2. PLAN: Briefly explain the PDCA concept as in Tool 30, possibly with the figure to have a greater visual impact. Participants will be told that they will have the time to "plan" how to divide the cards equally before actually doing it. They will be given about 5-10 minutes. The cards must not be touched until the trainer says "GO". After the teams employed their time in planning, the trainer explains they have 2 minutes to execute their plan;
3. DO: Allow teams to execute their plans while the trainer records the times. Most probably teams will need less than 2 minutes;
4. CHECK: The trainer asks members of the teams to discuss how they can improve the process for 3-5 minutes. Then the trainers says "GO" and monitors the time;
5. ACT: Groups will execute their improved plans. Many will come very close to the original 30 seconds time allotment. The trainer will register their new times;
6. The trainers asks participants to discuss the various processes and improvements and how to link it to ECEC sector and specific needs (for example linking it to one of the needs that emerged after Session 1).

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of necessary materials;
- linking the example with the needs of ECEC settings for applying the tool.

TOOL 32: SMART GOALS

LEARNING OUTCOMES

ECEC staff and managers are expected to be able to:

- set and describe achievable goals;
- identify each component of a SMART objective.

RESOURCES

Flipchart; pens; paper; markers. S.M.A.R.T. Goal Questionnaire

HOW TO ACHIEVE THE LEARNING OUTCOMES

The trainer firstly introduce the rationale and fundamentals behind the tool. Then:

1. Participants will be divided in 2 groups: one will have to write an objective with what they aim to achieve at the end of the piloting (medium term) and one group will have to set a broader goal, imagining what they aim to achieve six months after finishing the piloting (long term). Each group will need to write down the objective in 2 minutes.
2. The trainer writes down each objective on a separate flipchart, in the upper part. Then explains the meaning and importance of writing SMART objectives as in Tool 32.
3. Afterwards the two groups are asked to rethink the objectives using the SMART Goal Questionnaire (see below). Requested time: 15 minutes
4. Each group will share the new SMART goal and the trainer will write it down on the flipcharts at the bottom, so that differences are easy to be identified by participants.

S.M.A.R.T. Goal Questionnaire

Goal:

1. Specific. What will the goal accomplish? How and why will it be accomplished?
2. Measurable. How will you measure whether or not the goal has been reached (list at least two indicators)?
3. Achievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
4. Results-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
5. Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Revised Goal:

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of familiarity with management and decision-taking tools and practices.

TOOL 33: SWOT ANALYSIS (STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS)

LEARNING OUTCOMES

ECEC staff and managers are expected to be able to:

- identify and name the four aspects of a SWOT analysis;
- apply the SWOT analysis to real and professional life situations;
- carry out self- and group assessment on the internal and external factors impacting on setting/process.

RESOURCES

SWOT analysis diagram; flipchart; pens; post-its.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. Participants are divided in 4 groups: one will be the Strengths group, one the Weaknesses group, one the Opportunities and one the Threats group. Participants are asked to identify and name the key stakeholders to be considered in the external factors analysis. Each of the groups will be given post-its and pens;
2. The trainer asks participants to reflect on the first Session on the training. Each group will be asked to write on post-its 5 statements/ideas (one per post-it) as follows: the Strengths group will write 5 positive aspects, the Weaknesses will write 5 negative aspects and so on. The groups will be given 15 minutes to reflect and write;
3. Each group will name a representative that in turn will share their ideas in plenary. It is important that the trainer facilitates the process and explains if there are statements that may be for example both strengths and weaknesses, or strengths and/or opportunities.

ESTIMATED TIME

45 minutes – 1 hour

CHALLENGES/OBSTACLES

- lack of familiarity with management and decision-taking tools and practices

TOOL 34: SUCCESSFUL EDUCATIONAL ACTION

LEARNING OUTCOMES

ECEC staff and managers are expected to be able to:

- recognise the key elements of a tried and tested SEA methodology for collaborative action
- implement in practice the SEA methodology
- solve problems/address challenges linked to education in a democratic way

RESOURCES

Strong commitment of the ECEC management; blank papers; pens; printed/electronic copies of the SEA grid.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer prepares an example of possible implementation of the SEA methodology knowing the local context. The example is presented at the beginning of the training exercise;
2. The group has a plenary discussion on possible needs to be covered – linked to parental involvement. Depending on the number of participants the groups decides on a number of needs to be addressed;
3. Each need is addressed in a small group of 3-5 people and a SEA is designed for that specific need;
4. The SEAs are presented and discussed in plenary for a deeper understanding of the methodology.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- lack of an in-depth needs analysis;
- communication issues during implementation;
- making the link between the example presented and their real life problems.

UNDERSTANDING QUALITY MANAGEMENT

LEARNING OUTCOMES

ECEC managers are expected to be able to:

- identify internal and external customers for the ECEC setting's services;
- identify and elaborate tools and practices to determine their needs;
- recognise and motivate the need to develop services and their features according to these needs;
- collaborate internally to establish quality management processes for this.

RESOURCES

Strong commitment of the ECEC management; flipchart; blank papers; pens; printed/electronic copies of TQM Management Principles from the Toolkit; needs cards adopted to local context (e.g. parents need the institution to be open until later, children need their parents around in the setting, staff needs regular meetings)

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. The trainer introduces the principles and questions for clarification are answered;
2. The participants brainstorm and then structure their customers and determine if they are internal or external in plenary;
3. In small groups they discuss their current services and agree on 2-3 specific needs of the staff/management that are not currently addressed;
4. Small groups report back to plenary and the needs collected are listed on a flipchart. There is a discussion on how these needs could be fulfilled by improving/changing certain service provision elements;
5. Back in small groups the participants receive needs cards expressing needs of other customers (parents, children, municipality) and discuss how to establish a process to meet changing needs;
6. At the end each small group reports on their outcomes. Plenary discussion follows, steered by the trainer towards discussing elements the participants considered unchangeable.

ESTIMATED TIME

1 hour – 1 ½ hours

CHALLENGES/OBSTACLES

- long-established, difficult-to change routines;
- rigid working hour regulations;
- lack of financial resources;
- low level of service-mindedness.

ICE BREAKING AND GROUP BONDING ACTIVITIES

LEARNING OUTCOMES

Participants are expected to:

- feel safe and confident in the learning group to express their views, share their professional experiences and contribute positively to the professional dialogue;
- identify high-quality practices already present in their ECEC setting;
- describe what is unique about their setting;
- recognise the value of their own and other participants' personal experience.

RESOURCES

Deck of cards (with either colours, animals, fruit, countries etc.); flipchart; post-its; markers.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. Introductions

The manager/trainer asks participants to pair with another participant (from another room or setting). Pairs of shuffled cards with matching images could be used (colours, animals, fruit, countries etc). Each participant finds their matching partner. The pair take turns introducing themselves to their partner using some of the following questions:

- a) What is your name?
- b) Do you know why you were given this name? (If not, what do you like about it?)
- c) How long have you been working in ECEC? (Not just in their current post)
- d) What do you enjoy most about your role as an ECEC professional?
- e) What do you bring to the role of an ECEC professional?
- f) What do you feel is unique about your room/your ECEC setting?
- g) What hobbies do you enjoy?

When each pair have introduced themselves to each other they then introduce each other to the large group. The manager/trainer can note on a flip chart page any of the following –

- the number of years each participant has worked in ECEC. (add them up to see the huge amount of experience the group have between and the reinforce the value of their experience)
- what each participant brings to their role (manager/trainer reinforces the skills/attributes of the participants)
- what they enjoy most about their role (manager/trainer reinforces of all the enjoyable aspects of their role)
- the uniqueness of their room or setting, (manager/trainer reinforces what sets their room/setting apart from others)
- the varied hobbies of the group (manager/trainer reinforces the variety of other skills and knowledge the participants possess. They could also consider how they could bring this knowledge and these skills to their work with children, families and colleagues)

2. Group rules/Contract

The manager/trainer asks: *“In order to work well together during this training and to create a supportive learning atmosphere what do you expect from others, yourself and the manager/trainer”*

This can be done individually or in small groups using post-its which when completed are placed on headed flip chart pages (Others, Yourself, Trainer). When the questions have been answered the Group rules/contract can be agreed with the group – *“As a group of ECEC professionals learning together we agree to (e.g. Listen to each other, Respect each other’s opinion, Keep sensitive information confidential, etc.)*. These rules should be displayed each time the group meet.

ESTIMATED TIME

20 – 30 minutes

CHALLENGES/OBSTACLES

- participants not willing to open up.

REFLECTION GROUPS ACTIVITY

LEARNING OUTCOMES

ECEC staff and managers are expected to be able to:

- contribute to the reflection on the training session;
- give feedback and express their feelings about the training activity.

RESOURCES

Paperboard or flipchart (to be stuck on the wall in case the paperboard is missing); post-its; pens.

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. Participants are divided into 5 groups (3 people per group). They will be asked to reflect on the training as a whole (Session 1 + Session 2) according to 5 questions:
 1. What was OK?
 2. What do you want to point out?
 3. What was not OK?
 4. How were the relationships with the others?
 5. Something small to be added.
2. Participants will be given coloured post-it and will be asked to write down 3 aspects per question. To make it easier, they could write only the key words. They will be asked to reflect and accomplish the task in 15-20 minute, and to nominate a representative of the group;
3. In the meantime, the trainer draws a hand on a flipchart (see Figure 1);
4. When participants are ready, the trainer explains the meaning of the hand:
 - the thumb is linked with the first question
 - the index/pointer finger with the second question
 - the middle finger with the third question
 - the ring finger with the fourth
 - the pinkie finger with the fifth.
5. One representative of the group at a time is asked to come near the flipchart explain and stick the post-its on the finger linked to the question (see Figure 2).

ESTIMATED TIME

30 – 40 minutes

CHALLENGES/OBSTACLES

- lack of time at the end of the training;
- participants not motivated in giving feedback.

References: <https://www.salto-youth.net/tools/toolbox/tool/reflection-groups.148/>

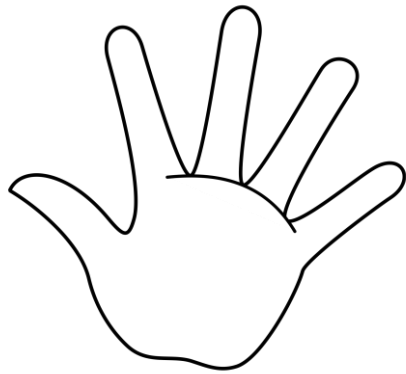


Figure 1



Figure 2

REFLECTION CARDS ACTIVITY

LEARNING OUTCOMES

ECEC staff and managers are expected to be able to:

- contribute to the reflection on the training session;
- give feedback and express their feelings about the training activity;
- express their vicinity or disagreement to other's feelings and experiences on something done together.

RESOURCES

Printed reflection cards

HOW TO ACHIEVE THE LEARNING OUTCOMES

1. Everybody is given 2 random cards and invited to finish the sentence:
2. The cards are collected, mixed and distributed into 3 groups;
3. 3 small groups are formed and everybody is invited to discuss the cards given to them. The trainer calls the attention of participants to not tell the group if their own card is in their stack
4. After a few minutes of discussion all 3 groups are invited to come up with 2 sentences
 - a. Reading the cards we were surprised to read that...
 - b. Reading the cards we felt reassured that...

Desired outcomes:

People will understand more that not everybody experiences something the same way and that everybody's experiences contribute to improvement, while not listening to everybody may lead to taking the wrong direction.

ESTIMATED TIME

15 – 20 minutes

CHALLENGES/OBSTACLES

- lack of time at the end of the training;
- participants not motivated in giving feedback.

Something I feel I contributed to the group is	I feel a little frustrated because
The hardest thing for me was	The easiest thing for me was
What surprised me was	Something I knew would happen was
Nobody listened when	I'm really pleased I
I wish I had	I felt like going home when

If I had a camera	If I could do it again I would
I wish I had been asked	I was annoyed when
My motivation decreased when	I was helped by
I helped	I appreciated
Something I will take home was	I'd like to tell the group

ANNEX 1 – NEEDS ANALYSIS SCHEME

AREA	KEY SCOPE	QUALITY FACTORS	GRADUATION SCALE*	SELF-ASSESSMENT	FURTHER COMMENTS
ACCESS	COMMUNICATION OF THE SERVICE	The educational offer of the ECEC setting is clearly stated, communicated and promoted through different online and offline channels, taking into consideration the variety of potential users' and stakeholders' needs.	1 2 3 4		
	OPENING HOURS AND CALENDAR	The ECEC setting decides the opening hours that best suit users and staff needs, upon their consultation.	1 2 3 4		
	CHILD INITIAL PLACEMENT	The ECEC setting has a clear and shared policy in place for the initial integration of the child into the setting, either through individual or group methods, taking into consideration child and families/parents/carers worries and expectations.	1 2 3 4		
	INCLUSIVE ECEC SERVICE	Children from groups at risk of social exclusion or with special needs are regularly included in the ECEC setting through the definition of inclusive policies and enrolment criteria, either internal or set at policy level.	1 2 3 4		
	INVOLVEMENT OF FAMILY/PARENTS/CARERS	The ECEC setting and its staff acknowledge the primary educational role of parents, families and/or carers, who therefore are regularly informed through different communication channels (written, in person and online), actively involved in the educational activities taking place at the ECEC setting and encouraged to build relationships within the local community.	1 2 3 4		

***GRADUATION SCALE: 1 not applicable - 2 partially applicable (explaining why in next Column) - 3 applicable, but depending of specific conditions (to be explained in next Column) - 4 fully applicable**

AREA	KEY SCOPE	QUALITY FACTORS	GRADUATION SCALE*	SELF-ASSESSMENT	FURTHER COMMENTS
WORKFORCE	STAFF QUALIFICATION REQUIREMENTS	The educational workforce is selected through defined procedures, with explicit entry requirements in terms of pedagogical competences and specific educational attainments, such as tertiary level education in educational sciences.	1 2 3 4		
	CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)	CPD, including subject-based and pedagogical training, is mandatory: it is required (either by the law or by internal regulation) that the ECEC setting staff regularly update its professional competences, through formal and non-formal training opportunities.	1 2 3 4		
	CHILD FREE HOURS	Regulations in force in the ECEC service and relevant public laws foresee non-direct contact hours with children at the ECEC settings, in order to guarantee that ECEC staff can reflect on its performances as well as on the educational processes and results.	1 2 3 4		
	EDUCATIONAL TEAM	Roles and tasks are clearly distributed within the educational team, which has the opportunity of regular meetings and pedagogical experts' support.	1 2 3 4		

***GRADUATION SCALE: 1 not applicable - 2 partially applicable (explaining why in next Column) - 3 applicable, but depending of specific conditions (to be explained in next Column) - 4 fully applicable**

AREA	KEY SCOPE	QUALITY FACTORS	GRADUATION SCALE*	SELF-ASSESSMENT	FURTHER COMMENTS
CURRICULUM	PEDAGOGICAL APPROACH	The ECEC service has its own pedagogical orientation, which inspires the contents and teaching approaches. It represents the reference framework for each member of the staff and it is clearly shared with parents and families.	1 2 3 4		
	ENVIRONMENT SETTING	Spaces in the ECEC setting are structured according to children needs, allowing them to safely explore the environment (indoor and outdoor), access different educational resources (i.e. toys, books, objects, etc.), play, interact with other children and ECEC staff.	1 2 3 4		
	PEDAGOGICAL MATERIALS	The staff of the ECEC setting select the pedagogical materials according to the defined educational aims and the children needs and aspirations.	1 2 3 4		
	PEDAGOGICAL DOCUMENTATION	The ECEC setting uses pedagogical documentation to make children's learning visible. It facilitates the reflection of the educational team, the sharing with parents/carers/families and inform curriculum planning.	1 2 3 4		
	EDUCATIONAL CURRICULUM	ECEC setting staff provide a child-centred curriculum, taking into account their age, interests and specific needs. The ECEC service has defined clearly its offer in terms activities, educational support for children and cooperation with families/parents/carers.	1 2 3 4		
	PARENTING/FAMILIES/CARERS SUPPORT	The curriculum adopted specifies the support measures available for parents, such as information sessions and parent-teacher meetings; home learning guidance, providing information and ideas to families about how to help their children with curriculum-related activities, decisions and planning; parenting programmes; home visits.	1 2 3 4		

*GRADUATION SCALE: 1 not applicable - 2 partially applicable (explaining why in next Column) - 3 applicable, but depending of specific conditions (to be explained in next Column) - 4 fully applicable

AREA	KEY SCOPE	QUALITY FACTORS	GRADUATION SCALE*	SELF-ASSESSMENT	FURTHER COMMENTS
MONITORING AND EVALUATION	DOCUMENTATION	The educational workforce is selected through defined procedures, with explicit entry requirements in terms of pedagogical competences and specific educational attainments, such as tertiary level education in educational sciences.	1 2 3 4		
	CUSTOMERS' SATISFACTION	CPD, including subject-based and pedagogical training, is mandatory: it is required (either by the law or by internal regulation) that the ECEC setting staff regularly update its professional competences, through formal and non-formal training opportunities.	1 2 3 4		
	QUALITY SELF-ASSESSMENT	Regulations in force in the ECEC service and relevant public laws foresee non-direct contact hours with children at the ECEC settings, in order to guarantee that ECEC staff can reflect on its performances as well as on the educational processes and results.	1 2 3 4		
	QUALITY EXTERNAL ASSESSMENT	Roles and tasks are clearly distributed within the educational team, which has the opportunity of regular meetings and pedagogical experts' support.	1 2 3 4		

*GRADUATION SCALE: 1 not applicable - 2 partially applicable (explaining why in next Column) - 3 applicable, but depending of specific conditions (to be explained in next Column) - 4 fully applicable

AREA	KEY SCOPE	QUALITY FACTORS	GRADUATION SCALE*	SELF-ASSESSMENT	FURTHER COMMENTS
GOVERNANCE AND FUNDING	COMMUNITY-BASED COORDINATION BODIES	In order to systematically improve the quality of the ECEC service and share good practices and solutions to common problems, also with the contribution of external experts, like paediatricians, psychologists, etc., the ECEC setting participates in a coordinating body with other similar services.	1 2 3 4		
	PEDAGOGIC COORDINATOR	A pedagogic coordinator is regularly supporting the ECEC setting in improving its educational offer and staff performances, in order to meet beneficiaries changing needs.	1 2 3 4		
	HORIZONTAL AND VERTICAL CONTINUITY	Staff in the setting is committed to foster cooperation with complementary ECEC services and other actors in the local community to promote a shared understanding of early childhood and guarantee consistency and continuity of the educational services for children under 6.	1 2 3 4		
	AWARDING SYSTEM	Awarding system(s) is in place to recognize and valorise quality commitment and practices from ECEC settings , so to foster an overall improvement of the ECEC services quality and set the ground for future performance-based assignment of funds.	1 2 3 4		

*GRADUATION SCALE: 1 not applicable - 2 partially applicable (explaining why in next Column) - 3 applicable, but depending of specific conditions (to be explained in next Column) - 4 fully applicable

AREA	KEY SCOPE	QUALITY FACTORS	GRADUATION SCALE*	SELF-ASSESSMENT	FURTHER COMMENTS
COMMON AREA	BUDGET PLANNING	The management of the ECEC setting is competent to deal with management plans and related budgetary issues	1 2 3 4		
	DEFINITION OF INDICATORS	The management of the ECEC setting is able to set efficiency indicators, including those to investigate access practices and service sustainability, and share them with the staff and the other relevant stakeholders.	1 2 3 4		
	PARTICIPATIVE LEADERSHIP	The management of the ECEC setting is committed to create ownership and support the staff in working for the continuous improvement of the service, thus developing a motivating "learning organization".	1 2 3 4		
	QUALITY MANAGEMENT SYSTEM	The ECEC setting has a quality management system in place, which allows the regular review of practices based on the PDCA cycle and structured monitoring processes.	1 2 3 4		

*GRADUATION SCALE: 1 not applicable - 2 partially applicable (explaining why in next Column) - 3 applicable, but depending of specific conditions (to be explained in next Column) - 4 fully applicable

ANNEX 2 – SEQUENCES TRAINING AT NATIONAL LEVEL

Session 1 – Introductory activity - 2 hours (please consider that the needs analysis will require not less than 45 minutes)

Activity	ICE BREAKING ACTIVITIES	AIMS OF TRAINING	INTRODUCTION OF EQF	SEQUENCES PROJECT	NEEDS ANALYSIS
Contents	Ice breaking activities <ul style="list-style-type: none"> - knowing each other; - exchanging expectations and needs; - group building 	Introduction to the aims and the contents of the training: <ul style="list-style-type: none"> - Role and tasks of the ECEC settings involved. - The culture of Quality in the ECEC sector in Europe; conversation on quality in the ECEC settings. Principles and values underpinning ECEC settings' practices;	What is the EQF (European Quality Framework): key principles, aims and expected impacts in EU countries	Overview of SEQUENCES project: rationale, aims, partnership, activities and expected Intellectual Outputs. The Toolkit: training and piloting activities involving ECEC settings	The needs analysis: how to put the tools into practice, starting from what the ECEC settings need and are willing to improve.
Methods	Different tools aimed at promoting a warm atmosphere and facilitating good and <i>reliable</i> relations among the participants, available in the section resources.	A mix of theoretical approach aimed at explaining the culture of quality, the key principles founding the ECEC sector and direct questions for the trainees, aimed at exploring their awareness and knowledge about the main concepts of quality and pedagogical/education references in the sector.	“Face to face” speech, with interactions with the trainees through questions and examples	“Face to face” speech, with interactions with the trainees through questions and examples	This activity is aimed at investigating the specific needs of quality improvement of each ECEC setting involved, adopting different approaches, according to trainers’ choices and experience. An initial self-assessment on the expected competences to pilot the tools is delivered.
Resources	Possible examples of ice-breaking activities: each participant writes on a post-it his/her main expectation from the training, paste the post it on a flipchart, telling name and organisation.	Slides and ppt presentations from Jan Peeters and SEQUENCES partners. Possible questions: How we will work? What does quality mean for you?	Slides and ppt presentations from Jan Peeters and SEQUENCES partners. Printed copy of the EQF; Posters with the QAs and the statements.	Slides and ppt presentation to support Videos and photos presentation; Project brochure; Printed copy of the Toolkit	Trainers should refer to the attached format to be completed by them, after this first session of training, in order to better identify the tools each setting will pilot.

	<p>Participants are asked to present themselves explaining the origin of their name and surname to be written on the flipchart. Then explain their expectations.</p> <p>Participants are asked to use stickers to put on their clothes, on which write not the name but a symbol they like. Then they move around in the room asking the others the why of the symbol chosen and getting to know each others. Expectations are then asked by the trainers and written down on the flipchart</p>	<p>On a flipchart or a ppt slide put: What is your image of the child.....; the child is....Children are....</p>			<p>Examples of the possible approaches to the needs analysis to be used by partners alternatively or combined, according to their specificities:</p> <ul style="list-style-type: none"> - Questions on what are ECEC setting strengths and challenges in relation to the QAs/Key scope; - use the statements proposed in the format, describing possible quality practices, discussing if they are relevant, whether or not the ECEC settings use them, how far are they from them, etc.; - rephrase some of the statements if are not relevant or coherent with the country context; - use the format as it is, but adding a scale to graduate the ECEC settings practices in place according to the graduation (1 not applicable, 4 fully applicable).
Time	Max 20 min., depending of the number of trainees	20 minutes	10 minutes	20 minutes	50 minutes
Learning Outcomes	Cooperate within the trainees group and engage with the future activities.	Identify and recognise how quality affects their work and the principles and values underpinning their daily work at the setting.	List the Quality Areas of the EQF	Describe the aims and activities addressed by the training, especially with reference to the Toolkit piloting.	Identify, analyse and describe their needs of quality improvement specifically related to their ECEC setting

Instruction for the trainer: having in the same group both ECEC managers and staff, it is recommended to avoid situations which can negatively affect the staff possibility to express disagreement and/or different opinion on what is needed within the ECEC setting, by explicitly stating that it is a “safe environment” in which freely sharing ideas represents a pre-condition.

Session 2 – Getting ready for the piloting - 4 hours (either in one session or two sessions of 2 hours each)

Instruction for the trainer: trainers should be well prepared on how to connect the needs’ analysis delivered in the 1st session, with the tools chosen by ECEC settings managers and staff in the 2nd session.

Activity	EQF IN DETAIL	QUALITY AREAS AND TOOLS IN THE TOOLKIT	FEEDBACK AND DISCUSSION	EVALUATION –
Contents	European Quality Framework in detail: Quality Areas and statements; examples of practices and policies in place in different EU countries	The Quality Areas and the tools covered by the Toolkit: 5 from the EQF + one Common Area from the direct contribution of SEQUENCES partnership. The tools: rationale, applicability, competences required to put them into practice	Feedback collection and discussion on the tools selected for the piloting Connections with the needs’ analysis How to put the tools selected into practice: competences, resources, challenges and obstacles affecting the process of piloting. Monitoring and evaluation tasks	Evaluation of the training, based on individual self-reflection and group assessment, aimed at assessing knowledge and skills acquired through the training and evaluating the quality perception of the overall training activity.

Methods	<p>The trainees have the opportunity to familiarise with the practices described in the Toolkit, by a practical approach, based on make all the tools concretely available in the learning environment, appropriately set in 6 different “corners”, according to the 6 Quality Areas developed in the Toolkit.</p> <p>The trainer give the trainees the opportunity to move in the class, in small groups (max 3 persons), independently from the settings they are part of, to: observe, read, watch videos and photos, discuss among themselves, with the aim to acquire a common understanding on all the tools available and better address the selection of those to be piloted.</p> <p>During this activity trainees are required to take notes of tools*:</p> <ul style="list-style-type: none"> - already experienced in their work; - experienced with differences in terms of approaches, development process, (how); - completely new for them; - they are interested in piloting. 	<p>After this first round of getting familiar with the Toolkit, the participants will be divided into working groups according to the settings they are staff of, with the aim to discuss which tools can be piloted, considering:</p> <ul style="list-style-type: none"> - results of the needs analysis; - competences and materials required; - challenges/obstacles for the implementation. <p>The trainer will support the groups in free discussions, commenting and expressing doubts/further needs.</p> <p>According to this feedback activity and the needs analysis delivered in the 1st session, the trainers in a plenary session will define, together with each ECEC setting group what tools will be piloted.</p> <p>Each setting in collaboration with the trainer then complete an ACTION PLANNING template for each QA identifying which tool they have selected and which of the tools in the common area might support the process.</p>	<p>Final individual self-assessment to be compared to the initial one, to allow trainees to measure the change/progress done.</p> <p>Customer satisfaction of each trainee regarding the overall training, through a structured questionnaire, investigating both the logistics and organisational aspects as well as trainers’ competences and methodologies</p> <p>Collection of further feedbacks through specific activity, both individual and in pairs/group, to be presented and discussed in plenary session.-</p>
Resources	<p>Each of the six corner is equipped with different resources according to the specificities of each practice, to show trainees how effectively the tools are/can be used in ECEC settings. A possible equipment of the corner is with: a poster naming and illustrating the Quality Area and the related statements, photos, videos, other written/drawn documentation, products.</p>	<p>Individual sheets with the guidelines for the notes/feedbacks on the tools*:</p> <p>Tools description detailing the resources (competences and material) needed to concretely use them, challenges/obstacles to be faced.</p>	<p>Structured questionnaires:</p> <ul style="list-style-type: none"> - Self-assessment; - Customer satisfaction . <p>Other tools, like the feedback collection adopted by Eszter, the hand drawn by Adina, the SWOT analysis</p>
Time	<p>1 hour and ½ (approx. 15 minutes for each area)</p>	<p>1 hour and 45 minutes, divided into 45 minutes for the group discussion and 1hour for the plenary session.</p>	<p>45 minutes</p>
Learning Outcomes	<p>Identify and recognise each tool specificities and features;</p> <p>Relate the tools to the practices in place in each setting;</p> <p>Recognise tools specificities according to different EU country ECEC systems</p> <p>Identify the tools to be piloted, according to their features and expect ECEC setting quality improvements</p>	<p>Identify and describe the competences and material needed to implement/pilot the tools and the challenges/obstacles to be tackled.</p> <p>Design the overall picture of the piloting phase, also in term of monitoring an evaluation process</p>	<p>Evidence and describe the competences acquired through the training activity, particularly with reference to the self-assessment and transversal skills</p> <p>Adopt new training evaluation tools</p>

ANNEX 3 – SELF-ASSESSMENT QUESTIONNAIRE

This short questionnaire aims at self-assessing participants' competences with regard to the topics of the training. A similar questionnaire will be presented at the end of the training to establish whether the training has been successful in this.

Please indicate for each of the following statements on a scale from 1 to 10 (1 meaning "not at all", and 10 meaning "very much/very well") how you would describe your knowledge or competence.

KNOWLEDGE

- Key Principle framework and 5 Quality Areas;
- European Framework of Quality and Wellbeing indicators;
- Relevant stakeholders at policy level at local, national level;
- PDCA cycle;
- TQM principles and approach;

SKILLS

- Recognising the connections between different tools and Quality Areas;
- Planning a training curriculum for the implementation of a culture of quality in ECEC settings;
- Organising peer-learning activities to inform colleagues/stakeholders about the learnt contents and tools;
- Training ECEC setting staff in adopting and using the Toolkit;
- Collecting data about the performances of an ECEC setting;
- Implementation of tools from the Toolkit and adequate monitoring ;
- Reporting on the testing of tools (achievements, criticisms, difficulties, etc.);
- Reviewing the tools according to the received feedbacks.

1) I have a clear understanding of Key Principle framework and I am able to list the 5 Quality Areas

1									10
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2) I have a clear understanding of European Framework of Quality and Wellbeing indicators

1									10
---	--	--	--	--	--	--	--	--	----

3) I have a clear understanding of Recommendations for inclusive ECEC policies ?

1									10
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4) I am able to list relevant stakeholders at policy level at local, national level

1										10
---	--	--	--	--	--	--	--	--	--	----

5) I am able to explain what is the PDCA cycle

1										10
---	--	--	--	--	--	--	--	--	--	----

6) I have a clear understanding of TQM principles and approach

1										10
---	--	--	--	--	--	--	--	--	--	----

7) I am able to explain the rationale and structure of the Toolkit

1										10
---	--	--	--	--	--	--	--	--	--	----

8) I am able to recognize the connections between different tools and Quality Areas

1										10
---	--	--	--	--	--	--	--	--	--	----

9) I am able to collect data and information about the performances of my ECEC setting

1										10
---	--	--	--	--	--	--	--	--	--	----

10) I understand the importance of regularly reviewing my work and the results of the ECEC service with colleagues

1										10
---	--	--	--	--	--	--	--	--	--	----

11) I have a clear understanding of the Toolkit rationale and structure

1										10
---	--	--	--	--	--	--	--	--	--	----

12) I am able and confident in adopting and implementing SEQUENCES tools – as indicated in the toolkit – within my ECEC setting

1										10
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13) I am able to plan and carry out self-assessment activities for the continuous improvement of my ECEC setting

1									10
---	--	--	--	--	--	--	--	--	----

14) I am confident in organizing peer-learning activities to inform colleagues about the quality principles and tools

1									10
---	--	--	--	--	--	--	--	--	----

15) I feel confident in informing parents about the piloting and involving them in using the tools

1									10
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ANNEX 4 – SATISFACTION QUESTIONNAIRE

This questionnaire aims to collect evaluation elements concerning the achievement of the general objectives set for the training you have just attended. This information is needed to contribute to the overall evaluation of the quality of the training.

Following, a list of items, about which data shall be collected:

- preliminary activities
- contents of the training
- modalities and methodologies adopted
- external trainers and facilitators
- atmosphere
- perspectives
- overall perception

In order to give a personal assessment on these items, please tick in one of the four numbered boxes, being four the highest value and one the lowest value, according to your assessment.

After each item, you will find a few lines where you are encouraged to explain the reasons for the score you gave or make some remarks or suggestions. Express your opinions freely in that, **they are very important for the quality of the overall training!**

Thank you

INFORMATION ON THE COMPILER (Optional)

Sex M F

Organisation _____

Role within the Organisation _____

1 – PRELIMINARY ACTIVITIES

The activities conducted to organise the training - as well as the commitments required from partners, and logistical and organisational information - were exhaustive and complete:

1 2 3 4

Suggestions/remarks

2 - CONTENTS OF THE TRAINING

The contents of the training complied with the objectives of the general event on a complete and up-to-date basis

1 2 3 4
 3 3 3 3

Suggestions/remarks

3 - MODALITIES AND METHODOLOGIES ADOPTED

The organisation and the methodology used to facilitate the training, especially in connection with the delivered speeches, the organisation of working sessions and experiences, were efficient and resulted in an involvement of all participants:

1 2 3 4
 3 3 3 3

Suggestions/remarks

4 – EXTERNAL TRAINERS AND FACILITATORS

The competences and contribution of the external trainers and facilitators have been coherent with the objectives of the training and reinforced your competences

1 2 3 4
 3 3 3 3

Suggestions/remarks

5 – ATMOSPHERE

During the working sessions, you worked well, thanks to an atmosphere of co-operation, opinion exchange and friendship:

1 2 3 4
 3 3 3 3

Suggestions/remarks

6 - PERSPECTIVES

You consider that the training paved the way for the trainings and piloting at national level

1 2 3 4

③ ③ ③ ③

Suggestions/remarks

7 – OVERALL PERCEPTION

You consider that your expectations were generally met at the conclusion of the working sessions

1 2 3 4

③ ③ ③ ③

Suggestions/remarks

Write down a couple of keywords to define your overall perception at the conclusion of the training

1. _____ 2. _____

PROPOSALS AND SUGGESTIONS FOR THE FOLLOWING MEETINGS

Thank you!