

Assessing structural and interaction quality in Quebec's 4-year-old preschools and childcare centers to enhance quality: A comparative study

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Context

Quality experiences in early
childhood



Importance of the early childhood period

→ One of the United Nations' sustainable development goals



The brain's architecture is modified with new experiences



Quality of the first educational experiences impacts lifelong development and success



Differences in quality

Quality educational context

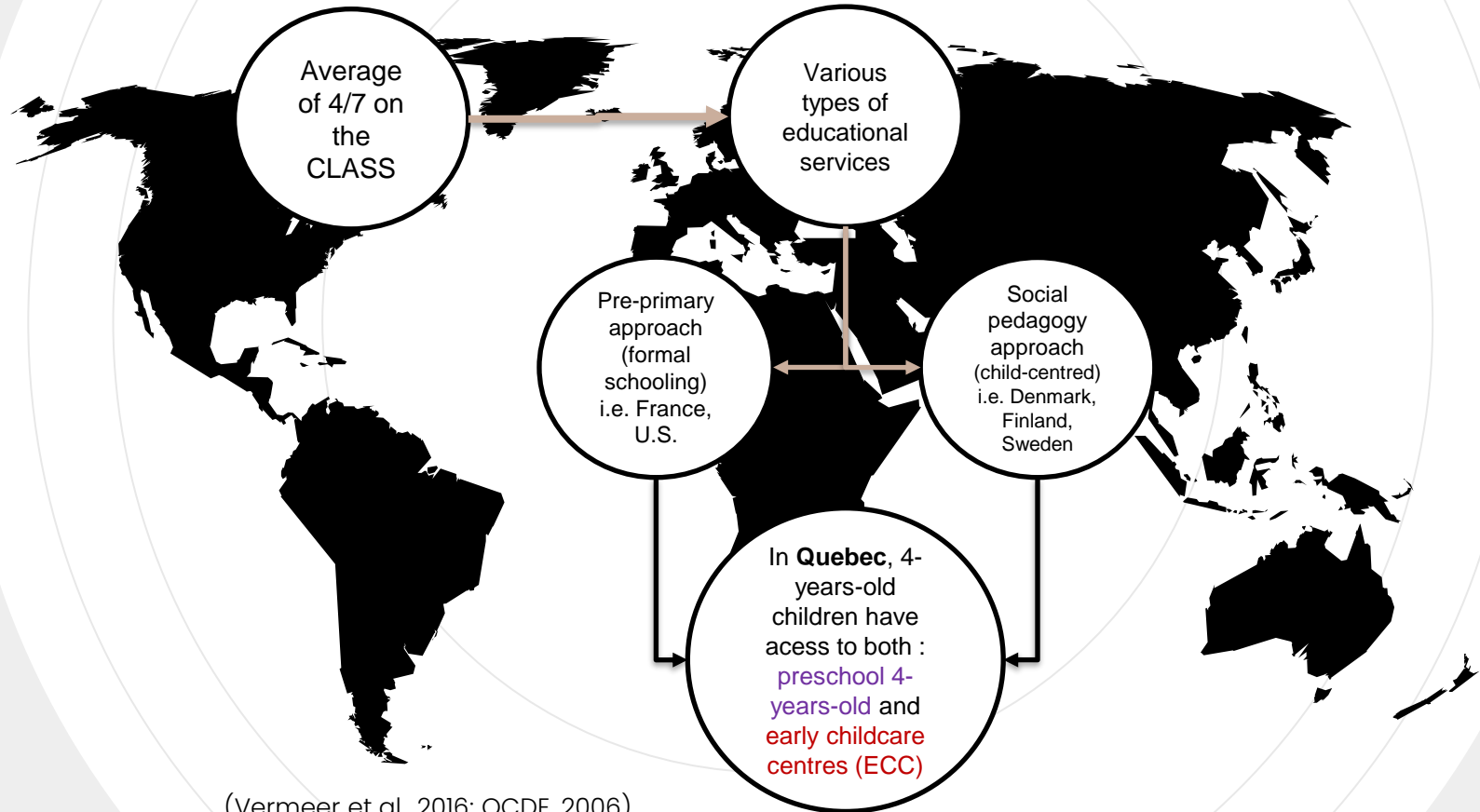
- Optimizes development
- Promotes academic success

Less adapted educational context

- Learning delays
- Proportionately more present in disadvantaged socioeconomic backgrounds



Quality around the world...



(Vermeer et al, 2016; OCDE, 2006)



// **Research Question**

What are the educational quality levels of groups of four-year-old children in preschools and ECC in Quebec?

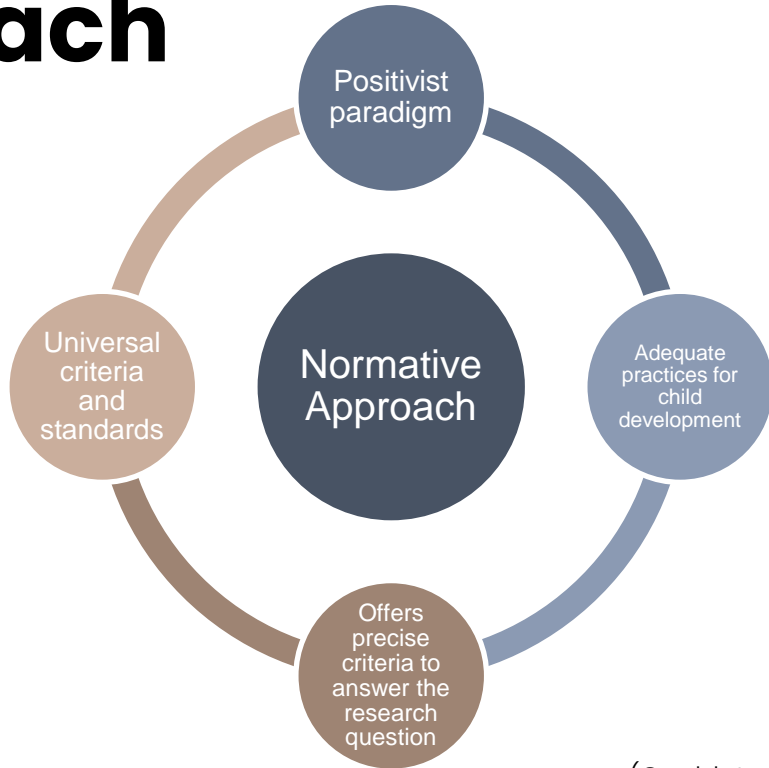


2

Theoretical Framework

What is educational quality?

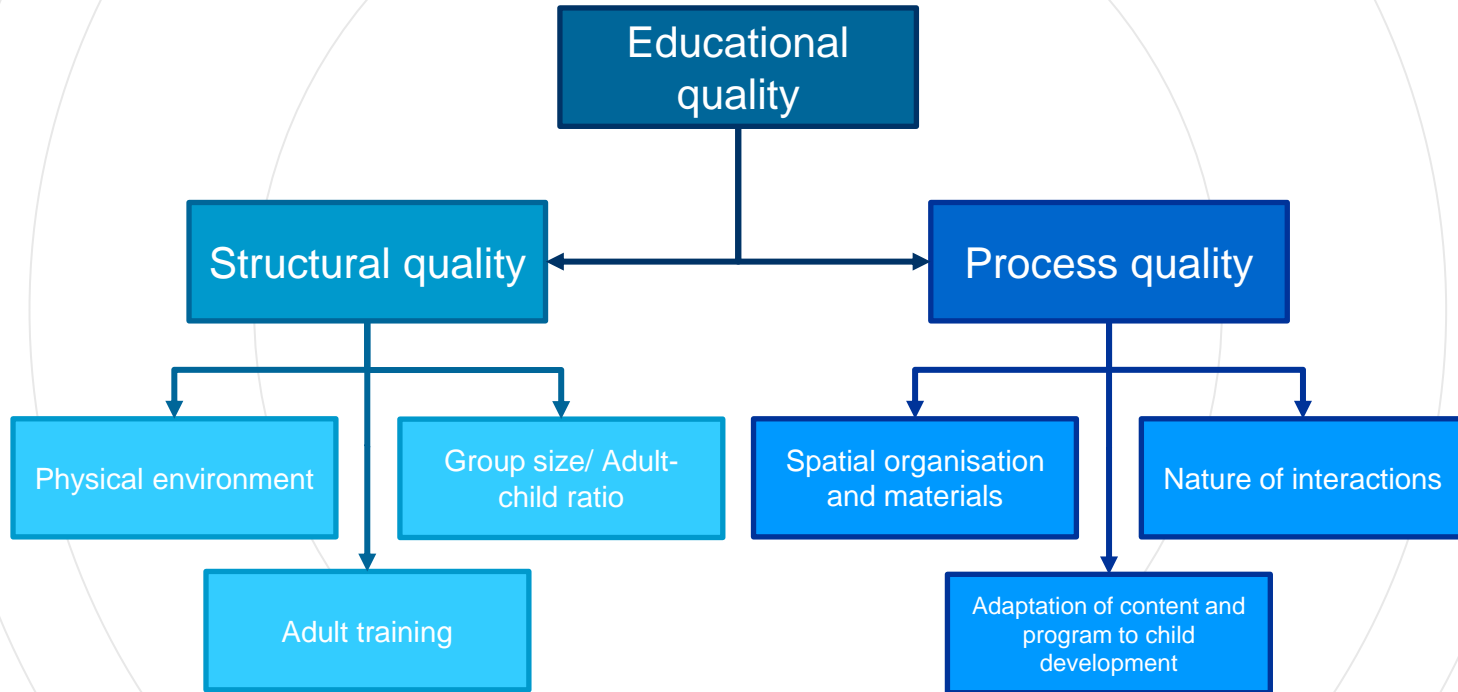
Educational quality approach



Normative Approach

Educational quality components

(Bigras et al. 2020)



Links between educational quality and child development

Structural quality

- Mixed results regarding a direct link
- Possible indirect influence
 - Interaction quality

Process quality

- Focus on **interaction quality**
 - Most correlated variable with children's learning
- Most relevant variable to measure



In a nutshell

Research question

What are the educational quality levels of groups of four-year-old children in preschools and ECC in Quebec?

Study Goals

1

Measure and compare structural and interaction quality in ECC and preschool 4-years-old

2

Identify existing correlations between structural variables and levels of interaction quality in these ECEC

3

Identify which structural variables have the most impact on interaction quality levels



3

Intended Methodology

Tools and procedures

Participants



- ❖ 30 4-years-old preschool classrooms
- ❖ 30 groups of ECC
 - ❖ Montreal region
 - ❖ Pairing of preschools and ECC from the same neighborhood
 - ❖ Winter 2022

Structural variable

Self-administered questionnaire

- Work conditions, experience and development
- Education and training level
- Sociodemographic information

SECTION 4 : NIVEAU DE SCOLARITÉ ET FORMATION

25. Quel est votre plus haut diplôme obtenu peu importe le domaine d'études?

Étude primaires	1
Diplôme d'études secondaires (DES)	2
Attestation d'études collégiales (AEC)	3
Certificat d'études collégiales (CEC)	4
Diplôme d'études collégiales (DEC)	5
Diplôme d'études universitaires (certificat)	6
Diplôme d'études universitaires (baccalauréat)	7
Diplôme d'études universitaires (maîtrise)	8
Diplôme d'études universitaires (doctorat, post-doctorat)	9
Autres, précisez :	10

26. Veuillez indiquer, parmi les formations suivantes reconnues par le ministère de la Famille et de l'Enfance pour l'emploi d'éducatrice, celle(s) que vous détenez.

Aucune 1

→ Passer à la question 27

Encerclez toutes les réponses appropriées

Diplôme d'études collégiales en techniques d'éducation en services de garde (DEC en TESG)	2
Diplôme d'études collégiales en techniques d'éducation à l'enfance	3
Diplôme d'études collégiales en techniques de garderie	4
Diplôme d'études collégiales en techniques familiales	5
Réussite de tous les cours de spécialisation du DEC en TESG	6
Diplôme d'études collégiales en techniques d'éducation spécialisée complété par une attestation d'études collégiales en TESG ou par un certificat universitaire en petite enfance ou en éducation en milieu de garde	7
Certificat d'études collégiales en TESG (incluant l'attestation d'études collégiales 903.48)	8
Baccalauréat en éducation préscolaire	9
Baccalauréat en éducation préscolaire et en enseignement au primaire	10
Baccalauréat en psychologie avec spécialisation en développement de l'enfant ou en Child Study	11

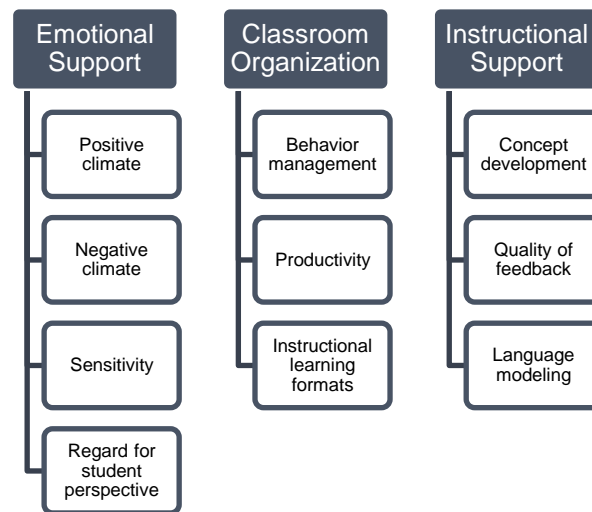
Drouin et al. (2004)

Quality Measures

Interaction quality

Classroom Assessment Scoring System (CLASS) Pre-K

- 4 observation cycles (30 min each)
- Good validity and reliability
- Annual certification



Pianta et al. (2008)

Analysis

Descriptive analyses



- Mean and standard deviation of CLASS
Pre-k scores for the two samples
- Description of initial training, professional development and group composition (ratio, children's main language, etc.)

Partly meets the 1st study goal

Analysis

Inferential analyses



1

Measure and compare structural and interaction quality in ECC and preschool 4-years-old

→ Compare CLASS Pre-k mean scores with a t-test

2

Identify existing correlations between structural variables and levels of interaction quality in these ECEC

→ Pearson's correlation between CLASS scores and structural variables data from the questionnaire

3

Identify which structural variables have the most impact on interaction quality levels

→ Linear or multivariate regression analyses

Anticipated impacts and limits

Impacts

- ✓ 1st study comparing formal and child-centered educational contexts
- ✓ Will contribute to our understanding of the link between structural and process variables of quality
- ✓ Will offer stakeholders avenues to improve services based on identified strengths

Limits

- Relatively small sample
- ECC are not the only existing informal educational contexts





Thanks!

Any questions? Comments?

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