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Summary

(Self)Evaluation in the Early Childhood Education System

Maja Ljubetić
Faculty of Philosophy, University of Split, Croatia
Department of Pedagogy

The paper relies on the premise that the desired improvement of the education system quality hinges on a high-quality (self-) evaluation of education subsystems, especially since the specific subsystem of early childhood education is such an important and sensitive area. The paper cites the criteria for (self-) evaluation in the early childhood education system and elaborates on them: 1. philosophy, beliefs, attitudes and values of the institution; 2. the style of management in early childhood education institutions, development of a common vision, and the definition of the role of factors in the early childhood education and development process; 3. the quality of relationships (at all levels in and beyond kindergartens) and the strategy of problem solving; 4. space, material environment and time as main predispositions for the progress of an individual in a learning community; 5. kindergarten culture – the culture of an institution; 6. an early childhood education curriculum and education provided for children and adults; 7. family-kindergarten-local community relationships / partnerships; 8. a reflexive practitioner – self-evaluation and cooperative evaluation in a learning community. The author stresses the need for a parallel evaluation (internal and external) and, especially, for self-evaluation as the first step in the endeavour to improve the quality of an individual, institution and the early childhood education system.

Key words: quality of the system, criteria, learning organisation, early childhood education, (self-) evaluation