

Indicators of Planning and Documenting the Quality of the Educational Process and Monitoring Children's Development in Institutions of Early Childhood and Preschool Education

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Abstract

The theoretical part of the paper consists of an analysis of different approaches and models for evaluating the quality of practice in early childhood education (ECE) institutions. The particularity of evaluating the quality of planning and documenting the educational process and monitoring children's achievements was emphasized. The empirical part of the paper presents the results of research conducted in institutions of early childhood education in the Herzegovina-Neretva County (B&H). Taking into account the territorial, cultural and legislative characteristics of Bosnia and Herzegovina, a model for (self) evaluation of planning and documenting the quality of the educational process and monitoring the development of children in early childhood education has been defined. The model can serve as a starting point for further research on improving the quality of planning and documenting educational processes and monitoring children's achievements, as well as improving the quality of other aspects and areas within preschool institutions.

Key words: *curriculum; development plan; preschool teachers; portfolio; (self) evaluation.*

Introduction

In 2011, the European Commission, in cooperation with the EURYDICE network, the Cedefop Centre and the Joint Research Centre, published a document calling for the development of a European quality framework for children in early childhood education (hereafter ECE). A working group of 25 representatives of European Union countries, along with Turkey and Norway, recognized the need to find instruments for measuring the quality of practice in ECE institutions (PLA on Early Childhood Education and Care, Summary Report, 2016). Under the auspices of the European Commission, the *Report of the Working Group on Early Childhood Education and Care*¹ was published in 2014. It sets out priorities in the field of preschool education and care with the aim of improving access to services and their quality for children from birth to the start of compulsory schooling. Based on the identified priorities, a framework has been proposed to improve the systematic monitoring and assessment of the practice quality in ECE institutions. The proposed European Quality Framework consists of 10 general broadly-based indicators distributed through 5 identified main aspects of quality, among which curriculum, monitoring and evaluation are singled out. The *Report of the European Commission*² (2019) pointed out that evaluation as a control process that seeks to monitor institutional practices, report on quality and suggest improvements in practice, is one of the ways applied to ensure quality development within ECE institutions.

External evaluation is carried out by institutions responsible for the quality of ECE institutions. Thus, in the French Community in Belgium and in the Czech Republic, Ireland, Portugal, Romania, Slovakia, Liechtenstein and Turkey, external evaluation is carried out by ministries or other bodies responsible for families and children. In Wales, external evaluation is carried out by Childcare Inspection Services, in Northern Ireland by regional Health and Social Welfare bodies, in Greece by regional social counsellors, and in Poland and France by local authorities. A summary of the *Dublin Report*³ (2014) confirms that many countries follow a quality structure, with some developing quality standards and monitoring instruments, while very few countries have elaborated strategies for using evaluation outcomes.

The *Joint Core of Comprehensive Development Programs for Work in Preschool Institutions*⁴ in BiH (2018) points out that the preschool education program includes

¹ http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategicframework/archive/documents/ec-ec-quality-framework_en.pdf

² <https://op.europa.eu/hr/publication-detail/-/publication/5816a817-b72a-11e9-9d01-01aa75ed71a1>

³ https://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/166_HR.pdf

⁴ The Agency for Preschool, Primary and Secondary Education has developed a Common Core Defined on Learning Outcomes as part of the reform process to improve quality in education at the state level. The document includes the Common Core of Comprehensive Development Programs for Preschool Education, the Common Core Curriculum Defined on Learning Outcomes for Eight Educational Areas, and the Guidelines for the Implementation of the Common Core Defined on Learning Outcomes (CL) in Curricula and implementation of the LPPP through the curricular and cross-curricular area (<https://aposo.gov.ba/sadrzaj/uploads/ZJ-definirana-na-ishodima-u-%C4%8Denja-u-BiH-1.pdf>)

all experiences that children gain, both planned and unplanned, direct and indirect, in a material and social environment arranged to support their learning and overall development. Also, the Common Core encompasses all activities, events, rituals, customs of adults and children in kindergarten; direct and indirect influences from the environment; individual and group experiences from the activities and practical life of children and adults. Petrović-Sočo (2009) questions the meaning of the curriculum, agreeing with those authors who believe that the concept of curriculum is much broader than planning and programming. The author points out that children in the modern curriculum setting become true subjects of the learning process and creators of their own knowledge and concludes that they need a process model of an open, emerging, flexible and integrated curriculum. If we see culture as a way of life and a system of values, norms, behaviours and rituals of each individual social community and authentic environment, it is justified to replace rigidly structured plans and programs with a curriculum (Visković & Zeleničić, 2015). Slunjski (2011) states that the learning of preschool children cannot be rigidly and precisely planned, but needs to be understood through their authentic development with the support and encouragement of appropriate interventions. The child is observed in everyday situations through various activities, and the documenting is continuous. It should be emphasized that the collected data certainly give a clearer, more complete and more concrete image of the child and open the possibility of early observation and early intervention. Taking into account recent scientific findings, Larimore (2020) also suggests a holistic approach to education and care in early childhood. Bećirović-Karabegović (2014) points out that observation and monitoring of children represent the first steps in transforming educational practice towards real quality and, in addition to providing significant insight into children's development and behaviour, enabling the preschool teacher's professional reflection, which is considered a crucial skill in the modern educational paradigm.

Many researchers in the field of ECE, like Bennett et al. (2013), Bierman et al. (2017), Ceylan and Akçay Malçok (2020), Edwards and Gandini (2015), Slunjski et al. (2012), emphasize the importance of monitoring the development and progress of each individual child as a prerequisite for planning the educational process. The basic prerequisite for successful implementation of an educational process and its evaluation is the harmonisation of quality indicators for monitoring, documenting and planning the process from different perspectives. Different perspectives raise questions, such as the extent to which preschool teachers adapt the process to the authentic conditions, interests and needs of children, as well as the extent to which parents and the local community are involved in the educational process. In this context, there is a need to define quality indicators for planning and documenting educational processes and monitoring the achievements of children in ECE institutions in Herzegovina-

⁵ Herzegovina-Neretva County is one of the 10 counties in the Federation of Bosnia and Herzegovina. It is organized in eight municipalities: Čapljina, Čitluk, Jablanica, Konjic, Neum, Prozor-Rama, Ravno, Stolac and the City of Mostar.

Neretva County⁵. Given that Bosnia and Herzegovina is a decentralized state in which counties⁶ have independent jurisdiction over education, the defined indicators could serve as a guideline for improving the quality in other counties, but also in other neighbouring countries.

Methodology

Research goals

The first goal of the research was to examine participants' attitudes about offered indicators for planning and documenting the quality of educational processes, and monitoring children's development. The second goal, based on the obtained results, was to develop a model for the (self) evaluation of planning and documenting the quality of educational processes, and monitoring the development of children in ECE institutions.

Hypotheses

In accordance with the research goals, the following hypotheses are defined:

H1: There is a statistically significant difference between the participants in assessing the importance and representation of offered quality indicators for planning, documenting educational processes, and monitoring children's development in ECE institutions.

H2: There is a statistically significant correlation between participants' assessment of the importance of the quality of planning and documenting educational processes, and monitoring the development of children in ECE institutions with regard to some socio-demographic characteristics.

H3: Based on the obtained research results, it will be possible to define a model for (self) evaluation of the quality of planning and documenting educational processes, and monitoring children's development in ECE institutions.

Instrument

The research questionnaire is based on the quality standards of practice of ECE institutions in the Republic of Croatia (Slunjski et al., 2012), Republic of Serbia (Benett et al., 2013) and Great Britain (Booth et al., 2006). The questionnaire was a project model of quality indicators for planning and documenting the educational process, and monitoring the development of children in ECE institutions. Separate questionnaires were constructed for each category of participants: employees (principals, teachers, professional associates, health professionals, and support staff), parents / guardians, and founders. The content is divided into three parts. The first part of the questionnaire

⁶ There is no unified national education policy in Bosnia and Herzegovina. The main jurisdictions for education are the entity in RS, 10 counties in FBiH and the Brčko District. At the FBiH level, jurisdiction has been largely reduced to coordination between counties. Each of the 10 counties has its own ministry and, in accordance with constitutional competencies, finances education, harmonizes laws on education with the legal framework adopted at the level of BiH, while counties are responsible for its implementation.

includes socio-demographic characteristics of participants (gender, age, job, education, level of education and work experience). The second part of the questionnaire includes the opinions of the participants on the current representation of the offered indicators of *planning, documenting educational practice and the quality of observation, monitoring and assessment of children's achievements in ECE setting* (hereafter ECE documenting). In the third part, participants expressed their opinions on the importance of the ECE documenting indicators.

The ECE Documenting Scale includes statements about: how to keep pedagogical documentation; drafting an annual plan; creation and implementation of a development plan; the way the teacher plans daily activities; the way in which the teacher designs and implements the curricular approach; involvement of parents and the local community; conducting research for the purpose of (self) evaluation; ways of monitoring and documenting children's achievements; the purposefulness of monitoring and documenting children's achievements; involving children in the process of documenting their personal development. Items on the importance and representation of the offered indicators are shown through the five degree Likert scale. The reliability of the instrument was determined by applying the Cronbach's alpha coefficient, which is 0.836 for this instrument, suggesting that the measuring instrument is reliable.

Data

Descriptive and inferential statistical procedures were used in data processing: central tendency measures and scattering measures were determined. Factor analysis of the main components checked the latent structure of the ECE Documenting Scale, while *t-test* and *discriminator analysis* were used to determine intergroup differences; *Pearson's correlation coefficient* determined the interrelationship between the dependent variables and the relationship between the dependent and independent variables.

Sample

The research was conducted at ECE institutions of Herzegovina - Neretva County on a sample of 572 participants (N= 572). The sample represents three categories composed of: 264 (46%) employees (principals, teachers, professional associates, health professionals and support staff), 275 (48%) parents / guardians, and 33 (6%) founders' representatives (local authorities, religious organisations, private persons).

Results

Factor analysis of the ECE Documenting Scale

Factor analysis determined the constructive validity of the ECE Documenting Scale. The value of the Kaiser-Meyer-Okin index is .786 which shows the factorability of the correlation matrix. The analysis of the main components showed the presence of five components: *parental involvement; documenting children's development; institution*

development plan; curriculum, and specialized programs with characteristic values greater than 1, which explains 66.68% of the variance. By reviewing the diagram, also supported by the results of the parallel analysis (Table 1), three explanatory components that explain 53.76% of the variance have been retained. The characteristic values exceed the corresponding threshold values obtained using an equally large random number matrix (17 variables x 572 subjects). The first factor explains 35.72% of the variance, and according to the content of the items that have high saturations on that factor, it is titled *Parental involvement*. The second factor explains 9.54% of the variance and is called *Documenting children's development*, while the third factor explains 8.50% of the variance and is called *Institution development plan*.

Table 1
Comparison of characteristic values obtained in PCA and threshold values obtained by parallel analysis

Components' ordinal number	Actual characteristic value from PCA	Value obtained by parallel analysis
Parental involvement	6.071	1.309
Documenting children's development	1.622	1.248
Institution development plan	1.445	1.204
Curriculum	1.135	1.159
Specialized programs	1.064	1.124

Participants' attitudes on the importance and representation of ECE Documenting

The first hypothesis was tested by examining the attitudes of the participants about the importance and representation of the quality of ECE documenting. This hypothesis assumed that there was a statistically significant difference between the participants in the assessment of the importance and representation of the offered ECE documenting quality indicators.

Employees' attitudes on the importance and representation of ECE Documenting

When evaluating the offered ECE documenting indicators, employees consider all offered ECE documenting indicators to be extremely important for assessing their quality. At the same time, based on the indicators offered by the survey questionnaire, they assess that the current quality of the ECE documenting in the preschool setting is not at the appropriate level. Among the indicators that they consider the most important are *Integration of elements from the development plan into the annual plan of preschool institution* (M = 4.8444; SD= .40396), *Participation of preschool teachers in designing and implementing a curricular approach* (M = 4.8411; SD= .44321), *Respecting children's suggestions and ideas in planning daily activities* (M= 4.7704; SD=.50565), *Documented*

specifics of the preschool institution ($M= 4.7752$; $SD= .50276$). Similar results were shown in research by Zeleničić (2016), Karamatić Brčić (2013), Sindik and Elez (2011), and Petrović-Sočo (2009), which indicate the importance of the curricular approach, but also the importance of monitoring and assessing children's development and the possibility of early observation and interventions. Epstein (2003) emphasizes the importance of respecting children's ideas and suggests strategies for encouraging children to think and plan using highly effective mechanisms for developing the thinking skills in young age. He points out how children, as they devise and reconsider their plans, improve their predictive and analytical abilities, use self-regulatory mechanisms, and develop a sense of responsibility for themselves and the choices they make. Štefanec (2020) also believes that documenting in kindergarten is an important tool for monitoring the development and learning of each child, planning professional activities, and creating curricula.

The biggest difference among employees in assessing the real importance and representation of quality indicators is related to those indicators that relate to the participation of the local community, where the assessment of importance is $M = 4.1699$; $SD = .98933$, and assessment of representation $M = 3.1938$; $SD = 1.41464$. Also, for the *Parental Involvement indicator*, the importance assessment is $M = 4.3813$; $SD = .86745$, and representation estimate $M = 3.4805$; $SD = 1.30445$.

Table 2

Descriptive parameters on employees' attitudes about ECE Documenting

Importance and representation of ECE documenting	Represented - M	Represented - SD	Importance -M	Importance - SD
The documents of the institution (forms of pedagogical documentation and records) are kept in accordance with the regulations.	4.7713	.65276	4.7838	.50537
The annual plan of the preschool institution contains elements from the development plan of the preschool institution.	4.6770	.81537	4.8444	.40396
The documents show the specifics and peculiarities of the preschool institution activities.	4.6471	.65878	4.7752	.50276
The preschool teacher takes into account the suggestions and ideas of children in planning daily activities.	4.6172	.65225	4.7704	.50565
The preschool teachers participate in designing and implementing the curricular approach (adapting to authentic conditions).	4.6304	.66109	4.8411	.44321
Parents participate in the design and implementation of programs and plans.	3.4805	1.30445	4.3813	.86745

Importance and representation of ECE documenting	Represented - M	Represented - SD	Importance -M	Importance - SD
The local community participates in the design and implementation of programs and plans.	3.1938	1.41464	4.1699	.98933
The language and cultural specificities of children in the group are integrated into the plan.	4.1719	1.05985	4.6220	.65853
Preparation and documentation are based on a joint qualitative analysis of the implementation of planned activities and priorities.	4.4202	.79700	4.6240	.58026
Based on the examined needs of children, parents and existing resources, special and specialized programs are offered.	4.0349	1.06717	4.6564	.56520
The adaptation plan is made in cooperation with the parents before the child starts kindergarten.	3.8093	1.28947	4.6216	.72315
Each preschool teacher has a plan for personal professional development.	4.5388	.77438	4.7568	.52708
The observation and monitoring of children in various activities and situations are continuous and documented.	4.7132	.58107	4.8093	.49866
Notes on the observations of a child's development and progress are kept in the child's file.	4.8721	.42664	4.8494	.45378
Assessing progress serves to create an individual plan for each child.	4.3725	.94662	4.6848	.62334
Children's achievements are evaluated affirmatively.	4.4048	.76973	4.6627	.60650
The child is involved in the process of documenting his / her personal development.	4.3555	.85555	4.5659	.70402

Attitudes of parents / guardians about the importance and representation of ECE documenting

The results in Table 3 show how parents attach more general importance to all indicators offered than they notice their actual application. The largest deviation in representation and importance can be seen for indicators: *Parents participate in the design and implementation of programs and plans*, where the importance is $M = 3.9560$; $SD = 1.0208$, and representation $M = 3.1882$; $SD = 1.2728$, and the *Adaptation Plan is made in cooperation with parents before the child starts kindergarten*, where the importance is $M = 4.4030$; $SD = .8962$, and representation $M = 3.3910$; $SD = 1.4476$. Also, parents

attach the greatest importance to the indicator *Children's achievements are assessed affirmatively* ($M = 4.6385$). The results of research by Markström and Simonsson (2017) showed that introducing parents to preschool programs in Sweden creates active, flexible, and self-regulating parents who are desirable partners, with special emphasis on the role of parents in alleviating the gap between home and preschool. Similarly, Vuorinen (2020) describes different ways of building a relationship between family and preschool, emphasizing how parents, when enrolling a child in kindergarten, try to create preconditions for the necessary continuity of trust building.

Table 3

Descriptive parameters of parents'/guardians' attitudes about the importance and representation of ECE documenting

Importance and representation of the ECE documenting	Represented - M	Represented - SD	Importance - M	Importance - SD
The preschool teacher takes into account the suggestions and ideas of children in planning daily activities.	4.0038	1.0282	4.3653	.8092
Parents participate in the design and implementation of programs and plans.	3.1882	1.2728	3.9560	1.0208
Based on the examined needs of children, parents and existing resources, special and specialized programs are offered.	3.5769	1.2231	4.2677	.8074
The adaptation plan is made in cooperation with parents before the child starts kindergarten.	3.3910	1.4476	4.4030	.8962
Notes on the observation of the child's development and progress are kept in the child's file.	4.4415	.9600	4.6753	.6424
Children's achievements are evaluated affirmatively.	4.2500	.9246	4.6385	.6517

Attitudes of the founding representatives on the importance and representation of ECE documenting

The results in Table 4 show how the founding representatives assess the indicator *Local community participates in the design and implementation of programs and plans* more as a model than give it importance, considering representatives' participation in the development and implementation of plans and educational work program of the institution may be of minor importance. However, despite the fact that the founding

representatives do not consider this indicator very important ($M = 4.1818$; $SD = .9828$), a high degree of their agreement with its actual representation ($M = 4.3939$; $SD = .8268$) is observed. This indicator is considered relevant for evaluating the quality of planning and documenting the educational process and monitoring the development of children in ECE institutions. Founding representatives also attach great importance to the indicator *Based on the examined needs of children, parents and existing resources, special and specialized programs are offered* ($M = 4.2727$; $SD = .9107$) in relation to its actual representation ($M = 3.1212$; $SD = 1.2688$). This indicator shows how the founding representatives consider extremely important to examine the needs of parents and to offer specialized programs based on the examined needs. Similar results were obtained by Moss and Dahlberg (2008), Bakken et al. (2017), Cvijanović and Mojić (2020), whose research supports positive long-term outcomes in children who attended high-quality preschool curricula. A meta-analysis of 29 experimental studies by Yang et al. (2019) shows how curriculum type, consistent implementation, and duration have long-term positive effects in children from low-income families with an emphasis on socio-emotional benefits.

Table 4

Descriptive parameters of the attitudes of the founding representatives on the importance and representation of ECE documenting

Importance and representation of the ECE documenting	Represented - M	Represented - SD	Importance - M	Importance - SD
The local community participates in the design and implementation of programs and plans.	4.3939	.8268	4.1818	.9828
Based on the examined needs of children, parents and existing resources, special and specialized programs are offered.	3.1212	1.2688	4.2727	.9107

Differences between employees, parents/guardians and founding representatives in assessing the importance and representation of ECE documenting

The results of the t-test in Table 5 show how employees attach more importance to all offered indicators than parents, and this difference is statistically significant for all indicators except the indicator *Children's achievements are evaluated affirmatively* ($t = -2.049$; $p = .041$). The importance of parental involvement in process realisation has been confirmed in numerous studies (Benett et al., 2013; Booth et al., 2006; Edwards et al., 2015; Markström & Simonsson, 2017). Such research suggests partnerships between the preschool teachers and parents, emphasizing the importance of the preschool teachers' professional training for recognizing the importance of involving parents in the educational process.

Table 5

Differences between employees and parents in assessing the importance of the ECE documenting

The ECE documenting	t-test	Df- Degree of Freedom	p- Level of Significance	Difference M	Standard Error M
Preschool teacher takes into account the suggestions and ideas of children in planning daily activities.	-8.091	517	.000	-.6134	.07581
Parents participate in the design and implementation of programs and plans.	-2.603	525	.010	-.2923	.11228
Based on the examined needs of children, parents and existing resources, special and specialized programs are offered.	-4.539	516	.000	-.4580	.10089
The adaptation plan is made in cooperation with parents before the child starts kindergarten.	-3.486	521	.001	-.4184	.12002
Notes on the observation of the child's development and progress are kept in the child's file.	-6.597	521	.000	-.4306	.06527
Children's achievements are evaluated affirmatively.	-2.049	506	.041	-.1548	.07554

Table 6

Differences between employees and founding representatives in assessing the importance of ECE documenting

The ECE documenting	t-test	Df- Degree of Freedom	p- Level of Significance	Difference -M	Standard Error -M
The local community participates in the design and implementation of programs and plans.	.567	290	.571	.1028	.18132
Based on the examined needs of children, parents and existing resources, special and specialized programs are offered.	-2.368	290	.019	-.2624	.11085

The results of the t-test in Table 6 show that employees attach significantly more importance to the indicator *Based on the examined needs of children, parents and existing resources, special and specialized programs* ($t = -2.368$; $p = .019$), than the founding

representatives do. Given that the founding representatives are not professional education employees, it can be assumed that they attach less importance to the offered indicators than employees. The obtained results also indicate the importance of preschool teachers' professional training for cooperation with parents of children attending their institutions, but also cooperation with the local community.

Connection between participants and socio-demographic characteristics

The relationship between the socio-demographic characteristics of the participants and the assessment of the importance of the offered quality indicators of ECE documenting is presented in Tables 7, 8 and 9. The results in Table 7 show that the level of employees' education significantly correlates with the indicators: *Documents of the institution (forms of pedagogical documentation and records) are kept in accordance with regulations* ($r=-.154$; Sig.= .009), and the *Preschool teacher respects the suggestions and ideas of children in planning daily activities* ($r=.156$; Sig.= .008). Employees with a higher level of education attach more importance to taking into account the suggestions and ideas of children in everyday planning, while employees with a lower level of education attach more importance to pedagogical documentation. Older participants attach less importance to taking notes on observing children's development and progress. The length of service is not in a statistically significant correlation with the observed variables. Similar results were obtained in the research of Visković et al. (2019), who also showed that preschool teachers with a higher level of education are more respectful of children's ideas and interests during activities, supporting their autonomy.

Table 7

The relationship between the education level, length of service, and age of employees and their assessment of the importance of ECE documenting

The connection of education level, length of service, and age of employees and their assessment of importance of the ECE documenting		Education level	Length of service	Age
The documents of the institution (forms of pedagogical documentation and records) are kept in accordance with the regulations.	Pearson's CC	-.154**	.101	.031
	Significance level	.009	.065	.314
Preschool teacher takes into account the suggestions and ideas of children in planning daily activities.	Pearson's CC	.156**	-.033	-.044
	Significance level	.008	.310	.250
Notes on the observation of the child's development and progress are kept in the child's file.	Pearson's CC	-.093	-.071	-.113*
	Significance level	.076	.143	.040

** Correlations significant at the level 0.01

* Correlations significant at the level 0.05

The relationship between parents' socio-demographic characteristics and their assessment of the importance of ECE documenting is presented in Table 8. The results show that the level of education is significantly correlated with the importance of developing an adaptation plan for children when starting kindergarten ($r = -.145$; Sig. = .009), as well as with the preschool teacher's consideration of children's suggestions when planning daily activities ($r = -.104$; Sig. = .044). These correlation coefficients are low and negative, which suggests that parents with a higher level of education attach less importance to the indicators: *Preschool teacher takes into account the suggestions and ideas of children in planning daily activities*, and *The adaptation plan is made in cooperation with parents before the child starts kindergarten*. The parents' age is significantly correlated with the indicator: *The adaptation plan is made in cooperation with parents before the child starts kindergarten*. This correlation is of low intensity and negative sign, which suggests that older parents attach less importance to the development of an adaptation plan for children, which includes their cooperation.

Table 8

The relationship between the level of education and parents' age and their assessment of the importance of ECE documenting

The relationship between the parents' level of education and age and their assessment of the importance of ECE documenting		Education level	Age
Preschool teacher takes into account the suggestions and ideas of children in planning daily activities.	Pearson's CC	-.104*	-.055
	Significance level	.044	.190
The adaptation plan is made in cooperation with parents before the child starts kindergarten.	Pearson's CC	-.145**	-.118*
	Significance level	.009	.030

** Correlations significant at the level 0.01

* Correlations significant at the level 0.05

The relationship between socio-demographic characteristics between founding representatives and their assessment of the importance of ECE documenting

The results in Table 9 show that the founding, representatives' education level and length of service are not statistically significantly correlated with the offered indicators, while their age is significantly related to the indicator: *Based on the examined needs of children, parents and the existing resources, special and specialized programs are offered*. This correlation is of medium intensity and positive sign, suggesting that older founding representatives attach more importance to examining the needs of children, parents, and resources to offer specialized programs.

Table 9

The relationship between the level of education length of service, and age of the founding representatives and their assessment on the importance of ECE documenting

The relationship between the level of education, length of service, and age of the founding representatives and their assessment on the importance of ECE documenting		Education Level	Length of Service	Age
Based on the examined needs of children, parents and existing resources, special and specialized programs are offered.	Pearson's CC	-.137	.196	.371*
	Significance level	.228	.141	.018

** Correlations significant at the level 0.01

* Correlations significant at the level 0.05

Model for (self) evaluation of ECE documenting quality

The second goal of the research was to develop a model for (self) evaluation of ECE documenting quality. Participants expressed their views on the 17 offered indicators of ECE documenting quality. Employees in preschool institutions singled out the most important indicators: participation of teachers in the design and implementation of the curricular approach and the introduction of elements of the development plan in the annual plan of the preschool institution. As important, the employees singled out indicators related to the observation and monitoring of children's development and notes on the observation of child development and progress. Rinaldi (2005) states that through pedagogical documentation, the learning process can be shared, discussed, thought through and interpreted - not only by teachers but also by children, parents and everyone else who wants to gain a deeper understanding. The results of this research also indicate that parents highly value the importance of affirmative monitoring of children's achievements and keeping notes on the observation of children's development and progress. In this way, parents send a message that they respect the professional qualifications of teachers and seek professionalism in educational work with children. Representatives of the local community attach great importance to the indicator related to the examination of the needs of children and parents in order to offer different programs. Based on the obtained results, we can conclude that all indicators offered in the project model are included in the model for (self) evaluation of the ECE documenting quality as follows:

- The documents of the institution (forms of pedagogical documentation and records) are kept in accordance with the regulations.
- The annual plan of the preschool institution contains elements from the development plan of the preschool institution.
- The documents show the specifics and peculiarities of the preschool institution activities.

- Preschool teacher takes into account the suggestions and ideas of children in planning daily activities.
- The preschool teachers participate in designing and implementation of the curricular approach (adapting to authentic conditions).
- Parents participate in designing and implementing programs and plans.
- The local community participates in the design and implementation of programs and plans.
- The language and cultural specificities of the children in the group are integrated into the plan.
- Preparation and documentation is based on a joint qualitative analysis of the implementation of planned activities and priorities.
- Based on the examined needs of children, parents and existing resources, special and specialized programs are offered.
- The adaptation plan is made in cooperation with parents before the child starts kindergarten.
- Each preschool teacher has a plan for personal professional development.
- Observation and monitoring of children in various activities and situations is continuous and documented.
- Notes on the observation of the child's development and progress are kept in the child's file.
- Assessing progress serves to create an individual plan for each child.
- Children's achievements are evaluated affirmatively.
- The child is involved in the process of documenting his/her own personal development.

Conclusion

Successful rearing and education of children in ECE institutions imply continuous (self) evaluation of the educational process. The results of research by Larimore (2020), Yang et al. (2019), Zeleničić (2016), Edwards and Gandini (2015), Bećirović-Karabegović (2014), Bennett et al. (2013), Antulić (2012), Slunjski et al. (2012), Sindik and Elez (2011) emphasize the importance of monitoring and assessing children's development. Children's development is monitored and assessed in communication with children, observing and listening, using transcripts of conversations, videos of interactions, children's drawings and photographs, as highlighted in the research of Pramling Samuelsson (2004). In order for external evaluators, who are responsible for the quality of the process, to have the same understanding as stakeholders directly involved in the educational process, it is necessary to define a model for (self) evaluation of the quality of ECE documenting with clear and measurable quality indicators. The research instrument, which is also a project model for (self) evaluation of ECE documenting quality, is based on the standards of quality of work in institutions of early childhood and preschool education in the Republic of Croatia, the Republic of

Serbia and the United Kingdom. Based on the analysis of the results of the participants' attitudes about the importance and representation of the offered quality indicators, as well as the results that indicate differences in attitudes between the participants, it can be concluded that the first hypothesis was confirmed. The research established that among the participants there is a significant difference in the assessment of the importance and representation of the offered quality indicators of ECE documenting. The second hypothesis assumed that there was a significant correlation between the participants' assessment of the importance of the quality of ECE documenting with regard to some of their socio-demographic characteristics. Based on the analysis of the results relating to the interrelationship of socio-demographic characteristics of the participants and the assessment of the importance of the offered quality indicators of the ECE documenting, it was concluded that the second hypothesis was confirmed. The third hypothesis assumed that based on the obtained research results it will be possible to define a model for (self) evaluation of the quality of ECE documenting. In this research, 17 indicators of ECE documenting quality were analysed. Based on the obtained results, it was concluded that all indicators offered in the project model can be included in the model for (self) evaluation of the quality of ECE documenting. The indicators obtained by this analysis are significantly compatible with the indicators for (self) evaluation by Bennett et al. (2013). This Model can serve as a guideline, but also an incentive for (self) evaluation and external evaluation of planning and documenting the educational process and monitoring the achievements of children in ECE settings. It can also be a starting point for further research in the field of improving other segments of quality in ECE institutions.

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Pokazatelji kvalitete planiranja i dokumentiranja odgojno-obrazovnoga procesa i praćenja razvoja djece u ustanovama ranoga i predškolskoga odgoja i obrazovanja

Sažetak

Teorijski dio rada sastoji se od analize različitih pristupa i modela vrednovanja kvalitete prakse u ustanovama ranoga i predškolskoga odgoja i obrazovanja, s naglaskom na specifičnosti vrednovanja kvalitete planiranja i dokumentiranja odgojno-obrazovnoga procesa i praćenja dječjih postignuća. U empirijskom dijelu rada predstavljeni su rezultati istraživanja provedenoga u ustanovama ranoga i predškolskoga odgoja i obrazovanja na području Hercegovačko-neretvanske županije (BiH). Uz uvažavanje teritorijalnih, kulturoloških i zakonodavnih specifičnosti Bosne i Hercegovine, definiran je model za (samo)vrednovanje kvalitete planiranja i dokumentiranja odgojno-obrazovnoga procesa i praćenja razvoja djece u ustanovama ranoga i predškolskoga odgoja i obrazovanja. Model može poslužiti kao polazna točka za daljnja istraživanja u području unaprjeđenja kvalitete planiranja i dokumentiranja odgojno-obrazovnoga procesa i praćenja postignuća djece, kao i kvalitete prakse drugih aspekata i područja unutar predškolskih ustanova.

Ključne riječi: *kurikul; odgajatelji; portfolio; razvojni plan; (samo)vrednovanje.*

Uvod

Europska komisija je u suradnji s mrežom EURYDICE, centrom Cedefop i Zajedničkim istraživačkim centrom 2011. godine objavila dokument kojim se tražilo razvijanje europskoga okvira kvalitete za djecu ranoga i predškolskoga odgoja i obrazovanja (RPOO)¹. Radna skupina 25 predstavnika zemalja Europske unije uz Tursku i Norvešku prepoznala je potrebu pronalaska instrumenata mjerenja kvalitete rada u ustanovama RPOO-a (PLA on Early Childhood Education and Care, Summary Report, 2016).

¹ U nastavku teksta za izraz rani i predškolski odgoj i obrazovanje koristit će se kratica RPOO

Pod pokroviteljstvom Europske komisije 2014. godine objavljeno je Izvješće Radne skupine za odgoj i obrazovanje djece rane i predškolske dobi². Njime su utvrđeni prioriteti u području predškolskoga obrazovanja i skrbi s ciljem poboljšanja pristupa uslugama i njihovoj kvaliteti za djecu od rođenja do početka obveznoga školovanja. Na temelju utvrđenih prioriteta predložen je okvir kojim bi se poboljšalo sustavno praćenje i procjena kvalitete rada u ustanovama RPOO-a. Predloženi Europski okvir kvalitete sastoji se od 10 općih široko postavljenih pokazatelja koji su raspoređeni u 5 identificiranih glavnih aspekata kvalitete, među kojima su izdvojeni i nastavni plan i program te praćenje i vrednovanje. U Izvješću Europske komisije³ (2019) istaknuto je kako je vrednovanje kao proces kontrole kojim se nastoji pratiti rad ustanove, izvijestiti o kvaliteti i predložiti unaprjeđenje prakse, jedan od načina koji se primjenjuju za osiguranje razvoja kvalitete u RPOO-u.

Vanjsko vrednovanje provode ustanove koje su odgovorne za kvalitetu RPOO. Tako u Francuskoj zajednici u Belgiji te u Češkoj, Irskoj, Portugalu, Rumunjskoj, Slovačkoj, Lihtenštajnu i Turskoj vanjsko vrednovanje provode ministarstva ili druga tijela nadležna za obitelji i djecu. U Walesu vanjsko vrednovanje provode službe za inspekciju skrbi za djecu, u Sjevernoj Irskoj regionalna tijela za zdravstvo i socijalnu skrb, u Grčkoj regionalni socijalni savjetnici, a u Poljskoj i Francuskoj lokalne vlasti. Sažetak Izvješća iz Dublina⁴ (2014) potvrđuje kako mnoge zemlje prate strukturu kvalitete, pri čemu su neke razvile standarde kvalitete i instrumente za praćenje, dok vrlo malo zemalja ima razrađene strategije za korištenje ishoda vrednovanja.

U Zajedničkoj jezgri cjelovitih razvojnih programa za rad u predškolskim ustanovama u BiH (2018)⁵ istaknuto je kako program predškolskoga odgoja obuhvaća sva iskustva koja djeca stječu, ona planirana i neplanirana, izravna i neizravna, u materijalnoj i socijalnoj sredini koja je uređena tako da podržava njihovo učenje i sveukupni razvoj. Također, Zajednička jezgra obuhvaća i sve aktivnosti, događaje, rituale, običaje odraslih i djece u vrtiću; izravne i neizravne utjecaje iz okruženja; individualna i grupna iskustva iz aktivnosti i praktičnoga života djece i odraslih. Petrović-Sočo (2009) propituje značenje kurikula te se priključuje onim autorima koji smatraju kako je pojam kurikula mnogo širi od plana i programa. Autorica ističe kako djeca u suvremenom kurikulu postaju istinski subjekti procesa učenja i kreatori vlastitoga znanja te zaključuje kako im je potreban procesni model otvorenoga, nastajućega, fleksibilnoga, integriranoga

² http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategicframework/archive/documents/ec_ec-quality-framework_en.pdf

³ <https://op.europa.eu/hr/publication-detail/-/publication/5816a817-b72a-11e9-9d01-01aa75ed71a1>

⁴ https://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/166_HR.pdf

⁵ Agencija za predškolsko, osnovno i srednje obrazovanje izradila je Zajedničku jezgru definiranu na ishodima učenja kao dio reformskoga procesa poboljšanja kvalitete u obrazovanju na razini Bosne i Hercegovine. Dokument obuhvaća Zajedničku jezgru cjelovitih razvojnih programa za predškolski odgoj i obrazovanje, Zajedničke jezgre nastavnih planova i programa definirane na ishodima učenja za osam odgojno-obrazovnih područja te Smjernice za provedbu Zajedničke jezgre definirane na ishodima učenja (ZJ) u nastavne planove i programe i Smjernice za provedbu ZJNPP-a za kroskurikulno i međupredmetno područje (<https://aposo.gov.ba/sadrzaj/uploads/ZJ-definirana-na-ishodima-u-%C4%8Denja-u-BiH-1.pdf>)

kurikula. Ako kulturu vidimo kao način života i sustav vrijednosti, normi, ponašanja i rituala svake pojedine društvene zajednice i autentičnoga okruženja, opravdano je rigidno strukturirane planove i programe zamijeniti kurikulumom (Visković i Zeleničić, 2015). Slunjski (2011) navodi kako učenje djece predškolske dobi nije moguće rigidno i precizno planirati, nego ih je potrebno razumjeti te njihov autentičan razvoj primjerenim intervencijama podržavati i poticati. Dijete se promatra u svakodnevnim situacijama, kroz različite aktivnosti, a dokumentiranje je kontinuirano. Potrebno je naglasiti kako prikupljeni podaci zasigurno daju jasniju, cjelovitiju i konkretniju sliku o djetetu te otvaraju mogućnost ranoga uočavanja i rane intervencije. Uzimajući u obzir novije znanstvene spoznaje, Larimore (2020) također sugerira holistički pristup odgoju i obrazovanju u ranom djetinjstvu. Bećirović-Karabegović (2014) ističe kako opservacija i praćenje djece predstavljaju prve korake u transformiranju odgojno-obrazovne prakse prema stvarnoj kvaliteti te osim što osiguravaju značajan uvid u dječji razvoj i ponašanje, omogućavaju odgajatelju profesionalnu refleksiju koja se u suvremenoj odgojnoj paradigmi smatra ključnom vještinom.

Istraživači u području RPOO-a (Bennett i sur., 2013; Bierman i sur., 2017; Ceylan i Akçay Malçok 2020; Edwards i Gandini (2015); Slunjski i sur., 2012) ističu važnost praćenja razvoja i napredovanja svakoga pojedinog djeteta kao preduvjeta planiranja odgojno-obrazovnoga procesa. Osnovna pretpostavka za uspješnu realizaciju odgojno-obrazovnoga procesa i njegovo vrednovanje jest usuglašavanje pokazatelja kvalitete praćenja, dokumentiranja i planiranja procesa iz različitih perspektiva. Različite perspektive nameću pitanja, kao primjerice u kojoj mjeri odgajatelji prilagođavaju tijek procesa autentičnim uvjetima, interesima i potrebama djece, kao i u kojoj se mjeri događa uključivanje roditelja i lokalne zajednice u odgojno-obrazovni proces. U tom se kontekstu javila potreba definiranja pokazatelja kvalitete planiranja i dokumentiranja odgojno-obrazovnoga procesa te praćenja postignuća djece u ustanovama za rani i predškolski odgoj i obrazovanje u Hercegovačko-neretvanskoj županiji⁶. S obzirom na to da je Bosna i Hercegovina decentralizirana država u kojoj samostalnu nadležnost nad obrazovanjem imaju županije⁷, definirani pokazatelji mogli bi poslužiti kao smjernica za unaprjeđivanje kvalitete i u ostalim županijama, ali i u drugim susjednim zemljama.

Metodologija istraživanja

Cilj istraživanja

Prvi cilj istraživanja bio je ispitati stavove ispitanika o ponuđenim pokazateljima za planiranje, dokumentiranje kvalitete odgojno-obrazovnih procesa i praćenje dječjega

⁶ Hercegovačko-neretvanska županije jedna je od 10 županija u Federaciji Bosne i Hercegovine. Organizirana je u osam općina: Čapljina, Čitluk, Jablanica, Konjic, Neum, Prozor-Rama, Ravno, Stolac i Grad Mostar.

⁷ U Bosni i Hercegovini nema jedinstvene nacionalne obrazovne politike. Glavne nadležnosti za obrazovanje imaju: entitet u RS, 10 županija u FBiH i Distrikt Brčko. Na razini FBiH nadležnost je uglavnom reducirana na koordinaciju između županija. Svaka od 10 županija ima svoje ministarstvo te u skladu s ustavnim nadležnostima financiraju obrazovanje, usklađuju zakone o pitanju obrazovanja s okvirnim zakonima donesenim na razini BiH te su županije i odgovorne za njihovu primjenu.

razvoja. Drugi cilj, na temelju dobivenih rezultata, bio je razviti model za (samo) evaluaciju planiranja, dokumentiranja kvalitete odgojno-obrazovnog procesa i praćenja razvoja djece u ustanovama RPOO-a.

Hipoteze

U skladu s postavljenim ciljevima definirane su hipoteze istraživanja:

H1: Među ispitanicima postoji statistički značajna razlika u procjeni važnosti i zastupljenosti ponuđenih pokazatelja kvalitete planiranja i dokumentiranja odgojno-obrazovnog procesa i praćenja razvoja djece u ustanovama RPOO-a.

H2: Postoji statistički značajna povezanost procjene ispitanika o važnosti kvalitete planiranja i dokumentiranja odgojno-obrazovnog procesa i praćenja razvoja djece u ustanovama RPOO-a s obzirom na neka sociodemografska obilježja.

H3: Na temelju dobivenih rezultata istraživanja bit će moguće definirati model za (samo)vrednovanje kvalitete planiranja i dokumentiranja odgojno-obrazovnog procesa i praćenja razvoja djece u ustanovama RPOO-a.

Instrument

Upitnik za istraživanje temeljen je na standardima kvalitetne rada u ustanovama ranoga i predškolskoga odgoja i obrazovanja u Republici Hrvatskoj (Slunjski, Ljubetić, Pribela Hodap, Malnar, Kljenak, Zagrajski, Malek, Horvatić i Antulić, 2012), Republici Srbiji (Bennett, Madigan, Radulović i Miškeljin, 2013) i Velikoj Britaniji (Booth, Ainscow i Kingston, 2006). Upitnik je predstavljao projektni model pokazatelja kvalitete planiranja i dokumentiranja odgojno-obrazovnog procesa i praćenja razvoja djece u ustanovama RPOO. Konstruirani su zasebni upitnici za svaku pojedinu kategoriju ispitanika: zaposlenike (ravnatelje, odgajatelje, stručne suradnike, zdravstvene djelatnike, pomoćno osoblje), roditelje/staratelje i osnivače. Sadržajno je podijeljen na tri dijela. Prvi dio upitnika obuhvaća sociodemografske karakteristike ispitanika (spol, dob, radno mjesto, stručnu spremu, razinu obrazovanja i radno iskustvo). Drugi dio upitnika obuhvaća mišljenje ispitanika o trenutačnoj zastupljenosti ponuđenih pokazatelja *planiranja i dokumentiranja odgojno-obrazovnog rada i kvalitete promatranja, praćenja i procjene postignuća djece u predškolskoj ustanovi* (u nastavku teksta koristit će se skraćenica: dokumentiranja RPOO-a). U trećem su dijelu ispitanici iznosili mišljenje o važnosti pokazatelja dokumentiranja RPOO-a. Skala dokumentiranja RPOO-a obuhvaća tvrdnje koji govore o: načinu vođenja pedagoške dokumentacije; izradi godišnjega plana; izradi i provedbi razvojnoga plana; načinu na koji odgajatelj planira dnevne aktivnosti; načinu na koji odgajatelj osmišljava i realizira kurikulni pristup; uključivanju roditelja i lokalne zajednice; provedenim istraživanjima u cilju samovrednovanja; načinima praćenja i dokumentiranja postignuća djece; svrhovitosti praćenja i dokumentiranja dječjih postignuća; uključivanju djece u proces dokumentiranja osobnoga razvoja.

Tvrdnje o važnosti i zastupljenosti ponuđenih pokazatelja postavljene su u obliku Likertove skale u rasponu od pet stupnjeva. Pouzdanost instrumenta utvrđena je

primjenom koeficijenta Cronbachov alfa, koji za ovaj instrument iznosi 0,836 što upućuje na zaključak da je mjerni instrument pouzdan.

Obrada podataka

U obradi podataka korišteni su postupci deskriptivne i inferencijalne statistike: utvrđene su mjere središnje tendencije i mjere raspršenja; faktorskom analizom glavnih komponenata provjerena je latentna struktura skale dokumentiranja RPOO-a; za utvrđivanje međugrupnih razlika korišten je t-test i diskriminativna analiza; Pearsonovim koeficijentom korelacije utvrđena je međusobna povezanost zavisnih varijabli te povezanost između zavisnih i nezavisnih varijabli.

Uzorak

Istraživanje je provedeno u ustanovama RPOO-a na području Hercegovačko-neretvanske županije na uzorku od 572 ispitanika. Uzorak predstavlja tri kategorije sastavljene od: n = 264 (46 %) zaposlenika (ravnatelji, odgajatelji, stručni suradnici, zdravstveni djelatnici i pomoćno osoblje), n = 275 (48 %) roditelja/staratelja i n = 33 (6 %) predstavnika osnivača (lokalne vlasti, vjerske organizacije, privatne osobe).

Rezultati istraživanja

Faktorska analiza skale dokumentiranja RPOO-a

Faktorskom analizom utvrđena je konstruktiva valjanost skale planiranja i dokumentiranja odgojno-obrazovnog procesa i praćenja razvoja djece u ustanovama RPOO-a. Vrijednost Kaiser-Meyer-Okinova pokazatelja je ,786 što ukazuje na faktorabilnost korelacijske matrice. Analiza glavnih komponenti pokazala je prisutost pet komponenti: uključivanje roditelja; dokumentiranje razvoja djece; razvojni plan ustanove; plan i program i specijalizirani programi s karakterističnim vrijednostima većima od 1, koje objašnjavaju 66,68 % varijance. Pregledom dijagrama, što je podržano rezultatima paralelne analize (Tablica 1), odlučeno je da se zadrže tri komponente koje objašnjavaju 53,76 % varijance, a karakteristične vrijednosti premašuju odgovarajuće vrijednosti praga dobivene pomoću jednako velike matrice slučajnih brojeva (17 varijabli x 572 ispitanika). Prvi faktor objašnjava 35,72 % varijance, a prema sadržaju čestica koje imaju visoke saturacije na tom faktoru nazvan je Uključivanje roditelja. Drugi faktor objašnjava 9,54 % varijance i nazvan je Dokumentiranje razvoja djece dok treći faktor objašnjava 8,50 % varijance te je nazvan Razvojni plan ustanove.

Tablica 1.

Stavovi ispitanika o važnosti i zastupljenosti dokumentiranja RPOO-a

Ispitivanjem stavova ispitanika o važnosti i zastupljenosti kvalitete planiranja i dokumentiranja odgojno-obrazovnog procesa i praćenja razvoja djece testirana je prva hipoteza. Tom se hipotezom pretpostavilo kako među ispitanicima postoji statistički

značajna razlika u procjeni važnosti i zastupljenosti ponuđenih pokazatelja kvalitete planiranja i dokumentiranja odgojno-obrazovnog procesa i praćenja razvoja djece u ustanovama RPOO-a.

Stavovi zaposlenika o važnosti i zastupljenosti dokumentiranja RPOO-a

Procjenjujući, anketnim upitnikom ponuđene, pokazatelje dokumentiranja RPOO, zaposlenici sve pokazatelje smatraju izuzetno važnim za procjenjivanje kvalitete dokumentiranja RPOO-a. Istovremeno, procjenjuju kako trenutačna kvaliteta dokumentiranja RPOO-a u predškolskoj ustanovi nije na zavidnoj razini, na temelju pokazatelja ponuđenih anketnim upitnikom. Među pokazateljima koje smatraju najvažnijima izdvajaju se *Ugrađenost elemenata iz razvojnoga plana u godišnji plan predškolske ustanove* ($M = 4,8444$; $SD = ,40396$), *Sudjelovanje odgajatelja u osmišljavanju i realizaciji kurikulnoga pristupa* ($M = 4,8411$; $SD = ,44321$), *Uvažavanje prijedloga i ideja djece u planiranju dnevnih aktivnosti* ($M = 4,7704$; $SD = ,50565$) *Dokumentirane specifičnosti predškolske ustanove* ($M = 4,7752$; $SD = ,50276$). Slične rezultate pokazala su istraživanjima Zeleničić (2016), Karamatić Brčić (2013), Sindik i Elez (2011) i Petrović-Sočo (2009) koja ukazuju na važnost kurikulnoga pristupa, ali i važnost praćenja i procjenjivanja razvoja djece koje pruža mogućnost ranoga sagledavanja i intervencije. Epstein (2003) ističe važnost uvažavanja ideja djece te predlaže strategije kojima se djeca potiču na promišljanje i planiranje kao vrlo učinkovite mehanizme za razvijanje vještina razmišljanja kod male djece. Ističe kako djeca, dok smišljaju i preispituju svoje planove, poboljšavaju svoje prediktivne i analitičke sposobnosti, koriste mehanizme samoregulacije i razvijaju osjećaj odgovornosti za sebe i izbore koje donose. Štefanec (2020) također smatra kako je dokumentiranje u dječjem vrtiću bitan alat za praćenje razvoja i učenje svakog djeteta, planiranje profesionalnoga djelovanja i kreiranje kurikula. Najveća razlika među zaposlenicima kod procjene stvarne važnosti i zastupljenosti pokazatelja kvalitete, veže se za pokazatelje koji se odnose i na sudjelovanje lokalne zajednice gdje je procjena važnosti $M = 4,1699$; $SD = ,98933$ te procjena zastupljenosti $M = 3,1938$; $SD = 1,41464$. Također, za pokazatelj sudjelovanje roditelja procjena važnosti je $M = 4,3813$; $SD = ,86745$ te procjena zastupljenosti $M = 3,4805$; $SD = 1,30445$.

Tablica 2.

Stavovi roditelja/staratelja o važnosti i zastupljenosti dokumentiranja RPOO-a

Rezultati u Tablici 3 pokazuju kako roditelji svim ponuđenim pokazateljima daju više na važnosti, nego što zapažaju njihovu stvarnu primjenu. Najveće odstupanje u zastupljenosti i važnosti može se uočiti za pokazatelje *Roditelji sudjeluju u osmišljavanju i realizaciji programa i planova* gdje je važnost $M = 3,9560$; $SD = 1,0208$, a zastupljenost $M = 3,1882$; $SD = 1,2728$ i *Plan adaptacije pravi se u suradnji s roditeljima prije polaska*

djeteta u vrtić gdje je važnost $M = 4,4030$; $SD = ,8962$, a zastupljenost $M = 3,3910$; $SD = 1,4476$. Također, roditelji najveću važnost pridaju pokazatelju *Postignuća djece procjenjuju se afirmativno* ($M = 4,6385$). Rezultati istraživanja Markström i Simonsson (2017) pokazali su kako uvođenje roditelja u predškolske programe u Švedskoj stvara aktivne, fleksibilne i samoregulirajuće roditelje koji su poželjni partneri, pri čemu se posebna važnost pridaje ulozi roditelja u ublažavanju raskola između kuće i predškolske ustanove. Na sličan način Vuorinen (2020) opisuje različite načine izgradnje odnosa između obitelji i predškolske ustanove, naglašavajući kako roditelji pri upisu djeteta u vrtić pokušavaju stvoriti preduvjete za nužnu kontinuiranu izgradnju povjerenja.

Tablica 3.

Stavovi predstavnika osnivača o važnosti i zastupljenosti dokumentiranja RPOO-a

Rezultati u Tablici 4 pokazuju kako predstavnici osnivača ponuđeni pokazatelj *Lokalna zajednica sudjeluje u osmišljavanju i realizaciji programa i planova*, procjenjuju više zastupljenim, nego što mu daju na važnosti, smatrajući kako sudjelovanje osnivača u izradi i realizaciji plana i programa odgojno-obrazovnoga rada ustanove može biti od manje važnosti. Međutim, unatoč tome što predstavnici osnivača ovaj pokazatelj ne procjenjuju važnijim ($M = 4,1818$; $SD = ,9828$), uočava se visoki stupanj njihova slaganja s njegovom stvarnom zastupljenošću ($M = 4,3939$; $SD = ,8268$). Ovaj se pokazatelj smatra relevantnim za vrednovanje kvalitete planiranja i dokumentiranja odgojno-obrazovnoga procesa te praćenja razvoja djece u ustanovama RPOO-a. Predstavnici osnivača također veliku važnost pridaju pokazatelju *Na osnovi ispitanih potreba djece, roditelja i postojećih resursa, nude se posebni i specijalizirani programi* ($M = 4,2727$; $SD = ,9107$) u odnosu na njegovu stvarnu zastupljenost ($M = 3,1212$; $SD = 1,2688$). Ovaj pokazatelj ukazuje da predstavnici osnivača smatraju kako je od izuzetne važnosti ispitati potrebe roditelja te na temelju ispitanih potreba ponuditi specijalizirane programe. Do sličnih su rezultata došli Moss i Dahlberg (2008), Bakken i sur. (2017), Cvijanović i Mojić (2020) čija istraživanja potkrepljuju pozitivne dugoročne ishode u djece koja su pohađala predškolske ustanove visokokvalitetnih kurikula. Metaanaliza 29 eksperimentalnih studija (Yang i sur., 2019) pokazuje kako vrsta kurikula, dosljedna provedba i trajanje imaju dugoročno pozitivne učinke kod djece iz obitelji s niskim primanjima s naglaskom na socioemocionalne koristi.

Tablica 4.

Razlike između zaposlenika, roditelja/staratelja i predstavnika osnivača u procjeni važnosti i zastupljenosti dokumentiranja RPOO-a

Rezultati t-testa u Tablici 5 pokazuju kako zaposlenici u odnosu na roditelje pridaju veću važnost svim ponuđenim pokazateljima, a ta je razlika statistički značajna za sve pokazatelje osim pokazatelja *Postignuća djece procjenjuju se afirmativno* ($t = -2,049$; p

= ,041). Važnost uključivanja roditelja u realizaciju procesa potvrđena je u brojnim istraživanjima (Markström i Simonsson, 2017; Edwards i sur., 2015; Bennett i sur., 2013; Booth i sur., 2006). Takva istraživanja sugeriraju partnerski odnos odgajatelja i roditelja, ističući važnost stručne osposobljenosti odgajatelja za prepoznavanje važnosti uključivanja roditelja u odgojno-obrazovni proces.

Tablica 5.

Rezultati t-testa u Tablici 6 pokazuju kako zaposlenici u odnosu na osnivače pridaju statistički značajno veću važnost pokazatelju *Na temelju ispitanih potreba djece, roditelja i postojećih resursa, nude se posebni i specijalizirani programi* ($t = -2,368$; $p = ,019$). S obzirom da predstavnici osnivača nisu odgojno-obrazovni djelatnici, pretpostavlja se da pridaju manju važnost ponuđenim pokazateljima od zaposlenika. Dobiveni rezultati također upućuju na važnost stručne osposobljenosti odgajatelja za suradnju s roditeljima djece koja pohađaju njihovu ustanovu, ali i suradnju s lokalnom zajednicom.

Tablica 6.

Povezanost sudionika i sociodemografske karakteristike

Povezanost između sociodemografskih karakteristika ispitanika i procjene važnosti ponuđenih pokazatelja kvalitete dokumentiranja RPOO-a predstavljena je u tablicama 7, 8 i 9. Rezultati u Tablici 7 pokazuju kako razina obrazovanja zaposlenika značajno korelira s pokazateljima: *Dokumenti ustanove (obraci pedagoške dokumentacije i evidencije) vode se u skladu s propisima* ($r = -,154$; Sig. = .009) i *Odgajatelj uvažava prijedloge i ideje djece u planiranju dnevnih aktivnosti* ($r = ,156$; Sig. = ,008). Zaposlenici koji imaju višu razinu obrazovanja veću važnost pridaju uvažavanju prijedloga i ideja djece u dnevnom planiranju, dok zaposlenici s nižom razinom obrazovanja pridaju veću važnost vođenju pedagoške dokumentacije. Stariji sudionici manje važnosti pridaju vođenju bilješki o opservaciji razvoja i napredovanja djece. Duljina radnoga staža nije u statistički značajnoj korelaciji s promatranim varijablama. Slični rezultati dobiveni su u istraživanjima Visković i sur. (2019), koji su također pokazali kako odgajatelji s višim stupnjem obrazovanja više uvažavaju ideje i zainteresiranost djece tijekom aktivnosti, podržavajući njihovu autonomiju.

Tablica 7.

Povezanost između sociodemografskih karakteristika roditelja i procjene važnosti dokumentiranja RPOO-a prikazana je u Tablici 8. Rezultati pokazuju kako razina obrazovanja statistički značajno korelira s važnošću izrade plana adaptacije djece pri polasku u vrtić ($r = -,145$; Sig. = ,009), kao i s odgajateljevim uvažavanjem prijedloga djece pri planiranju dnevnih aktivnosti ($r = -,104$; Sig. = ,044) Ovi su koeficijenti korelacije niski i negativnoga predznaka, što upućuje na zaključak da roditelji s višom razinom obrazovanja pridaju manje važnosti pokazateljima: *Odgajatelj uvažava prijedloge i ideje djece u planiranju dnevnih aktivnosti* i *Plan adaptacije pravi se u suradnji*

s roditeljima prije polaska djeteta u vrtić. Dob roditelja statistički značajno korelira i s pokazateljem *Plan adaptacije pravi se u suradnji s roditeljima prije polaska djeteta u vrtić*. Ta je korelacija niskoga intenziteta i negativnoga predznaka, što upućuje na zaključak da stariji roditelji manju važnost pridaju izradi plana adaptacije djece u suradnji s njima.

Tablica 8.

Povezanost između sociodemografskih karakteristika predstavnika osnivača i procjene važnosti dokumentiranja RPOO prikazana je u Tablici 9. Rezultati pokazuju kako razina obrazovanja i duljina radnoga staža predstavnika osnivača nije u statistički značajnoj korelaciji s ponuđenim pokazateljima, dok je dob predstavnika osnivača statistički značajno povezana s pokazateljem *Na temelju ispitanih potreba djece, roditelja i postojećih resursa, nude se posebni i specijalizirani programi*. Ta je korelacija srednjega intenziteta i pozitivnoga predznaka, što upućuje na zaključak da stariji predstavnici osnivača pridaju veću važnost ispitivanju potreba djece, roditelja i resursa na temelju kojih bi se nudili specijalizirani programi.

Tablica 9.

Model za (samo)vrednovanje kvalitete dokumentiranja RPOO-a

Drugi cilj istraživanja bio je razviti model za (samo)vrednovanje kvalitete dokumentiranja RPOO-a. Ispitanici su iznosili svoje stavove o sedamnaest ponuđenih indikatora kvalitete dokumentiranja RPOO-a. Zaposlenici u predškolskim ustanovama kao najvažnije indikatore izdvojili su sudjelovanje odgajatelja u osmišljavanju i realizaciji kurikulnoga pristupa te uvođenje elemenata razvojnoga plana u godišnji plan predškolske ustanove. Kao ne manje važne, zaposlenici su izdvojili i indikatore koji se odnose na promatranje i praćenje razvoja djece te bilješke o opservaciji razvoja i napredovanja djeteta. Rinaldi (2005) navodi kako kroz pedagošku dokumentaciju proces učenja mogu dijeliti, raspravljati, promišljati i tumačiti ne samo odgajatelji, već i djeca, roditelji i svi drugi koji žele steći dublje razumijevanje. Rezultati i ovoga istraživanja upućuju na to da roditelji visoko procjenjuju važnost afirmativnoga praćenja postignuća djece te vođenja bilježaka o opservaciji razvoja i napredovanja djece. Na ovaj način roditelji šalju poruku kako uvažavaju stručnu osposobljenost odgajatelja i traže profesionalizam u odgojno-obrazovnom radu s djecom. Predstavnici lokalne zajednice visoku važnost pridaju indikatoru koji se odnosi na ispitivanje potreba djece i roditelja kako bi se ponudili različiti programi. Na temelju dobivenih rezultata možemo zaključiti kako su svi indikatori ponuđeni u projektnom modelu uključeni u model za (samo)vrednovanje kvalitete dokumentiranja RPOO, kako slijedi:

- dokumenti ustanove (obraci pedagoške dokumentacije i evidencije) vode se u skladu s propisima
- u godišnji plan predškolske ustanove ugrađeni su elementi iz razvojnoga plana predškolske ustanove

- u dokumentima su vidljive specifičnosti i osobitosti djelatnosti predškolske ustanove
- odgajatelj uvažava prijedloge i ideje djece u procesu planiranja dnevnih aktivnosti
- odgajatelji sudjeluju u osmišljavanju i realizaciji kurikulnog pristupa (tijek procesa koji se prilagođava autentičnim uvjetima)
- roditelji sudjeluju u osmišljavanju i realizaciji programa i planova
- lokalna zajednica sudjeluje u osmišljavanju i realizaciji programa i planova
- u plan su integrirane jezične i kulturološke specifičnosti djece u grupi
- pripremanje dokumenata zasniva se na zajedničkoj kvalitativnoj analizi ostvarenosti planiranih aktivnosti i prioriteta
- na temelju ispitanih potreba djece, roditelja i postojećih resursa, nude se posebni i specijalizirani programi
- plan adaptacije pravi se u suradnji s roditeljima prije polaska djeteta u vrtić
- svaki odgajatelj ima plan osobnoga profesionalnog razvoja
- promatranje i praćenje djece u različitim je aktivnostima i situacijama kontinuirano i dokumentirano
- bilješke o opservaciji razvoja i napredovanja djeteta vode se u mapi (dosjeu) djeteta
- procjena napredovanja u funkciji je izrade individualnoga plana za svako dijete
- postignuća djece procjenjuju se afirmativno i dijete je uključeno u proces dokumentiranja osobnoga razvoja.

Zaključak

Uspješno odgajanje i obrazovanje djece u ustanovama RPOO-a podrazumijeva kontinuirano (samo)vrednovanje odgojno-obrazovnoga procesa. Rezultati istraživanja Larimore (2020), Yang i sur. (2019), Zeleničić (2016), Edwards i Gandini (2015), Bećirović-Karabegović (2014), Bennett i sur. (2013), Antulić (2012), Slunjski i sur. (2012.) i Sindik i Elez (2011) ističu važnost praćenja i procjenjivanja razvoja djece, što predstavlja prve korake prema planiranju odgojno-obrazovnoga rada. Dječji razvoj pratimo i procjenjujemo u komunikaciji s djecom, promatrajući i slušajući, koristeći transkripte razgovora, videosnimke interakcija, dječje crteže i fotografije, što je istaknuto i u istraživanjima Pramling Samuelsson (2004). Kako bi vanjski procjenitelji koji su odgovorni za kvalitetu imali isto razumijevanje kao i dionici koji su neposredno uključeni u odgojno-obrazovni proces, neophodno je definirati model za (samo)vrednovanje kvalitete planiranja i dokumentiranja odgojno-obrazovnoga procesa i praćenja razvoja djece s jasnim i mjerljivim indikatorima kvalitete. Instrument istraživanja, koji je ujedno projektni model za samovrednovanje kvalitete dokumentiranja RPOO-a temeljen je na standardima kvalitetne rada u ustanovama ranoga i predškolskoga odgoja i obrazovanja u Republici Hrvatskoj, Republici Srbiji i Velikoj Britaniji. Na temelju analize rezultata stavova sudionika o važnosti i zastupljenosti ponuđenih pokazatelja kvalitete, kao i rezultata koji ukazuju na međusobne razlike u stavovima između sudionika može

se zaključiti kako je prva hipoteza potvrđena. Ustanovljeno je da među sudionicima postoji statistički značajna razlika u procjeni važnosti i zastupljenosti ponuđenih pokazatelja kvalitete dokumentiranja RPOO-a.

Drugom se hipotezom pretpostavilo kako postoji statistički značajna povezanost procjene ispitanika o važnosti kvalitete dokumentiranja RPOO-a s obzirom na neka njihova sociodemografska obilježja. Na temelju analize rezultata koji se odnose na međusobnu povezanost sociodemografskih karakteristika ispitanika i procjene važnosti ponuđenih pokazatelja kvalitete dokumentiranja RPOO-a, zaključeno je da je druga hipoteza potvrđena. Trećom se hipotezom pretpostavilo kako će na temelju dobivenih rezultata istraživanja biti moguće definirati model za (samo)vrednovanje kvalitete dokumentiranja RPOO-a. Analiziralo se 17 ponuđenih indikatora kvalitete dokumentiranja RPOO-a. Na temelju dobivenih rezultata zaključeno je kako se svi indikatori ponuđeni u projektnom modelu mogu uključiti u model za (samo)vrednovanje kvalitete dokumentiranja RPOO-a. Pokazatelji dobiveni ovom analizom u značajnoj su mjeri kompatibilni s pokazateljima za (samo)vrednovanje Bennett i sur. (2013). Ovaj model može biti smjernica, ali i poticaj za samovrednovanje i vanjsko vrednovanje planiranja i dokumentiranja odgojno-obrazovnoga procesa i praćenja postignuća djece u ustanovama RPOO-a te jednako tako može biti polaznica za daljnja istraživanja u području unaprjeđenja ostalih segmenata kvalitete u ustanovama RPOO-a.