



Assessment of process
quality

Hvor er vi?



- The kindergarten owner has the overall responsibility for ensuring that the kindergarten operates in accordance with prevailing laws and regulations.
- The kindergarten owner is thus legally responsible for the quality of the kindergarten provision.
- Framework plan 2017

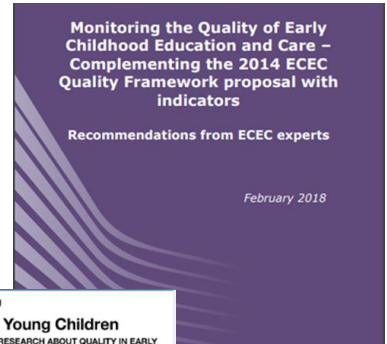




How can we monitor and develop the quality of our kindergartens?

Recommendations:

- OECD/EU: Kindergarten owners should have a system for gathering data on process quality and use these data for quality development (QRIS - Quality Rating and Improvement Systems).
- Espira BLIKK is a QRIS system.



Long-term development work

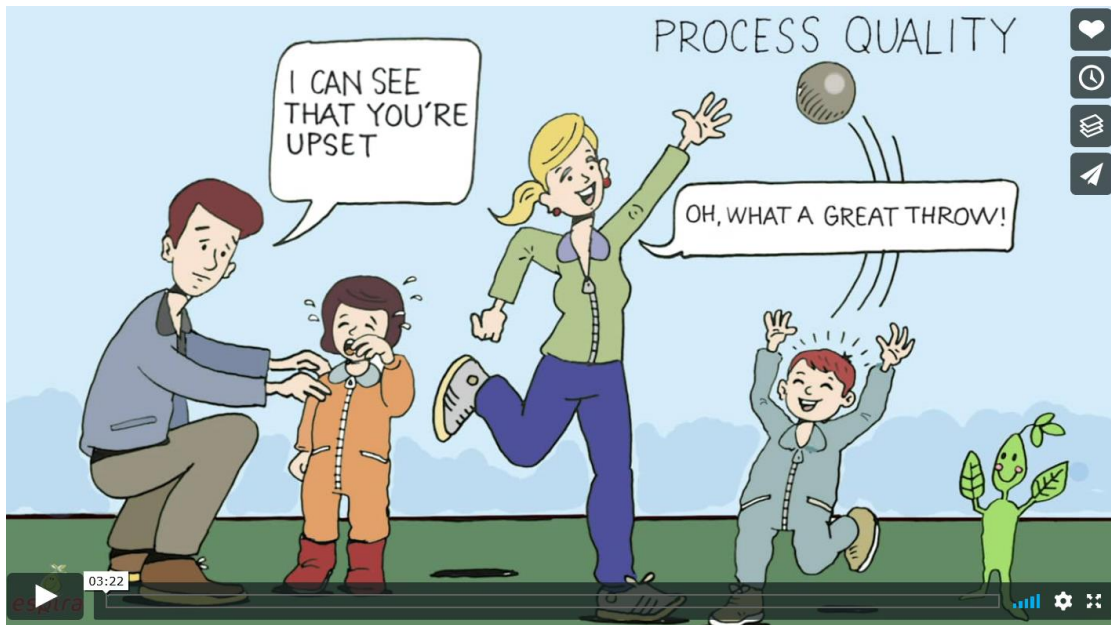
- We have piloted an assessment system for three years with 26 of our kindergartens
- We have learned from our experiences and developed the system further together with our kindergartens
- Right now, 101 kindergartens are implementing the assessment system, called Espira BLIKK



What is Espira BLIKK

- Espira conducts assessments of process quality in all kindergartens.
- The method we apply is called Espira BLIKK.
- In Espira BLIKK active observation is the main tool.
- The method comprise two steps: Internal assessment and external assessment.





[Espira BLIKK](#)

Main aim:

- **All children in Espira kindergartens are to be given high-quality kindergarten provision in accordance with the Kindergarten Act and the Framework plan.**

Other aims:

- Competence development for staff and improvement of the quality of our kindergartens
- Espira as owner shall be able to monitor the need for competence and quality in individual kindergartens.

- *A high quality kindergarten provision occurs primarily when staff exercise reflected and good pedagogical practice in the interaction with the children.*

Quality markers

- The kindergartens assess pedagogical practices against 24 quality markers, developed from the Framework Plan.



- The quality markers are developed together with kindergarten teachers.
- They are practice-oriented and shall be possible to observe.



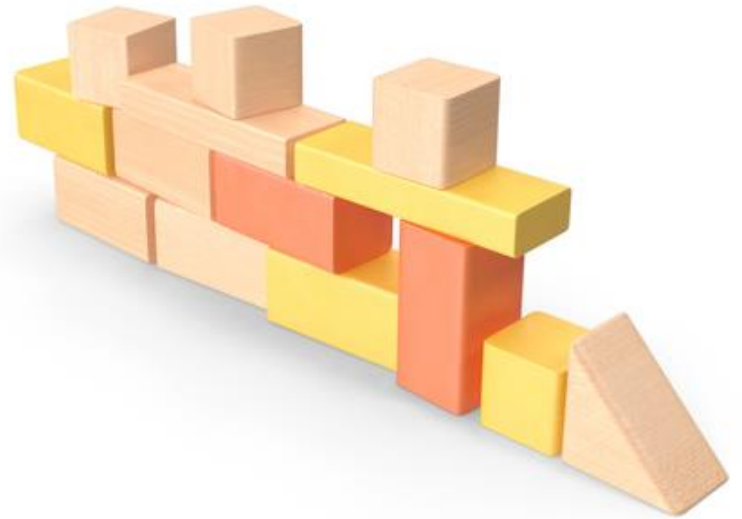
6 areas are assessed

- Care
- Play
- Formative development
- Learning
- Friendship and community
- Communication and language



Examples:

- “In our kindergarten we meet the children with respect and recognition”.
- “Our kindergarten has an inspiring play environment”.



Fundings

- In 2018 Espira received financial funding from the Directorate for Education and Training for the implementation of Espira BLIKK.
- The funding has been used to:
 - redeem teachers to Espiras quality team
 - make three information-/educational movies.
 - cooperation with the Norwegian business school



Espiras quality team

- 12 kindergarten teachers from 12 kindergartens
- Participation in development of Espira BLIKK
- Important implementation agents in their region



Cooperation with the Norwegian Business school

- ✓ Lectures for Espiras quality team and other key persons.
- ✓ Support material (movies, podcasts, ..)



Espira BLIKK is a methodology for systematic assessments

- All members of staff must be involved and shall develop skills to assess
- Follow-up of the assessments is integrated into plans, meetings and appraisals in the kindergarten
- All leaders in our organization are responsible for following-up.



Implementation of Espira BLIKK



What have we learned so far?

- “This is one of the most valuable lessons we’ve ever learned”..
- More critical and reflected towards own practice after a few years
- The system makes *"Quality"* more understandable for all staff.
- The system makes it possible for Espira as legal owner to monitor competence needs and quality in the kindergartens.

Further challenges

- The system is not a rating system. The aim is not high scores, but pedagogical development.
- Discrepancies between internal and external assessments; kindergarten staff think well of their own practice.
- Different use of the assessment scale.
- Competence to analyze and develop practice based on the assessments.



Further challenges

- Develop/consolidate a culture for feedback and guidance between colleagues.
- Make time for joint reflection on pedagogical practices.
- Consolidation of the system in the organization.



Thank you!



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