ECE Policy for Tomorrow: Thinking Fresh-Acting Smart

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Presentation Overview

Part I: Thinking Fresh
Part II: Acting Smart
Part III: Creating Systems
Part I:

Thinking Fresh
USA, the Great

• Time traveler looking at USA past
  ◦ Incredible progress
  ◦ Incredible lessons to build on

• But the time traveler would also realize that it is a new era that calls for fresh thinking
In-the-Lab Trends

- Neuroscience
- Evaluation
- Econometric
- In-the-Lab Trends
- Systems
- Implementation
On-the-Ground Trends

- Increased Investment
- Functional Theories of Change
- Growing Public Will
- Viable Practice Models
- Plentiful Efforts
Around-the-Globe Trends

- Globalization
- Technology
- Economic and Societal Changes
- Gender Roles
- Environment
Think Fresh About Children

All Children are Competent Learners

All Children are Equal Rights Bearers

All Children Live in Complex Contexts
Children are Competent Learners
Children are Equal Rights Bearers

• Children have entitlements:
  ◦ Safety
  ◦ Protection
  ◦ Education
  ◦ Health and nutrition
  ◦ Equality
  ◦ Environment
Children Live in Complex Contexts
All Children are Competent Learners

Policies that Promote High QUALITY Pedagogy and Learning

All Children are Equal Rights Bearers

Policies that Distribute a Range of Services EQUITABLY

All Children Live in Complex Contexts

Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
Obligated to Focus on All Three Areas
The USA Challenge

Starting Well Index of early childhood education and care performance globally

* Overall performance assesses quality, availability, and affordability of ECE services in each country

Part II: Acting Smart
Three Environments for Acting Smart: Programs, Services and Policies

All Children are Competent Learners
- Policies That Promote High QUALITY Pedagogy and Learning
  - Optimize Learning Environment (Program)

All Children are Equal Rights Bearers
- Policies That Distribute A Range of Services EQUITABLY
  - Create a Range of Services (Service)

All Children Live in Complex Contexts
- Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
  - Create Integrated System (Policy)
Implications for Acting Smart

- All Children are Competent Learners
- Policies That Promote High Quality Pedagogy and Learning
- Optimize Learning Environment (Program)
- All Children are Equal Rights Bearers
- Policies That Distribute A Range of Services Equitably
- All Children Live in Complex Contexts
- Policies that are Efficient, Organized, and Sustained
Learning/Program Environment

- Standards
- Assessments
- Supportive Pedagogy
- Social/Environmental Aspects of Learning
- Continuity across the Grades
- Curriculum
Implications for Acting Differently

- All Children are Competent Learners
- Policies That Promote High **QUALITY** Pedagogy and Learning
- All Children are Equal Rights Bearers
- Policies That Distribute A Range of Services **EQUITABLY**
- Create a Range of Services (Service)
- Policies that are **EFFICIENT, ORGANIZED, and SUSTAINED**
- All Children Live in Complex Contexts
Services Environment

PROGRAMS/SERVICES

- Health Programs
- Child Care
- Transition
- Pre-kindergarten
- Parenting Education and Home Visiting
- Parental Leave
All Children in a Holistic Context

- All Children are Competent Learners
- Policies That Promote High QUALITY Pedagogy and Learning
- All Children are Equal Rights Bearers
- Policies That Distribute A Range of Services EQUITABLY
- All Children Live in Complex Contexts
- Policies that are EFFICIENT, ORGANIZED, and SUSTAINED
- Create Integrated System (Policy)
ECE SYSTEM
The ECE System: A Metaphor

ECE System

1. Quality pedagogy, teaching, and learning
   • Rich, varied learning opportunities that engage children and produce positive outcomes
   • Characterized by activity, inquiry, reflection, and curiosity
   • Standards, curriculum, and assessments

2. Data use for program improvement-program regulations and inspection
   • Done regularly by professionals
   • Information from inspections needs to be used for quality improvement

3. Professional development
   • Pre-service and in-service
   • Consistent requirements for all teachers
4. **Financing mechanisms**
   - Too much focus on quantity, not quality
   - Need consistency in funding, and to blend public/private funds inventively

5. **Governance**
   - Horizontal: which ministry (e.g., health, education)
   - Vertical: which level (e.g., national, local)
   - Brings clarity on who does what, for whom, when, and with what authority

6. **Family and community engagement**
   - Major commitment to family engagement in programs and governance
   - Helps keep programs responsive, builds advocacy base for social change

7. **Transitions/linkages**
   - From pre-primary to primary
   - Among health, education, social services
ECE System

Services Environment

Standards
Assessments
Supportive Pedagogy
Social/Environmental Aspects of Learning
Continuity across the Grades
Curriculum
Part III: Creating Systems
The Big Shift

FROM: Creating Individual programs and services

TO: Creating ECE Systems
Infrastructure Subsystem

ECE System

Services Environment

- Standards
- Assessments
- Social/Environmental Aspects of Learning
- Supportive Pedagogy
- Continuity across the Grades

Governance

Data Use

Professional Development
Think different.
“The people who think they can change the world are the ones who do.”

Apple’s “Think Different” Commercial 1997
Foreword to Walter Isaacson’s book, Steve Jobs
Lesson II: Similar Actions

FROM: Creating Individual programs and services

TO: Creating ECE Systems