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Wstęp

Nowoczesna szkoła, która funkcjonowała w świecie opartym o współczesnego świata. Postawiona na oddziaływań pozwalała na tworzenie Jakości w świecie stało o efektywności pracy. Tworzenie procesem ciągłym, długofalowym jest ściśle związana z systemem o takiego rozwoju szkoły, który przekłada wychowawczej, mierzona rozwojem. Dbałość o elementy procesu kształcenia

Rozważania nad zdolnością są dziś niezwykle ważne i aktualne. Prezentowane opracowanie zawierające płaszczyznach i w różnorodnych lokalizacjach znajdzie w tej publikacji cechę do refleksji, spustoszenia dotyczącego

W rozdziale pierwszym mniej humanizmu. Aktywne tworzenie dokonywania wartościowych wyintégrowane w siecię człowieka do dotyka człowieka i jego środowiska może pomagać jego założeniem perspektywy dostęp do mediatów, który także są i konieczność zrównoważenia go w

Autorzy artykułów zamieszczeni na edukację dzieci najmłodszych w

Wybrane zagadnienia dotyczące ze szczególnym uwzględnieniem analiz o jakości kształcenia, na pierwsze różne definiowania jakości, prze
QUALITY OF EARLY EDUCATION: MULTIPLE PERSPECTIVES

The beginning of the 21st century was characterized by some political decisions on acquiring economic prestige and social cohesion for the European Union. Contemporary global educational policy is characterized by refocusing attention onto productivity which is leading towards the labour force criteria. Competitiveness, excellence, innovation and social cohesion represent are basic values of economic and social priorities for the EU. Their feasibility can be easily seen in the competence-based education because they „presume high level of integration between the individual’s ability and social demands”1.

Quality and effectiveness in education, its availability and flexibility represent the main purposes of the reform interventions among the EU countries. Focusing on effectiveness in education, in the background of which, first of all. the economic and social priorities, brought to light the „old” question of variety and quality of the education outcomes/results, in the sense of their pragmatic value, within the existing and prospective altering life circumstances. To be more specific, what is inevitable to learn, what can we expect as a learning/teaching result? Knowledges, abilities, skills, values – generic, specific or instrumental by nature? How to reach the given social standards? What is the relationship between the nature of learning and prescribed expectations?2

In the current political discussions on childhood welfare and child education among the countries of the European Union, prevailing is the opinion of social investment strategy. The stance of the European countries and global economy is seen in the investment as the best solution3. More specific interpretation of the social investment strategy, according to Alanen4, materialized as expected social investment profit. Behind all this is an instrumental approach to children who are perceived only as a supplement to a discourse on their own benefit. “Being social” means being in a preparation phase of adulthood and citizenry. Modern western

2. Slavenski, Western childhood and the welfare state. Some theoretical reflections about an old paradigm. 2007.
societies (as well as the ones which are yet to become) are unthinkable without institutionalized childhood.

If the main function of a  "social country" lies in preserving an economic and social order, and if a generation hierarchy is one of the basic economic and democratic assumptions, then the key motivation for the "social country" is in reproduction of such a system. Specifically, it means to regulate childhood within different walks of life: providing, health, education ... Mierendorff 5 associates this specified regulation with a child status and social expectations. On one hand, maintenance of the generation hierarchy is based on a neglected childhood/child status. To preserve the time of childhood spent on learning, school, acceptable socialization is of great importance. On the other, regulation of childhood has purposefully been focused on the future.

Country welfare comes before child welfare. Instead of perceiving childhood in a real lifetime, dominant is the perception of children as future citizens and labour source, thus in accordance with global and national policies.

1. What is quality of early education?

In order to find answers to questions on quality in early childhood education, we have looked into the EU documents and contemporary approaches.

European Commission Childcare Network 6 claims that good child care quality service is an essential part of the economic and social infrastructure. In it, you can witness child, family and community welfare, equality between men and women, as well as productive economy. At the same time, that is the goal which should be supported at all levels, from local and regional to the European.

Quality in early childhood education and care is examined from the perspective of "a good start in life" 7. In comparison to an early age it includes transitional preparations to school, frequently designated as "school readiness" (acquisition of certain knowledge, skills and dispositions). All in all, it has been perceived as growth and development stimulation, transition support for all the children, based on the lifelong learning concept, which is a challenge for the policies in existing systems. Child welfare and learning are stated as the main goals of the early childhood "services" along with pointing to the problem of the services up to the age of three – these are excluded from the local labour market. Current changes in policy, relevant for the system, can lead to evaluation, they suggest care, education, and support to young children. They recommend general and extensive care about what is to be taught, as well as the quality.

They also consider of great importance the integration of welfare: shifting attention from an "input" to strategies of learning, extant norms (OECD, 2006) 8.

Indicating manager approaches is essential to resolve the management" of the quality of the "performance" of the "system". In order to establish a long-term strategy, manager approach suggests aligning the quality standards based on professional development of the teachers.

We are talking about the need for administration, establishment of standards, allowing politics and practice to be united with the global level performances, and the use of regulation via analysis of the norms.

Contrary to the managerial approach, Democratic Meaning making refers to evaluation 9.

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6 European Commission Childcare Network, Quality Targets in Services for Young Children, European Commission Equal Opportunities, Unit, Brussels 1996.
7 Starting Strong II: Early Childhood Education and Care, Executive Summary, OECD, Paris 2006, p. 11.
8 According to the EU educational policy, a strong emphasis is given to the quality of the process rather than the "output" or "performance" of the "system". Norms in the sense of standards which are used by the local and state authorities to evaluate the effectiveness of the "system".
economic and social inequalities, which are inherent in the democratic assumptions. A system of such a system is therefore necessary: providing, health, and education for all children, ensuring that they are provided with a neutral framework for the development of specific developmental child education tasks and strategies. Considerable importance is given to research investments in order to provide fuller awareness of the child’s potential for the system reformation and integral structure development. When it comes to reformation, they suggest curriculum standards for all the „services” of early childhood.

The „manager” approach to the quality of education, Moss and Dahlberg find it essential to release the manager imperative of „effectiveness” and „efficiency”, „attainment” and „quality”, in the sense of depoliticization. They see the solution in defining quality as a subjective, relative and dynamic value-based concept. At the global level, manager approach suggests possible differentiation of the universal and objective outcomes based on professional knowledges.

We are talking about the perception of quality as a form of human technology stimulation, establishing standards by which implementations should be evaluated, thus allowing politics and practice to meet. Besides, it is the technology that can be compared to the „general level performances, regardless of the context, that is, it is the technology of „equivalence in analysis of the norms and implementations”.

Contrary to the manager approach, Moss and Dahlberg speak in favour of the democratic approach. Democratic approach stands for negotiation or meaning expression, meaning-making refers to evaluation as a participatory process of interpretation or judgement.

* According to the EU educational policy, in the first decade of this century, numerous documents on the importance of the quality of early childhood education have been announced. Among them are: Reforms and Equity in European Education System (2005), European Parliament Resolution (2007), Green Paper (2006), Improving Competences for the 21st Century: an agenda for Europe competition on schools (2006).


created within the context, but addressing well-known critical issues, such as: How do parents perceive children? Who are the children? What are parents' intentions and expectations when it comes to children? What is child care and early education? Meaning making primarily means generating meaning from various discussions on democracy under general and early childhood discourse, a discussion different from manager’s understanding of the quality. Contrary to the regulatory paradigm of modernity based on objectivity, consistency and value-free knowledge, on universal laws, without a context; transparency and language neutrality, linear progression ending in closure; they are just some of the ways of thinking about complexity and multiplicity, subjectivity and context, uncertainty and temporary state. Early education and care have multiple meanings, every knowledge is prosperous and every experience is subjected to further interpretation.

Moss and Dahlberg point out to the problem of non-critical assumption of relativism. Keeping other aspects and positions under perspective does not necessarily assume absolving somebody from responsibility for his/her own choices. They appreciate taking different perspectives into consideration – researchers’ perspective, experts’ perspective and perspective of the policies.

Manager and democratic approach to quality in early education manifests itself in perceiving quality as a product or as a process. While viewing quality in early education from an anthropologist’s perspective, 13 prefers to interpret quality more as a process than as a product.

If the quality in early education is defined as the quality of the setting and children’s developmentally essential experiences, then it is important to define the variables of these settings and children’s experiences. Similarly, with certain differences (resulted mainly from different theoretical viewpoints) Bronfenbrenner (1997); Frede (1995); Layzer and Godson (2006); Pianta and Mashburn (2007), Vandel and Wolfe (2000), suggest two sets of educational setting characteristics essential for quality and efficiency in early education. These are: structural and processing setting characteristics. Common structural and processing characteristics, dimensions of setting quality have been identified and defined. Structural setting characteristics are: material setting, children-adults rate, group size, program management; staff qualifications (educational level and proficiency – trainings), parent involvement and time spent.

Some quality bases which directly and indirectly features refer to 'the classroom-child-parent or child-child interactions'.

The above mentioned education have been examined for contextualized quality. This proves the need for specific components, as well as the curriculum. Podmore 14 points to the international trends in perceiving educational setting.

2. Quality of educational setting

When we observe early education outcomes, that is from the measurement setting realtion inevitably raised between the setting and the outcome.

Quality analysis of the setting influences on educational and development processes with participants, assuming different conditions, an activity, a particular setting as a central part belongs to a child's development, different settings at different level of interactions, that is through the educational setting.

14: Podmore et al. (2006) points to several characteristics of high-quality early education. These are: permanently educated staff, staff and children's groups provided high-quality staff environments and democratic parents' participation. Early childhood education have been quoted by many as providing insight into the foundations of quality and the negotiation on the values of the current acceptable from children's and parents' perspectives. 15
olvement and time spent. They are mostly referred to as a regulation framework or
ity basics which directly influence processing dimensions of early education. Processing
ures refer to "the classroom activities - dynamics made of: interpersonal relationships and
-parent or child-child interactions, activities, strategies and teacher behaviour.

The above mentioned structural and processing setting characteristics of early
ation have been examined within the context of a complex notion of the culturally
textualized quality. This proves to verify the permanent need for fuller research into the
cific components, as well as high-quality processes as parts of the specific early education
riculum. Podmore points to a certain consistency on researchers's behalf towards the
ational trends in perceiving quality as space- and time-contextualized construct.

Quality of educational setting and developmental potentials

When we observe early education, primarily from the perspective of the final
omes, that is from the measurable achievements, the important question of the outcome-
ating realtation inevitably raises. There is a reasonable assumption of the existing connection
en the setting and the outcome quality - in children's accomplishments.

Quality analysis of the setting, concerning characteristics and all the possible objective
ences on educational and developmental outcomes, suggests a definition of the setting on
on. According to Bronfenbrenner, setting is a place of certain physical characteristics in
h participants, assuming different roles, are involved in the specific activities through
tain period of time. Therefore, setting components include: place, time, physical
itions, an activity, a participant and a role. In the system of interrelated structures
nal part belongs to a child - a person in development. Relations between a child and
ent settings at different levels (from micro to mezzo level) are also performed in
actions, that is through mutual active participation. At the level of microsystem
Bronfenbrenner mentions two types of the context — a „human development“ setting: family home and child care institutions. Within those, apart from physical setting, important are the activities, roles and interpersonal relations between adults and children. The result of the thorough research analyses of the child development in the institutionalized setting is hypothesis 19: „Developmental potential of the setting grows in so far as the physical and social environment within the setting allows and motivates the person in development to participate in the global activities which progressively complement each other, as well as in the patterns of mutual interactions and primary dyadic relationships with others in the same setting“.

Translated into the language of pedagogy, it means that favourable opportunities for the activities undertaken mutually by adults and children lie in a large physical space – offering possibilities for the free movement, abundance of material that children can use in activities, variables containing enormous „educational“ and developmental potentials from the children's perspective. Bronfenbrenner claims that different developmental impacts of different settings can account for the differences coming from those settings: activity patterns/types, roles assumed by adults and children, as well as their interrelationships. Above mentioned processing dimensions of the setting correlate with the structural dimensions of the same, such as group size, children-adult ratio (number of children per preschool teacher), including number of people involved in mutual interaction. From the developmental perspective, the quality the institution in early education is estimated according to children involvement in various complex activities and interpersonal relations suitable to their growing potentials and performance — collecting newspapers.

„Developmental potential of the kindergarten or institution for preschool education depend on the level at which responsible parents allow their children to get involved in different, gradually more complex activities in congruence with the child's newspapers on his/her own.”

Research into relations of child readiness suggest that of great importance is teacher-student quality relations (O'Connor and Wolfe, 2000).


Other authors also emphasize the importance of cognitive and language competences, their research into child care quality, interconnection between the child and institutions. For all that, particularly important is interaction and lower children-adult ration.

Sheridan gives more space into current research results of the relationship

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17 ibidem.
19 ibidem, p. 143.
20 While answering the question about the important role of the group size, Bronfenbrenner states several research which confirm that child (age three to five) and adult behavior depend on the size of the group. Behaviour patterns among the educators and children have been noticed as well. “Educator's behaviour: In smaller groups educators – perceived as the leader of the group – participated more in socially interaction with children (asking questions, replying, teaching, praising, comforting) than educators in larger groups. On the contrary, educators in larger groups spent much more time interacting with other adults and supervising the children than educators in smaller groups... Children's behavior: Patterns of behavior among children in smaller groups such as contemplating/thinking, exchanging ideas, expressing one's attitudes, persistence while solving tasks and peer cooperation, were far more frequent than among children in larger groups. Smaller groups were characterized by a higher degree of interest and children's participation. Absent-mindedness, lack of participation, apathy and insensitivity were predominant characteristics among children in larger groups.” (Bronfenbrenner, p. 205, 1997)

Research into relations of quality and child development, especially children's school readiness suggest that of great importance are teacher's quality, his/her instructional practice and teacher-student quality relationship (Pianta and Mashburn, 2006; Pianta, 2003; Vandell and Wolfe, 2000). \footnote{According to ecological-contextual model relationships take the central part in any of the systems as well as their interrelationships. O'Connor and McCartney (2007) examine the relationship according to the parameters of conflict and closeness. Conflict relationship implies antagonism and disharmonious interaction, while closeness warms and open communication between adults and children. Results of their research speak in favor of the assumption that the quality of the teacher-child relationship affects the accomplishments in the \textit{classroom}. More specifically, children who have experienced a high-quality relationship with their teacher, are more involved in the \textit{classroom}. Their participation is associated with their accomplishments. In such quality relationships, teacher represents children's firm support in further setting investigations. (O'Connor and McCartney, 2007, p. 341).}

O’Conor, McCartney\footnote{Vandell L. D., Wolfe B., \textit{Child care quality: Does it matter and does it need to be improved?} University of Wisconsin, Institute for Research on Child Poverty, Madison 2000.} particularly emphasize the importance of the high-quality teacher-child relationship as a part of the ecological-contextual model, according to which a child development is examined in a system interconnection, existing at the \textit{proximal and dissal level}.\footnote{S. Shernan, \textit{Dimensions of pedagogical quality in preschool}. International Journal of Early Years Education, 15, 2, 2007.} Research by O’Conor and McCartney confirm a positive association between the quality teacher-child relationship and their achievements: high-quality relationship stimulates child’s accomplishments. The quality effects of the teacher-child relationship on child’s success are mediated by child and teacher behaviour in the \textit{classroom} environment.

Other authors also emphasize the importance of child's everyday experience in his cognitive and language competences, readiness to learn and other achievements. Working on their research into child care quality, Vandell and Wolfe\footnote{S. Shernan, \textit{Dimensions of pedagogical quality in preschool}. International Journal of Early Years Education, 15, 2, 2007.} point to the existing evidence of interconnection between the child care quality and child's later accomplishments in various settings. For all that, particularly emphasized is the importance of children-adult positive interaction and lower children-adult ratio.

Sheridan\footnote{U. Brončanin, \textit{Ekološka podloga razvoja}, Zavod za udžbenice i nastavna sredstva, Beograd 1997, p. 237.} gives more specific definition of quality taking as a starting point insights into current research results of the relationship between early education quality and child's
learning experience. He emphasizes the need to redefine the concept of quality. He also concludes that in spite of numerous research into quality, very little is revealed on the quality as an educational phenomenon based on experience and various perspectives. He treats quality as a multidimensional phenomenon comprising structure, process and outcomes. Sheridan investigates early education quality from the "pedagogical quality" that as a multidimensional phenomenon comprises child's learning and developmental abilities with regard to the overall educational goals. Pedagogical quality, based on interactional theories, is developing in the pedagogical process through people-people and people-thing interaction within the learning context. Sheridan sees it a broad perspective which takes standards, values, traditions, cultural, contextual and national heritage into perspective. Focus is on the research into how different pedagogical approaches support child's right to learn and develop, to participate and have influence over processes and activities, to respect, listen to and perceive oneself as a respectable member of the society. He assumes that defining and describing characteristics and values of the pedagogical quality in early education allows for such qualities to be perceived and evaluated from various perspectives: from the perspective of the society, a child, a teacher and a learning context. Enlisted perspectives, perceived as quality dimensions, match different levels of Bronfenbrenner's ecological system.

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Giving an overview of the contemporary approaches, debates and research into the quality of early education, we can see the tendency towards a compromise between the pragmatic-management and socio-cultural approach.

Professional and scientific debates are one step forward from the universal standards of quality. Quality in early education is recognized as a concept construal characterized by subjectivity, value system and relativity. Furthermore, quality definitions are bounded with cultural values and childhood construals. Therefore, there is a need for quality concept contextualization which includes recognition and appreciation of cultural diversity. Aside from differences, many similarities have been found in defining quality in early education.

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27 Ibidem.
28 E.g., "dimension society is a macro level that creates framework of the educational system in the social context. It accounts for the values, educational intentions, resources, structure and the social-cultural processes in the educational setting from a broader perspective. The other three dimensions are at the meso and micro level within the preschool context. Each dimension is estimated as a structure, process and outcome from various perspectives". (Sheridan, p. 11, 2000) Research results point to the complexity of the pedagogical quality, as well as its construal in the intersection of different dimensions and aspects of both human and material resources. Therefore in Sheridan (2007) highly in favour of conducting a research of the same aspect, phenomenon or situation, but from various perspectives.

These are, as stated before (processing) dimensions of the children's development. Quality is a quality of the child's development.

The stated dimensions, their influence on the child's development, the child development, consists of social and individual, global, social, economic and cultural aspects. The approach which adopts a holistic perspective on child development, process and outcomes, society, a teacher, a child as an active participant in the learning process.

Summary

There are multiple perspectives on quality, as in national policies, the quality of early education is reflected in the educational outcomes. Quality expressed in terms of economics presupposes an economic dimension that is universal and represents a challenge for considering the quality of early education as an indicator. In perspective, quality of education on a social and individual level is accompanied by simultaneous development, social and structural aspects. The quality of education and the perspectives on quality are diverse.

Streszczenie

JAKOŚĆ W EDUKACJI

Definiowanie jako perspektywy. Obecnie, w ramach socjologicznych inwestycji w zdolności一点都不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不不 не

29 Thai does not mean that the research results point to the complexity of the pedagogical quality, as well as its construal in the intersection of different dimensions and aspects of both human and material resources. Therefore in Sheridan (2007) highly in favour of conducting a research of the same aspect, phenomenon or situation, but from various perspectives.
This can be illustrated before, three dimensions of the quality: static (structural) and dynamic (situational) dimensions of the setting and outcomes from the perspective of the adults and children. Researchers who are into Bronfenbrenner's theory of human ecology observe quality as a quality of the process, quality of the structure and quality of the adult's setting. The two dimensions, that is, components, are interconnected and associated with child change and child development in the institutions of early education. The connection between social and individual priorities, valued as the specific life reality related to the social, economic and political changes and priorities. It is a kind of "democratic" approach which adopts multiple perspectives on understanding quality as the indicator of context, process and outcome in early education being examined from the perspective of the teacher, a child and a parent.

There are multiple perspectives on what quality actually is and how it can be measured. Today, when success and profitability have an important place in the global as well as national policies, the issues concerning the quality of early and preschool institutional education become more and more important. A pragmatically, managerial approach to education reflected in the definition of quality.

Quality is expressed by terms such as efficiency and profitability (social and economic), presupposes standardization (norms), unification and measurability. Quality as an entity is universal and can be perceived by objective measuring. This approach is inadequate for considering quality as a socio-cultural value when it comes to priorities and early indicators. In preschool education priorities refer to the expected and/or desired changes at the social and individual level of the child's behavior and development, measured by simultaneous discovery of meanings of the situational contexts in which both children and adults live. This paper discusses early education quality from the perspective of socio-cultural development theory. The focus is on the process, that is, interaction as one aspect of quality. The research conducted about the interaction of adults and children in the teaching and learning points to the value of analyzing quality from the perspective of both.
polityki, rodzi się pytanie dotyczące przedszkolnego kształcenia i jakości opieki w zainstytucjonalizowanych ośrodkach. Równie wyraźne w definiowaniu jakości wydaje się dość pragmatyczne kierunki podejścia do wychowania dziecka i opieki nad nim.

Jakość definiowana jako efektywność, wydajność i rentowność (społeczna i ekonomiczna) zakłada standaryzację (normy), zjednoczenie oraz wymierność. Jakość, jako swego rodzaju atrybut, jest uniwersalna i rozpoznawalna poprzez obiektywny pomiar w sensie wykonalności. Takie podejścia prezentuje wyzwania składające się do rozwiązania na jakością, jako socjokulturową wartością zawierającą rzeczywiste priorytety i wskaźniki. W przedszkolnej edukacji i opiece priorytety odnoszą się do oczekiwanym i/lub pozagranicznych zmian w zakresie zachowania i rozwoju dziecka na poziomie społecznym i indywidualnym, przy współudziale odkrywania znaczenia co do sytuacyjnych kontekstów, w których żyją dzieci i dorosli.

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