



International Early Learning and Child Well-being Study (IELS) Event

Thursday 8th February 2018

John Tudor Room

Central Hall Westminster

Storey's Gate, London SW1 9NH

<https://www.c-h-w.com/contact/location/>

12.45 – 17.00

Programme

- 12.45 Registration
- 13.00 Welcome and housekeeping by Chair of the Event
Professor Eva Lloyd, University of East London
- 13.15 Introduction and Background to IELS
Frances Forsyth, IELS project lead from the Department for Education
- 13.45 IELS Project Methodology
Rebecca Wheater, IELS National Project Manager for England from the National Foundation for Educational Research
- 14.30 OECD's IELS: Wasted Opportunity: Democratic Deficit
Emeritus Professor Peter Moss, Thomas Coram Research Unit, Institute of Education, UCL and Professor Mathias Urban, Dublin City University
- 15.00 The Challenges of Putting together an Ethical Child Outcomes Measure
Professor Chris Pascal and Professor Tony Bertram, Centre for Research in Early Childhood, Birmingham
- 15.30 Refreshments and Networking
- 15.50 Panel Discussion chaired by Professor Eva Lloyd
Questions from the audience to the speakers
- 16.55 Chair's Closing Remarks
- 17.00 Event ends

Event Co-ordinator Carolyn SILBERFELD Chair/Director ECSDN



I am very grateful for all those who have agreed to participate in this event and I hope it will bring clarity and understanding to the issues relating to IELS. The Early Childhood Studies Degrees Network (ECSDN) has been influential in the development of Early Childhood Studies Degrees and their variants since 1993. We meet regularly to share and disseminate information about the degrees and have been influential in higher education research, policy and practice relating to early childhood. The ECSDN promotes and advocates education and research for the continuing development of a highly qualified early childhood graduate profession and workforce and provides critical perspectives on, and a forum for, the advancement of appropriate early childhood policies, initiatives and legislation. <http://www.ecsdn.org/>

Chair Professor Eva LLOYD, OBE



Eva Lloyd is professor of Early Childhood in UEL's Cass School of Education and Communities and Director of its International Centre for the Study of the Mixed Economy of Childcare (ICMEC). With UEL emeritus professor Helen Penn she co-founded this centre in 2007. Her research and academic publications focus on (inter)national early education and childcare policies, particularly for disadvantaged children. Prior to joining UEL she was a senior lecturer at Bristol University's School for Policy Studies and held positions at London University's Thomas Coram Research Unit and Bedford College in addition to honorary positions at the University of Cambridge and the Queen's University Belfast. Eva has provided expert advice to the NAO, NICE, DWP and HMRC, DH, DFE and Scottish Government as well as to Dutch and German government agencies. She contributed to the 2016 and 2017 evaluations of the early implementation and early roll-out of the 30 hours funded childcare policy in England and is a member of the team currently conducting the national evaluation of the funded 30 hours. In 2017 she spent a semester as Visiting Professor at the University of Muenster, Germany.

Professor Peter MOSS



Peter Moss is Emeritus Professor of Early Childhood Provision at UCL Institute of Education, University College London. He has researched and written on many subjects including early childhood education and care, and the relationship between early childhood and compulsory education; the relationship between employment, care and gender; and democracy in education. Much of his work has been cross-national, and he has led a European Commission network on childcare and an international network on parental leave. From 2005 to 2016 he co-edited the book series 'Contesting Early Childhood', whose aim is to question "the current dominant discourses surrounding early childhood, and offer instead alternative narratives of an area that is now made up of a multitude of perspectives". His books include *Beyond Quality in Early Childhood Education and Care* (with Gunilla Dahlberg and Alan Pence); *Radical Education and the Common School* (with Michael Fielding); *Social Pedagogy and working with Children and Young People* (edited with Claire Cameron); and *Transformative Change and Real Utopias in Early Childhood Education*. Most recently he has worked with Reggio Emilia to produce an English-language book of the work of Loris Malaguzzi, which was published in 2016 – *Loris Malaguzzi and the Schools of Reggio Emilia: A selection of his writings and speeches, 1945-1993*.

Professor Mathias URBAN



Mathias Urban is Desmond Chair of of Early Childhood Education at Dublin City University, Ireland. He works on questions of diversity and equality, social justice, evaluation and professionalism in working with young children, families and communities in diverse socio-cultural contexts.

From 2010 to 2011 he coordinated the European CoRe project (*Competence Requirements in Early Childhood Education and Care*). His current and recent projects include collaborative studies on early childhood professionalism in Colombia (*Sistemas Competentes para la Atención Integral a la Primera Infancia*), studies on *Privatisation* and on the impact of *Assessment Regimes*, and an 11-country project on *Governance and Leadership for Competent Systems in Early Childhood*. Mathias is an International Research Fellow with the Critical Childhood Public Policy Research Collaborative, a member of the PILIS research group (*Primera Infancia, Lenguaje e Inclusión Social*), Chair of the DECET network (*Diversity in Early Childhood Education and Training*), a member of the AERA special interest group *critical perspectives on early childhood education*. Mathias is the President of the International Froebel Society (IFS)

Professor Christine PASCAL, PhD, MSocSc

Professor Christine Pascal OBE is Director of Centre for Research in Early Childhood (CREC), an independent charitable research centre, based at the St Thomas Children's Centre in Birmingham and, along with Professor Tony Bertram, is also Director of Amber Publications & Training. She was a teacher in primary schools in Birmingham from 1976 to 1985, before moving into the university



sector and specialising in early childhood research and evaluation projects. She has been Director of the Effective Early Learning (EEL) Project, the Accounting Early for Life Long Learning (AcE) Project and was the National Evaluator of the DfES Early Excellence Centre Programme. Currently she is President of the European Early Childhood Education Research Association (EECERA). She was President of the British Association for Early Childhood Education from 1994-1997 and is now Vice President. She has also done extensive work at government

level to support the development of early years policy, sitting on a number of national committees, has served as a ministerial advisor, and since 2000 has been an Early Years Specialist Adviser to the House of Commons Select Committee on Education. She has written extensively on early childhood development and the quality of early education services and served as an Expert Advisor to Dame Tickell's review of the EYFS in England. She developed a cross-national Early Years policy comparison tool as part of a project conducted with the IEA (Netherlands) and was awarded a Nursery World Lifetime Achievement Award in 2012. drchrispascal@crec.co.uk

Professor Tony BERTRAM, PhD, MEd, BEd



Tony is a Director of the Centre for Research in Early Childhood and a Director of Amber Publications and Training Ltd (APT). He was a Head Teacher in infant schools before moving into higher education in 1987. In 1991, he established, with Chris Pascal, the Centre for Research in Early Childhood at the University of Worcester becoming a research Professor in Early Childhood International Development in 2003. He is co-Founder of the European Early Childhood Education Research Association (EECERA) and was its elected President from 1992-2007. In 2007, he re-established CREC as a charitable trust working

independently outside the University sector but with close links to it. In recognition of the contribution

of CREC to the early childhood field, he holds honorary academic posts at three major Midland's universities: Birmingham University awarded him the title of Senior Research Fellow; Birmingham City University has made him a Visiting Professor; and Wolverhampton University has also honoured him with the status of Visiting Professor. He has been a member of the Ministerial Early Education Advisory Group (EEAG), which advised the government on the development of the Foundation Stage curriculum and was a member of the QCA working party on qualifications in the early years. He has a particular interest in cross national, European early childhood projects and has worked extensively abroad for the British Council and the Organisation for Economic Cooperation & Development (OECD). Alongside Chris, he has been the Director of the Effective Early Learning (EEL/BEEL) projects, the Accounting Early for Life Long Learning (AcE) Project, the International Review of Early Years Curriculum and Assessment (INCA) project and was a National Evaluator of the four-year DfES Early Excellence Centre Programme. Most recently he has been engaged in a cross-national Early Years policy comparison tool as part of a project conducted with the IEA (Netherlands).

Frances FORSYTH, Senior Research Officer, Early Years Research and Evaluation, Department for Education (DfE)



Frances is DfE's project manager for OECD's International Early Learning and Child Well-being Study (IELS) in England, a role which draws on her long-standing interests in both early childhood development and social research methodology. She has several years' experience as a social researcher at the Department for Education, where she has also managed research on free entitlements to early education and the Teaching and Learning International Study (TALIS), and before that at the Office for National Statistics and in the private sector. She also has direct experience of early years provision through a previous job as an Ofsted-registered childminder. She holds an MSc in Social Research Methods from London School of Economics.

Rebecca WHEATER, Senior Research Manager, The National Foundation for Educational Research in England and Wales



Rebecca is the National Project Manager for the OECD PISA 2012 survey in England, Wales and Northern Ireland and in Scotland. Rebecca has experience in PISA, having worked on PISA since 2006. In 2009, she managed the technical Field Trial of the PISA Electronic Reading Assessment and has been the science lead for PISA 2009 and 2012. She was a co-author of the PISA 2006 and 2009 national reports for England, Wales and Northern Ireland. She is also the National Project Manager for the OECD PIAAC survey in England and Northern Ireland, known as the International Survey of Adult Skills in these two countries. As part of her work on these surveys and other international surveys, she has been responsible for the translations and cultural adaptation of test items and questionnaires and the marking of constructed response items. Rebecca has worked on a range of assessment and research projects including development of key stage 3 National Curriculum science tests in England; development of the key stage 1 and key stage 2 science NFER formative assessment service; a study into the use of an aptitude test for university entrance and has conducted literature reviews for clients such as Ofqual, DfE and OCC. Rebecca has a BSc (Hons) in Biological Sciences (Psychology) and an MA in Curriculum, Pedagogy and Assessment. She is a practitioner of AEA-Europe (Association of Educational Assessment). Her main interests lie in international comparisons and assessment, including e-assessment.