

## EECERA 2022 Abstract

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Educational Quality in Daycare (EQD): Supporting cultures of reflection within a Danish practice-based continuous professional development (CPD) initiative for 0-2 year olds.

The project explores factors for professional and organizational learning processes in the CPD, aimed at mobilizing professional learning communities (PLC's) by working with the Vygotsky inspired Abecedarian Approach (Ramey, Sparling, & Ramey, 2012) to Children's play and development.

Abecedarian offers a coherent approach to strengthening adult-child interactions. However, greater attention is required towards how adult learning theories can qualify the design and coordination of CPD initiatives that support PLC's (Schachter, 2015). Previous research shows CPD as a way to improve high quality ECEC (Waters & Payler, 2015) influencing children's well-being and development (Jensen & Rasmussen, 2018).

The study proves alternatives to expert-driven instructional approaches (Vescio, Ross and Adams, 2008). CPD shifts towards involving participants in knowledge construction in practice (Cochran-Smith & Lytie, 1999, Hadley et al, 2015) investigating their own practices.

The study adopts a constructivist notion of PD with point of departure in practitioners' everyday practices, followed through multi-sited ethnography (Marcus, 1995).

Ethical reflection is characterized by openness in sharing information with participants throughout. Abecedarian is introduced in addition to standard day-care services, presenting no ethical concerns regarding children involved.

Findings suggest facilitating cultures of reflection plays an important role in supporting participant's engagement in the CPD informed by resources from the EQD initiative. This established a frame for renewed considerations of how Abecedarian-inspired practices with interaction deepened children's involvement and learning. Observations suggest that this encourages experimentation with practices and renewing routine tasks.

Findings suggest implications for how CPD can improve ECEC quality in new settings. This study may influence future policy and practices by emphasizing participant-driven approaches.

### Keywords

Cultures of reflection, practice-based continuous professional development (CPD), professional learning communities (PLC), Abecedarian interactive approach, children's learning and play and well-being

Ramey, C. T., Sparling, J., & Ramey, S. L. (2012). *Abecedarian: the ideas, the approach, and the findings*. Los Altos, CA: Sociometrics Corp.