



Educational Research Institute

DEVELOPMENTAL RESEARCH CENTRE FOR PEDAGOGICAL INITIATIVES STEP BY STEP

EQUAP, 1st Coordination Meeting,
Forli, 18-20 November, 2014

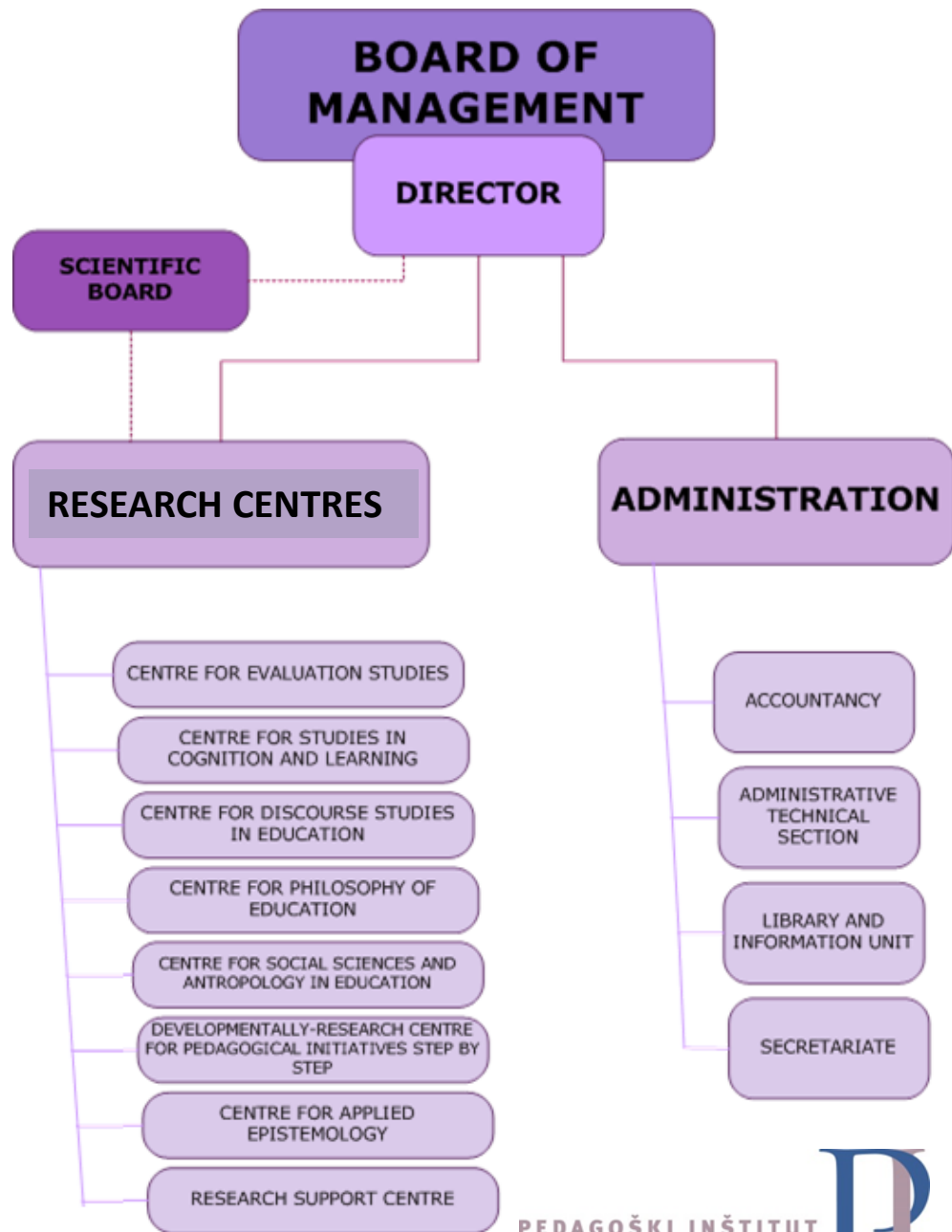
Jerneja Jager

Educational Research Institute (ERI)

- **The central research institution in Slovenia for research in education** undertaking basic research, developmental and applied research/projects on issues of current interest in all sectors of education and related areas.
- Established in **1965** by the Government of the Republic of Slovenia; in **1995** obtained the status of the public research institution (independent research institute).
- Almost all funding is obtained from funded research, national and international projects.

Research centres (8)

- independent units for research
- Centres for:
 - Evaluation Studies
 - Studies in Cognition and Learning
 - Discourse Studies in Education
 - Philosophy of Education
 - Social Sciences and Anthropology in Education
 - Applied Epistemology
- Research Support Centre
- **Developmental Research Center for Pedagogical Initiatives Step by Step**
- carry out **basic, developmental and applicative research**
- in addition: train young researchers, perform pedagogic work, form links with foreign and domestic institutes and researchers, and other tasks.



Developmental Research Centre for Pedagogical Initiatives Step by Step



- Founded in **1995** as Step by Step program at OSI National Foundation in Slovenia; in 1997, moved to ERI
- **DRCPI SBS programs are based on:**
 - principles of democratic civil society,
 - children's and parent's rights,
 - contemporary knowledge of child development and learning
 - introduction and evaluation of educational changes into the Slovenian educational system.

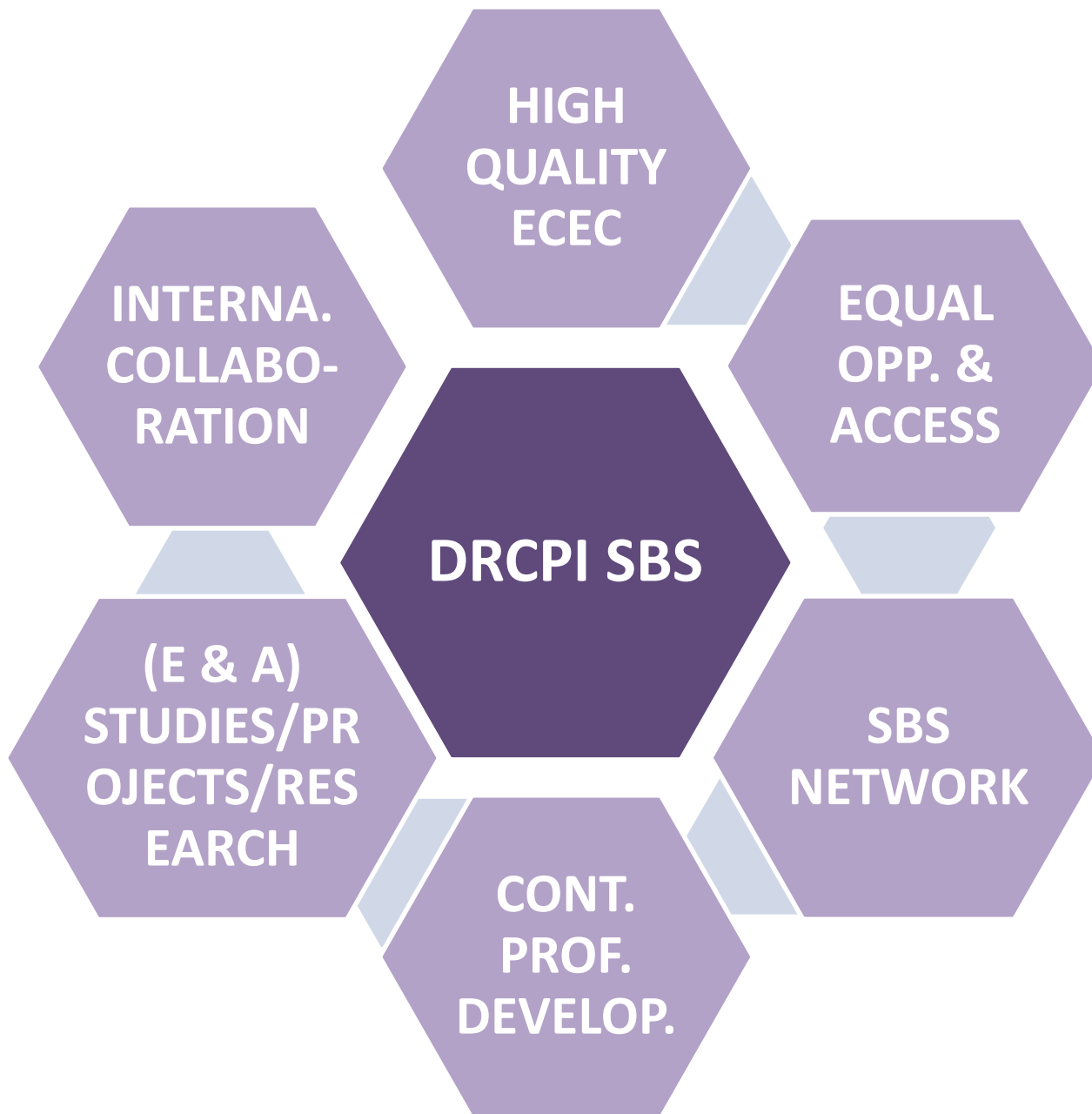


DRCPI SBS's Mission



- The DRCPI SBS was established to research, develop, initiate, implement, evaluate and promote **high quality education and care and equal opportunities for all children**. To realize our mission, we actively involve parents, community members, educators and professionals in our activities.
- We strive to promote **continuous professional development** of practitioners in the field of ECEC through the implementation of **ISSA's principles of quality pedagogy**, with the aim of ensuring quality educational programs with special emphasis on most vulnerable groups of children and their parents.





DRCPI SBS & EQUAP



International Step by Step (ISSA)'s Principles of Quality Pedagogy ([web](#))

1. Interactions
2. Family and Community
3. Inclusion, Diversity, and Values of Democracy
4. Assessment and Planning
5. Teaching Strategies
6. Learning Environment
7. Professional Development



2. Family and Community



Principle(s)

2.1 The educator promotes **partnerships with families** and provides a variety of **opportunities** for families and community members **to be involved** in children's learning and development.

Indicators of Quality

2.1.2 The educator involves family members in shared decision making about their children's learning, development, and social life in the classroom.



3. Inclusion, Diversity, and Values of Democracy



Principle(s)

3.1 The educator provides **equal opportunities for every child and family** to learn and participate regardless of gender, race, ethnic origin, culture, native language, religion, family structure, social status, economic status, age, or special need.

Indicators of Quality

3.1.3 The educator treats every family with respect, dignity, and consideration and finds ways to involve them in their child's education.

3.1.5 The educator makes adaptations to the environment and to learning activities so that children with different capabilities, educational needs, and social backgrounds can participate in most activities.



4. Assessment and Planning



Principle(s) (4.3)

4.3 The educator **includes** children, **families**, and relevant professionals in the **assessment and planning** process.

Indicators of Quality

4.3.3 The educator and family members share information regarding children's progress and interests and together create short-term and long-term individual goals.