

2014. 3rd KICCE International Seminar

Toward the Integration of Early Childhood Education and Care

Date: October 13, 2014. 2pm

Venue: Korea Institute of Child Care and Education Seminar Room

Timetable

Moderator: Dr. Eunyoung Kim

Time	Content
2:00pm-2:20pm	Greetings & Introduction of KICCE
2:20pm-3:00pm	Presentation The Project Team for ECEC Integration and the Nuri Curriculum Policy Young Lee President, Korea Institute of Child Care and Education, Korea
3:00pm-3:30pm	A question-and-answer session Hong Kong Delegates Education Bureau of the Government of the Hong Kong Special Administrative Region/Committee on Free Kindergarten Education and its Sub-committees/Heads of Hong Kong Kindergartens

발 표

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2014. 3rd KICCE International Seminar

Young Lee, Ph D

President

Korea Institute of Child Care and Education



Under the Prime Minister
**Korea Institute of
Child Care and Education**



Korea Institute of Child Care and Education



Cultivation of national human resources through research on ECEC policies



Forward-looking ECEC policy research institute that brings health and happiness to all children and families



- Autonomous and creative research institute
- Leading ECEC policy research institute Hub for the global ECEC
- Customer-oriented policy researches



History of KICCE

2005

Sep. 29,
MOU to establish KICCE was signed between National Research Council for Economics, Humanities and Social Sciences and three other affiliated institutes (the Korea Educational Development Institute, the Korea Institute for Health and Social Affairs, and the Korea Women Development Institute)

Dec. 26, KICCE launched

Dec. 28,
Operation of the Korea Childcare Accreditation Council was commissioned by Ministry of Health and Welfare

2006

Dec. 28,
Operation of the Childcare Teacher Certificate Management Office was commissioned by Ministry of Gender Equality and Family

2008

Sep. 5,
Affiliated institutes were reorganized (excluding Korea Women Development Institute)



History of KICCE

2009

Mar. 4,

Operation of the Childcare Center Safety and Insurance Association was Commissioned by Ministry of Health and Welfare

Oct. 27,

The commissioned operation of the Childcare Facility Safety and Insurance Association was completed

Dec. 31,

The commissioned operation of the Childcare Facility Accreditation Office and the Childcare Teacher Certificate Management Office were completed

2010

Jan. 26,

Operation of the Support Team for Early Childhood Education Advancement was commissioned by Ministry of Education

2014

Jan.

Establishment of the Support Team for the Integration of Early Childhood Education and Care Project



KICCE Research Projects in 2014

Developing and Monitoring ECEC Policies

- The Tasks and Achievements of Advanced ECEC Policies and their Application to Korean Policy(V)
- Analysis on the Effectiveness of Financial Investment in Early Childhood: 2004-2014
- Measures to Enhance Equity when Using ECEC Services in terms of Social Integration

Cooperation and Integration of Kindergartens and Childcare Centers

- Research and Development of Operation Model of ECEC Integrated Institution
- Restructuring of Early Childhood Teacher Nurturing Program and Qualification Integration
- The Pilot Study on Application of the Collaboration Model of ECEC (VI)

Research on Enhancing Quality of ECEC Services and Curriculum

- Monitoring and Assessment of Nuri Curriculum for Ages 3 to 5
- Development and Use of Assessment Tool to Improve the Quality of Infant Care
- International Comparison Study on the Management of ECEC Quality
- Current Status and Improvement Plan of Snacks and Meals in Childcare Support Facilities



KICCE Research Projects in 2014

Research on Teachers of Kindergartens and Childcare Centers

- Restructuring of Early Childhood Teacher Nurturing Program and Qualification Integration

Research on Developing Future Human Resources

- Plan to Support Basic Living in Early Childhood for Children from Low Income Families: Focusing on their Health
- Plan to Enhance Happiness in Early Childhood

Research on Supporting Children and Parents in the Context of a Low Birth Rate Society

- Current Status and Improvement Plan of Child-rearing Supports for Working Parents
- Current Status and Improvement Plan of Child Care Information Utilization in Parents
- Research on Community Child Care Support Network Model Development

Research on Data Building and Analysis

- Research on Child Care Cost in Early Childhood
- Cost Estimation Study on Standard ECEC Cost
- 2014 KICCE Research on Price Index of Child-rearing (II)
- Establishment of National Level ECEC Statistics and Data Management Measures
- 2014 Korea Panel Study of Children



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Introducing Nuri Curriculum



Formation of Nuri Curriculum



- Provision of a high quality curriculum to all preschoolers
- Regardless of the types of ECEC service institution
- While Korean ECEC authorities maintain separation
- Currently, Ministry of Education regulates kindergartens (educational institution) and Ministry of Health and Welfare administers childcare centers (childcare institutions)



Comparison between Previous and Current Policy Details

Category	Previous Policy	→	Current Policy with Nuri Curriculum (As from March 2012)
Curriculum	-National kindergarten curriculum -National childcare center curriculum		Nuri curriculum (one common national curriculum)
Recipients	Households below the 70% of all income levels		All households regardless of their income (100%)
Amount of financial support	-Public kindergartens (59,000 won per month) -Private kindergartens/Childcare centers (177,000 won per month in 2011)		-Public kindergartens (60,000 won per month) -Private kindergartens/Childcare centers (gradual increase: 200,000 won per month in 2012 to 300,000 won per month by 2016)
Financial source	Kindergarten and childcare center fees are funded separately		Kindergarten and childcare center fees are subsidized with financial grants for LOE equally
Supervising authorities	-Kindergarten (MOE) -Childcare center (MOHW)		Same as the previous

Source: Chang ML., (2013). *Nuri Curriculum: The First Step toward the Integration of the Split Systems of Early Childhood Education and Care in Korea*. KICCE Policy Brief #2



Goals and Objectives

- **Goal**

Nuri Curriculum aims to promote holistic development of children aged 3-5 and establish overarching principles for becoming responsible citizens of the society

- **Objectives**

To develop physical skills and form lifelong healthy habits

To communicate well with others

To build up self-esteem and be collaborative with others

To stimulate children’s interest in aesthetics and creativity and encourage them to have experience in art

To have curiosity about the world and understanding their surroundings in scientific ways



Areas and Content Categories

Areas	Physical Activity & Health	Communication	Experience in Art	Social Relationships	Nature & Discovery
Content Categories	<ul style="list-style-type: none"> - Physical self-awareness - Motor control & basic exercise - Participation in physical activities - Healthy living habits - Safety habits 	<ul style="list-style-type: none"> - Listening - Speaking - Reading - Writing 	<ul style="list-style-type: none"> - Discovering beauty - Expressing self through art - Appreciating arts 	<ul style="list-style-type: none"> - Building self-esteem - Understanding others and self-awareness - Cherishing family - Living in harmony with neighbors - Stimulating interest in society 	<ul style="list-style-type: none"> - Promoting inquisitive attitudes - Mathematical exploration and inquiry - Scientific exploration and inquiry

Source: Chang ML., (2012). *Development and Implementation of the Nuri Curriculum in Korea*



Children Attending Kindergartens and Childcare Centers in 2013

		Kindergartens ²⁾		Childcare centers ³⁾		Kindergartens + Childcare centers	
		No. of children	Enrollment rate	No. of children	Enrollment rate	No. of children	Enrollment rate
Age 3	446,256	145,778	32.67	264,628	59.30	410,406	91.97
Age 4	467,432	233,926	50.04	189,817	40.61	423,743	90.65
Age 5	494,810	278,484	56.28	176,051	35.58	454,535	91.86
Total ¹⁾	1,408,498	658,188	46.73	630,496	44.76	1,288,684	91.49

1) The Population of the Republic of Korea based on the resident registration (Dec. 31, 2012)

2) Data from Education Statistics (Apr. 1, 2013)

3) Data from the Ministry of Health and Welfare (Mar. 31, 2013)



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Project Team for ECEC Integration



The Project Team for the Integration of ECEC

The Project Team for Integration of Early Childhood Education and Care

Organization	Three teams with each head and vice-head	<ul style="list-style-type: none"> • Strategy and Coordination Team • Management and Improvement Team • Assessment and Improvement Team • A support team in KICCE
Members	A total of 18 (15 officials, 3 experts)	<ul style="list-style-type: none"> • Public communication and task coordination
Description	The project Team for Integration of ECEC is to take comprehensive approach to ECEC integration by developing strategic plan, assessing its executions, and providing guidelines to practitioners	

Source: The 2nd Early Childhood Care and Education Advancement Forum. (2014). Korea Institute of Child Care and Education



Major Steps for the Integration

Steps	Contents	
Step 1	Immediate Execution	<ul style="list-style-type: none"> • Information disclosure system: expand its range and consolidate sub-systems • Assessment and accreditation: developing common assessment index, linking the assessment process of each sector • Financial accounting regulations:
Step 2	Phased Execution	<ul style="list-style-type: none"> • Designation of one payment card • Regulation of institution size (class size/teacher-child ratio) • Consolidation of curriculum and learning hours • Reorganization and consolidation of teacher training and certification system
Step 3	Final Step Execution	<ul style="list-style-type: none"> • Phased support to narrow the gap between education and childcare teachers • The integration of authorities and budget sources

Source: The 2nd Early Childhood Care and Education Advancement Forum. (2014). Korea Institute of Child Care and Education



Major Tasks for the Successful Integration of ECEC

- **Setting Goal and directionality**
- **Ensuring Equal quality services**
- **Giving parents a choice in their children's institution**
- **Improving administrative and financial efficiency**
- **Easing the tension among stakeholders**



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Q & A



A List of Questions

1. ECEC Integration and Nuri Curriculum (national curriculum)

- Implementation and Effectiveness of the integration and curriculum
- Teacher-student ratio
- School hours
- Professional development, career path of kindergarten teachers
- Quality assurance on the implementation
- Interface between kindergartens and primary schools
- Support services to students who have special educational needs

2. Parent Engagement

- Ways to facilitate parent involvement in promoting children's learning and development
- Strategies for promoting parent education
- Policies/ services to support working parents

Q & A

**Hong Kong Delegation Education Bureau of
The Government of the Hong Kong Special
Administrative Region**

Kindergarten Visits to Seoul, Korea for
Kindergarten Principals and Teachers
12-16 October 2014
Delegation

A. 6 officials from the Education Bureau of The Government of the Hong Kong Special Administrative Region

1. Mrs WONG YAU Wai-ching, Michelle (黃邱慧清)
Deputy Secretary for Education
2. Mr KWONG Ying-wai (鄭英偉)
Principal Education Officer (Special Education & Kindergarten Education)
3. Mr YEUNG King-fai (楊景輝)
Senior Education Officer (Kindergarten Administration)
4. Ms MAN Wai-yin (文惠妍)
Serving Officer (Joint Officer of Kindergartens and Child Care Centres)
5. Ms KAN Hoi-yan (簡凱恩)
Education Officer (Kindergarten Special Duty)
6. Ms HO Mei-fong (何美鳳)
Curriculum Development Officer (Kindergarten & Primary/Kindergarten)

B. 6 representatives of the Committee on Free Kindergarten Education and its Sub-committees

Representative	Committee / Sub-committee
7. Ms NG Yin-kam (吳燕琴)	Committee on Free Kindergarten Education
8. Ms LEUNG Chi-kin, Gloria (梁志堅)	Sub-committee on Objectives, Teacher Professionalism and Research
9. Dr LAM Mei-yung, Hazel (藍美容)	Sub-committee on Operation and Governance
10. Dr KAM Shau-wan, Sanly (甘秀雲)	Sub-committee on Funding Modes
11. Ms TSANG Lan-see, Nancy (曾蘭斯)	Sub-committee on Catering for Student Diversity
12. Dr LEE Nam-yuk, Amelia (李南玉)	Sub-committee on Communication Strategy

C. 28 heads of kindergartens

1. ECEC Integration and Nuri Curriculum (National curriculum)

- Teacher-student ratio

Kindergarten (education sector): The regulations on teacher-student ratio vary according to local governments: Age 3: 14~22, Age 4: 20~26, Age 5: 23~30.

Childcare center (child care sector): There are fixed ratios for childcare center teacher-student ratio: Age 3: 1:15, Age 4-5: 1:20.

- School hours

In principal, childcare centers take care of children for 12 hours (7:30am to 7:30pm) and kindergartens teach children for 8 hours (5 hours of curriculum and 3 hours of afterschool curriculum)

- Professional development, career path of kindergarten teachers

Students with bachelor's degree or complete the courses in college degree program in early childhood education major are accredited for second-level kindergarten teachers. They can get qualifications for first-level teachers, vice-principal, and principal with three years of teaching experience and qualification training. Caring teachers are mainly accredited by one-year of child caring teacher program in child care teacher education office. From the third-level of childcare teacher, second-level teacher, first-level teacher, and principal they can be by steps.

- Quality assurance on the implementation

Quality controls on kindergartens are done by kindergarten inspection, consulting, teacher assessment, and also kindergarten assessment. The quality of childcare center is regulated by childcare center help system, consulting, and evaluation and accreditation.

- Interface between kindergartens and primary schools

The transition from preschool to primary school was considered in designing the Nuri Curriculum at the first place. Recently reform of the primary school curriculum has been conducted in a way that is similar to that of preschool, topic-based curriculum.

- Support services to students who have special educational needs

In case of education for children with special needs, special early education for them is a kind of a compulsory education. If the parents want to enroll their children to kindergartens or childcare centers, it is impossible for institutions to turn them off by regulations.

2. Parent Engagement

- Ways to facilitate parent involvement in promoting children's learning and development

- 1) Korean government (i.e. Ministry of Education/ Ministry of Health and Welfare) decided to develop and distribute guide books for parents with which they can have program-friendly attitude toward the education of their children. In this vein, "Nuri Curriculum in-home guide for parents", "a guide book for parents: behavior problems of infants and young children" and other similar kinds of materials have been distributed.
- 2) Parents are encouraged to participate in kindergarten/childcare center committee.
- 3) Early childhood education and care institutions are encouraged to survey the educational program needs of parents and conduct such programs at the available time of parents.

- Strategies for promoting parent education

- 1) In kindergartens, parent education programs are offered with dinner. Such needs caregivers and rooms while parents are taking the programs.
- 2) Parent engagement programs are in great popularity currently. The education programs in which parents can learn practical parenting skills were opened.
- 3) We have surveyed parents. Founding indicates that cell phone text messages are most effective to parents. Majority of respondents are interest in educational television programs so that we are working on broadcasting educational programs for parents with fun.

- Policies/services to support working parents

- 1) Business owners should allow maternity leave in Korea. One of parents with under age eight child can have maternity leave for one year.
- 2) Parents with infants and young children can choose short-time work of 15 to 30 hours.
- 3) Night time childcare is available in kindergartens and childcare centers. Extended childcare hour institutions are designated in some regions until 10pm for working parents.