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Integrated Evaluation Scale for Kindergarten and Childcare Center (IESKCC)

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Integrated Evaluation Scale for Kindergarten and Childcare Center (IESKCC)

I. About IESKCC

- The Common Evaluation Scale for Kindergartens and Childcare Centers (IESKCC) was developed to integrate kindergarten evaluation and childcare center evaluation and accreditation.
- A kindergarten and a childcare center are different in many aspects.
 - ▶ The operation hours, daily schedules and teacher certification systems are different.
 - ▶ In addition, the monitoring systems of kindergartens and childcare centers are different.
 - ▶ Kindergartens have a mandatory evaluation system, and childcare centers have their own evaluation and accreditation system, which is not compulsory.
- However, the Nuri curriculum was introduced into South Korea as the common national curriculum for both kindergartens and childcare centers, whether they are public or private.
 - ▶ Parents who send their children to a kindergarten and a childcare center receive the same subsidy from their individual provincial office of education.
 - ▶ Because of the common national curriculum and the common subsidies, both kindergarten and childcare center are expected to provide the same childcare and education service.
 - ▶ Hence, in order to ensure that both kindergartens and childcare centers meet the same standards, a common quality-monitoring system is required.

[Table 1] kindergarten evaluation vs. childcare center evaluation and accreditation

	Kindergarten	Childcare Center
Title	Evaluation	Evaluation and Accreditation
Year of Introduction	2008	2006
Supervision	Local (Provincial Offices of Education)	Central (Korea Childcare Promotion Institute)
Mandatory vs. Voluntary	Mandatory	Voluntary
Total Number of Institutes	8,987 ^a	41,084 ^b
% of Participation or Accreditation ^c	100%	79.8% ^b
Total Number of Children	704,138 ^a	597,800 ^d

Note: ^a December, 2016

^b December, 2016

^c Participation rate for kindergarten and accreditation rate for childcare center

^d 3~5 years old (children aged 0 to 2 are excluded)

Source: ^a Ministry of Education & Korean Educational Development Institute (2016). Education Statistical Yearbook of Education.

^{b,c} Ministry of Health and Welfare & Korea Childcare Promotion Institute (2017). 2017 Childcare Center Accreditation Guide, p.36.

II. Contents of IESKCC

- The IESKCC consists of four domains, twenty indicators, and seventy-seven items.
 - ▶ First, the **Curriculum** domain consists of six indicators with 4-6 items for each indicator, totaling 29 items.
 - ▶ Second, the **Educational Environment & Management** domain has five indicators with 2-5 items for each indicator, totaling 20 items.
 - ▶ Third, the **Health and Safety** domain has five indicators with 2-4 items for each indicator, totaling 15 items. Twelve items out of the 15 items under this domain have 56 sub-items.
 - ▶ Lastly, the **Staff** domain has four indicators with 3-4 items for each indicator, totaling 13 items.

[Table 2] Domains and Indicators of IESKCC

4 Domains	20 Indicators	77 items
Curriculum	1-1. Educational administration and planning	4
	1-2. Daily classroom management	5
	1-3. Teaching-learning method	6
	1-4. Teacher-child interaction	6
	1-5. Teacher's involvement in child-child interaction	4
	1-6. Child assessment	4
	(1-7.) Daily routine	2 ^a
Educational Environment & Management	2-1. Classroom setup	5
	2-2. Outdoor setup	3
	2-3. Management of institution	5
	2-4. Family and community involvement	5
	2-5. After-school program	2
Health · Safety	3-1. Cleanliness and safety	4
	3-2. Food and snack	3
	3-3. Health promotion education and management	3
	3-4. Safe commuting	2
	3-5. Safe education and dealing with an accident	3
Staff	4-1. Principal leadership	4
	4-2. Physical work environment for staff	3
	4-3. Treatment and welfare for staff	3
	4-4. Professional development of staff	3

Note: ^aThis indicator is only for childcare centers.

Source: Ministry of Education (2017). Kindergarten Evaluation (4th Cycle) Central Training Material.

Ministry of Health and Welfare & the Korea Childcare Promotion Institute (2017). 2017 Childcare Center Accreditation Guide, pp.383~404.

III. Rating Method and Evaluation Result

- Each item is a yes or no question.
- For example, item 1-3-4 is “Teacher observes and supports children’s play.” The manual suggests detailed statements so that evaluators can judge whether an item is checked as sufficient or insufficient as follows.
 - ▶ The teacher frequently observes the whole place where children play in a free-choice activity and for an outdoor play time.
 - ▶ The teacher supports children to transfer smoothly from one area to another area or between indoor and outdoor activities.
 - ▶ The teacher properly intervenes in the children’s play and suggests a new play or toy when it is required.
 - ▶ The teacher supports children who do not find friend(s) or toy(s) to play with.
- If the evaluator finds that the teacher’s action corresponds with the statements above, items 1-3-4 will be checked as Yes (sufficient).
- Twenty indicators have 2-6 items. Thus, the indicators are classified under three categories by the number of sufficient items; Excellent, Good, and Improvement are required.

[Table 3] Evaluation Result According to the Number of Items of “Yes”

Total number of items	Number of Items of Yes (sufficient)		
2	2	1	0
3	3	2	1 or less
4	3 or more	2	1 or less
5	4 or more	3	2 or less
6	5 or more	3-4	2 or less
Evaluation Result	Excellent	Good	Improvement is required

Source: Ministry of Education & Korean Educational Development Institute (2016). Education Statistical Yearbook of Education. Ministry of Health and Welfare & Korea Childcare Promotion Institute (2017). 2017 Childcare Center Accreditation Guide.

IV. IESKCC for Kindergarten

- The Korean Ministry of Education (MOE) requires that the purposes of IESKCC be
 - ▶ **to improve the quality** of kindergarten education service through the establishment of a kindergarten operation system under the Nuri Curriculum and the enhancement of accountability of kindergartens,
 - ▶ **to examine the overall operation** of kindergartens systematically and comprehensively to improve the operation of kindergartens through the feedback from the evaluation result and customized support, and

- ▶ **to guarantee the parents their right to know and choose** the kindergarten for their children through the evaluation result disclosure.
- MOE requires that unique characteristics of IESKCC (fourth cycle kindergarten evaluation) be
 - ▶ **Integrated Evaluation** for both kindergartens and childcare centers: IESKCC would contribute to guaranteeing a minimum level of quality for kindergartens and childcare centers (such as a decent physical environment, working conditions for teachers, etc.) along with a common curriculum (the Nuri Curriculum).
 - ▶ Strengthened role of **provincial offices of education 1**: Provincial offices of education and early childhood education promotion centers will
 - a. plan and implement IESKCC,
 - b. train evaluators,
 - c. enter evaluation results into a database system,
 - d. verify public information of kindergartens
 - ▶ Strengthened role of **provincial office of education 2**: The Ministry of Education will
 - a. draft and provide provincial offices of education with a standard evaluation plan,
 - b. provide standard indicators and manual,
 - c. operate an evaluation database system

V. IESKCC for Childcare Centers

- The Korean Ministry of Health and Welfare (MOHW) requires that the purposes of IESKCC be
 - ▶ to secure for children their right to be raised healthily by improving the quality of childcare services,
 - ▶ to support professional development of staffs through the process of improving the quality of childcare services,
 - ▶ to guarantee the parents their right to choose a childcare center through the disclosure of evaluation results, and
 - ▶ to enhance the government's ability to support and manage childcare services more effectively
- MOHW requires that the unique characteristics of IESKCC (childcare center evaluation and accreditation 3rd phase) be
 - ▶ integrated evaluation for both childcare centers and kindergartens

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- a. The total number of the items of IESKCC has been reduced considerably as compared with previous (2nd phase) evaluation and accreditation.
 - b. IESKCC puts emphasis on the prevention of child abuse.
 - c. The items are evaluated as sufficient/insufficient
- ▶ an improved implementation system
- a. The result is represented 100% by field evaluation.
 - b. Childcare centers are evaluated according to grades A-D.
 - c. Childcare centers with grade B or C are given an opportunity to apply for the evaluation and accreditation within 1 year so that they can have time to improve themselves.

VI. One Scale for Different Settings

- Kindergartens and childcare centers in Korea use an integrated common curriculum, i.e., the Nuri Curriculum. Parents who send their children to a kindergarten or a childcare center receive the same subsidy from their provincial office of education. However, kindergartens and childcare centers still have many differences. Thus, some items are modified to be applied properly.
- On the other hand, 17 provincial offices of education evaluate kindergartens in their jurisdiction independently, while childcare centers are evaluated by a central institute, i.e., the Korea Childcare Promotion Institute. Therefore, the methods of evaluation conducted by provincial offices of education differ from one another. If kindergarten evaluation is not the same, why should childcare centers hold on to the same tool?
- Variations among evaluators are another issue. Because the evaluators are appointed on the basis of temporary employment, it is hard to expect them to share a common level of reliability. Even when the implementation of evaluation is performed by provincial offices of education for kindergartens, evaluator training should be performed by the central institute regularly.

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