



INTERNATIONAL
STEP by STEP
ASSOCIATION

**Study on the Implementation
of the ISSA Pedagogical Standards
and Their Impact on ECDE Policies
and Practices in the Region of ISSA's
Network and Beyond (2001-2008)**

Executive Summary



ISSA's Vision

With support from family and community, every child reaches his or her full potential and develops the skills necessary for being a successful and active member of a democratic knowledge society.

ISSA's Mission

ISSA's mission is to support professional communities and develop a strong civil society that influences and assists decision makers to:

- provide high quality care and educational services for all children from birth through primary school (birth through 10 years old), with a focus on the poorest and most disadvantaged;
- ensure greater inclusion of family and community participation in children's development and learning;
- ensure social inclusion and respect for diversity.

ISSA's overarching goal is to promote inclusive, quality care and education experiences that create the conditions for all children to become active members of democratic knowledge societies. ISSA does this through: raising awareness of the importance of quality care and education, developing resources, disseminating information, advocating, strengthening alliances, and building capacity to create conditions where all children thrive.

ISSA promotes:

- Equal access to quality education and care opportunities;
- Child-centered, individualized teaching and learning, combining high-level instruction with support for the needs of each child;
- Development of skills and dispositions for lifelong learning and participation in a democracy;
- Recognition of educators' many roles as facilitators, guides, and role models in the learning process and as active members of their communities;
- Family involvement in children's development and education;
- Community engagement in public education;
- Respect for diversity, inclusive practices, and culturally appropriate learning environments and methods; and
- Self-improvement and ongoing professional development.



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Introduction

After the breakdown of the Berlin Wall and the collapse of Soviet Union, one of the most interesting programs targeted specifically at preschool and primary school education has been the Step by Step Program, brought to life by the visionary approach and generous support of George Soros and implemented in the region by the Open Society Institute (OSI). The program introduced a child-centered approach in pre-school and primary education, promoted respect for family as the child's first and most important teacher, and encouraged educators, parents, and communities to see the earliest years of children's lives as a foundation for learning to think critically and become productive, active members of democratic societies. The program began in 1994 in a limited number of classrooms in 15 countries in the former Communist Bloc, and has grown and expanded over the subsequent years. In 1999, countries implementing the program established the International Step by Step Association (ISSA) to promote the importance of the early years and to promote quality pedagogy as one of the crucial elements of early experiences leaving significant impacts throughout a person's life. Today, the program operates in 29 countries, and has had major impact on policies and practices in early childhood development and education (ECDE) in the region.

The central elements of ISSA's programmatic work are the beliefs reflected in ISSA's *Pedagogical Standards*, a network-developed tool based on the principles of best practices in early childhood education and thoroughly imbued with the principles of the UN Convention on the Rights of the Child and other international rights documents. For a number of years, the ISSA *Pedagogical Standards* have provided a framework for professional development and quality assessment through a certification system supported by resource materials and mentoring in the ISSA member countries.

Whatever else good teaching is, it is teaching in which our hearts and minds are fully engaged in connecting with children's hearts and minds. - - Good teaching must always be seen as "work in progress".

from Mimi Brodsky Chenfeld,
Teaching in the Key of Life

Background and Context of the Study

Work on the *Standards* and their use to assess and increase the quality of teachers' practice began in 1999 when a task force comprised of twelve representatives from ISSA member countries and the ISSA Secretariat was established to elucidate the principles and values of ISSA for teacher practice and professional development. The work culminated in 2002 with the release of the *Standards*. In 2003, a Standards Advisory Board involving experts from inside and outside the ISSA network was established to provide advice and recommendations for how to most effectively use the standards to increase quality of teachers' performance. As a result of the work of the Advisory Board, ISSA developed a process for certifying teachers who met the parameters set out under the definition of quality. Important parts of teacher certification that were developed as a result of the work of the Advisory Board and ISSA included:

- Developing an observation tool based on the standards that could be used to measure teacher quality
- Establishing a system for determining reliability on the use of the observation instrument
- Creating an international certification system
- Establishing guidelines and a process for NGOs to receive authorization from ISSA to certify teachers.

After they were launched, ISSA's member organizations – the Step by Step NGOs – with technical assistance from ISSA, used the *Standards* in different ways, depending on their capacity and expertise, as well as on their national context.

Over the years, with ongoing support from and in partnership with OSI, training programs have been continuously developed in the network to support the implementation of the *Standards*, including:

- Training of Teachers to introduce the *Standards* and to show how to apply them to daily classroom practices
- Training of Certifiers at the country level to be able to establish and maintain reliability for certification
- Training of Mentors to assist teachers in improving their performance based on the *ISSA Pedagogical Standards* and preparing for certification.

A *Mentoring Guide* with examples of how to support teachers at different levels of experience and practice and *Making Standards Come Alive*, a teacher self-assessment tool, were also published and distributed in the ISSA network. As NGOs and ISSA have worked with the *Standards* over the years, there has been continuous shared learning regarding their use and regarding the understanding of quality in early childhood.

The *Standards* reflect ISSA's core values and principles and addressed six areas: Individualization, Learning Environment, Family Participation, Teaching Strategies for Meaningful Learning, Planning and Assessment, and Professional Development. In 2005, an additional area was added: a standard on social inclusion. This new standard emphasized the need to build quality practice on respect for diversity and challenged teachers to reflect in their own everyday work as well as to help children respect diversity and to develop skills to combat discrimination when they encounter it.

We worry about what a child will become tomorrow, yet we forget that he is someone today. Stacia Tauscher

In 2006, taking into account the lessons learned from four years of *Standards* implementation and building on new research findings in ECDE, brain development, and other related fields on what defines quality pedagogy, ISSA embarked on a process to revise and update the *Standards* document. It was determined that there was a need to:

- Make even more explicit ISSA's belief in equal opportunities and quality education
- Incorporate the latest findings from relevant research in the field
- Improve the use of the *Standards* as a professional development tool
- Promote more actively the *Standards* as a tool to advocate for quality pedagogy, and
- Use the *Standards* as a platform to engage in discussions with different stakeholders nationally and locally (educational authorities, families, media, etc.) about the definition of quality in ECDE and its implementation.

To that end, a Task Force consisting of ISSA representatives worked on the revision process in consultation with ISSA's Program Committee, Advisory Board, and other experts on quality pedagogy from different parts of the world. Drafts were discussed during the meetings of large groups of experts from the ISSA network, as well as at ISSA Council Meetings, to ensure that the revised *Standards* reflected common beliefs and were relevant to the needs of the region.

As a result, in 2009 *Competent Educators of the 21st Century: ISSA definition of quality pedagogy* was launched to promote quality ECD and continue efforts of the *Pedagogical Standards*. It is envisioned that this document will serve as the foundation for all of ISSA's program and advocacy work in quality early childhood care, development, and education. In the context of ISSA's strategy framework, the quality of performance of practitioners is at the core of the work carried out to pursue strategic goals to promote equity, access, quality, parental support, and community participation in ECDE. As a next step, ISSA is developing a long term strategy for using the definition of quality pedagogy in order to ensure that it is widely introduced to different stakeholders and interested parties and utilized in a way which optimizes its impact.

In order to build a strategy for this next phase of the work and to take into account the lessons learned and the experience gathered in the implementation of the *ISSA Pedagogical Standards* during 2001-08, in 2009 ISSA initiated a study on the implementation of the *ISSA Pedagogical Standards* and their impact on ECDE policies and practices in the region of ISSA's network and beyond.

Purpose and Goals of the Study

The purpose of this study is to compile a comprehensive overview of how the *ISSA Pedagogical Standards* have been used since their introduction by NGOs implementing the Step by Step Program across the ISSA network of 29 member organizations. As ISSA prepared to launch a revised set of principles of quality, this study was intended to provide information and insight on what has been learned over the past eight years that could help inform ISSA's work going forward. This study examines the role of the *Standards* as they were implemented through *certification, mentoring, training for staff development*, and as part of the broader initiatives for improving quality of preschool and primary care and education.

Outcomes are documented in terms of how the standards influenced three levels of implementation:

- Individual teacher practice
- Educational systems and school and community culture
- National policy

Given the extensive differences in social, political, and economic background and subsequent changes that have occurred across countries in the ISSA network over the past decade, each NGO tells a different story – with some countries reporting impact across all three levels of implementation and others describing deep and intensive work at just one or two levels. The political climate for NGO development in each country and the culture of civic participation is also among the factors, influencing the ability of the NGOs to promote significant changes in education and civil society. By looking across and within countries, a comprehensive and contextualized overview of practices and impacts across the entire network emerges.

Goals of the Study

1. Document and analyze past experience and future potential for using *the ISSA Pedagogical Standards* as a:
 - a.) Professional development tool to increase quality of ECDE settings, programs, and practices
 - b.) Advocacy tool to influence implementation of existing and development of new policies and inform a broader and common understanding of the importance of quality in ECDE
2. Compile lessons learned and recommendations to inform the development of a *strategy for future activities in area of improving quality of ECDE*.
2. Complement the preliminary report with three in-depth case studies focused on recurring issues in using the *Standards* for quality improvement and advocacy as represented by experiences in three Step by Step NGOs.

Research Questions

Continuing the collective nature of cooperation in ISSA, the following set of research questions was developed in consultation with the ISSA Program Committee and other experts from the region:

1. How were the *ISSA Pedagogical Standards* used to promote quality early care and education through training for professional development, mentoring, and teacher certification?
2. What were the barriers and enabling factors to using the *Standards* to influence teaching and program ECDE quality?

3. How were the *ISSA Pedagogical Standards* used to promote systems of quality and to influence broader education practice and policy in schools, communities, and national institutions?
4. What were the barriers and enabling factors to using the *Standards* as an advocacy and policy tool?
5. What lessons learned can inform the development of a revised definition of quality pedagogy and the strategy for its implementation for professional development and advocacy for stakeholders in diverse political, economic, and educational contexts?
6. What role could the *ISSA Pedagogical Standards*—or definition of quality pedagogy—play in the broader education arena to impact regional or national policy and practice, European policy and practice, and international (both developing and OECD country) policies and practice?

Study Design

An analysis and documentation of how the *ISSA Pedagogical Standards* were used was developed by collecting both *quantitative* and *qualitative* data from each network Step by Step NGO and synthesizing findings into a report that describes the impact of the standards on ECDE practice and policy across the ISSA network.

Round 1: Data collection and preliminary report. This study began by gathering information that addressed research questions 1-4. Information has been collected through a document review process and compiled into the country profiles and a summative overview of both quantitative and qualitative findings across all NGO programs. A full version of the Study Report doesn't provide detailed information about the activities of each NGO, but highlights some NGO-specific best practices as illustrations of specific initiatives, achievements, or challenges. Individual country profiles can be found as annexes to the report and are regarded as working documents for internal or research use within the ISSA network.)

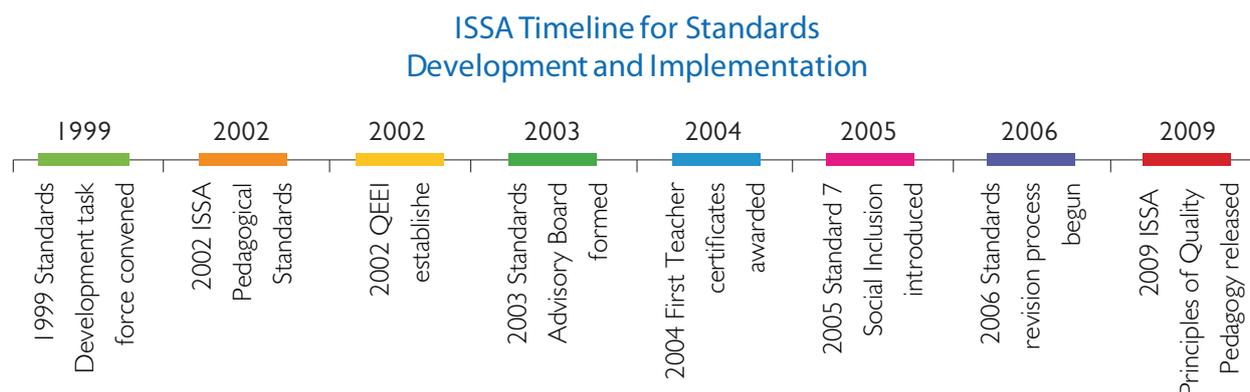
Information collected in Round 1 was intended to provide “baseline” data onto which each NGO can add more information and detail. Initial descriptions of the country profiles were given to the NGO's executive directors to make any corrections or additions to the profile and to answer a number of additional questions designed to gather the most current quantitative and qualitative information on their standards-based activities.

Round 2: Case Studies and final analysis. After the first results were gathered, the major directions of activities were identified and three countries were selected to conduct case studies for a more in-depth look at how the *Standards* were implemented into practice and policy across the Step by Step NGOs. To complete these case studies, local researchers were engaged to conduct in-depth interviews and collect detailed reports from local stakeholders. The purpose of these on-site interviews was to collect personal stories and insights which are difficult to capture through questionnaires and document review but are important for getting a complete, realistic, and useful picture of *Standards* implementation. It was anticipated that what was learned and captured in the case studies would add useful detail and context that would inform an understanding of how the standards were used over time and across network countries and would contribute to the development of the strategy for future activities.

Results of the study

The final results of the study summarize and synthesize information on how the *Standards* were used across the ISSA network and:

- Present a comprehensive summary of the scope of implementation across the network
- Identify best practices and lessons learned (research questions 1-4)
- Include country profiles for each Step by Step NGO
- Provide information to for developing a further strategy for ISSA's work on quality improvement. (research question 5)
- Include case studies and a final analysis (research questions 1-6)



Main Findings

The purpose of this study was to compile a comprehensive overview of how the *ISSA Pedagogical Standards* have been used since their introduction by NGOs implementing the Step by Step program across the ISSA network of 29 member organizations. This study examined the role of the *Standards* as they were implemented through *teacher certification*, *mentoring*, *training for staff development*, and as part of the broader *Quality Early Education Initiative*.

Information for the study was gathered primarily through the review of existing documents and NGO program reports submitted to ISSA over the past years. NGOs also responded to questionnaires and provided initial feedback on their individual country profiles developed as part of the preliminary data-gathering phase.

The work of the NGOs tended to fall into two general categories:

- Work to create *systems* for operating and managing the many elements of introducing the *Standards*, training and certifying teachers, and maintaining quality across multiple sites and programs
- Work to develop effective *strategies* for supporting the day to day quality improvement in classrooms, schools, and communities. Throughout this report, information on how the NGOs managed operations and how they impacted individual and broader education systems change is discussed.

Outcomes were documented in terms of how the *Standards* influenced three levels of implementation:

1. Individual practice
2. Educational systems and school and community culture
3. National policy

By looking across and within countries, a comprehensive and contextualized overview of practices and impacts throughout the entire network emerged.

1. Influence on individual practice

Step by Step NGOs utilized a number of strategies to introduce the *Standards* and their use for improving quality. Results of a survey indicated that participating in *Standards* training, using the standards observation form for self assessment, working with a mentor, and being a part of a learning community had the greatest influence on individual quality. Certification was least often identified.

Outcomes:

- Improved teaching skills
- Increased efficacy
- Improved mentoring and teacher support skills
- Recognition, career development, and elevated professional status

Challenges:

- Applying *Standards* to practice
- Balancing quantity of teachers using standards and quality of implementation
- Maintaining reliability for mentors and certifiers
- Time and opportunity
- Resources, classroom conditions and variations in teacher skills and experience
- Lack of national and local understanding and acceptance

Best Practices:

- Innovative mentor training models and reliability training for mentors
- Intensive training and analysis of each standard and its application in contextualized settings
- Use of the *Standards* for teacher self-assessment
- Expanding support services at the local and regional levels
- Training school inspectors and others as mentors
- Linking *Pedagogical Standards* to child outcomes

The world, reality, both internal and external, can sometimes strike us so strongly that wonderment and marvel, joy and delight is the only true response; we should be observing children to see how they are able to do it without any restraint, sincerely.

We should help our children preserve that ability and that view, namely, not to accept the beauty and secrets of reality so matter-of-factly. Otherwise, the camp of linear thinking will spread like a flu for which the vaccine has been intentionally and carefully lost.

Vesna Krmpotic, Croatian poet

2. Influence on schools and communities

Working with teachers to implement the *Standards* in their classrooms in some cases led to influencing the larger school community and culture as well as building support from parents and other stakeholders across the community. The degree of influence is largely dependent on the scale of *Standards* implementation in a school—in some cases just one or two teachers were using the *Standards* in their classrooms and in other schools, many teachers were engaged. The more teachers working with *Standards* there were in a school, the more widespread

*It was not the ISSA Pedagogical Standards as a finished product/document but rather **the basic guiding principles and successful relevant practices** behind the Standards that was influential in bringing about change in teacher practice, higher education, and national policy level.*

was the influence on the school in general and on the community as a whole.

Outcomes:

- Increased peer support
- Supportive school leaders created a “culture” of quality
- Broad community involvement
- Shared ownership of the certification process (parents, teacher assistants, directors, etc.)
- Increase in number of teachers seeking certification

Challenges:

- Lack of understanding of the standards as a quality improvement strategy
- Involving parents
- Poor program or structural quality and lack of resources

Best Practices:

- Establishing peer learning communities
- Training parents to be informed consumers and advocates for quality
- Creating partnerships with teacher training institutes and universities
- Conducting local public awareness campaigns
- Creating networks of schools in the same region

3. Influence on education policy and practice

Influence on national policy is a work in progress. In many countries, education policy has been undergoing enormous change and promising new policies have been put in place. Across the ISSA network, new policy priorities and agendas focused on improving the quality of education are on the rise. This represents a departure from old policy which traditionally focused almost solely on the structural aspects of education systems.

Outcomes:

- The *Standards* have influenced a large number of new policy decisions and related documents across the ISSA network. These include: new national curricula, teacher standards, early learning standards, and quality improvement guidelines.
- Most NGOs have established working relationships with Ministries of Education and other pertinent national agencies and have influenced ongoing and emerging thinking and the directions new policies are taking.

Challenges:

- Political instability
- Complex policy structures
- Developing a common understanding and defining quality
- Misalignment of the *ISSA Pedagogical Standards* with other national education system requirements and guidelines

Even if you are very close to the institutions which create a system, it is important to find a way to connect your activities with whatever exists in the system.

Tatjana Vonta, Director of the Step by Step Developmental Research Center for Educational Initiatives, Slovenia

Best Practices:

- Participation on national task forces and working groups
- Maintaining contact and communication with the Ministries of Education
- Embedding or adapting the *Standards* to new national policies and practices
- Establishing partnerships with international donor organizations and implementing new programs

Contribution from the Case Studies

Three in-depth case studies were conducted to complement the findings from the preliminary report and provide a deeper more contextualized level of insight into the work of implementing the *Standards* into practice and policy. To that end, the case studies go beyond collecting and recording data to telling the stories and capturing the subtleties of work that was accomplished in each of the three countries studied. What was learned and captured in the case studies has added useful detail and context to understanding how the *ISSA Pedagogical Standards* were used and what they can contribute to ongoing ECDE quality improvement efforts within and beyond the region.

The case studies looked deeply at the work of three Step by Step programs and how their efforts influenced one of three levels of quality early childhood development and education:

- Individual teacher and classroom quality (Tajikistan)
- Broad educational systems operation (Slovenia)
- National education reform and policy development (Moldova)

Keys to success in using standards to improve individual teacher quality – the Tajikistan Story

This case study examines the role of the *ISSA Pedagogical Standards* in improving the quality of individual teacher practice. Step by Step (SbS) program in Tajikistan, implemented through the Branch Office of the International Organization of Open Society Institute Assistance Foundation in the Republic of Tajikistan, has placed a high priority on improving teacher quality by finding ways to ensure that all teachers receive the support and training needed to understand and be able to effectively put the *Standards* into practice in their classrooms. Faced early with an imbalance in numbers of teachers trained to use the *Standards* and the organizational capacity to support them, this case study tells the story of how SbS Tajikistan used four “*Keys to Success*” to solve that problem and improve individual teacher quality.

Keys to success in using the *ISSA Pedagogical Standards* to influence teacher training systems – the Slovenia Story

This case study examines the role of the *ISSA Pedagogical Standards* in impacting systems of teacher education. The Step by Step (SbS) program in Slovenia, implemented by the Slovenian NGO Educational Research Institute, Center for Educational Initiatives–Step by Step, has placed a high priority on working within systems to sustain the role of the standards in improving teacher quality and classroom instructional practices. Given its close connection to a pre-service training faculty, SbS Slovenia was able to leverage that relationship to begin to introduce the principles embodied by the *Standards* into new and existing teacher preparation courses. This case study tells the story of how SbS Slovenia used four “*Keys to Success*” to effectively influence higher education systems and to improve new teacher practice.

Keys to success in using the *ISSA Pedagogical Standards* to influence national policy and practice – the Moldova Story

This case study examines the role of the *ISSA Pedagogical Standards* in impacting national education policy. Step by Step Educational Program in Moldova established itself early in its history as one of the leading voices for quality early education and as a resource for national education reform efforts. Given its national standing, Step by Step Moldova was able to establish partnerships with international funding organizations and ultimately to contribute to the Education for All/Fast Track Initiative in Moldova. This initiative funded by a Catalytic Fund grant, administered by the World Bank and UNICEF and implemented by the Ministry of Education was designed to promote quality through the development of a new national curriculum, Early Learning and Development Standards for young children, and Teacher Standards. The Teacher Standards in particular were influenced by the *ISSA Pedagogical Standards* and Step by Step Moldova was extensively involved in delivering training to introduce the documents. This is the story of how Moldova was able to influence national education policy and practices—and what has to happen next to assure quality ECDE is fully realized and sustained.

Conclusions

The question which originally gave rise to this study was: *What has been the impact of the ISSA Pedagogical Standards within the ISSA network and beyond in promoting quality pedagogy in early childhood settings (2001-2008)?* The results of the study, and even more the case studies, clearly demonstrate that the *ISSA Pedagogical Standards* have played and will likely continue to play a large and important role in influencing the quality of ECDE practice and policy within individual countries where Step by Step is being implemented, across the ISSA network and beyond.

What became most evident through the original study, and ultimately the case studies, was that it was the basic, guiding principles which form the foundation for the *ISSA Standards*—not the standards themselves—that had the most sustainable impact. This is an important finding, both in terms of helping to define how to apply ISSA's revised principles of quality pedagogy in the future and also in terms of how the *Standards* can contribute to global concerns about quality of pedagogy and how best to ensure that young children have access to the high quality programs and experiences they need to thrive.

This finding also has relevance to current debates among educators about the meaning and use of quality in ECDE practice and programs. Is quality defined by a narrow set of norms and criteria that can be used to measure and evaluate or is quality more generally defined as a broader set of principles that encourage reflection, dialogue, and judgment within different contexts? The *ISSA Standards* appear to have value in both respects—they provided a way to measure and evaluate highly effective classroom practice and they are based on a set of foundational principles that can help guide a number of efforts both programmatic and systemic. At the same time, such an international document can have only an advisory capacity in most cases, as local context, educational traditions, and national requirements are crucial in developing ownership and meaningful commitments from all stakeholders.

Two additional recurring themes emerged from the overall study and have relevance to work going forward:

- 1. Effective implementation requires that theory be clearly tied to practice.** The principles of child-centered practice which underlie the *Standards* are a difficult concept to grasp at all levels of influence—individual teacher, education systems, and policy. Without a way to “see” and understand how the standards could be put into action and what outcomes to expect, acceptance and implementation was difficult. The *Standards* report and the case studies each contain a number of examples of how standards principles or theory was translated into effective classroom practices or into tangible and articulate descriptions that were relevant to the needs and interests of administrators or policy makers. At the same time, deeper understanding and theoretical knowledge about why changes have to take place are crucial for sustainable and systemic improvement of the programs and performance of individual educators.
- 2. Self evaluation and team work are important tools for quality improvement.** The final important recurring theme emerging from both the report and the case studies was the importance of using self-evaluation as a tool for improvement – and the role the *Standards* played in helping to build planning and self-reflection skills. In that regard, when educators and teachers used the *Standards* to assess their own performance or developed a professional portfolio as a way to document change over time, they also found that the process helped them to improve planning and was useful for individual professional development. Opportunities to create peer learning communities often grew out of necessity to provide ongoing support and information to teachers when mentoring capacity was low. However, the long term effect was that teachers—and mentors—began to value these interactions as a way to increase their sense of professionalism and, at the same time, to have access to continuous quality improvement supports. These actions should also become part of the system to be sustainable and widespread.

This study comes at an important juncture in terms of emerging new national and international education policy and practice. As the world becomes increasingly “flat” and competition for jobs and opportunities becomes global, all countries are looking for ways to develop not only a workforce that is well trained and equipped with the “21st century” skills and knowledge needed for success in the world market, but also citizens that are active and dedicated to contribute to social cohesion and welfare for all citizens. Many of those new skills are best developed if good foundations are laid in the early years and early grades. The *ISSA Pedagogical Standards* reflected what practitioners should do to support children’s development and learning and also suggested what communities and decision-makers should do in order to support professionals in their very important work. The *ISSA Standards* and the work that has been accomplished since they were introduced are well positioned to inform the work within the countries of the ISSA NGOs and across all countries to create policy and practice needed now.

The study process and results helped the ISSA network to engage into deep and meaningful discussion on where to go next and how to raise awareness about importance of high quality early childhood experiences and support practitioners with the guidelines on what is considered quality pedagogy in 21st century.

Promoting Quality, Supporting Professionals: ISSA Principles of Quality Pedagogy

In 2009, continuing its work on promoting high quality support to children's development and learning in the early years, ISSA launched *Competent Educators of the 21st Century: Principles of Quality Pedagogy*, a revised version of its *Pedagogical Standards*, a network-developed tool that defines quality in teaching practices and classroom environment. This document represents a framework of principles for quality pedagogy and can provide guidelines for teacher preparation and continuous professional development, supporting early years professionals from the classroom to the policy level. ISSA believes that the seven areas outlined in the *Standards* are important principles to be followed by professionals, administrators, and policymakers in order to provide maximum support to children and their families. This document serves as a basis for professional discussion, building and expanding partnerships, improving practices, and bringing change into the lives of young children in the countries of the ISSA network and beyond.

Competent Educators of the 21st Century consists of seven focus areas that reflect ISSA's main beliefs about quality pedagogy and identify ways to aspire to excellence:

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

ISSA is developing several accompanying materials, including:

- *Putting Knowledge into Practice: Guidebook for Competent Teachers of the 21st Century*
- *Illustrations for Moving into Quality Practice*
- Posters, online course for professional development, leaflets, library of video clips and other materials currently under development.

More information on the Principles of Quality Pedagogy and other materials is available from www.issa.nl.

ISSA MEMBER ORGANIZATIONS

ALBANIA	Qendra Hap pas Hapi
ARMENIA	Step by Step Benevolent Foundation
AZERBAIJAN	Center for Innovations in Education
BELARUS	Belorussian Parents' and Teachers' League Step by Step
BOSNIA AND HERZEGOVINA	Center for Educational Initiatives Step by Step
BULGARIA	Step by Step Program Foundation
CROATIA	Open Academy Step by Step
CZECH REPUBLIC	Step by Step Czech Republic Foundation
ESTONIA	Hea Algus
GEORGIA	Center for Educational Initiatives
HAITI	Step by Step Program/Tipa Tipa
HUNGARY	Ec-Pec Foundation
KAZAKHSTAN	Community Foundation Step by Step
KOSOVO	Kosova Education Center
KYRGYZSTAN	Foundation for Education Initiatives Support
LATVIA	Center for Education Initiatives
LITHUANIA	Center for Innovative Education
MACEDONIA	Step by Step Foundation for Educational and Cultural Initiatives of Macedonia
MOLDOVA	Step by Step Educational Program
MONGOLIA	Mongolian Education Alliance, Step by Step Program
MONTENEGRO	Pedagogical Center of Montenegro
ROMANIA	Step by Step Centre for Education and Professional Development
RUSSIA	Russian Foundation for Education Development «Soobschestvo»
SERBIA	Centre for Interactive Pedagogy
SLOVAKIA	Wide Open School Foundation
SLOVENIA	Educational Research Institute, Centre for Educational Initiatives—Step by Step
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