Sub-theme 3. PERMATA Q
Quality Assurance as a coordination mechanism to promote holistic development and enhanced learning outcomes

Speakers:
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• The Malaysian government’s aspiration is to mould children to be spiritual, confident, independent, innovative adults with noble character, high integrity, proficient communication skills and self-regulated learning motivation.
INTRODUCTION

• These characteristics should be nurtured during the formative years.

• Prerequisites for the achievement of this aspiration are
  – High quality curriculum,
  – Conducive environment,
  – Professional child care providers and
  – Close relationship between parents and child care providers.
PERMATA CURRICULUM

• To achieve this aspiration, Malaysia has:
  – Developed the PERMATA Negara Curriculum (an early child care and education curriculum for children from birth to 4 years old) in 2006.
  – Implemented by PERMATA Negara child care centres under the Prime Minister’s Department and child care centres run by other government agencies in 2007.
PERMATA CURRICULUM

• The teachers in these centres received **six weeks’ training** conducted by lecturers and practitioners who were involved in developing the curriculum and modules as well as specialists in the field (nutritionists, safety and health specialists and paediatricians).
By 2013, the curriculum was handed over to the Ministry of Women, Family and Community Development.

The Ministry, through Department of Social Welfare, appointed private agencies to conduct the teachers’ training.

Currently, the curriculum is implemented in child care centres throughout Malaysia.
In order to gauge the quality of implementation of the curriculum in these centres, PERMATA Negara appointed the National Association of Early Childhood Care and Education (NAECCEM) to construct PERMATA Q (PERMATA Quality) as an instrument to benchmark the quality of early childhood care and education in Malaysia.
• Led by NAECCEM, involving:
  – PERMATA Negara,
  – Ministry of Education,
  – Department of Social Welfare (JKM),
  – Ministry of Rural and Regional Development (KEMAS),
  – Department of National Unity and Integration (JPNIN),
– Trengganu Foundation of Family Development (YPKT),
– National Child Development Research Centre (NCDRC),
– Sultan Idris University of Education (UPSI),
– University of Agriculture Malaysia (UPM), and
– professionals in the field.
PERMATA Q TEAM
PERMATA Q TEAM

BENGKEL NAZIRAN PERMATA BIL 12 / 2014
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PERMATA Q serves to guide and support centre leaders in providing the best environments with the best practices to develop and enrich the education and well-being of young children.
OBJECTIVES OF PERMATA Q

1. To utilise PERMATA Q instrument in benchmarking the quality of Child Care Centres in Malaysia
2. To assist assessors and person in charge in monitoring the quality of Child Care Centres
3. To reinforce the management’s and child care educator’s understanding of the importance of maintaining the quality of the child care and education services
4. To encourage child care educators in planning and implementing programmes in line with PERMATA Negara Curriculum

5. To assist parents in selecting quality child care centres for their children
DEVELOPMENT OF PERMATAQ

• PERMATAQ was constructed with reference to international early childhood rating instruments such as:
  – Singapore’s SPARK;
  – USA’s NAEYC;
  – ECERS;
  – California Standards for the Teaching Profession;
  – Australia’s Quality Assessment Early Years; and
  – United Kingdom’s EYFS.

• PERMATA Q was adapted to needs of the PERMATA Negara curriculum.
This instrument consists of six standards which covers:

- Aspects of the curriculum;
- Children’s health;
- Nutrition and safety;
- Environment;
- Centre management;
- Child care practices;
- Collaboration with parents and community;

and

- Educator’s professional development.
CONTENT OF PERMATA Q

• Standard 1 : Ethics Dan Profesionalism
• Standard 2 : Children’s Health, Nutrition and Safety;
• Standard 3 : Infant and Child Care;
• Standard 4 : Learning Curriculum, Interaction and Assessment;
• Standard 5 : Physical Environment and Learning Materials; and
• Standard 6 : Management of Child Care Centres, Human Resources and Parent-Community Collaboration.
PROFESIONALISM (TRAINING)
PROFESIONALISM (TRAINING)
INFANT CARE
SELF-HELP SKILLS
LEARNING ACTIVITIES: PAINTING THE BUS
LEARNING ACTIVITIES
LEARNING ACTIVITIES: EXPLORING PLANTS
LEARNING ACTIVITIES: EXPLORING FISH
LEARNING ACTIVITIES: LADYBIRDS
LEARNING ACTIVITIES: WATER PLAY
PHYSICAL ENVIRONMENT AND LEARNING ACTIVITIES
TEST RUN: PARENT-COMMUNITY COLLABORATION
PARENT-COMMUNITY COLLABORATION
PARENT-COMMUNITY COLLABORATION: CELEBRATING FATHER’S DAY
TEST RUNS

• To ensure the instrument is relevant, applicable and reliable, numerous rounds of rigorous test-runs were carried out in a number of child care centres which represent the stakeholder (such as PERMATA Negara, KEMAS, JPNIN, UPM, NCDRC and child care centres at workplace).
TEST RUN: LEARNING ACTIVITIES
TEST RUN: LEARNING ACTIVITIES
TEST RUN: NUTRITION
TEST RUN: PHYSICAL ENVIRONMENT AND LEARNING ACTIVITIES
TEST RUN: PHYSICAL ENVIRONMENT AND LEARNING ACTIVITIES
VERIFICATION AND VALIDATION

• PERMATA Q was revised and improved based on the outcomes of the test-runs.
• It was then verified by a panel of experts in the area of early childhood care and education locally and internationally.
• PERMATA Q instrument was then refined, based on the feedback from the panel of experts.
VERIFICATION: VISIT TO CENTRES BY PANEL OF EXPERTS
VERIFICATION: VISIT TO CENTRES BY PANEL OF EXPERTS
ACCREDITATION PROCESS

• There are two stages of assessment:
  1. SELF-ASSESSMENT
     – An initial process of evaluating the child care centre status of readiness on characteristics of high quality child care centre using PERMATA Q **Compliance** Checklist before applying for assessment by PERMATA Q Unit.
     – Enables child care centres to identify aspects that need improvement.
2. PERMATA Q Quality Assessment

– Centres that fulfil all the compliance checklist will proceed to Quality Assessment;
– Visit by quality assessor for confirmation of the compliance checklist received;
– Centres that do not fulfil some of the requirements in the compliance checklist need to be reviewed for quality improvement; and
– Accreditation will be awarded to the centres that satisfy all PERMATA Q criteria by the PERMATA Q Accreditation Board
ACCREDITATION PROCESS

• PERMATA Q will be used by all child care centres to improve the quality of their programmes in order to achieve accreditation in all the six standards.

• Centres are required to satisfy all items in the compliance checklist to qualify for the quality assessment.
ACCREDITATION PROCESS

• On successful completion of both stages, the centres will be awarded the PERMATA Q Accreditation Certificate which is renewable every 3 years.
A pilot test was conducted on 30 centres from December 2015 to March 2016.

We will give an example of a private centre located in Selangor

Let’s refer back to the objectives of PERMATA Q
✓ To reinforce the management’s and child care educator’s understanding of the importance of maintaining the quality of the child care and education services
✓ To encourage child care educators in planning and implementing programmes in line with PERMATA Negara Curriculum
✓ To assist parents in selecting quality child care centres for their children
The aim of PERMATA Q is not punitive

It attempts to:

– Guide and assist entrepreneur as well as educators in improving their early childhood environment, learning materials and activities

– Enhance the quality of interactions between: staff-staff, staff-entrepreneur, staff-children and staff-families
PILOT TEST: STRENGTH OF FIRST CENTRE

• **12 trained educators**, with at least two years experience in child care

• Good relationship between entrepreneur and child educators; educator welfare is well taken care of by the entrepreneur (salary increment, EPF, SOCSO, bonus, annual leave)

• All educators:
  – have the opportunity to express their ideas and give suggestions
  – know their roles and responsibilities
PILOT TEST: STRENGTH OF FIRST CENTRE

• Children’s health, nutrition and safety is also good:
  – All educators have attended CPR course
  – Have their own Standard Operating Procedure for safety
  – Their furniture and outdoor equipment are well-maintained
  – They have medical doctors and dentist who visit the centre frequently
PILOT TEST: STRENGTH OF FIRST CENTRE

• There is a sick bay in the centre
• All staff has undergone medical examination
• Indoor and outdoor environment is clean, safe and well-maintained
• Food is prepared by the centre according to the nutritional pyramid suggested by the Health Department
PILOT TEST: STRENGTH OF FIRST CENTRE

• Daily routines are consistent and well-organised
• Children have opportunities to be involved in self-help skills such as folding the clothes, set up and keep the beds
• Children are encouraged to say their routine prayers and soothing music was played during rest time
PILOT TEST: STRENGTH OF FIRST CENTRE

• Excellent care of babies and children:
  – Lots of learning materials for babies
  – Ratio of educators to babies 1:2
  – Hugging and talking to babies
  – Playing with babies
• show loving relationship with the children
• Good collaboration with parents and community
GIVE OPPORTUNITY FOR BABIES TO LEARN SELF-HELP SKILLS
PROVIDE EQUIPMENT TO ENHANCE BABIES’S GROSS MOTOR SKILLS
PROVIDE EQUIPMENT TO ENHANCE BABIES’S FINE MOTOR SKILLS
PROVIDE EQUIPMENT TO ENHANCE BABIES’S ATTENTION SPAN
PROVIDE OPPORTUNITIES TO ENHANCE CHILDREN’S SOCIAL SKILLS
PILOT TEST: WEAKNESSES OF FIRST CENTRE

• The toilets were not child-sized → no opportunity for children to practise self-managed skills

• Schedule does not follow the suggested PERMATA curriculum (no reading activity was observed)

• No sand and water play

• No nature walk

• Physical environment – only one type of plant outdoor
• The results of the observations were discussed with the entrepreneur and teachers

• Following the suggestions, the centre has taken steps to improve their weakness, as shown in the following slides
PILOT TEST IMPROVEMENT : LEARNING ACTIVITIES
PILOT TEST IMPROVEMENT : LEARNING ACTIVITIES
PILOT TEST IMPROVEMENT: ENVIRONMENT ENRICHED WITH PLANTS AND STONES
PILOT TEST IMPROVEMENT : ENVIRONMENT ENRICHED WITH FISH POND
PILOT TEST IMPROVEMENT: LEARNING ACTIVITIES
PILOT TEST IMPROVEMENT : HAND-ON ACTIVITIES
PILOT TEST IMPROVEMENT: LEARNING ACTIVITIES INCLUDE NATURAL RESOURCES
PILOT TEST IMPROVEMENT: LEARNING ACTIVITIES INCLUDE NATURAL RESOURCES
PILOT TEST IMPROVEMENT: CHILD EXPLORE PATTERNS
PILOT TEST IMPROVEMENT: CHILD EXPLORE THE ENVIRONMENT
PILOT TEST IMPROVEMENT : CHILD EXPLORE THE ENVIRONMENT
PILOT TEST IMPROVEMENT : READING ACTIVITIES
PILOT TEST IMPROVEMENT : READING ACTIVITIES

Aktiviti 3

Gunting bunga-bunga ini dan tampal ke dalam kotak yang sama warna dengan bunga
LEARNING ACTIVITIES: NATURE WALK IN CENTRE 2
LEARNING ACTIVITIES
PILOT TEST OF PERMATA Q

• After the centre has improved their environment and learning activities, we came for another visit

• The centre’s scores has increased to more than 80 percent

• From the result of the pilot test, the instrument is undergoing a final stage of calibration.