



Prepare for Service Improvement in Children's Education

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Abstract

Every human child begins their education from within the family because there is no one in this world who is not born into a family. Long before there was a formal educational institution called a school, the family had existed as an institution that played an important role in serving children's education, namely as the laying of the main foundation. Starting from the family each child learns many things, starting from how to interact with others, expressing opinions, how to behave, to how to embrace certain values as principles in living life. Additionally, broadly speaking, among scientists, especially observers of children's and family education, both at the local, national, and world level, strongly emphasizes their attention on preschool children's education, especially when still in the care, and guidance of parents. They are, because of the patterns of life and tolerance exemplified by their family environment are the most decisive for children's education at the beginning of their social life with citizens and their environment. This paper introduces various articles which are grouped in thematic issues about preparing for improved services in children's education, and aspects that influence the success of education from an early age. In it presents an overview of various problem, and research work that is recognized in the field of child education services, as a material for deep reflection on complex problems in the world of child education.

Keywords: *Service Improvement; Children's Education*

Introduction

In recent years, more and more research works who come from various disciplines prove its importance from the early childhood period in the success of children's education, but also in their future social integration. On the one hand, various longitudinal studies have shown by quality education programs some positive effects on young children, and that these effects last throughout life. In addition, economic arguments are regularly put forward to justify greater attention being paid in this period of life. Indeed, data from this longitudinal study estimate that by investing in early childhood education, significant savings can be made. A completely new research stream also brings many arguments to prove its importance early childhood period. This is neuroscience, which knows growth extraordinary thanks to new technology to observe how the brain works. Research in this field clearly shows the quality that children's experiences affect the chemical processes involved in their brain development. In return, brain

development, even neurological development, acting on the success of overall development and education. In other words, an environment that allows small children to have various stimulating experiences that encourage the development of several connections in their brain, which contributes specifically to renewing his cognitive potential.

Preparing for Children's Education

The experiences of young children shape their development and help prepare them for school. The idea of school readiness has changed a lot over the years working in various fields, including education for early childhood and developmental psychology. For a long time, preparation for a school career was seen as a simple matter of biological maturation. In this perspective inspired by the pioneering work of A. Gesel (Snow, 2006), children are ready to enter school when they have reached a certain level of maturity. All children go through the same stage of development, but some do slower than the others. In the 1960s and 1970s, this conception is only based on the maturation gradually abandoned. Indeed, research is carried out during this period revealed that difficulties was observed during integration the school environment continues throughout the child's journey (Pandis, 2001). Maturity alone cannot explain this situation, so, we begin to consider more explicitly the child's ability to adjust to the school environment. In this second conceptualization of school readiness, the child's personal characteristics (temperament, innate abilities, etc.) and his first experience are recognized as having potential to significantly influence his ability to meet the requirements of the school environment. Therefore, preparation for school can be defined as the child's ability to complete the tasks expected of him at school. For example, whether children can stay seated to participate in certain activities proposed by the teacher? In short, in this perspective, in addition to physiological maturity, school preparation will be based on the child's mastery of a range of skills and knowledge from the beginning of his school experience.

Regarding the nature of the skills needed, various display points appear. On the one hand, for the general population, school preparation concerns above all mastery of a specific set of knowledge related to the field of knowledge, such as mathematics, learning to read and write (Canadian Council on Learning, 2006). For others, school preparation is better based on the overall development of the child, namely the simultaneous development and emotional, physical, social, motor, language, and cognitive dimensions that are interconnected from the child. This second perspective is clearly the person who gets the most recognition in the education sector. Global development, more than that, is the basis of most educational programs for children under 6 years of age, both internationally recognized programs such as High/ Scope, Abecedarian Curriculum, Reggio Emilia or programs created by local legislators, such as the Welcoming education programs small children for childcare services, or Early learning for each child today. From ecosystem perspective, the third conceptualization of school readiness is currently adopted by numerous actors in the education sector. Educational success is based on a set of factors, whose characteristics about the child itself, of course, but also interactions which he experienced both in his family and in the school environment, and in the community where he lives. The fact although the skills that children show when entering school affect their educational success, La Paro and Pianta (2000) show that it is lacking out of a quarter (<25%) of children's performance in kindergarten is explained by his personal characteristics. In short, to fully understand the child's special situation of educational success, it is not quite surprising if the child is ready to integrate into the school environment (school readiness), but you also need to know whether the school is ready (school readiness) to welcome children at their characteristics. In addition, families and communities have an important role to play in preparing children for school.

Using tools such as the Early Childhood Development Measurement Instrument by Janus and Offord (2007), population surveys have been carried out on large samples in recent years, in Canada and throughout the world. These surveys make it possible to assess the situation in a community regarding the level of children's preparation for their educational success. The results are, in many cases, worrying with

many children not quite ready to begin their school careers. For example, on the island of Montreal, pour the route En school! (Department of Public Health, 2008), it seems that nearly 35% of children have at least one vulnerability in a one of the five early childhood developmental measurement scales. More precisely, according to this instrument, a child is considered "vulnerabl " in the area of development since then where his score for this domain is equal to or lower than the 10th percentile of the distribution of reference samples (Desrosiers, Tétrault and Boivin, 2012). The more recent work, carried out as a whole, goes in the same direction, which shows that one in four children is vulnerable in one of the Early Childhood Development Instrument areas (Simard, et al, 2013). Factors that influence preparation for school and life The factors associated with this vulnerability in some young children are generally known. Some of these factors are biological; for example, girls generally show better entrepreneurial skills in their schools than boys (Lemelin and Boivin, 2008). In addition, children's health is also important in developing their skills. Other factors concern the child's immediate environment, namely his family, specifically relating to the quality of care he receives there or the nature of the interactions that occur there. Parental education, especially mothers, is also positively related to children's academic achievement (Thomas, 2006). Finally, another set of factors related to living conditions, especially at the socioeconomic level, or the existence of resources intended for the family in the community.

If several factors supporting children's preparation at school are now known, there is still much to determine effective strategies to be promoted to prepare children before they arrive at kindergarten. Some early intervention programs such as the High/ Scope or Abecedarian Curriculum has shown that they concretely support the success of children's education with many risk factors. However, this program remains difficult to generalize on a large scale, especially because of the resources they need are often lacking in practice settings, which have to deal with simpler ways. Quality childcare education is also recognized as a resource that can help support learning and child development. Thus, shows those children who regularly attend childcare services before entering kindergarten are less frequently identified as vulnerable in at least one. Some research shows, in fact that children attending quality childcare have a better language and cognitive performance and abilities which is better for building harmonious relationships with peers and adults around them than those who were absent (Deborah Lowe Vandell, 2004). Votruba D., at al (2004) in their review stressed that the majority of children who attended group or family care had better assessment results with a higher score than other children who did not use this service, regarding social competence, language, perseverance, self-confidence owned in themselves and in overcoming life's problems. Another study entered to the same meaning, while emphasizing that development achieved by children related to the presence of High-quality childcare services (Bierman, Torres, Domitrovich, Welsh and Gest, 2009). However, such qualities prove difficult. to achieve and, above all, to maintain childcare services. Indeed, some research was conducted in the United State ,and everywhere else in the world reports that quality generally bad or low (Beller, Stahnke, Butz, Stahl and Wessels, 1996). Various hypotheses have been proposed to explain this low level of quality, such as lack of service funds, but also the level of training needed for educators. However, further studies are needed to understand better situation and identify concrete actions to support the quality of educational childcare services and thus provide children a better foundation for educational succes.

Furthermore, while several studies have shown that children from neighborhoods at risk benefit more from attending quality childcare, we also find that these families are less likely to use such services (Capizzano and Adams, 2003) and that, when they do, their children are found in low-quality environments. Pungello and Kurtz-Costes (1999) suggest that the use of regular childcare is less frequent poor families can be explained by their low level of environmental control (for example, poor accessibility to service, and a little flexibility in their work environment), by their beliefs or negative attitudes towards structured childcare and by their lack of knowledge about the positive effect this service can have on their child. In short, the role of childcare education is subject to consensus. However, how to carry out this role is still a matter of debate. For some authors, including Whitehurst (2001), it is possible to prepare children to find out about educational success better by ignoring dear principles for preschool

education specialist ,and explicit teaching advocacy at a younger age than certain concepts, such as letters and numbers. Others, including Elkind (2001), believe that education programs must focus on interests children and take into account their level of development to avoid sending them at all costs for activities to learn that they are not readying yet. Indeed, on the one hand, several countries adopted perspectives Pre-primary quality is characterized by the introduction of content, specific methods for basic education in programs for young children. In addition, other countries are part of the tradition of social pedagogy and assume that it is the first years of a school career that should be more inspired by the pedagogy proposed during a small period. Childhood. In social pedagogy, children's overall development and learning are taken into account and the child's goals are general preparation for life.

Improved Services in the Child Education

In various Western societies, there is consensus that access going to school is a universal step that is offered to all children. On the other hand, early childhood resources are less rounded. In some settings, universal childcare programs are offered, while in others, these resources are considered individual choices that the community does not have to spend. This situation seems to change, due to brain development data or the beneficial effects of the childcare environment make it is possible to convince some governments to invest more resources in this service. However, there are still many questions regarding the best way to arrange it. For some people, the general picture of resources is chaotic, where various services offered by various levels of government are struggling to coordinate their efforts. One consequence of this chaotic situation is that their families and children fail not to get the real support they need. To make the most of these financial resources, which are of course limited, care must be taken to coordinate all efforts to ensure continuity in interventions, but also to reach out people who can do this service are differences, in this case families from less prosperous backgrounds. The need to coordinate efforts and coordinate all services offered to young children, and their families remains an important problem, is likely to be of concern to the entire educational community for the next few years.

In line with this observation, this thematic problem aims to contribute to reflection on the success of the education of young people. This is a broad topic, so it is not realistic to pretend to cover it as a whole in a thematic issue. However, various articles in this edition report the results of the latest and enlightening research, related to various aspects of preparation that is significant to school and life. These writers revealed that the teachers assumed that most children, almost one third, having difficulty. The authenticity of this research from two student cohorts (1998 and 2005) produced stability in teacher," perceptions about the school readiness of kindergarten students. More specifically, four profiles were identified: mature, struggling to adapt, with learning difficulties and risks, persisting, and in equal proportions, several years apart. By itself, this result questions the scope of some steps implemented for children in most regions of Indonesia, that, according to the teacher's perception, the level of school readiness of the children present Kindergarten for 4 years old children in the Solo area, it is indistinguishable those children who have not had this experience. This finding is in line with other work conducted in the United States, where great variability in the quality of the educational environment for four-year-old children has raised many questions (Pianta, Barnett, Burchinal & Thornburg, 2009). Many consider that just attending an educational environment (kindergarten for 4-year-olds, children's education) itself is not enough to guarantee adequate preparation from child to school and to life. In other words to be able to see differences in children's educational success, he must be able to often experience High-quality environments of early childhood. Other articles in this thematic problem contribute to better understanding certain aspects of the quality of the educational environment. Specifically, these three texts related to the language dimensions of young people's development. Thus, Gagné and Crago recall the importance of narrative production in the success of children's education. Their study Highlights the main role of executive function in children's ability to organize stories. In this case, they joined (Bodrova and Leong, 2007, Zulfakar, 2020) who recognized the need to offer support for the development of executive functions in children, because this is increasingly seen as a determinant of educational success.

As for Lefebvre, Bruneau and Desmarais, they present a systematic review of writings on the notion of inference, namely taking account information that is not explicitly formulated in a text, but which is useful for understanding a story. So when adults read story books who said, "Constance was healed" the boy made a conclusion when he realized that Constance was sick before. Therefore, a child's ability to infer allows him to fully understand messages which was formulated by his peers and adults. This ability also contributes to better reading results, which are predictors themselves. Children's educational success. For this reason, the authors recommend supporting the child's ability to conclude by creating a special intervention program in an environment that welcomes children. They offer a conceptual framework specifically to illustrate various types of prioritized prioritization. Another article, written by Desmarais, Archambault, Filiatrault-Veilleux et Tarte, covers the oral understanding of young people. This author's work helps to understand better each child's inference capacity 4 and 5 years. In the context of reading together, they observed that 4-year-old children can mention emotions experienced by character. However, they were less successful than children aged 5 years found a solution to a problem in history. These data illustrate developments in children's skills in this field, and they provide relevant avenues for educators / teachers to offer support appropriate, that is, support that is appropriate to the level of child development. Their article Highlights the importance of helping children think for themselves and offering them situations where they can solve problems in various ways, in words, and in actions. In another way, articles by Perreault and Brunet are seen about the child-educator relationship. The author reminds us that the quality of this relationship greatly influences the development of healthy children. Review writing what they have done shows that emotional support offered by an adult in a safe relationship translates into benefits in several other aspects of child development. They also identified several types of factors that influence this relationship. It is divided into two categories: a) personal and family factors; b) psychological factors and contextual. The author stresses the need to perfect knowledge in this field, especially by comparing the results according to the type of childcare environment.

For their part, Myre-Bisaillon, Breton, Boutin and Dionne are interested in the practice of mothers who promote awakening to read and write children starting in kindergarten. Their study Highlights the important role of parents in preparing children in school. Thus, 32% of the variants observed in children's skills in literacy will be attributed to maternal practice. The authors hypothesize that this High outcome can be explained by children's assessment scenarios that are asked for more informal and pleasant situations than which is usually used. This hypothesis opens the path of reflection relevant for research and method development which is very sensitive to the characteristics of young people. Articles invite you to recognize, and appreciate practices that are appropriate to the daily life of the family. It also reminds us that educational success is better supported when various environments for children (families, educational daycare centers, schools, etc.) collaborate. Finally, this thematic problem ends with a theoretical article which offers an in-depth reflection on the conceptual and methodological challenges posed by the study of the trajectory of development. First, Trudel, Strayer, Blicharski and Bonnet conducted decades of research on the impact of attending childcare services during early childhood. They underline this temporary limitation of work by proposing to support the study of young people's development from an interactionist perspective. Such a perspective will further explain the interrelationships between the two various factors involved in development. To support their opinion, the authors present four new models based on the interactionist conception. Child development. While recognizing advantages and limitations specific to this model, the authors argue in favor of adopting epistemological postures, so that, research in the field can be less prescriptive and more centered on people. This reflection is a open way for real reconceptualizations of research in early childhood education.

Conclusion

It must be remembered that educational success is a field of research in full development and that many other research works will be needed to achieve to understand better the factors that influence educational success and to guide interventions carried out with children. For example, arithmetic remains a relatively little explored area, at least if we compare it to literacy. However, meta-analysis identified numeration as the best predictor of academic success. Other elements also began to appear in scientific research writings. Indeed, the key role of executive functions in educational success is increasingly documented. In addition, several articles in this thematic issue give readers the opportunity to see the importance of the quality of interactions that occur in the educational environment. So, for example and emotional support (see articles by Perreault and Brunet), as well as the importance of offering situations where children have the opportunity to think for themselves and solve problems (see the article by Desmarais et al.), specific aspects to focus on interactions between adults and children. This type of interaction is also appropriate to the dimensions of the Class Assessment System. Increasingly recognized in the scientific community, this instrument is designed to observe the quality of interactions in the educational environment. A recent meta-analysis shows that interaction quality (measured by this instrument) is the best predictor of learning in kindergarten for 4-year-old children (Sabol, Hong, Pianta and Burchinal, 2013). For the next few years, we must work to better define this quality. Interaction, but also to identify actions and interventions who helped maintain it.

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