



## Programs

# MeMoQ

## Program Overview

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## **Author of this description**

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## **Program name**

MeMoQ

## **Country of Origin**

Belgium

## **Implementation level of the program**

Regional (Flanders community)

## **Type of Program**

Evidence Based

## **Description**

This instrument evaluates and improves the pedagogical quality of childcare. The self-instrument is used on individual / professional and organisational level:

the organisation is able to map out the pedagogical quality of the childcare;

the organisation gains insight into what specific role of the professionals is in the realization of pedagogical quality;

the organisation is able to discover their strengths in their working;

the organisation learns where there are opportunities for improvement;

the organisation discovers where blind spots are;

the organisation sets up actions to improve the pedagogical quality in childcare

Based on short observations (10 to 15 minutes), scoring of different statements (1 to 10), comparing and discussing results in team

## **Age Range**

0-3 years, 3-7 years

## **Age Range Information**

0-6

## **SEL Skills Targeted**

Responsible decision-making, Relationship skills, Social awareness, Self-awareness, Self-management

## Sequenced Activities

Six independent dimensions are considered elements of process-quality: 'well-being', 'involvement' (SICS, Laevers et al., 2005), 'emotional' and 'educational support' (CLASS, La Paro, 2012), 'learning environment' and 'cooperation with parents and respect for diversity in society' (MeMoQ, 2014).

The six dimensions of the instrument together measure the process quality. Process quality consists of all the direct experiences that children gain in interaction with their environment. It's about interactions with other children and adults, the play environment and the contacts between the facility and the parents.

Dimension 1 (well-being) and Dimension 2 (involvement) deal with the experiences of children.

Dimension 3 (emotional support) and Dimension 4 (educational support) go about the interactions between adults and children and between children themselves.

Dimension 5 is about the game environment (materials, game zones and activities) and how the day is organized.

Dimension 6 is about dealing with parents and respect for society diversity.

No coordinated set of activities, no learning path. MeMoQ is not child centered / driven. It is childcare taker / educator oriented and directed.

## Active Learning

No active forms of learning are prescribed. The professional is free to choose and design activities if appropriate. They are not led by MeMoQ itself.

## Outcomes / Results

The development of the instrument is evidence / practice based. A pilot study of 120 units of childcare was set up to optimize the different instruments in MemoQ. The tool and the results were discussed by experts and stakeholders. Based on the MeMoQ instrument a monitoring instrument for inspection agency was developed.

## Additional Information

Zelfevaluatie-instrument MeMoQ kinderopvang | Kind en Gezin

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## References

Declercq, B., Janssen, J., Daems, M., Hulpia, H., Van Cleynenbreugel, C., Laevers, F., & Vandebroek, M. (2016). Handleiding van het zelfevaluatie-instrument. Kind & Gezin.

La Paro, K., Hamre, B., Pianta, R., & Thomason, A. (2012). Classroom Assessment Scoring System™ (CLASS™) Manual, Toddler. MD: Paul H. Brookes.

Laevers, F., Moons, J., Daems, M., Debruyckere, G., Declercq, B., Silkens, K., & Snoeck, G. (2005). Sics (Zico). Well-Being and Involvement in Care a Process-Oriented Self-Evaluation Instrument for Care Settings. K&G.;

## Citation

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