

Baby PISA: Dangers that can arise when foundations shift ^[1]

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AVAILABILITY

Full commentary PDF ^[2]

Introduction

Alan Pence is Professor, School of Child and Youth Care, University of Victoria. He is the co-author, with Gunilla Dahlberg and Peter Moss, of *Beyond Quality in Early Childhood Education and Care* – a volume first published in 1999 which remains germane to the issues discussed in this Commentary.

This Commentary is a Call for readers to access the articles published to date regarding the concerns raised [by the academic community concerning the International Early Learning and Well-being Study (IELS)] and to engage at local, national and international levels to help ensure that actions deemed important by a few are not allowed to be visited upon the many without an open and fully informed debate and opportunity for contestation.

This commentary follows the recently published, *Democratic accountability and contextualised systemic evaluation* ^[3] paper.

Related link: British school children could be guinea pigs for controversial new tests despite other nations rejecting them ^[4]

Region: International ^[5]

Tags: OECD ^[6]

PISA ^[7]

IELS ^[8]

pilot ^[9]

standardized testing ^[10]

public consultations ^[11]

Source URL (modified on 2 Oct 2020): <https://childcarecanada.org/documents/research-policy-practice/17/02/baby-pisa-dangers-can-arise-when-foundations-shift>

Links

[1] <https://childcarecanada.org/documents/research-policy-practice/17/02/baby-pisa-dangers-can-arise-when-foundations-shift>

[2] <https://journals.uvic.ca/index.php/jcs/article/view/16549/7044>

[3] <https://childcarecanada.org/documents/research-policy-practice/17/01/democratic-accountability-and-contextualised-systemic-evalu>

[4] <https://childcarecanada.org/documents/child-care-news/17/02/british-school-children-could-be-guinea-pigs-controversial-new-tests>

[5] <https://childcarecanada.org/category/region/international>

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