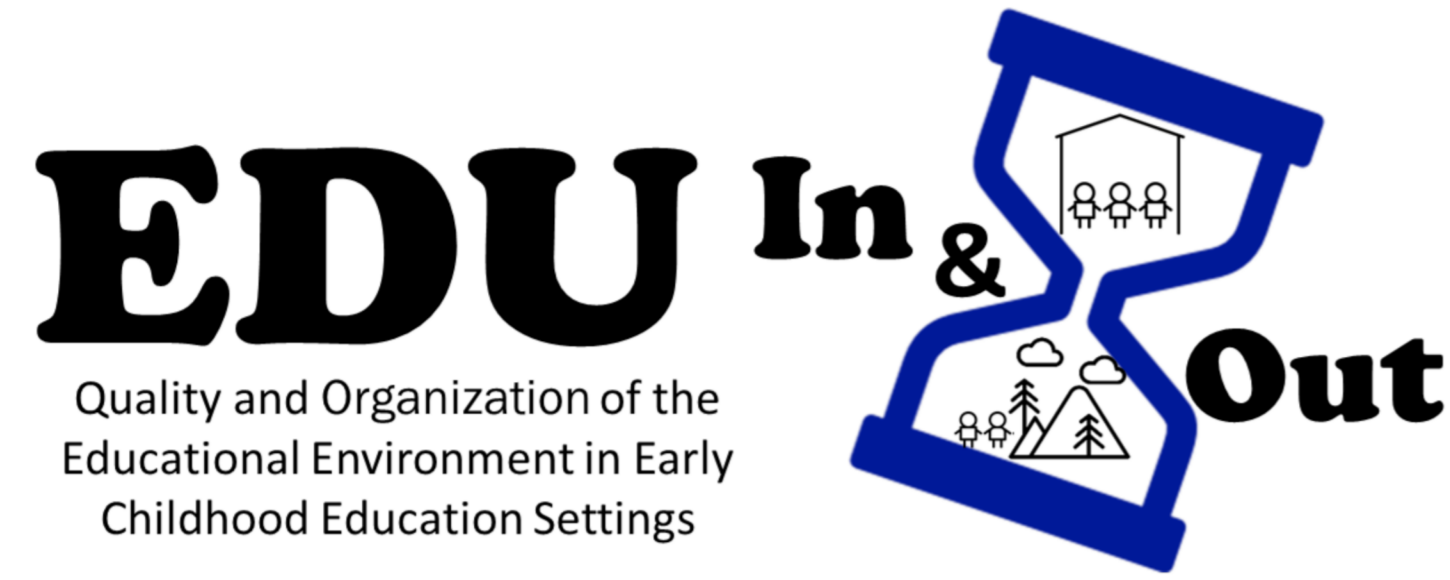




Early Childhood Education and Care – Using MAXQDA Code Maps to Understand Decision-Making Process on Time Organisation



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Introduction – The organisation of the educational environment, namely, the space (i.e., equipment and materials), the time and the routines, are essential elements of the quality of early childhood education and care (ECEC) contexts (Bondioli, 2011). Our project aims to **understand the decision-making process on time organisation** because of its critical importance in creating an educational environment that promotes meaningful experience and appropriate learning opportunities (Collins et al., 2023).

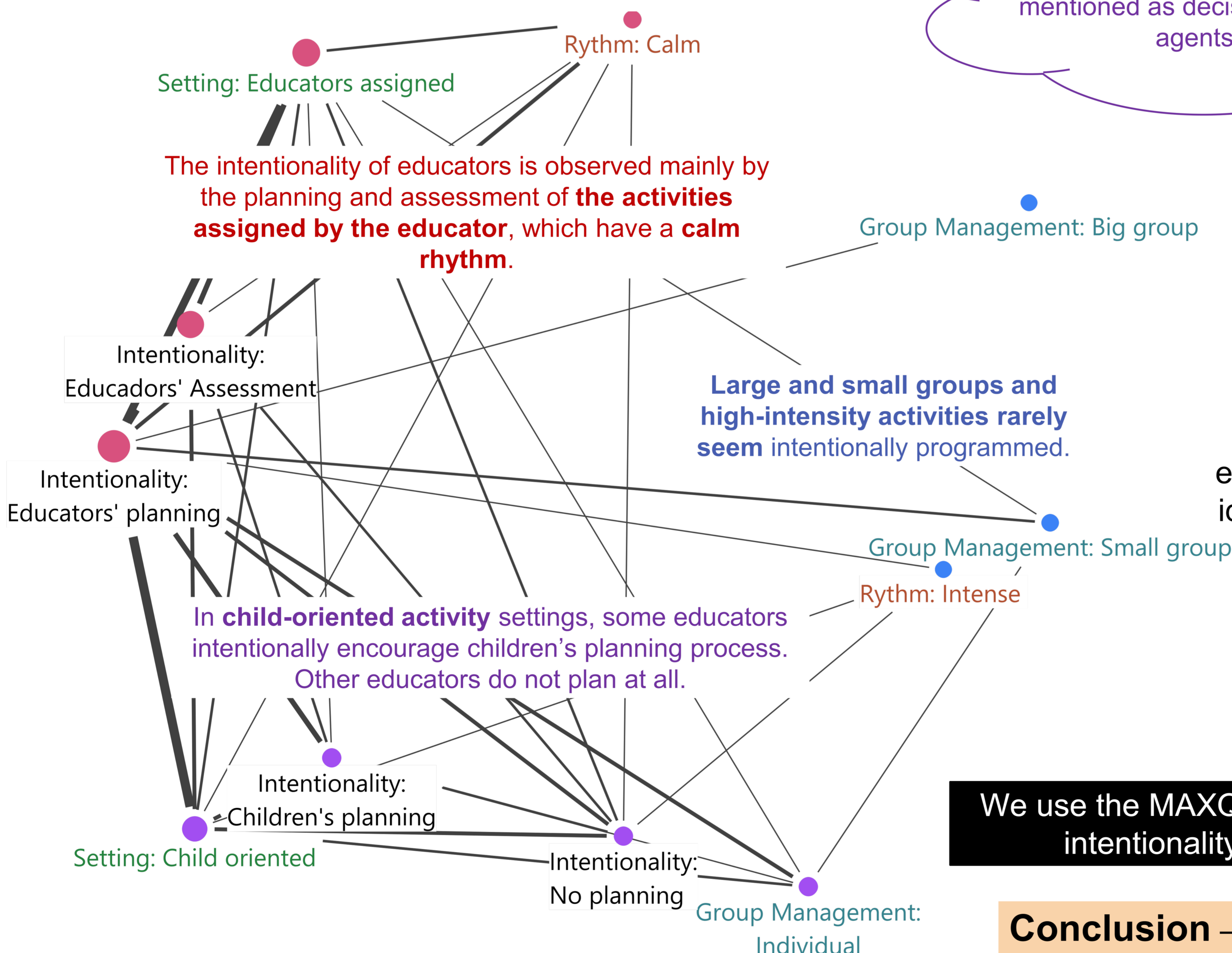
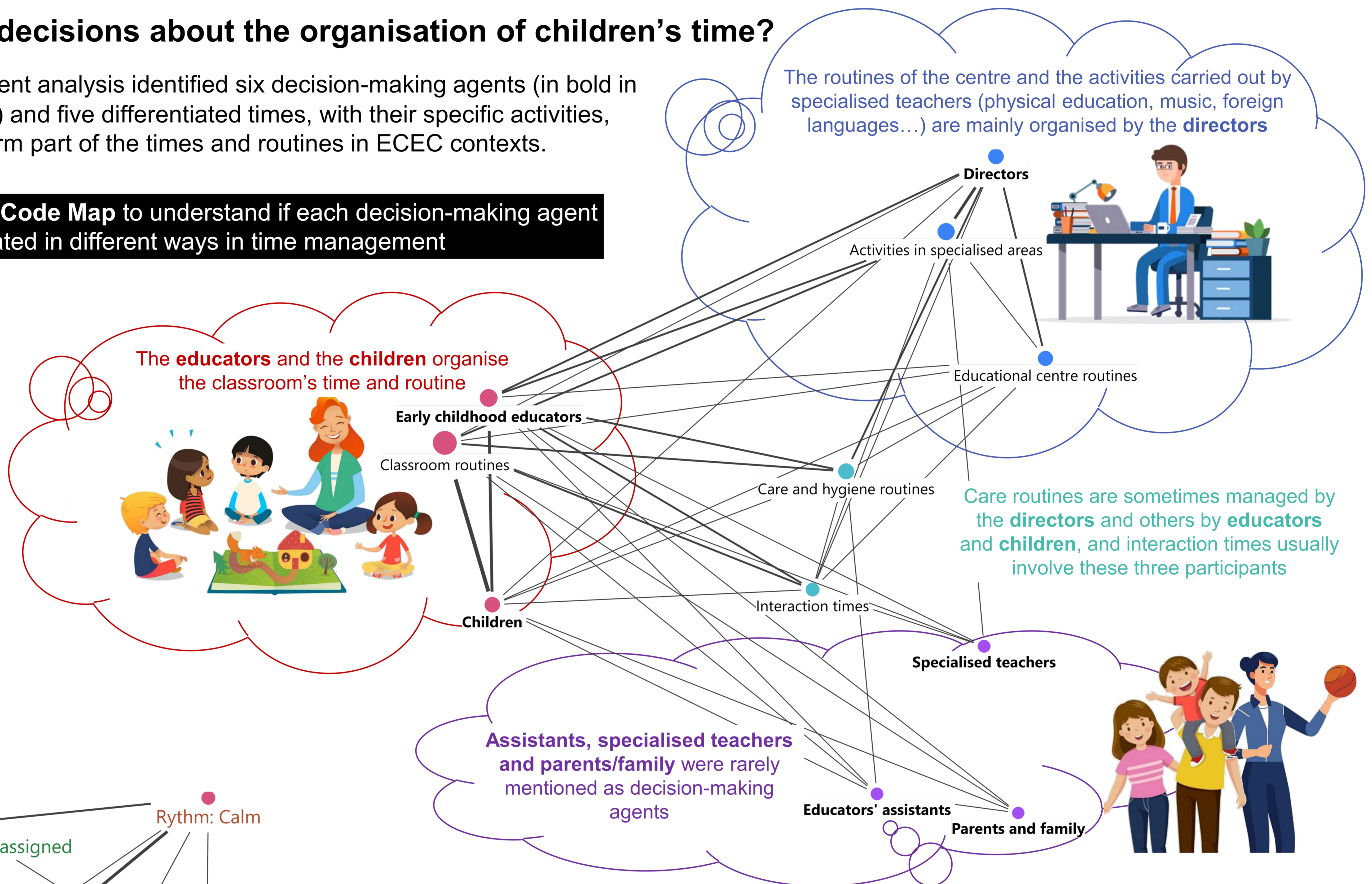
Methods – We collected data through Focus Group discussions with 20 early childhood educators (9 performing coordination functions).

1 Who makes decisions about the organisation of children's time?

Results – Content analysis identified six decision-making agents (in bold in the Code Map) and five differentiated times, with their specific activities, which form part of the times and routines in ECEC contexts.

We use the MAXQDA Code Map to understand if each decision-making agent participated in different ways in time management

In the Code Map, the overlapping or proximity of the categories indicates that the categories are mentioned simultaneously in the participants' speech.



2 Is there educational intentionality in educators' classroom routines organisation?

Results – Intentionality is clear when planning and assessment processes are present in the educational environment organisation (Silva et al., 2016). Content analysis identified four categories of educators' intentionality (in black).

The content analysis of the educators' description of classroom routines allows us to identify two different activity settings (in green in the Code Map), two different activity rhythms (in brown) and three different ways of group management (in light blue).

We use the MAXQDA Code Map to understand whether educators' intentionality was present in all these different activities.

Conclusion – The Code Map highlights the need for a closer look at time organisation in the ECEC context to introduce intentionality and more participation and coordination between professionals. This way, we can improve the quality of the routines implemented, the children's participation and our response to their needs.

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Fundação para a Ciência e a Tecnologia
UIDP/04853/2020
UIDB/04853/2020