

An interaction

- Lk: "Do you stay for lunch today?"
- Li: "No, only on Thursday and Monday."
- Lk: "Yes! You've said it a hundred times but I always forget it."
- Li: "Miss, you are really a 'forget-miss!'"
- Lk: (laughs) "Yes, you're right!"

An interaction

- Ch.: "Miss, Hannah is messing around with the christmas tree!"
- T.: Grabs Hannah, lifts her and puts her back on the floor at the side of the room.

An interaction (stimulation)

- Ch.: "I not brushed tooth."
- A: "No, you didn't brush your teeth."
- Ch.: "The man from the tooth, says brush!"
- A: "Yes, you're right, the dentist says that we have to brush our teeth!"

An interaction (autonomy)

- (Bert has taken the doll from Sarah and she wants it back.)
- T.: takes the doll and, without a word, puts it on the top shelf.
- T.: "A house without a door?! I've never seen one. Go and draw the door quickly!"
- Ch.: comes and shows her painting to the adult.
- T.: "A cat with three legs? Yes that is o.k.."

An interaction

- Ch.: "I can't draw this!"
- T.: "Yes, everybody can."
- Ch.: "No, I can only make a scarf!"
- T.: "No, gloves are easy as well."
- Ch.: "No, only a scarf."
- T.: "Come on, make an effort. The other children can do it, why can't you?"

PART 5

How to improve quality?

Key questions

- ⇒ What kind of practice?
- ⇒ With what result?
- ⇒ How to get there?

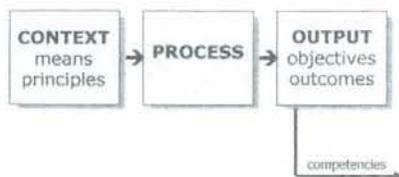
Rich environment space in areas well equipped new materials meeting interests stimulating style	Open organization room for child initiative within a structure supported by rules giving autonomy
positive group climate exploration of values sensitivity	social-emotional needs developmental needs
Positive relations	Focus ⇒ special needs

Rich environment space in areas well equipped new materials meeting interests stimulating style	Open organization room for child initiative within a structure supported by rules giving autonomy
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Key questions

- ⇒ What kind of practice?
- ⇒ With what result?
- ⇒ How to get there?

Quality at the level of the output



EFFECTS objectives outcomes

- ↓
- Emotional health / self-esteem ✦
 - Exploratory drive ✦
 - Competencies & life skills ✦
 - The basic attitude of linkedness ✦

Developmental domains

- Gross motor development
- Fine motor development
- Expression through arts
- Expression through language
- Understanding the world of objects
 - Including technology
- Understanding the world of people
 - Including social competence
- Logical mathematical competence
- Self-organisation & entrepreneurship



The flutes

Key questions

- ⊙ What kind of practice?
- ⊙ With what result?
- ⊙ How to get there?

How to get there?

- ⊙ find a consensus around the criteria 'wellbeing' and 'involvement'
- ⊙ start where you are and accept the limitations
- ⊙ select a relevant field of action
 - When and where?
- ⊙ take initiatives that are promising
- ⊙ reflect: why did it work/why not?
- ⊙ share your experiences & celebrate

Activity	Name	Description
1		
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18		
19		
20		

SCANNING PROCEDURE FOR INVOLVEMENT

Observation/Documentation

1. The observation/Documentation is done by the teacher or the student.

2. The observation/Documentation is done by the teacher or the student.

3. The observation/Documentation is done by the teacher or the student.

4. The observation/Documentation is done by the teacher or the student.

5. The observation/Documentation is done by the teacher or the student.

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11. The observation/Documentation is done by the teacher or the student.

12. The observation/Documentation is done by the teacher or the student.

13. The observation/Documentation is done by the teacher or the student.

14. The observation/Documentation is done by the teacher or the student.

15. The observation/Documentation is done by the teacher or the student.

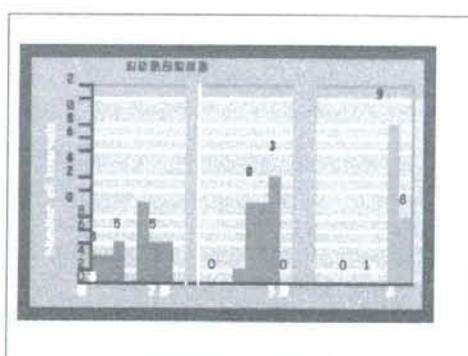
16. The observation/Documentation is done by the teacher or the student.

17. The observation/Documentation is done by the teacher or the student.

18. The observation/Documentation is done by the teacher or the student.

19. The observation/Documentation is done by the teacher or the student.

20. The observation/Documentation is done by the teacher or the student.



**Scanning 'involvement':
results**

	< 2.9	2.9-3.2	3.3-3.6	3.7-4.0	> 4.0
School 1	1	2	3	2	0
School 2	1	2	4	2	0
School 3	1	0	7	3	0
School 4	2	8	2	2	1
School 5	1	0	5	3	0
School 6	1	1	2	5	0
Total	7	13	23	17	1

[distribution of 61 classes in primary school]

process-oriented Self-evaluation Instrument for Care Settings (Sics)

OBSERVATION SCHEME

DATE OBSERVED: 11-26-2004
OBSERVER: [Name]
DATE OF EVALUATION: 07/11/2006

NAAM KIND	OBSERVATIE	BEWERTING (1-5)	NAAM KIND	OBSERVATIE	BEWERTING (1-5)
1	Actie	4	6	Kennis	5
2	Soort	5	7	Tijd	5
3	Locatie	4	8	Doel	5
4	Beleef	5	9	Soort	5
5	Evaluatie	4	10	Materiaal	5

Results [1]
⇒ how much well-being?

Mean	SCORE	Number of Children	%	% L M H
3.61				
Low	1 1+ 2	62 56 368	1.02 0.70 4.59	6.31
Moderate	2+ 3 3+	404 1558 1635	5.04 19.57 19.16	43.77
High	4 4+ 5	2800 506 882	34.95 6.32 8.84	49.91

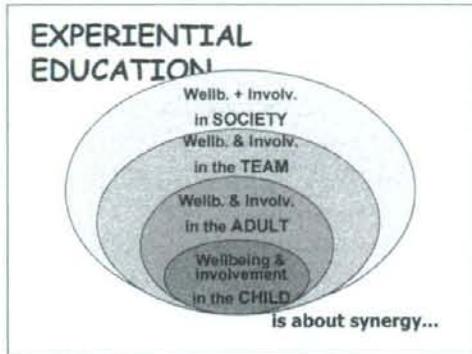
What should we get at least?

50 % of the learners	50 % of the learners
Score 3	Score 4
Mean score = 3.5	

Results [2]
⇒ how much involvement?

Mean	SCORE	Number of Children	%	% L M H
3.29				
Low	1 1+ 2	290 337 1018	3.62 4.21 12.86	20.52
Moderate	2+ 3 3+	454 1382 1243	5.80 17.26 16.78	39.84
High	4 4+ 5	2170 378 624	27.11 4.73 7.90	39.64





What about assessment?

- ⇒ set out the developmental domains to be addressed (holistic approach)
- ⇒ monitor quality by evaluating the process: are children intensively active in these domains? [effort not outcome]
- ⇒ use national tests for a general view on effects, not for school linked feedback

EXPERIENTIAL EDUCATION

Quality assessment & assurance and the new paradigms in education

Ferre Laevers – Julia Moons
Centre for Experiential Education
University of Leuven - Belgium

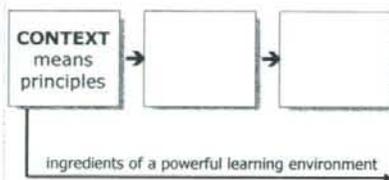
Basic ingredients

- 1 Beyond free initiative: the role of the practitioner
- 2 The Sics and quality improvement
-the Leuven & Kent experience
- 3 Beyond the process: how outcome can guide practice and implications for policy
- 4 Planning next session including future collaboration

Theme 1

Beyond free initiative:
the role of the practitioner

Quality in education



A powerful learning environment The constructivist approach

The OECD meeting on ECE
[Stockholm 2003]

- High Scope [1962]
- Reggio Emilia [1970]
- Te Whaariki [1996]
- Experiential Education [1976]

Basic ingredients

- 1 Respect of the child
- 2 Communication, a positive group climate

Basic ingredients

- 1 Respect of the child
- 2 Communication, a positive group climate
[cooperative learning/diversity as asset]
- 3 A rich environment

A rich environment: "densification"!

- How broad is the range of experiences?
 - From sensory to abstract
 - From individual to social
 - From 'taking in' to 'creating'
- How much is still open to exploration?
 - Depth, surprise, adventure, serendipity

⇒ Make the soup thicker...

Basic ingredients

- 1 Respect of the child
- 2 Communication, a positive group climate
- 3 A rich environment
- 4 An open framework-approach

The 'open framework' approach

Programmed learning	Open framework
Custodial	Child-oriented

What is it in practice?

- A circular process
 - Who is programming who? [iron]
 - Who is learning most?
- Give room for child initiative and do not
- Offer activities that meet observed Interests [Action point 4]
- The 'emergent curriculum'

OBSERVE CHILDREN & OFFER ACTIVITIES THAT MEET THEIR INTERESTS

- Isabel
 - observation at the window
 - conversation
 - visit by the father
 - trip to the airport
 - ...

[Action point 4]

OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
 - observation of low well-being
 - visit to the optician
 - collecting of a variety of glasses etc.
 - making of a shop
 - role play
 - art work

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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

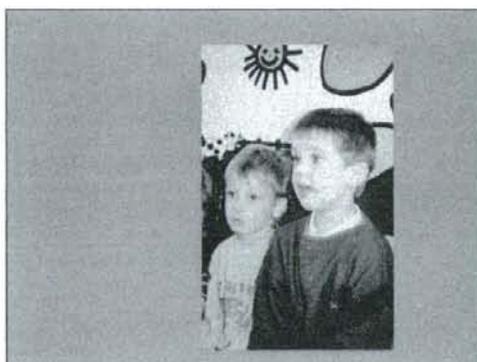
- Isabel
- Thomas
- Milan
 - telling about the weekend in circle
 - trip to collect nettles
 - cooking soup and having lunch
 - learning about nettles

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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
- Milan
- Jonas
 - announcement in the circle

15



OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
- Milan
- Jonas
 - announcement in the circle
 - visit of mother and baby

17



OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
- Milan
- Jonas
- announcement in the circle
- visit of mother and baby
- enriching the house area

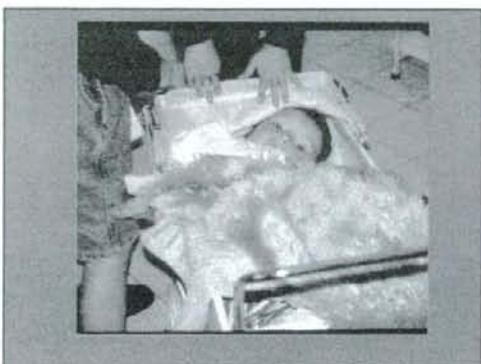
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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
- Milan
- Jonas
- announcement in the circle
- visit of mother and baby
- enriching the house area
- collection of soaps and shampoos
 - ⇒ game: finding the same blindfolded
- intense role play
 - ⇒ taking care and being cared

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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
- Milan
- Jonas
- Throwing with corn

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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
- Milan
- Jonas
- **Throwing with corn**

*-grasping as much corn in both hands as possible
-learning to throw the corn against the ceiling
-listening to the noises it makes
-feeling how it falls on head and sholders...*

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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

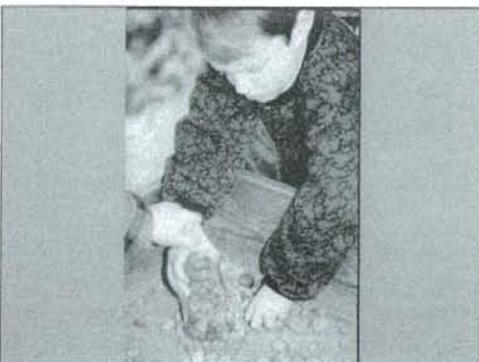
- Isabel
- Thomas
- Milan
- Jonas
- **Throwing with corn**
- **The pebbles**

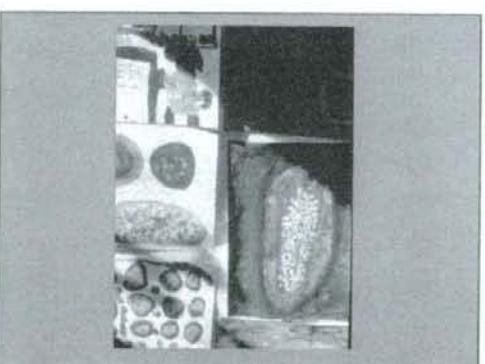
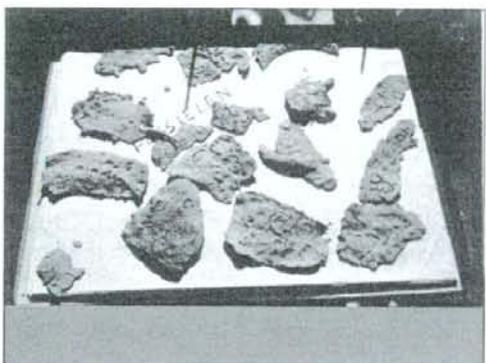
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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- Isabel
- Thomas
- Milan
- Jonas
- **Throwing with corn**
- **The pebbles**

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OBSERVE CHILDREN
& OFFER ACTIVITIES
THAT MEET THEIR INTERESTS

- rich environment as starting point
- identify what is really meaningful
- find activities that match these interests
- let one activity grow out of the other
- have more than one project at the time

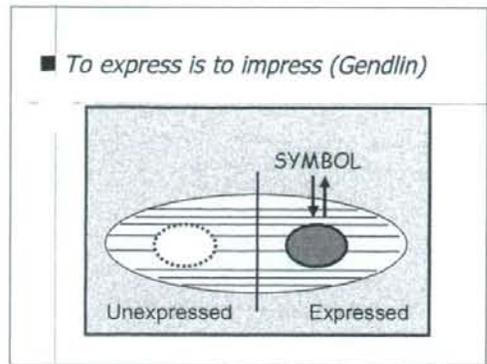
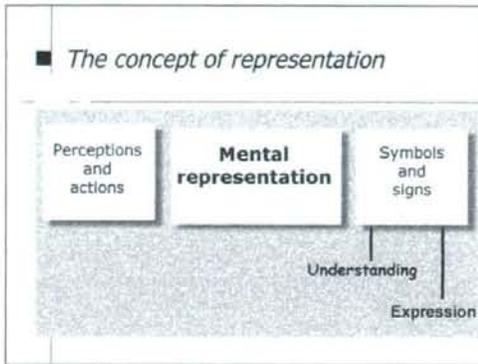
Basic ingredients

- 1 Respect of the child
- 2 Communication, a positive group climate
- 3 A rich environment
- 4 An open framework-approach
- 5 Representation: 'impression-expression' cycle

External representation

my zijn met de klas in de school te voet.
Deuren gingen van de deur
je moet dat roepen
Lieve was het gelachen
Deuren was heel blij
Lieve gingen we met de bus terug naar
school!

M.H.G.



- Basic ingredients
- 1 Respect of the child
 - 2 Communication, a positive group climate
 - 3 A rich environment
 - 4 An open framework-approach
 - 5 Representation: 'impression-expression' cycle
 - 6 Observation, observation, observation...

Theme 2

Sics & quality improvement
-the Leuven & Kent
experience

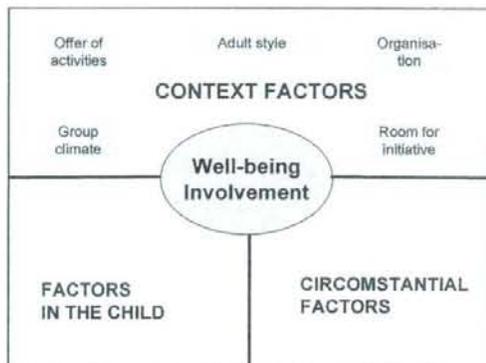
The Leuven experience
[Project funded by Kind & Gezin]...

process-oriented Self-evaluation Instrument for Care Settings (Sics)

OBSERVATION SCHEME

NAAM KIND	OBSERVATIE	WELKEWAARDIGHEID	NAAM KIND	OBSERVATIE	WELKEWAARDIGHEID
1 Aster	Lovendy, tevreden, nieuwsgierig Bekijken, openstaan, spreken, samen spreken, observeren	4 3 W B	6 Koraal	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	5 5 W B
2 Jero	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	5 4 W B	7 Tine	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	5 2 W B
3 Longki	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	5 2 W B	8 Jippi	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	4 5 W B
4 Douke	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	5 5 W B	9 Sja	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	4 5 W B
5 Kato	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	1 1 W B	10 Maria	Dit is, 'Echt akker' 'Kake' 'Wep' 'Kake', 'probleem' 'jeet' 'sien' 'het' 'samen' 'observeren' 'Edele' 'sien'	2 1 W B

Kind & Gezin



Results [1]

⇒ how much well-being?

Mean	SCORE	Number of Children	%	% L M H
3.61				
Low	1	82	1.02	6.31
	1+	56	0.70	
	2	368	4.59	
Moderate	2+	404	5.04	43.77
	3	1568	19.57	
	3+	1535	19.16	
High	4	2800	34.95	49.91
	4+	506	6.32	
	5	692	8.64	

What should we get at least?

50 % of the learners	50 % of the learners
Score	Score
3	4
Mean score =	
3.5	

Results [2]

⇒ how much involvement?

Mean	SCORE	Number of Children	%	% L M H
3.29				
Low	1	290	3.62	20.52
	1+	337	4.21	
	2	1016	12.69	
Moderate	2+	464	5.80	39.84
	3	1382	17.26	
	3+	1343	16.78	
High	4	2170	27.11	39.64
	4+	379	4.73	
	5	624	7.80	

Results [3]

⇒ variation in involvement

Mean score for involvement at the level of the setting [total: 389]

	2,0 to 2,49	2,5 to 2,99	3,0 to 3,49	3,5 to 3,99	4,0 to 4,49	4,5 and more
N	3	42	120	186	35	3
%	0.77	10.8	30.8	47.8	9.00	0.77
Lower versus Higher	42.4			57.6		

- ### The status of the process variables
- A measure for the *POWER* of the learning environment – NOT a child characteristic
 - Contain key information to improve quality
 - immediate feedback
 - the shortest way to interventions
 - tell who takes advantage of our efforts and who doesn't
 - Stand above any educational model / innovation
 - A common base for the entire educational system
 - why not install a follow up system from 0 to 18 yrs?

The Kent experience...
[Colleen Marin]

Empowering early years practitioners to improve the quality of provision

Colleen Marin
L.A. Kent

Advisory Service Kent

Education, Training & Skills
E F
Mentor
Development

Empowering early years practitioners to improve the quality of provision

Colleen Marin

ASK
Advisory Service Kent

Kent Council

Learning Together

Advisory Service Kent

Context: Public Service Agreement (PSA)

"To promote the physical, emotional, social and intellectual development of young children so that they flourish at home and at school."

Kent Council

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Public Service Agreement Target

1) To improve the outcomes for children

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Public Service Agreement Target

2) Reduce the outcomes gap between the areas of high social deprivation and the rest of Kent

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The PSA Steering Group

- Acting Principal Educational Psychologist
- Specialist Teaching Service Manager
- Adult Education Strategic Manager
- Senior Adviser Early Years (Chair)
- Strategic Manager Libraries

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The Advisory Team

The team of 47 advisers comprised:

- Early Years Advisory Teachers
- Early Years Special Educational Needs Co-ordinators (SENCOs)
- Birth to Three Advisers
- Early Years Quality Assurance Team

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Settings Involved

- 175 settings in total in the 3 areas
- 68% took part voluntarily
- 119 settings in total
- 2,081 children

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How would we achieve the Target?

- Principled approach
- Leuven Scales/Ten Action Points
- Box Full of Feelings

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Training & Implementation of Project

- All advisers were trained on use of Leuven system
- All settings received 4 sessions of Leuven training
- All settings received:
Leuven handbook, Video of Ten Action Points, Box Full of Feelings and a pack of 20 children's books which supported exploration of feelings

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Notes of Visit

- Advisers reported against the 10 Action Points
- Advisers and practitioners discussed and agreed what impact the work had on children's learning and development

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Action Point 3

- *Introduce new and unconventional materials and activities*
- 68% added unconventional "free" materials
- 59% added "real" materials
- 59% included innovative activities
- 27% provide out of setting activities

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Action Points 4 & 5

- *Observe children, discover their interests and find activities that meet these orientations*
- 82% use observations and discussions to find out what interests children
- 45.5% challenge children and bring them to higher levels of involvement
- 43% use the interests of children to plans interventions
- 40.9% ask thought provoking questions
- 23% use the children's on-going responses to expand the range of activities

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Action Point 6

- *Widen the possibilities for free initiative and support them with sound rules and agreements*
- 59% have improved free access to materials
- 41% of settings have child initiated time for 2/3 of the day
- 45% make rules and agreements concrete for children via the use of pictograms etc.
- 18.2% make the rules together with the children

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Action Points 7 & 8

- *Explore the relationship with each of the children and between children and try to improve it*
- 54% of settings peer interactions are positive
- 50% of settings practitioners have positive interactions with children
- 68% of settings have used resources e.g., Box Full of Feelings/specific books to help children explore and talk about emotions and feelings

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Action Points 9 & 10

- *Identify children with emotional problems and work out sustaining interventions*
- 91% of settings have used the Leuven scales for well being and involvement
- *Identify children with developmental needs and work out interventions that engender involvement within the problem area*
- 82% make specific interventions for children with Special Needs
- 55% involve external agencies

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Process & Outcomes

- 73% of settings: Leuven work has impacted positively on levels of involvement
- 41% of settings: children more independent than before
- 64% of settings: the whole staff team has been trained on Leuven work

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Conclusions

- Practitioners are more aware of the impact of the environment on children's play.
- They proactively review and change the environment as a result of observations of children's well being and involvement.
- Some settings have made the shift from a practitioner orientated to a child orientated way of organising things.

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Conclusion

Making efforts to observe children's levels of well-being and involvement and putting the Ten Action points in place enables practitioners to make fundamental changes towards improvements in the quality of provision for children

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Audit of 730 PVI settings

- Use of Early Childhood Environment Rating Scale (ECERS)

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ECERS-R

	Space & Furnishings	Personal Care Routines	Language Stimulation	Activities	Interactions	Programme Structure	Family & Staff
Discovery Nursery Ltd - Dover	6.3	7.0	5.3	4.9	6.6	6.3	5.8
Kent	4.6	5.0	4.8	3.7	5.6	4.7	4.5
Difference	1.7	2.0	0.5	1.2	1.0	1.6	1.3

ECERS - R AVERAGES

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ECERS-E

	Literacy	Maths	Science	Diversity
Discovery Nursery Ltd - Dover	4.5	3.0	5.0	2.7
Kent	3.9	3.1	2.7	3.1
Difference	0.6	-0.1	2.3	-0.4

ECERS - E AVERAGES

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Ofsted 2006

'Staff have re-arranged the nursery and resources to support children's learning, allow them to use their initiative and select freely and independently from a wide selection of purposeful and meaningful activities appropriate to their individual needs'.

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Recent developments

- New Ofsted report
- Significant raise of the achievement indicators
- Especially in the targetted areas
- A lot of interest nationally
 - Department of education
 - Local Authorities

What are the success factors?

- Sound strategy:
 - Inclusiveness: all advisers participate
 - The whole team included even if only one group is part of the sample
 - Empowering attitude of advisers: they believe and support
- "It's Leuven" [the 'process-oriented approach' offers a framework to act and be successful]

What next?

- Training in the use of the scanning procedure
 - more robust information on quality
- New notes of visits including the scannings and more detailed assessment of 10 Action Points
- The future: shifting to the outcome variables

Theme 3

Beyond the process:
how outcome can guide
practice

Quality at the level of the output

```
graph LR; A[CONTEXT  
means  
principles] --> B[PROCESS]; B --> C[OUTPUT  
objectives  
outcomes]; C --> D[competencies]
```