

# Improving Quality in Early Childhood & Primary Education

**Basic ingredients of the  
model of the future**

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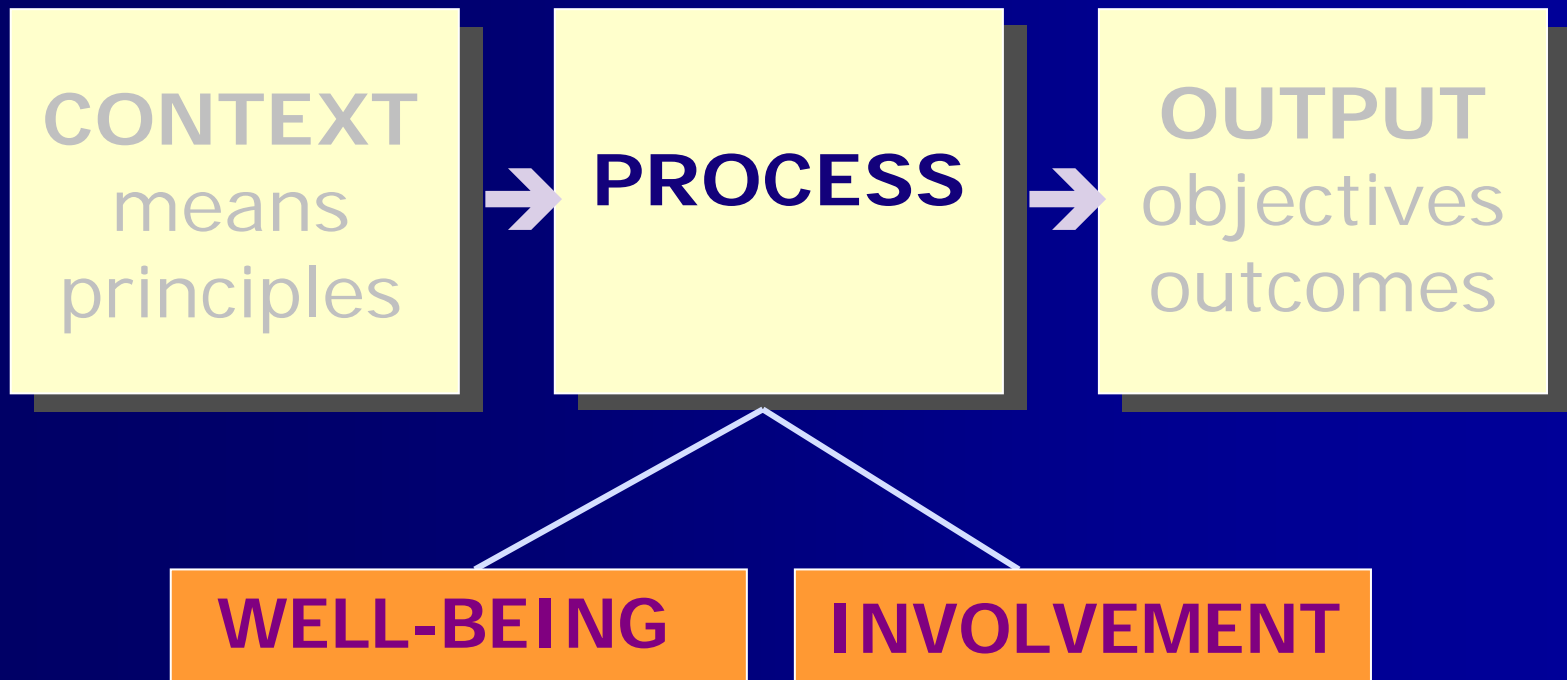
A

What is quality?

# Quality in education



# Quality in education



# *Well-being*

- at ease
- spontaneous
- open to the world
- inner rest
- vital
- self-confident
- in touch with oneself
- enjoying life

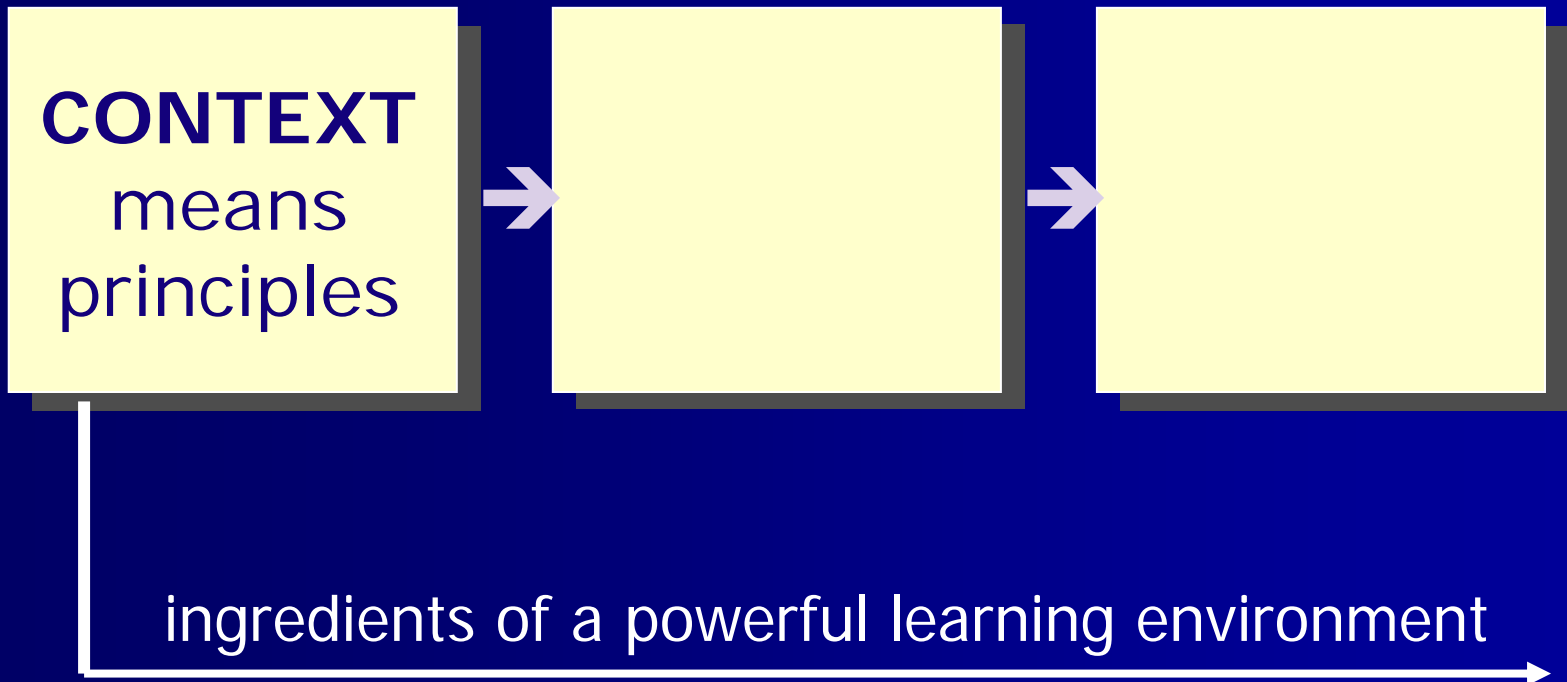
# *Involvement*

- concentrated and focussed
- interested, motivated
- mentally active
- intense experience
- satisfaction of the exploratory drive
- at the very limits of capabilities

B

What kind of context  
should we create?

# Quality in education



**CONTEXT**  
means  
principles



**WELL-BEING**

**INVOLVEMENT**



- ❖ **Ten Action Points**
- ❖ **Five Factors Enhancing Involvement**
- ❖ **Experiential Adult Style**

# A powerful learning environment

The OECD meeting on ECE  
[Stockholm 2003]

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

# Basic ingredients

- ① Respect for the child

# An interaction

- T.: "Do you stay for lunch today?"
- Ch.: "No, only on Thursday and Monday."
- T.: "Yes! You've said it a hundred times but I always forget it."
- Ch.: "Miss, you are really a 'forget-miss'!"
- T.: (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!"

# Reflections on 'respect'

- Sensitivity but not a 'sentimental' attitude
- A process of emancipation
- Determined by 'images' of the other
- ...and of oneself
- Goes along with loss of power

# 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?"

# Basic ingredients

- ① Respect of the child
- ② A rich environment

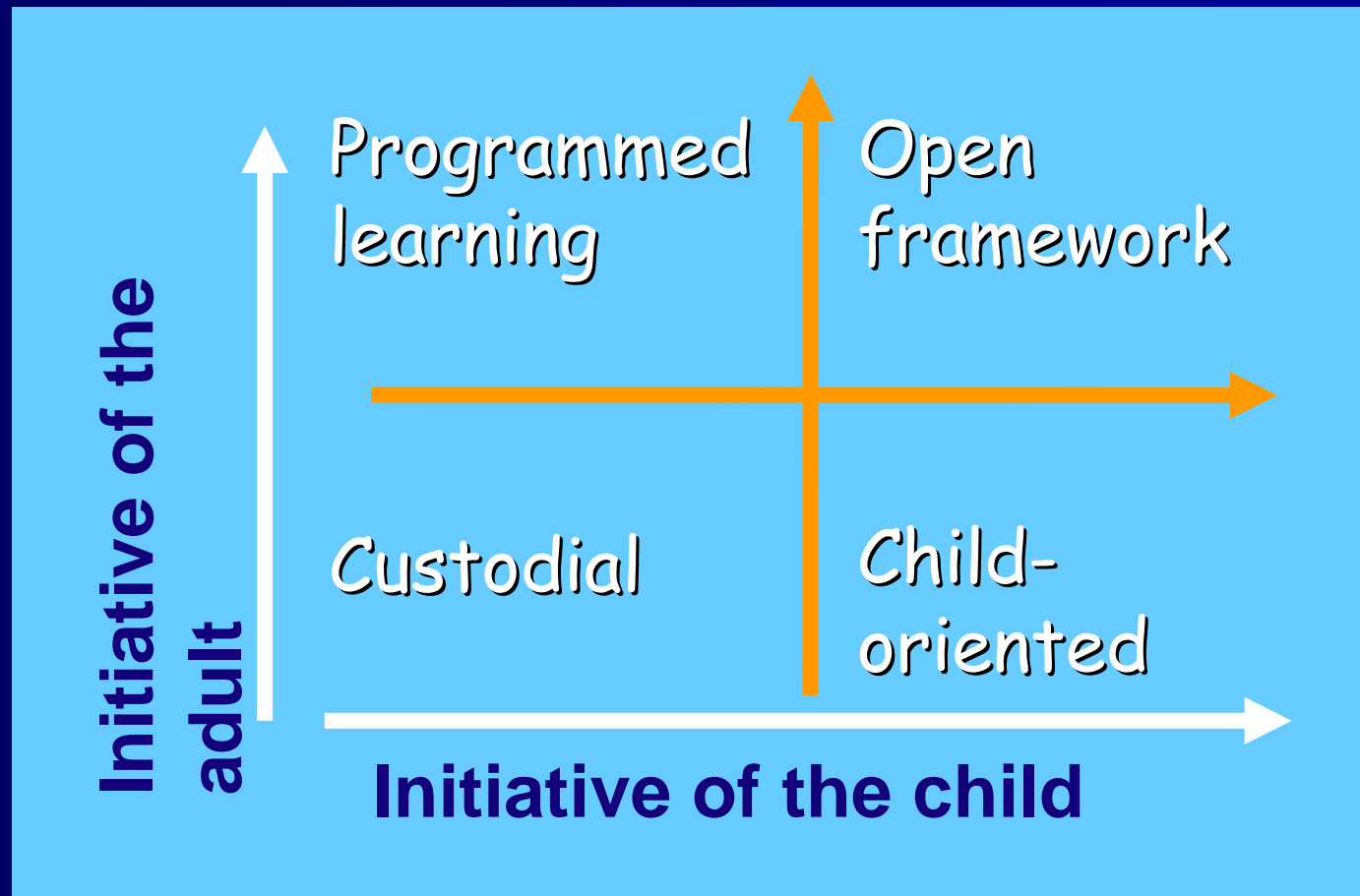
# *A rich environment*

- 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

# Basic ingredients

- ① Respect of the child
- ② A rich environment
- ③ An open framework-approach

# The 'open framework' approach



# How to get it in place?

- A circular process
  - Who is programming who?
  - Who is learning most?
- Give room for child initiative

# GIVE ROOM FOR CHILD INITIATIVE

- freedom to choose: what, when, how frequently...
- fit into daily routine [2/3 of the time]
- supported by flexible rules
- a learning process for child & adult

[ACTION POINT 6]

# How to get it in place?

- A circular process
  - Who is programming who?
  - Who is learning most?
- Give room for child initiative
- Offer activities that meet observed Interests [Action point 4]

# 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

[ACTION POINT 4]

# *Contract work*

A type of organisation in which for each pupil a *set of tasks* is compiled, which is *formally* drawn up in a contract letter. Within the week's schedule, the pupils dispose of a certain amount of time (*the contract work period*) during which they can implement the contract more or less *independently*.

The pupils themselves determine the *duration* and *order* of the various tasks.

# Basic ingredients

- ① Respect of the child
- ② A rich environment
- ③ An open framework-approach
- ④ Representation: 'impression-expression' cycle

# ■ *The concept of representation*

Perceptions  
and  
actions

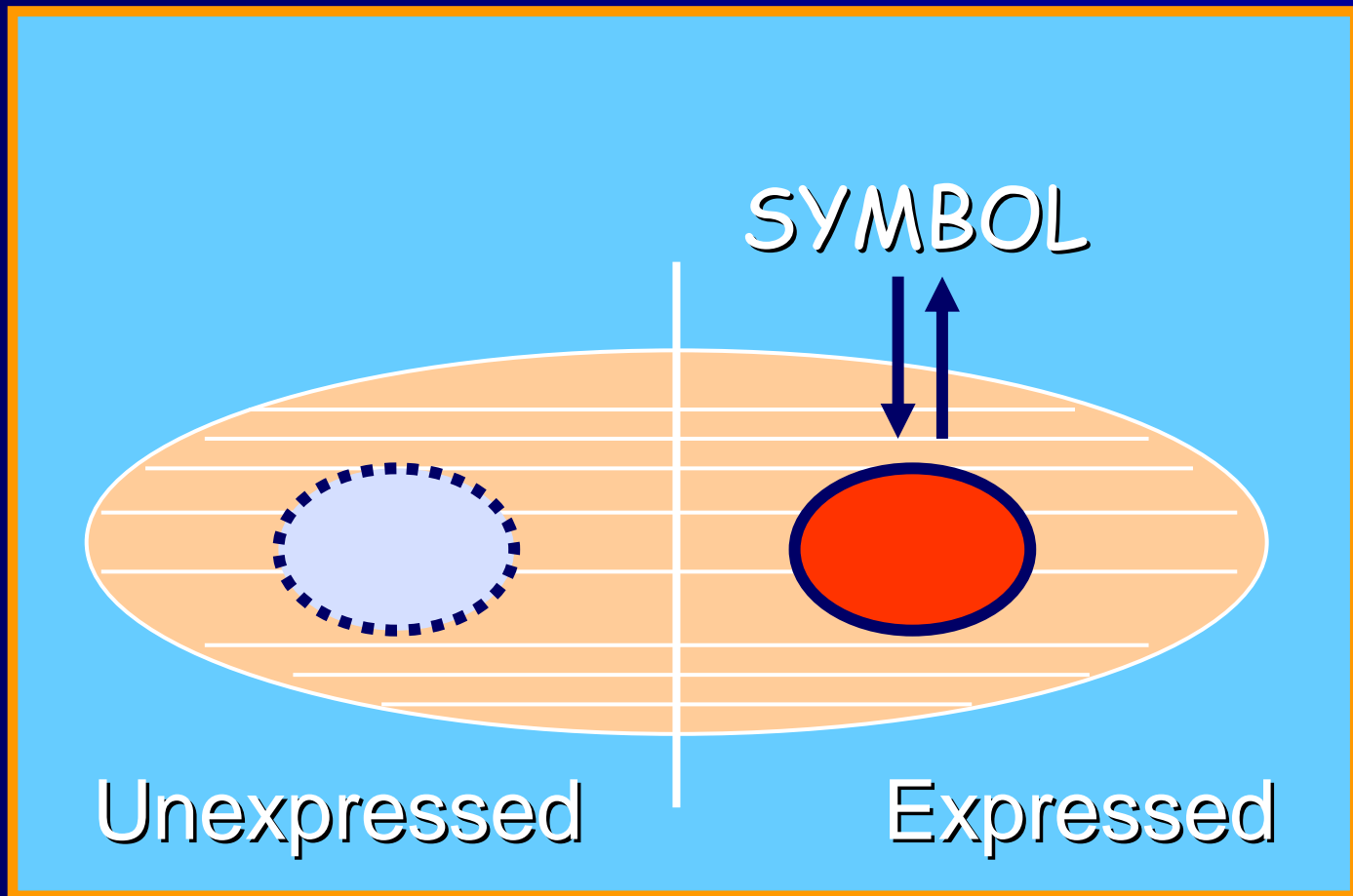
**Mental  
representation**

Symbols  
and  
signs

Understanding

Expression

- *To express is to impress (Gendlin)*



# Basic ingredients










- ① Respect of the child
- ② A rich environment
- ③ An open framework-approach
- ④ Representation: 'impression-expression' cycle
- ⑤ Communication, coop. learning, inclusion



# 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...

# PROCESS ORIENTED CHILD MONITORING SYSTEM [POMS]

	NAMES	WELL-BEING	INVOLVEMENT	COMMENTS
	Abrachim	? 1 2 3 <b>4</b> 5	? 1 2 3 <b>4</b> 5	.....
	Tom	? 1 2 3 <b>4</b> 5	? 1 2 3 <b>4</b> 5	.....
	Ben	? 1 2 <b>3</b> 4 5	? 1 2 <b>3</b> 4 5	.....
	Olivier	? 1 2 3 <b>4</b> 5	? 1 2 <b>3</b> 4 5	.....
	Daan	? <b>1</b> 2 3 4 5	? 1 <b>2</b> <b>3</b> 4 5	.....
	Raf	? 1 2 3 4 <b>5</b>	? 1 2 3 <b>4</b> 5	.....
	Jasper	? 1 2 3 <b>4</b> 5	? 1 2 3 4 <b>5</b>	.....
	Sebastiaan	? 1 2 3 <b>4</b> 5	? 1 2 <b>3</b> <b>4</b> 5	.....
	Ward	? 1 <b>2</b> 3 4 5	? 1 2 3 <b>4</b> 5	.....

# PROCESS ORIENTED CHILD MONITORING SYSTEM [POMS]

## EVOLUTION OF 5 CHILDREN: OCTOBER → FEBRUARY

October								NAMES	February											
WELL-BEING				INVOLVEMENT					CODE	CODE	WELL-BEING				INVOLVEMENT					
?	L	M	H	?	L	M	H	[Red]	TOM	[Green]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[Red]	DAAN	[Red]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[Red]	FREDERIK	[Green]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[Red]	WARD	[Red]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[Red]	MIES	[Orange]	1	2	3	4	5	1	2	3	4	5

# **EFFECTS**

objectives

outcomes



**Emotional health / self-esteem ❖**

**Exploratory drive ❖**

**Competencies & life skills ❖**

**The basic attitude of linkedness ❖**

# *Basic competencies*

- Gross motor development
- Fine motor development
- Expression through visual 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

# *Publications*

- ⇒ **The Leuven Involvement Scale:  
Training Pack** [Video + Manual 29 fragments]
- ⇒ **Enhancing Well-being and involvement:  
The ten Action Points** [100 slides + voice over]
- ⇒ **A Box full of Feelings** [play&learn-set]
- ⇒ **Experiential Education at Work**  
[Video of Julia's class + guide]
- ⇒ **The Process-Oriented Child Monitoring  
System** [Manual + Forms + Interventions]
- ⇒ **Research on Experiential Education**  
[Reader including 5 articles]

The website of the Centre for  
Experiential Education

**[www.cego.be](http://www.cego.be)**