

Early Education Annual Conference "Now there's a thought...."
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Quality pedagogy and play matters...

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How we measured quality in EPPSE (DfE funded study 1997-2015)
Two Early Childhood Environment Rating Scales and the
Care-giver Interaction Scale

ECERS-R

- Based on observation – 7 sub-scales
 - Space and furnishings
 - Personal care routines
 - Language reasoning
 - Activities
 - Interaction
 - Programme structure
 - Parents and staff
- Harms, Clifford & Cryer (1998)

ECERS-E

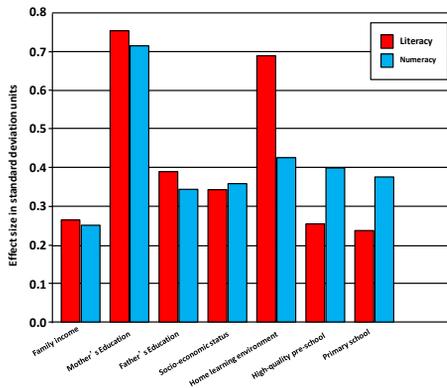
- Based on observation – 4 sub-scales
 - Literacy
 - Mathematics
 - Science and environment
 - Diversity
- Sylva, Siraj-Batchford & Taggart (2003)

Care-giver Interaction Scale – 26 item scale that measures: Positive Relations, Punitiveness, Detachment and Permissiveness

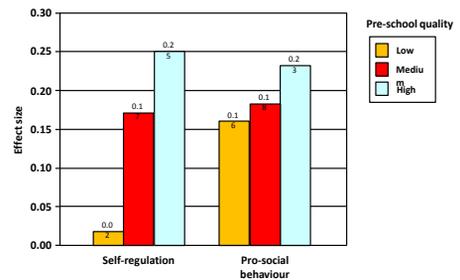
Relationships exist between measures of quality and child outcomes.

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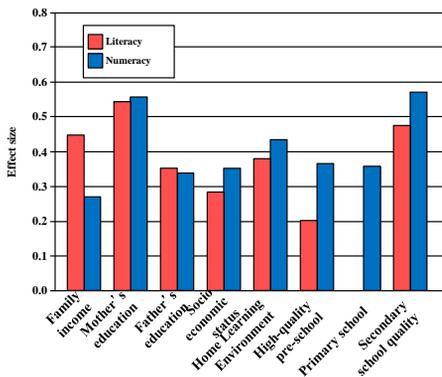
Effects upon Age 11; literacy and numeracy



Pre-school Quality and Self-regulation and Pro-social behaviour (age 11 and 14)



Effect sizes for 16 year olds



Caregiver Interaction Scale (Arnett) Relationships matter!

- Positive: warm and enthusiasm interaction
- Punitiveness: harsh or over-controlling
- Permissiveness: avoidance of discipline and control
- Detachment: lack of involvement

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Caregivers Interaction Scale on cognitive gains

	Pre-reading	Early number concepts	Non-verbal	Spatial reasoning
Positive relationships	positive	positive		
Punitiveness	negative	negative		
Permissive	negative	negative		
Detachment	negative	negative		

Caregiver Interaction Scale on social behaviours

	Independence & Concentration	Co-operation & Conformity	Peer Sociability	Anti-Social / Worried
Positive	positive	positive	positive	
Punitiveness		negative		
Permissive	negative	negative		
Detachment		negative	negative	

Quality: Researching Effective Pedagogy in the Early Years (REPEY) study

- Adults have warm, responsive relationships with children.
- High quality interactions including SST.
- Setting has clear educational goals and planning.
- Staff have recognised early years qualifications.
- Trained teachers are amongst the staff.
- Parents are supported in involvement in children’s learning.

Siraj-Blatchford et al. 2002

Sustained Shared thinking

- “An episode in which two or more individuals “work together” in an intellectual way to resolve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend” (Siraj-Blatchford et al., 2002)
- “the active engagement of practitioners in children’s learning and extending thinking.” (Siraj, Kingston and Melhuish, 2015)

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Nature of the SSTEW Scale

- Builds on ECERS-E focusing on the pedagogy within the setting, the adult’s role in supporting learning and development (now also MOVERS)
- Considers high quality interactions with and between children. Some staff/settings may not be ready for all of the subscales; particularly those relating to critical thinking, assessment for learning and supporting and extending language and communication.
- Needs to be used by someone with knowledge of child development and appropriate practice.



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Format of SSTEWScale

- Same structure as the ECERS-R
- Items assessed on a seven point scale
- Divided into five sub-scales:
 - Building trust, confidence and independence
 - Social and emotional well-being
 - Supporting and extending language and communication
 - Supporting learning and critical thinking
 - Assessing learning and language

There are 5 Subscales and 14 items

- 4 Supporting learning and critical thinking
- Supporting curiosity and problem solving
 - Encouraging sustained, shared thinking during story time
 - Encouraging sustained, shared thinking in investigation and exploration
 - Supporting concept development and higher order thinking
- 5 Assessing learning and language
- Using assessment to support and extend learning and critical thinking
 - Assessing language development

Authors: Iram Siraj, Denise Kingston, Edward Melhuish
Trentham and IoE Press, February, 2015
(www.ioepress.ac.uk)

Item 1 Self-regulation and social development.

Good 5	Excellent 7
5.1 Staff explain carefully to the children what they need to do and pre-empt any difficulties*.	7.1 Staff congratulate children when they follow the rules well. E.g. I saw you help put the tractor away. And/or the children are encouraged to tell staff how they followed the rules etc*.
5.2 Staff show empathy and understanding when children do not want to follow rules or get upset*.	7.2 Staff have agreed processes that they follow when conflicts arise. The processes include engaging the children in problem solving and finding solutions to disputes together*.
5.3 Staff show an awareness of individuals and their needs, giving additional support and allowing some flexibility*.	
5.4 Staff redirect inappropriate behaviour by stating what the children should do rather than what they should not.	

Measuring Quality: Sustained Shared Thinking and Emotional Well-Being (SSTEWScale) for 2-5 year olds provision

There are 5 Subscales and 14 items:

- 1 Building trust, confidence and independence
- Self-regulation and social development
 - Encouraging choices and independent play
 - Planning for small group and individual interactions/adult deployment
- 2 Social and emotional well-being
- Supporting socio-emotional well-being
- 3 Supporting and extending language and communication
- Encouraging children to interact with others
 - Staff actively listen to children and encourage children to listen
 - Staff support children's language use
 - Sensitive responsiveness

Subscale 1 Building trust, confidence and independence

Item 1 Self-regulation and social development.

Inadequate 1	Minimal 3
1.1 Staff do not appear to agree about the boundaries/rules/expectations or apply them consistently*.	3.1 Expectations and boundaries are made explicit and shared by all staff*.
1.2 Some children are left even though they are obviously confused or distressed.	3.2 Staff are respectful and professional around the children, parents/carers and each other*.

Sub-scale 2: Social and emotional well-being

Item 4: Supporting socio-emotional wellbeing

Inadequate 1	Minimal 3
1.1 Feelings expressed by the children are played down, ignored, dismissed or ridiculed.	3.1 Staff empathise with the children and help them to deal with feelings expressed*.
1.2 Staff do not display a warm and welcoming body language to the children.	3.2 Staff encourage children to play alongside each other providing additional toys/props and resources to support continued play. As the children progress to playing together, staff support them in helping each other and sharing.
1.3 Staff do not lay out the setting or organise activities to encourage social interaction*.	3.3 Positive individual attention is paid to most children at some point during the session*.
	3.4 Staff are warm, friendly and calm. They use calming gestures, physical proximity, pats and hugs when necessary and appropriate.

Item 4: Supporting socio-emotional wellbeing

Good 5	Excellent 7
5.1 Children are encouraged to express/say what they feel and need*.	7.1 Staff provide opportunities for children to talk about feelings and needs - often using the children's own experiences. They may use stories or props e.g. 'puppet misses his family, how shall we make him feel better?'
5.2 Planning shows evidence of learning intentions that are designed to support social interaction, including encouraging collaborative activities and play* where appropriate.	7.2 Children are asked to show or say what they can understand from the non-verbal expressions of others in the group, from story books, photos, DVDs etc*.
5.3 Children are encouraged to seek an adult's support when sharing or playing breaks down*.	7.3 Staff support children in communicating with, and recognising and responding to the feelings of others, including where children may have difficulty expressing their needs or wants*.
5.4 Staff are responsive to the children's needs, feelings and moods. They may play, show liveliness and have fun with the children supporting positive emotions*.	7.4 Staff look beyond the child to explain their feelings making changes within the environment/routine etc. when necessary*.

Sub-scale 3: Supporting and extending language and communication**Item 6: Staff actively listen to children and encourage children to listen**

Inadequate 1	Minimal 3
1.1 Staff stifle communication by e.g. being judgemental or by humiliating, ignoring or belittling the children.	3.1 Children's verbal messages are understood.
1.2 Requests for help are ignored (<i>whether the requests be direct or indirect, e.g., crying, withdrawal, inactivity</i>).	3.2 Staff respond to verbal and non-verbal signs from children.
	3.3 The body language of the staff shows that they want to communicate (<i>open arms, inclined head, smiles, waiting and listening</i>).

Item 6: Staff actively listen to children and encourage children to listen

Good 5	Excellent 7
5.1 Staff position themselves at the children's height when talking or listening to the children.	7.1 Staff allow long pauses, so the children have time to think and respond. They also show how they allow different lengths of pauses with different children*.
5.2 Rephrasing and/or repeating is used to check that the children have been understood.	7.2 Staff encourage the children to talk and listen to each other by suggesting they tell another person. Or by inviting other children to come and listen to what another child has to say or show*.
5.3 Where meaning or speech is unclear, staff make an 'educated guess' rather than asking the child to constantly repeat her/himself. Then, if they have guessed wrongly, staff take the blame for it*.	

Quality of Interactions & Questioning

- **Closed questions: rhetorical, elicit short/factual answers, guess-what-the-teacher-is thinking (Edwards & Furlong 1978, Fisher 1995)**
- **Open questions: stimulate 'higher order thinking' (Galton 1999, Alexander 2000)**
- **70% of children aged 4 to 6 used conversations for routine business.....rather than making meaning (Tizard and Hughes 1984)**
- **40% of all total ' conversational moves' by adult were classified as 'controlling' – 'tendency to ignore children, talk over them and generally dominate the proceedings was the single most striking feature'... had definite consequences for the way children responded or participated in classroom talk (Woods 1980)**

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The Light-Up Shoes. Adult:child interaction

A few four-year-olds were sitting together. Three of the children were wearing trainers that would light up when they stepped down on them.

Teacher: Wow! Look at your shoes! That is so cool. They light up when you step down.

Child 1: Yes, they do this. [Jumps up and down several times]

Teacher: How does that happen? How does it light up?

Child 1: Because they are new.

Teacher: Um. Mine are new too but they don't light up.

Child 2: No, because they light up when you step down on them. [Steps down hard several times]

Teacher: [Steps down hard several times] That's funny. Mine don't light up when I step down.

Child 3: No, no, no, you have to have these holes [points to the holes]

Teacher: [Pointing to the holes in her own shoe] But I have holes and mine still don't light up, and Josh has holes in his trainers too and his do not light up either. I wonder why?

Child 4: I think you need batteries. Kids, you need batteries.

Child 1: Yeah, you need batteries to make them work. [Thinks for a while]. But I did not see batteries when I put my toes in.

Child 4: I think they are under the toes.

Child 2: I can't feel the batteries under my toes.

Teacher: I wonder how we can find out about this?

The Jelly Fish Story

It was July in a three-year-old room. It was circle time. The teacher had written on a flip chart the words "Things I Like To Do On My Summer Holiday" and listed every child's name down the side of the paper. She started the lesson by telling the class that summer was coming and school would soon be over. They would be on holiday. She wanted to know what they liked to do on their summer holiday.

Teacher: [To the first child on her right] Tyler, what do you like to do in the summer?

Tyler: Bake.

Teacher: No, you can bake anytime, but what do you like to do in the summer?

Tyler: Bake.

Teacher: No, baking is something you do inside. In the summer it is warm and sunny.

What do you like to do in the summer when it is warm and sunny?

Tyler: Bake.

Teacher: Tyler, can you think of anything else you would like to do this summer?

Tyler: No, my mum said she is going to take off work and we are going to bake together any day I want.

Teacher: Ok. [She writes "bake" on the chart next to Tyler's name].

[Talking to the next child in the circle] Josh, and what do you like to do in the summer?

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Josh: Bake.
Teacher: Can you think of anything else?
Josh: No.
Teacher: [Reluctantly writes "bake" next to Josh's name]. Brian, what do you like to do in the summer?
Brian: Go to the beach.
Teacher: [With a big smile] Yes, that's right. In the summer we like to go to the beach and swim in the water.
Nicole: [From across the circle] I don't like to swim because last year I went to the beach and I got stung by a jelly fish.
Andrew: Me too and it really hurt and I had to go to the lifeguard and he gave my daddy medicine to rub on it and it really hurt and it bit me.
Dani: Jelly fish can't bite you they don't have teeth they just have long arms I saw them on the beach and they were all dead and they can't bite.
Nicole: Uh huh they bite and they sting and I hate them and I am never going to the beach cause they bite and they sting like a bee.
Matthew: I like jelly fish. They have them in the "quarium".
Teacher: Children, we are not talking about jelly fish now, we are talking about what we like to do on our summer holiday. Julie, can you tell me what you like to do in the summer?

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Characteristics of Sustained Shared Thinking

(Early Ed. SST Project)

- Tuning in
- Showing genuine interest
- Respecting children's own decisions and choices
- Inviting children to elaborate
- Re-capping
- Offering your own experience
- Clarifying ideas
- Suggesting
- Reminding
- Using encouragement to further thinking
- Offering an alternative viewpoint
- Speculating
- Reciprocating
- Asking open questions
- Modelling thinking

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Conversations and questions

Tell me what you think... **Why do you agree...**
What do you imagine... **Why do you like that.....**
Do you think everyone would think the same.....
How can we find out..... **Was it always like this.....**
Why do you think that..... **Tell me more about that...**
When I think about that I.....
What do you think is happening?
I wondered why you had...
What does this do?
I don't know, what do you think.....

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Using the SSTEWE Scale

- For 2 year olds use SSTEWE can be used with ITERS-R and MOVERS
- For 3 year olds and above use SSTEWE, MOVERS and ECERS-E

Making Judgments on the SSTEWE Scale

The scores need to represent an overall and professional judgement of staff behaviours, responses and interactions and the resulting children's experiences within the setting

There's a child development section at end of SSTEWE to support understanding of appropriate practice on:

- *Social Development*
- *Emotional Development*
- *Cognitive Development (largely language)*
- *Progression in Play*

Clip: Adult supported role play

What do staff do to support and extend play?

How do staff philosophies/views about how young children learn, influence their practice?

Role Play

“In play a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development”

(Vygotsky, 1978: 102)

Areas identified for professional development (PD)

ECERS-E:

1. Language and Literacy
2. Maths and number
3. Science and the environment
4. Diversity (meeting and planning for the needs of individuals and groups)

Areas identified for PD

SSTEW:

- Building trust, confidence and independence
- Social and emotional well-being
- Supporting and extending language and communication
- Supporting learning and critical thinking
- Assessing learning and language

Current research using SSTEW

Quasi-experimental repeated measures designs:

- Baseline measure: ECERS-E/ITERS and SSTEW (some studies child measures)
- Training and control groups (matched)
- Training group receive bespoke PD on areas identified by ECERS-E and SSTEW
- Repeated measure: ECERS- E and SSTEW all settings (and child measures)

Pedagogical policy implications:

- What priority do we give to recognising, supporting and extending children's thinking during play, physical and cognitive tasks
 - In our organisation of time, variety, pace and space
 - In our interactions with individuals?
- How effectively do we monitor and engage with children's conversations?
- How well does our learning environments and the activities and routines we provide support, extend and challenge children's language and thinking?
- How visible do we make our own and the children's thinking?
- What do we need to do to improve this aspect of our practice?

For further information on SSTEW contact:

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