

CONNECTEDNESS, CURIOSITY & CREATIVITY

How well-being &
involvement
foster these goals



Prof. Ferre Laevers
Julia Moons



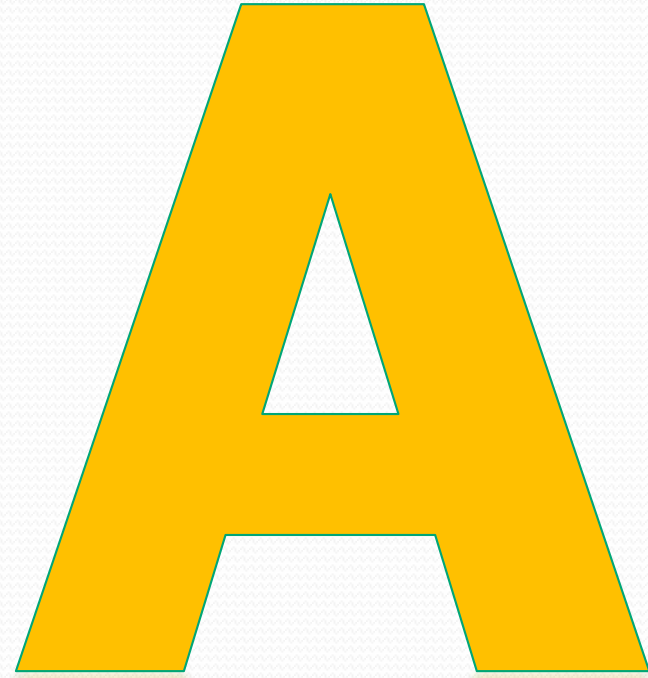
In what kind of era
are we living?

Most worrying...

- Mental health issues
- Terrorism and war
- Growing poverty gap
- Global warming
- Migration
- Failing policies with regard to this all...

Is there a way out?

EDUCATION !



The outcome we want



Which developmental domains?

Quality at the level of the output



Emotional health / self-esteem ❖

Exploratory drive ❖

Finn
meets the
shadow
again
[4 months
later]



Quality at the level of the output



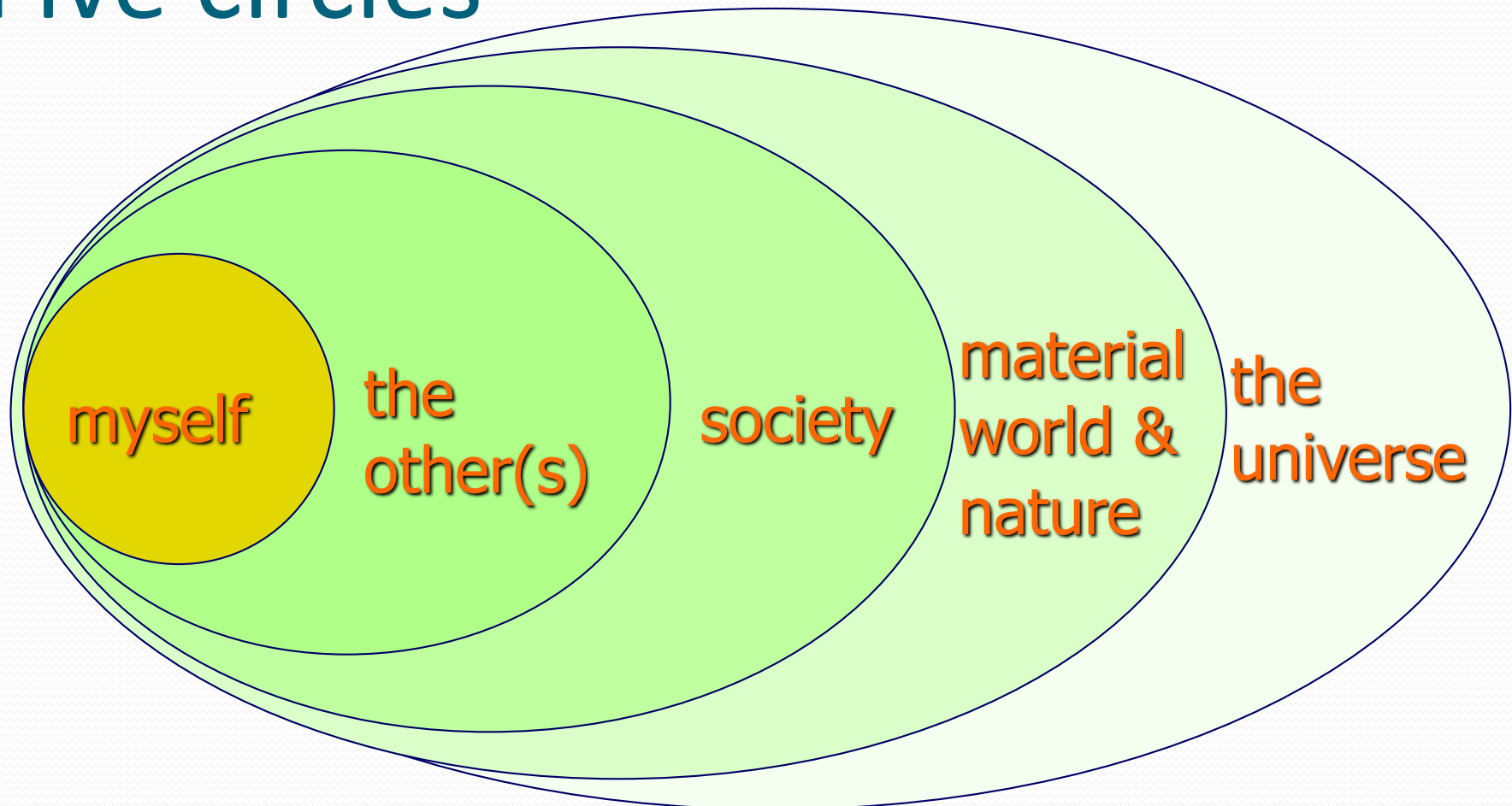
Emotional health / self-esteem ❖

Exploratory drive ❖

Competencies & life skills ❖

The basic attitude of linkedness ❖

Five circles



DE-LINQUENCY the opposite of LINKEDNESS

The Experiential Framework	BUILDING THE AMBITION Experiences which:
Gross motor development	
Fine motor development	
Expression through arts	
Language & communication	<p>Allow the child to find out how things work, take things apart and put together....</p> <p>Provide interesting things to do, people to talk with, in play, when outside through real life experiences.</p>
Understanding the world of objects including technology	
Understanding the world of people including social competence	<p>Promote fun with words, songs and rhymes in a small group and access to a widening range of books and stories.</p> <p>Encourage an interest in early writing skills and opportunities to markmake in real life contexts...</p>
Logical mathematical competence	
Self-organisation / entrepreneurship	<p>Develop numeracy skills in play situations, number rhymes, and a growing awareness of early mathematical concepts such as heavy/light, big/small.</p>

The Experiential Framework	BUILDING THE AMBITION Experiences which:
Gross motor development	<p>Encourage the child to express their feelings through music and dance.</p> <p>Encourage creativity through making models, (-) free painting and using clay.</p>
Fine motor development	
Expression through arts	
Language & communication	
Understanding the world of objects including technology	<p>Encourage the young child to talk with each other and adults, and the growing awareness of the part each plays in a conversation.</p>
Understanding the world of people including social competence	
Logical mathematical competence	<p>Allow children to determine what they want to learn, form their own plans and gives ownership in discussion with an adult when they want to stop.</p>
Self-organisation / entrepreneurship	



Which approach to
development?

Gross motor development

[Level 5]

Shows excellent physical skills for his/her age, demonstrated in a broad range of situations where movement is required. It is a pleasure observing his/her movements in space: supple and graceful, purposeful and with efficacy, in an adjusted pace, rhythmical, readily reacting to changes and signals. Picks up new patterns of movement very easily.

[Process-oriented Child Monitoring System]

The concept of 'deep-level-learning'

- An holistic approach
 - far from a checklist of isolated skills
 - grasping the essence
 - covering all age levels

Fine motor development

[Level 5]

Is very skilful in handling objects and tools: is able to perform complex operations fluently and with precision. Masters a broad range of manipulations. Has an excellent co-ordination of hand and fingers, detached from the rest of the body. Easily picks up new patterns of movement.

[Process-oriented child monitoring system]



Which developmental domain is sticking out
in this observation?



The kazoo players

Deep-level-learning

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

Self-organization & entrepreneurship

Is able to manage him/herself well: knows what (s)he wants, can set goals, can engage into action without delay and achieve a good result. Does not give up at the first obstacle and can persist. Can step back and work strategically. Is able to exploit various possibilities and adapt to changing circumstances. Is not ruled by the surroundings, but actively determines the group's course together with others.

[Process-oriented child monitoring system]

De OUTPUT

Superficial learning:

Learning that doesn't impact on the 'construction' we make from reality'

Deep-level-learning:

Learning by which our basic schemes, our intelligences get more complex and affects our competency

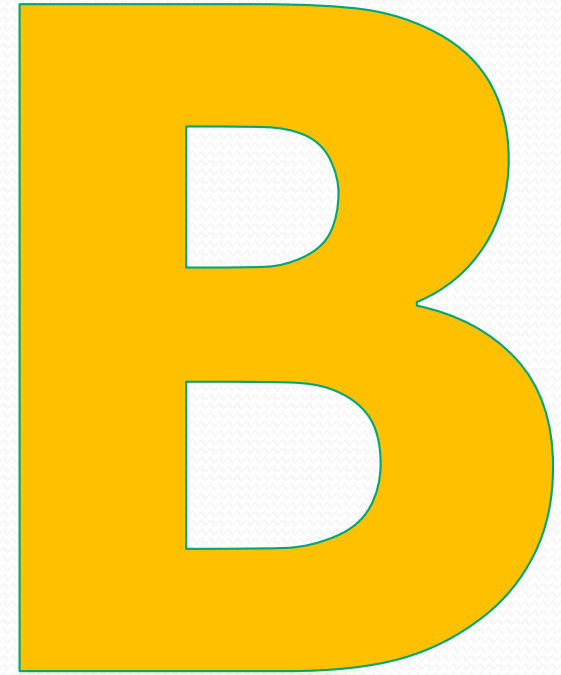
DE SOFTWARE gets UPGRADED!

From which era dates this view of a town?

Sounding test for social science at the end of primary education (curriculum)

Department of Education – Leuven University & Free University of Brussels

Ancient times	17 %
Middle ages	19 %
New time	61 %
Our time	3 %

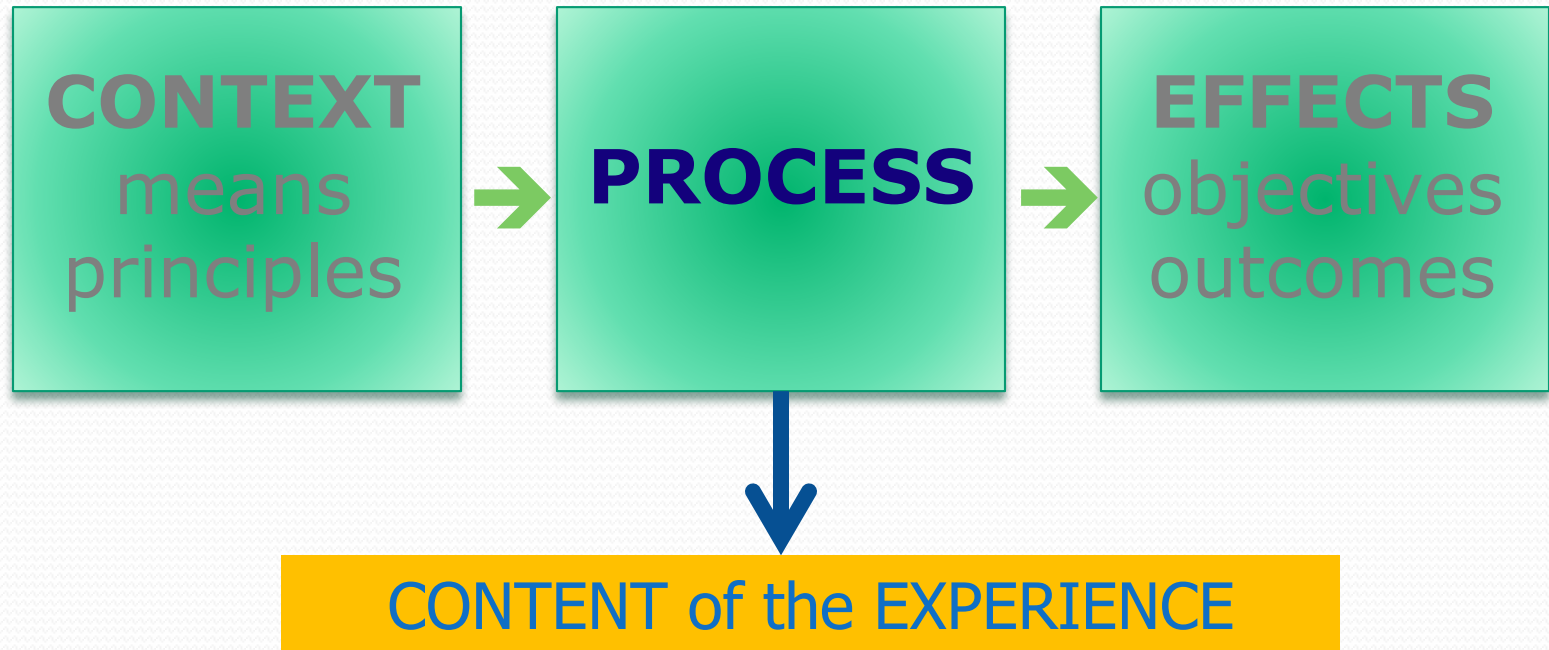


The **PROCESS**
that makes it happen



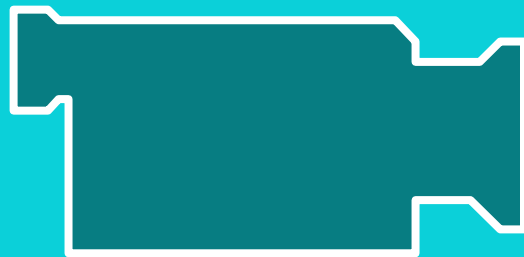
The process-oriented
approach

The content & quality of the experience





Describe as meticulously as possible what the child is experiencing in this fragment

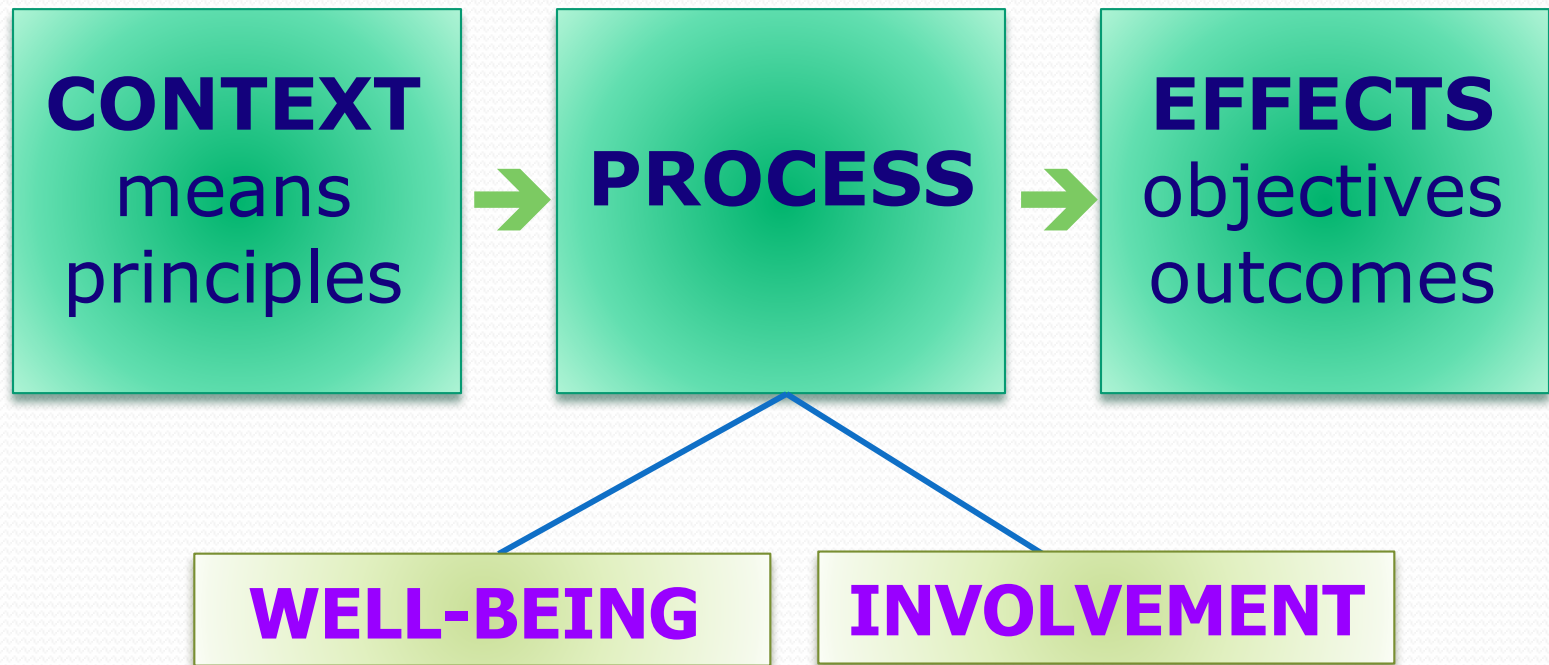


The rolling stones



Well-being and
involvement

A framework for quality



Wellbeing

Level 5 *'like a fish in water'*

- feels at ease
- acts spontaneously
- is open to the world and accessible
- expresses inner rest and relaxation
- shows vitality and radiates

A challenging statement: **Don't exaggerate with well-being!**

Well-being

What it means

- *Nothing in common with „spoiling children“*
- *Signals how well basic needs are fulfilled*
- *Implies an active role of the child*
- *The foundation for mental health*

**Well-being makes a person stronger,
not weaker!**

Involvement

When children/adults are...

- concentrated and focussed
- interested, motivated, fascinated
- mentally active
- fully experiencing sensations and meanings
- enjoying the satisfaction of the exploratory drive
- operating at the very limits of their capabilities

...we know that **deep level learning**
is taking place

THE LEUVEN INVOLVEMENT SCALE

5 levels

- >1 No activity
- >2 Interrupted activity
- >3 Activity without intensity
- >4 Activity with intense moments
- >5 Continuous intense activity

The scale for in-service training

- >1 Very boring – I stayed because it was impossible to leave
- >3 I heard it all, but nothing really caught my attention
- >5 I'm impressed by fascinating thoughts that carry me away

The Leuven Involvement Scale



The puzzles: "Seaside"



Observing Involvement in Children From Birth to 6 Years



A training pack [DVD + Manual]

■ **Authors:** dr. Ferre Laevers, Bart Declercq, Colleen Marin, Julia Moons & Frankie Stanton

■ **Content:**

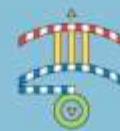
One of the key indicators of quality in education is the level of engagement of children. This 'intrinsically motivated intense mental activity' or involvement can be regarded as a direct measure of the 'power of the learning environment we provide'.

This training pack consists of 24 clips video-taped in a variety of early years settings in the U.K. (Kent). It is designed for practitioners, advisers and researchers to become confident and reliable observers of the levels of involvement in children between 0 to 6 years of age. These levels provide a solid ground to identify where, when, how and for which children the quality of our approach can be improved.

ISBN 978-90-78765-98-1

Order at www.cegopublishers.be/orderform

EARLY YEARS



Observation of well-being and involvement in babies and toddlers



A video-training pack



The Process Oriented Monitoring System [POMS]

POMS

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 1

- Group screening for:
- Well-being + Involv.

Step 2
























- Track 1: general practice [10 AcPs]
- Track 2: individual children

Step 3

- Opening a file
- Individual observ. & intervent.

Group: 23 five year olds

Date: October

NAMES	WELL-BEING				INVOLVEMENT				COMMENTS
 Abrachim	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Tom	?	<input checked="" type="radio"/>	M	H	<input checked="" type="radio"/>	L	M	H	.....
 Ben	?	L	<input checked="" type="radio"/>	H	?	L	<input checked="" type="radio"/>	H	.....
 Olivier	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Daan	?	<input checked="" type="radio"/>	M	H	?	<input checked="" type="radio"/>	M	H	.....
 Raf	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Jasper	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Sebastiaan	?	L	M	<input checked="" type="radio"/>	?	L	<input checked="" type="radio"/>	H	.....
 Ward	<input checked="" type="radio"/>	L	M	H	?	<input checked="" type="radio"/>	<input checked="" type="radio"/>	H	.....
 Ruben	?	L	<input checked="" type="radio"/>	H	?	L	<input checked="" type="radio"/>	H	.....
 Joris	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Stefaan	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Frederik	?	<input checked="" type="radio"/>	M	H	<input checked="" type="radio"/>	L	M	H	.....
 Jelle	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Kaat	<input checked="" type="radio"/>	L	M	H	?	L	<input checked="" type="radio"/>	H	.....
 Ilke	<input checked="" type="radio"/>	L	M	H	?	L	<input checked="" type="radio"/>	H	.....
 Els	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Leen	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Sara	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Marijke	?	L	<input checked="" type="radio"/>	H	?	L	<input checked="" type="radio"/>	H	.....
 Eline	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Elize	?	L	M	<input checked="" type="radio"/>	?	L	M	<input checked="" type="radio"/>
 Mies	?	<input checked="" type="radio"/>	M	H	?	<input checked="" type="radio"/>	M	H	.....

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 1 : Group screening
for well-being
and
involvement

October

October								
WELL-BEING				INVOLVEMENT				NAMES
?	L	M	H	?	L	M	H	
?	L	M	H	?	L	M	H	
?	L	M	H	?	L	M	H	
?	L	M	H	?	L	M	H	
?	L	M	H	?	L	M	H	

TOM

DAAN

FREDERIK

WARD

MIES

PROCESS ORIENTED CHILD MONITORING SYSTEM [POMS]

EVOLUTION OF 4 CHILDREN

OCTOBER → FEBRUARY

OCTOBER			FEBRUARY	
Well-being	Involvement		Well-being	Involvement
L M H ?	L M H ?	TOM	1 2 3 4 5	1 2 3 4 5
L M H ?	L M H ?	FREDERIK	1 2 3 4 5	1 2 3 4 5
L M H ?	L M H ?	MIES	1 2 3 4 5	1 2 3 4 5
L M H ?	L M H ?	WARD	1 2 3 4 5	1 2 3 4 5



Ward 1

Ward 2

⇒ **NAME:** Ward / 5 y

⇒ **BACKGROUND**

- adopted from Latin America at an early age
 - has a younger sister also adopted (from India)
 - parents concerned and sensitive
-

⇒ **GLOBAL IMPRESSION**

- his movements rather inhibited
- little contact with other children
- little expression

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 2 :

Individual observation / analysis and interventions

Well-being in 4 relational fields

Relation with the teacher

- has no real contact with me
- feels uneasy
- is very obedient

Relation with the environm.























- doesn't feel at ease in circle time
- chooses the quiet and "safe" activities

Relations with peer group

- little contact with other children
- mostly with less confident ones
- panics when he gets a remark

Relations at home

- never tells about his home
- the same behaviour as at school: rather quiet and closed

NAMEN		WELBEVINDEN	BETROKKENHEID	TOELICHTING
	Abrachim	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Tom	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Ben	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Olivier	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Daan	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Raf	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Jasper	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Sebastiaan	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Ward	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Ruben	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Joris	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Stefaan	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Frederik	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Jelle	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Kaat	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Ilke	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Leen	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Sara	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Marijke	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Eline	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Elize	? 1 2 3 4 5	? 1 2 3 4 5	.....
	Mies	? 1 2 3 4 5	? 1 2 3 4 5	.....





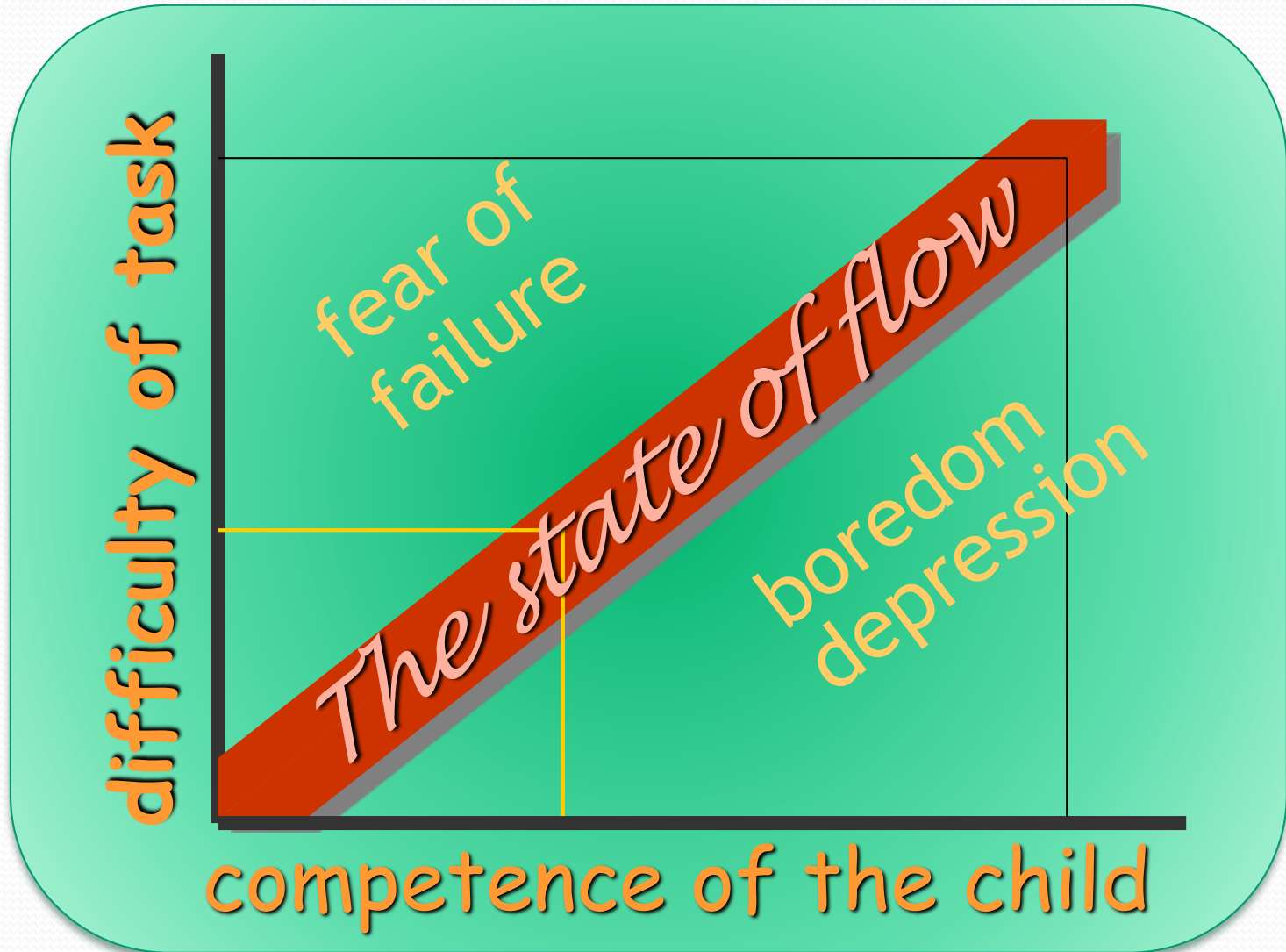
Ward 2

Process or product-oriented?

Name	<u>Involvement</u>	<u>Competence</u>	Comments
Bart	1 2 3 4 5	1 2 3 4 5	<i>loves maths</i>
Els	1 2 3 4 5	1 2 3 4 5	<i>gives up easily</i>
Jamal	1 2 3 4 5	1 2 3 4 5	<i>afraid to make mistakes</i>
Hans	1 2 3 4 5	1 2 3 4 5	<i>finds maths boring</i>
Daan	1 2 3 4 5	1 2 3 4 5	<i>holds on to material</i>

Excerpt from the "Process-oriented Monitoring System"
Subject: mathematics in first grade of primary school

The zone of proximal development [Vygotsky]



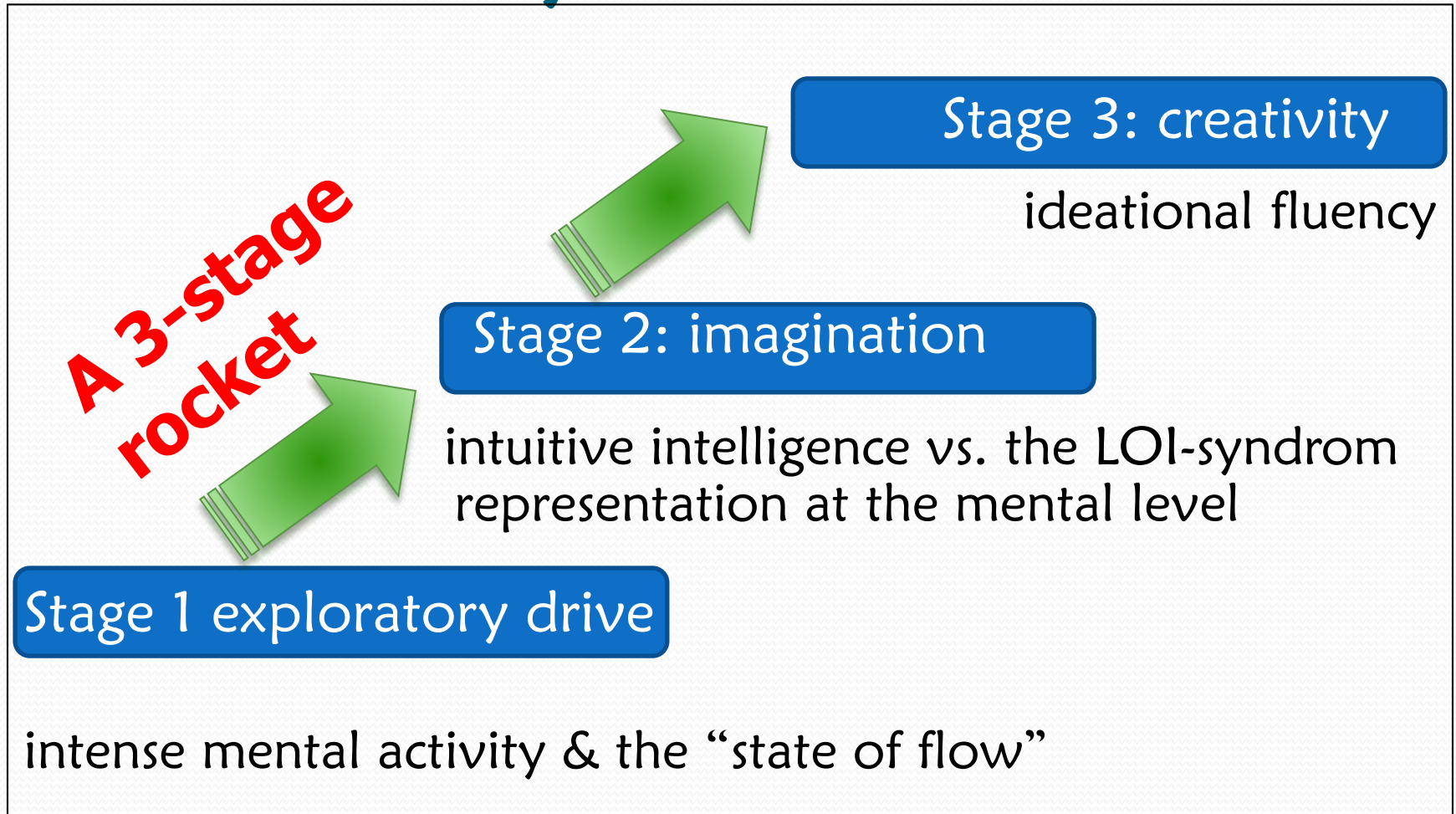
The '10.000 Hour Rule' from Gladwell

- The Beatles
- Bill Gates

Hard work
=
Passion

“For excellence in whatever domain one needs 10.000 hrs of hard work combined with talent = weekly 20 hrs during 10 year”

Involvement: the foundation for creativity





A Process-Oriented Monitoring System For Early Years

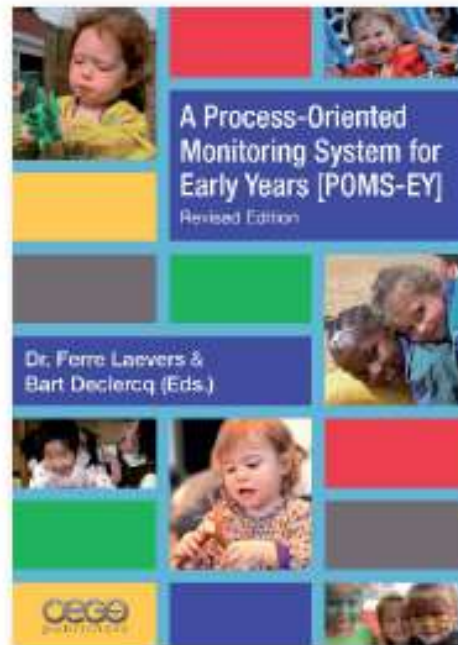


Revised Edition Including 8 Developmental Domains

■ **Authors:** dr. Ferre Laevers & Bart Declercq [Eds.]

■ **Content:**

A guide covering 3 stages, from group screening to interventions, with 8 forms to support the process, case studies and suggestions for actions. This system focuses on the major indications for quality: well-being and involvement. Children are screened using a 5-point scale for both dimensions. For those who fall below level 4 practitioners are guided to more advanced observations. This approach gives a sense of purpose and efficacy: you get immediate feedback and can get to action without delay. Screening of the group four times a year has not only proven to be practicable but also most effective to raise levels of well-being and involvement in all children and improve achievements.



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POMS

PROCESS ORIENTED CHILD MONITORING SYSTEM

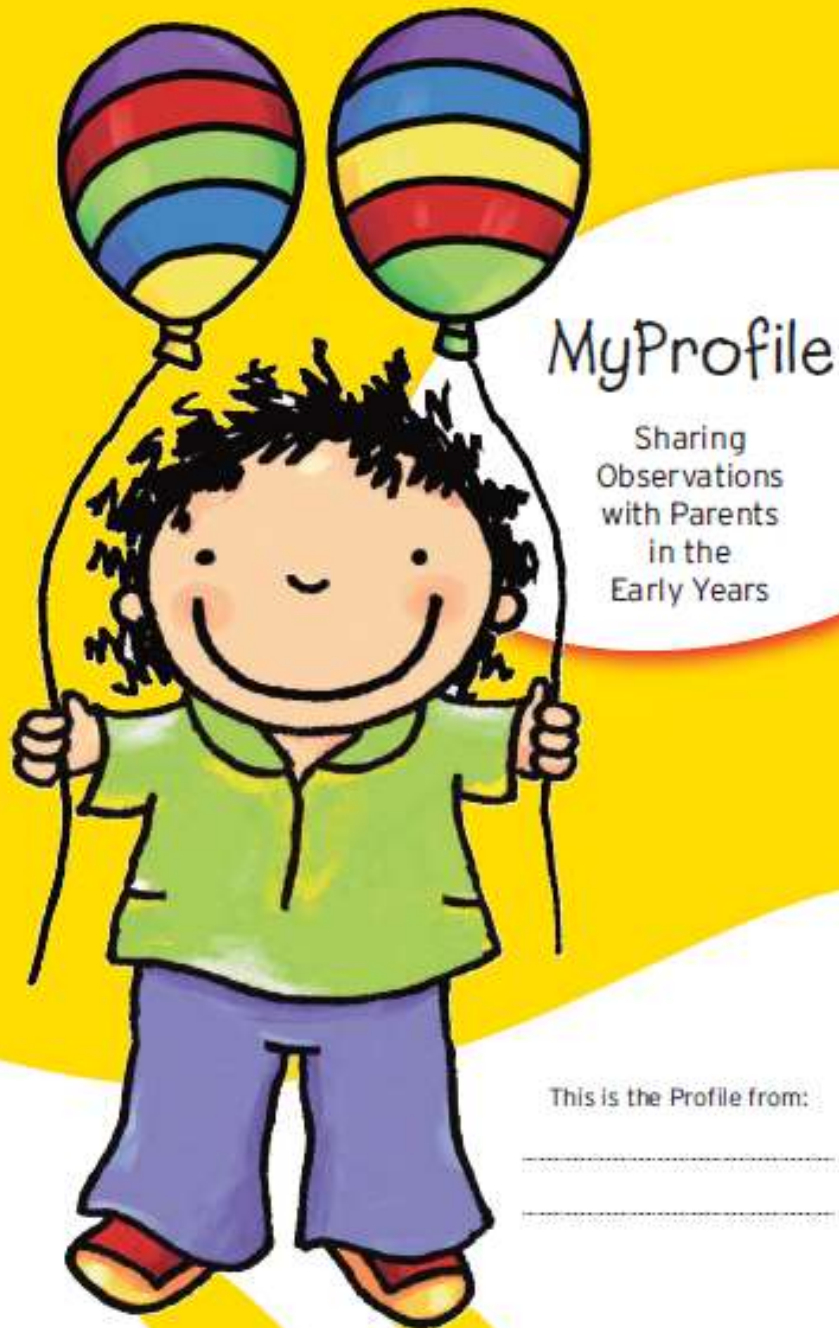
NEW EDITION

The POMS: the forms

NUMBER	TITLE	CONTENT
FORM 1	The Group Screening	Assessment of well-being & involvement
FORM 2	The Ten Action Points Rating Scale	Finding out how the approach as a whole can be improved
FORM 3	Opening a File	A starting point for children that will need more individual observation and follow-up
FORM 4	Well-being in four Relational Fields	Analysis of the child's relationship with the adult, the other children, the setting as a whole and the home
FORM 5	Involvement in Relation to Activities	Finding out the child's pattern of involvement in relation to activities and forms of organisation
FORM 6	Development in Nine Domains	Assessing the child's developmental level in 9 domains (5-point scales)
FORM 7	The Child's Profile	Drawing the balance between strengths and points of concern in the child's profile
FORM 8	Record of Interventions	Reporting all important steps in the follow-up of the child: interventions, meetings, additional observations...



Working with parents:
MyProfile



“Parents and/or carers should be kept up-to-date with their child’s progress and development. Paperwork should be limited...”

[Rev. EYFS framework]

Name: Yr: mths Date:/...../.....

Gross motor skills

?

Language/Communication

?

Social competence

?

Well in your skin

?

How can we foster well-being involvement development?

.....

.....

.....

.....

Fine motor skills

?

Exploration of the world

?

Logical/mathematical thinking

?

Self-organization/initiative

?

Expressive arts

?

This is me now

Well-being

Involvement

I like...

I dislike...

My relations

Questions PARENTS Responses

MyProfile

Sharing observations
with parents
in the early years



- *Practitioners must discuss with parents and/or carers how the summary of development **can be used to support learning at home.***

Rev. EYFS framework

How can we foster
well-being
involvement
development?

.....

.....

.....

.....

Self-organization/Initiative

Expressive arts

MyProfile

Sharing observations with parents in the early years



Gross motor skills



Expressive arts



Self-organization/Initiative



Fine motor skills



Language/Communication



Social competence



Well in your skin



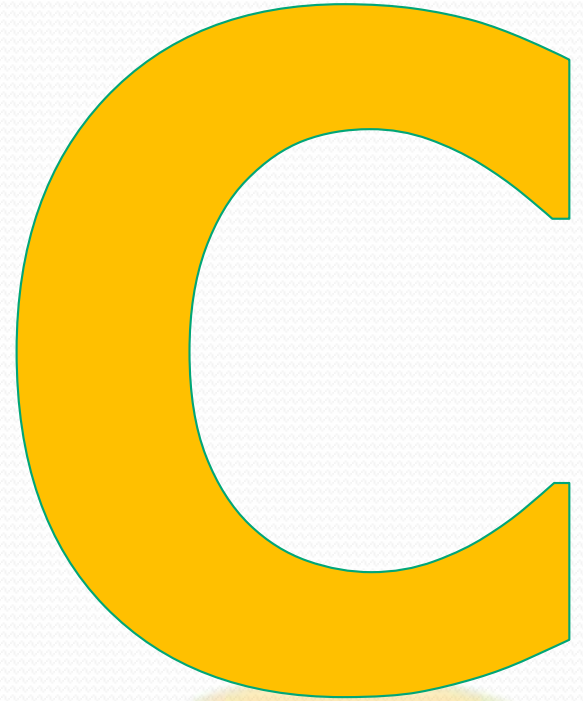
Exploration of the world



Logical/mathematical thinking



The **CONTEXT**
we need



Every child in every street
intensively involved!

WELL IN YOUR SKIN
SQUARE

king ave

Logic

Language

Neural str.

Gross motor str.

Fine motor str.

Social world lane

Physical world lane



The Story of the Pebbles

An open project on minerals

Day 1



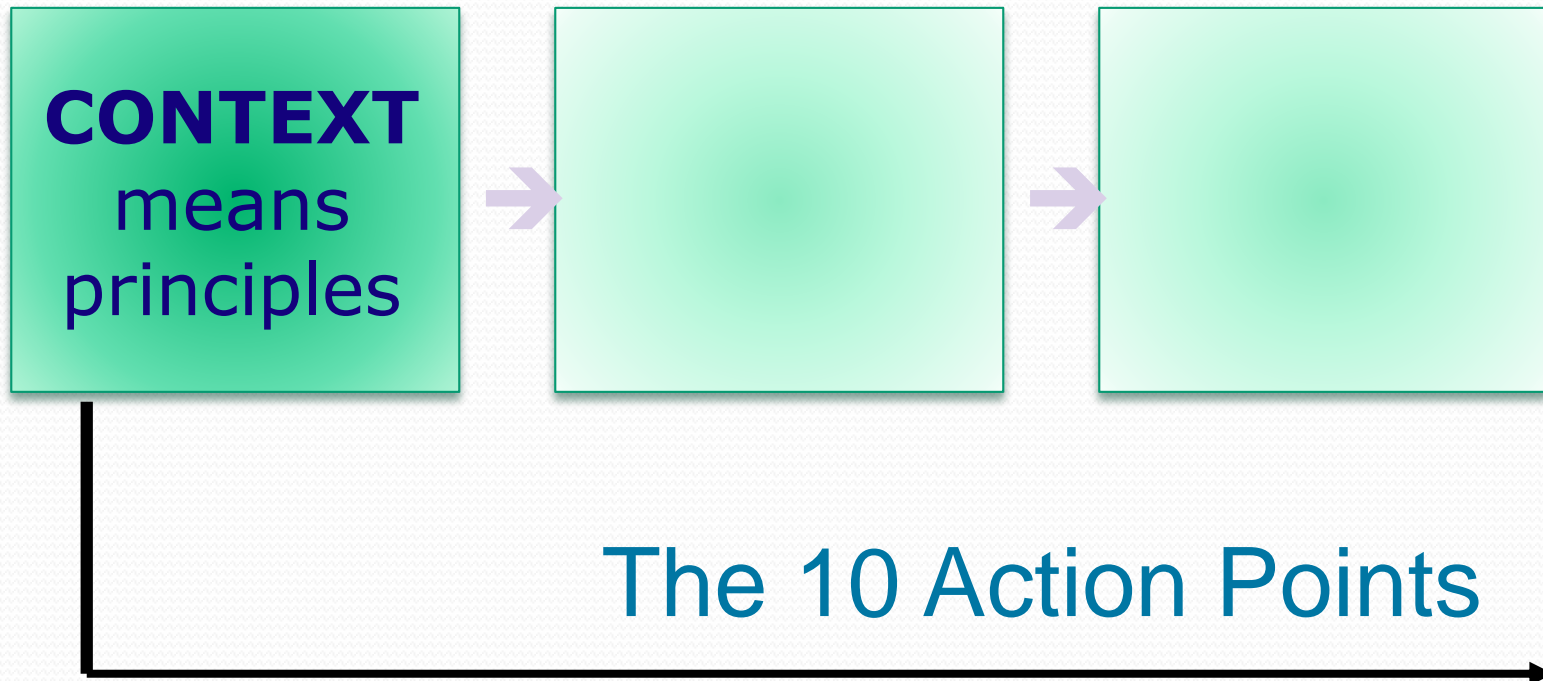
2

Active ingredients
of a powerful learning
environment

Reflection

What are the active ingredients of this learning environment that explain the ‘explosion of involvement’?

Ingredients of a powerful learning environment



The 10 Action Points

Create a rich environment	1-2-3
Offer activities based on observed interest	4
Stimulate activities with open impulses	5
Give room for child initiative	6
Build up positive relations	7
Explore the world of feelings, behaviour & values	8
Support children with special needs	9-10
POMS!	

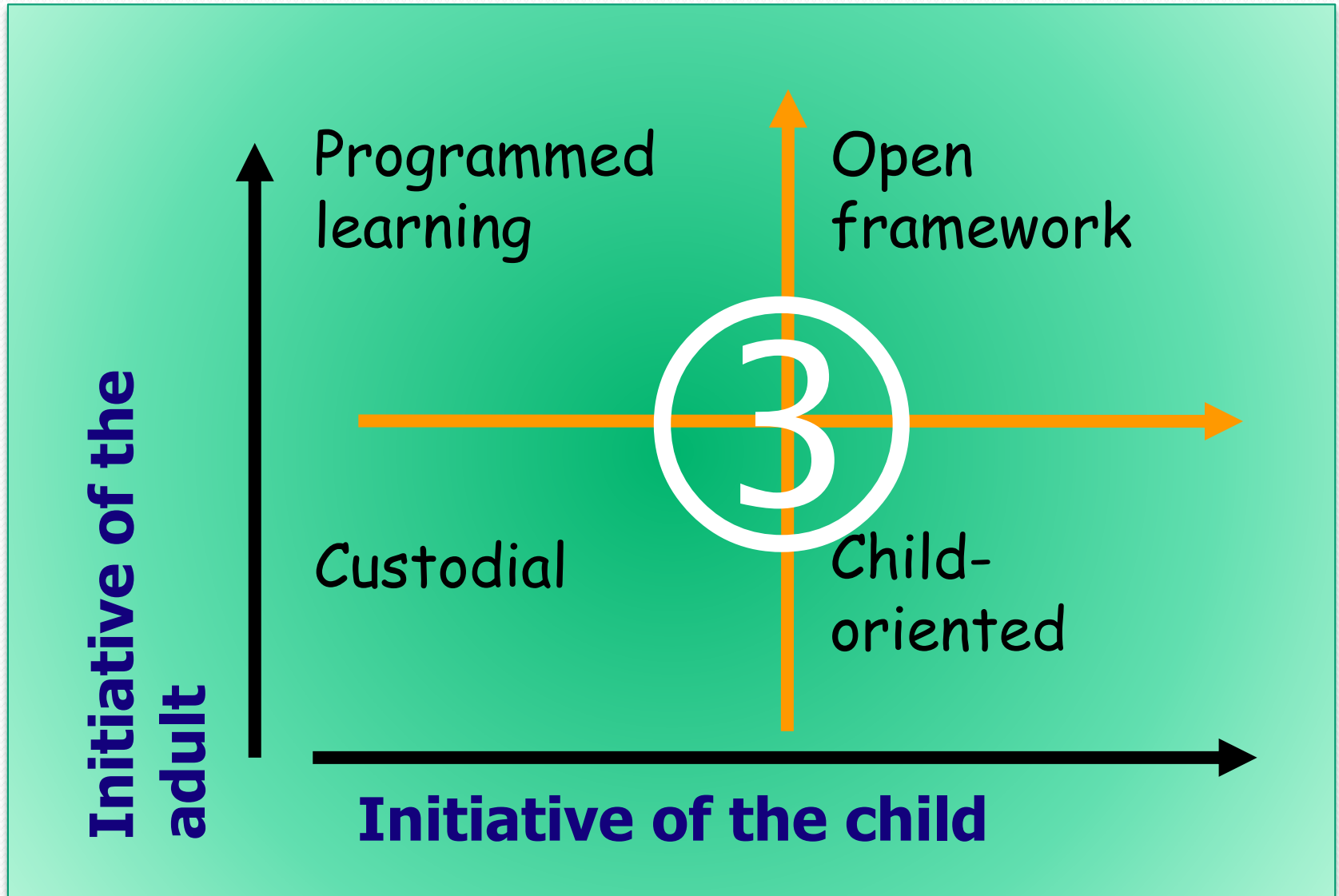
Group climate : level 5

- *The atmosphere is relaxed, cheerful, cosy*
- *Most of the children take pleasure in what they do*
- *Children and teacher have a lively and content expression on their faces*
- *Children dare to experiment, to give answers, to take initiative and to make mistakes*
- *Children are spontaneous: they ask questions, express what they feel and think*
- *There is a natural, unforced quietness when required*
- *Humor is never far away: children and adult have fun telling jokes or phantasizing*

... let's make the soup thicker!



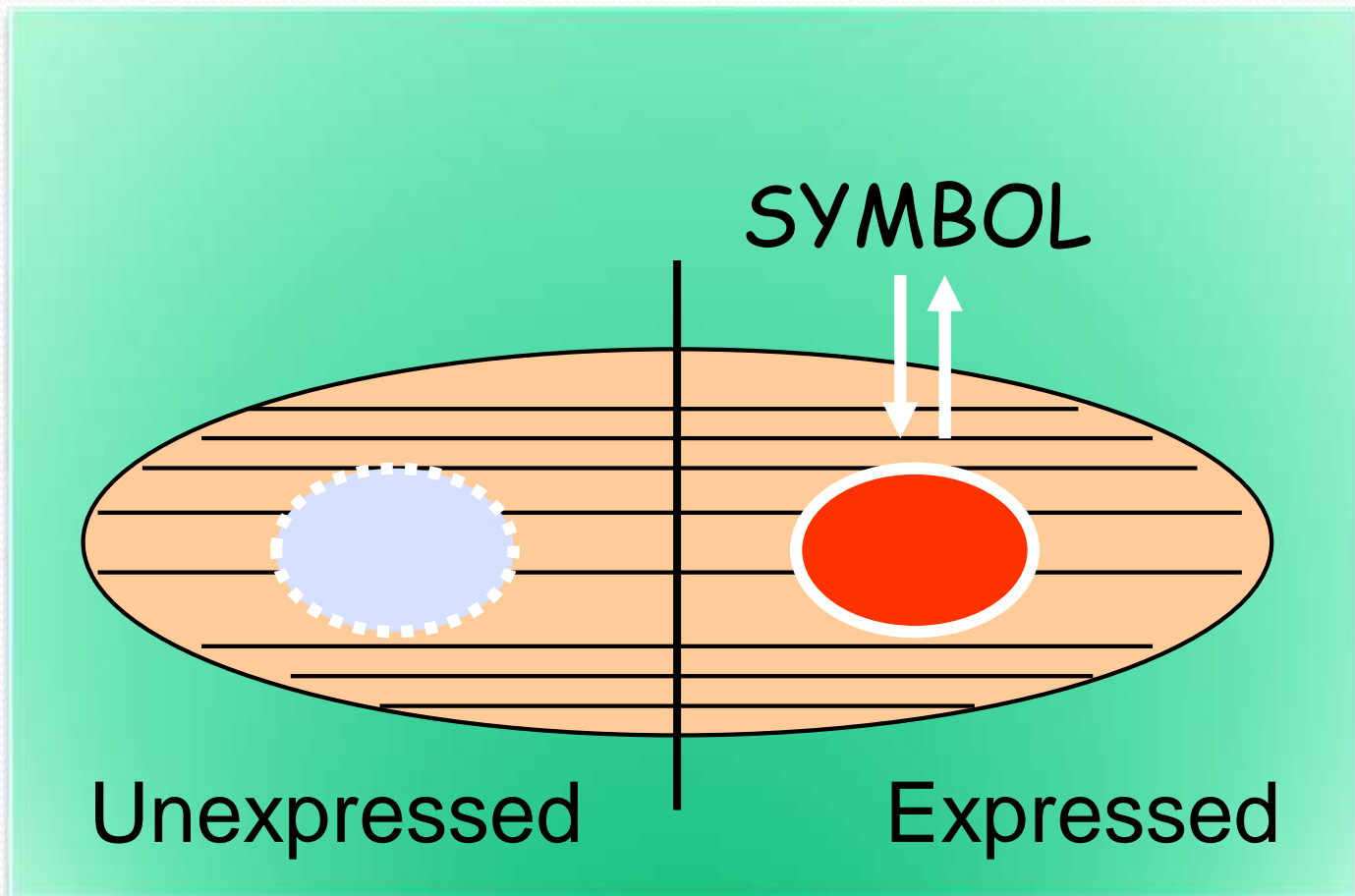
The 'open framework' approach [High Scope]



The impression-expression cycle

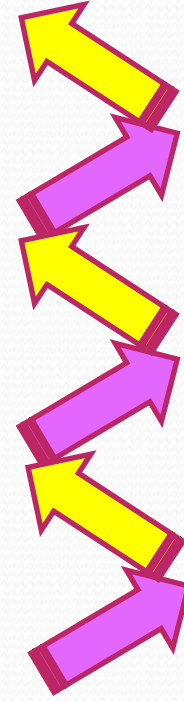


To express is to impress



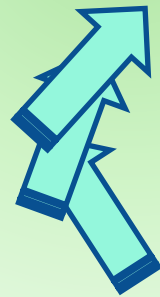
Hands on – Brains on

Intuitive understanding



Development of concepts

Intuitive understanding



C ,



B ,

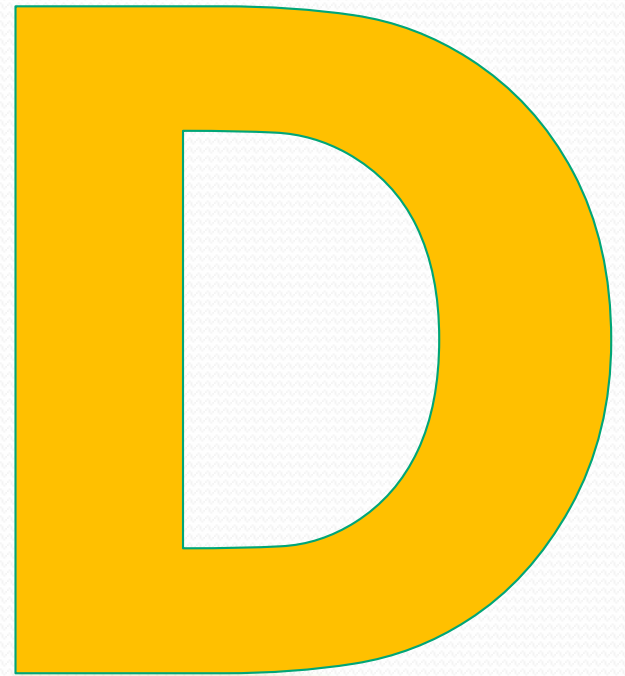


A ,

A gap
between
intuitive
cognition
and
knowledge



A class with 5 year olds



Monitoring of quality

Observation, reflection and action

WELL-BEING & INVOLVEMENT

```
graph TD; A[WELL-BEING & INVOLVEMENT] --> B[SCREENING]; A --> C[SCANNING];
```


The diagram illustrates a process flow. At the top, a light green box labeled 'WELL-BEING & INVOLVEMENT' has two arrows pointing downwards to two separate boxes. The left box is green and labeled 'SCREENING', while the right box is yellow and labeled 'SCANNING'. Both boxes describe the basis for their respective scores.

SCREENING

Scores based on observations over the past few weeks

SCANNING

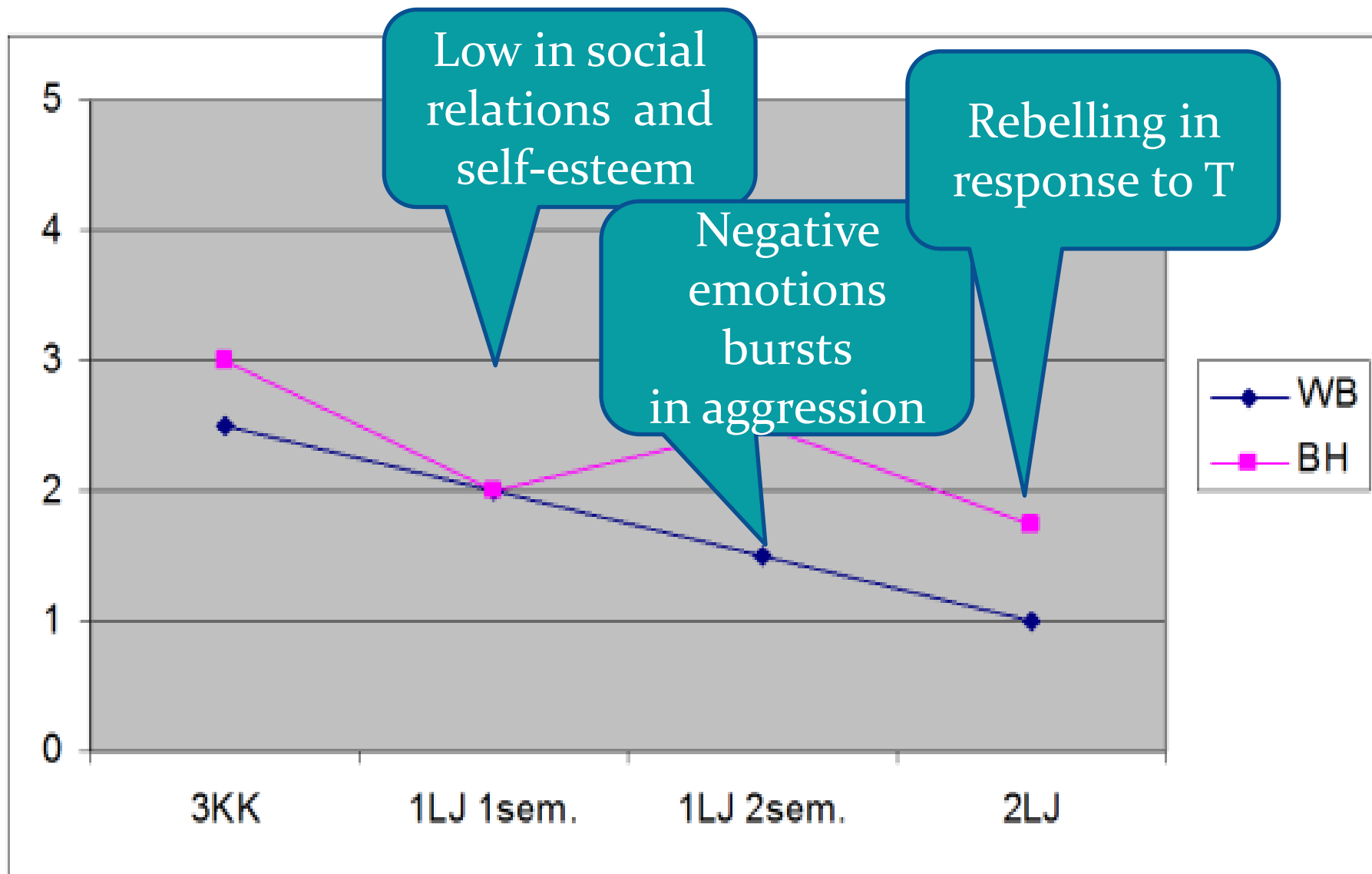
Scores based on 2 minutes of observation per child per round



1

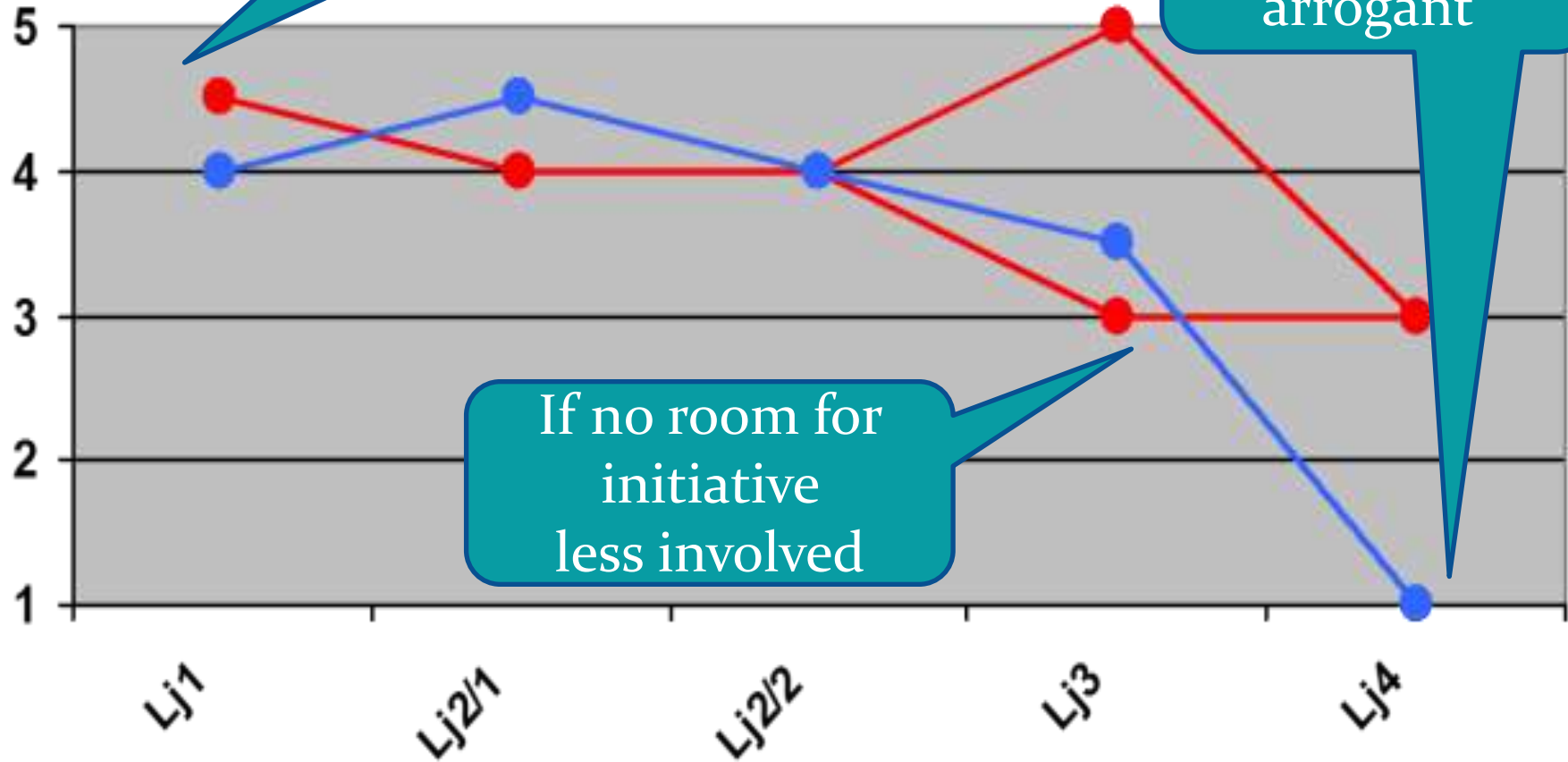
Screening:
Taking the pulse from 0 - 18

Mirth



Sem

Welbevinden —●—
Betrokkenheid —●—



Prognosis based on a longitudinal study

Prognosis	% of children
Most worrying	10.3
Worrying	20.7
Favourable	44.8
Most favourable	24.1

2

Scanning:
Take a sample of ongoing
practice

The scanning procedure

Group: Pavillion – Age: 18-36 mths – Number: 14 ch.			Adults: 2 – Date: 08/11/2015 - From 9:10 to 9:45		
NAME	OBSERVATION	WB&INV	NAME	OBSERVATION	WB&INV
1 Aster	Lively, babbling, explores camera. Enjoying, radiating, some distraction.	4 ⁺ 3 ⁺ WB BT	6 Korneel	On a bike. Drives behind R. Shouts 'heilo!', smiles, waves to adult. Energetic, radiating.	5 5 WB BT
2 Jens	Gets up, watches, takes block. Speaks in 'phone'. Back to block, concentrated	3 ⁺ 4 ⁺ WB BT	7 Fien	On carpet, takes block. Rubs eyes. Flips pages. Looks up, distracted. Mimicless.	3 2 WB BT
3 Lomyck	Stares, flips through pages, absent. No expression. Yarns. Limited play	3 2 WB BT	8 Seppe	Displays fruits, washes & dries them. Stirs in pot. Serious & focused looks.	4 5 WB BT
4 Bougie	To kitchen, with energy. Fantasy play with pots. Laughs and babbles. Concentrated	5 5 WB BT	9 Sam	Plays with adult. Reaches pots again and again. Looks when photo taken. Relaxed.	4 3 ⁺ WB BT
5 Kato	In doll area. Weeping. Rubs eyes. More crying. No activity.	1 1 WB BT	10 Martin	Turns wheels without attention. Stares in space. No response to other. Tensed.	2 ⁺ 1 WB BT

Which norm?

50 % of the children	50 % of the children
Score 3	Score 4
Mean = 3.5	

Research results

Research project	WELB	INVOLV
ZIKO 2009	3,6	3,3
MeMoQ 2017	3,4	2,7
LKK Monitor KDV	3,6	3,1
LKK Monitor POV	3,6	3,4
KOREIN pre	3,6	3,2
KOREIN post	3,8	3,5
Milton-Keynes pre	3,3	2,9
Milton-Keynes post	3,7	3,5

Sampels: between 300 en 8000

Which norm?

50 % of the children	50 % of the children
Score 3	Score 4
Mean = 3.5	

Research results

Research project	WELB	INVOLV
ZIKO 2009	3,6	3,3
MeMoQ 2017	3,4	2,7
LKK Monitor KDV	3,6	3,1
LKK Monitor POV	3,6	3,4
KOREIN pre	3,6	3,2
KOREIN post	3,8	3,5
Milton-Keynes pre	3,3	2,9
Milton-Keynes post	3,7	3,5

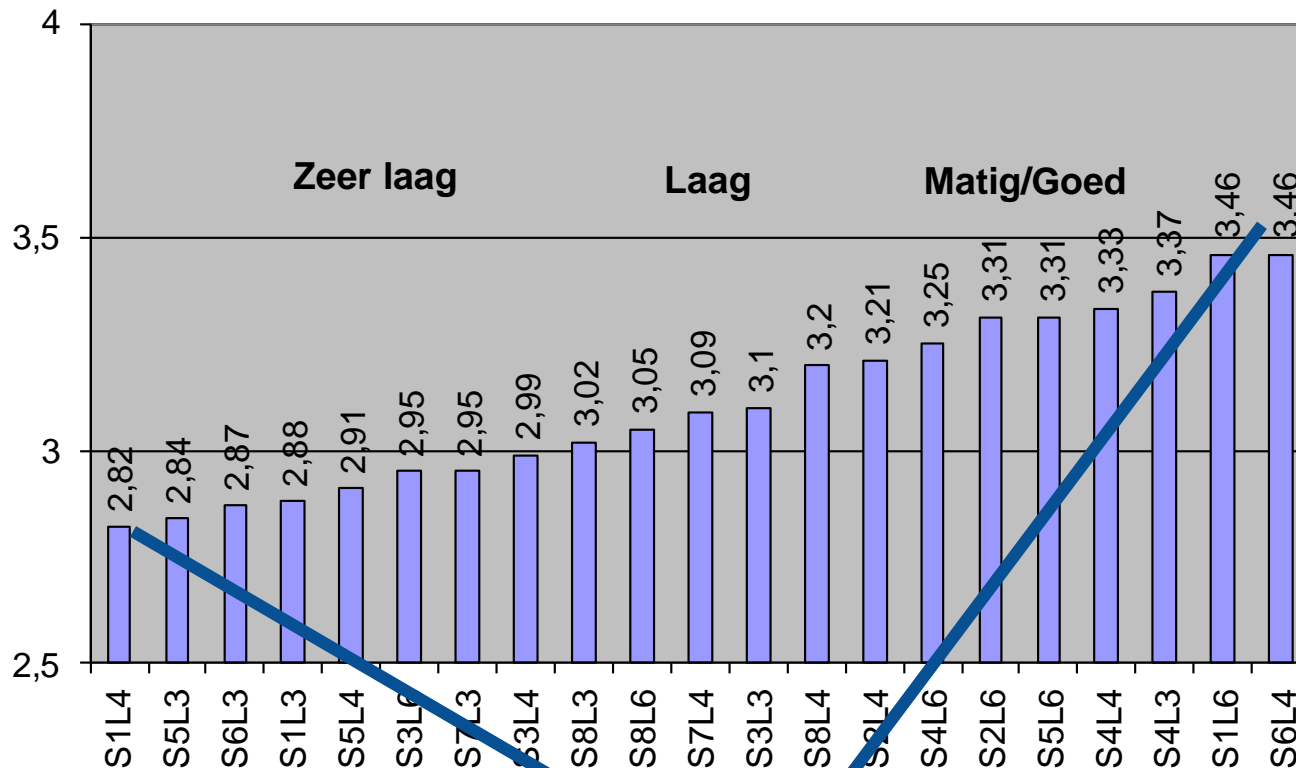
Sampels: between 300 en 8000

On or above the norm

Involvement as a measure for learning efficiency

RESEARCH on Equal Opportunities

50 to 100 % children with migrant background Primary



-21 classes

-10 ppl, per class

-five ½ days of observ.

-over 1 schoolyearr

-ca. 20 scores/llg

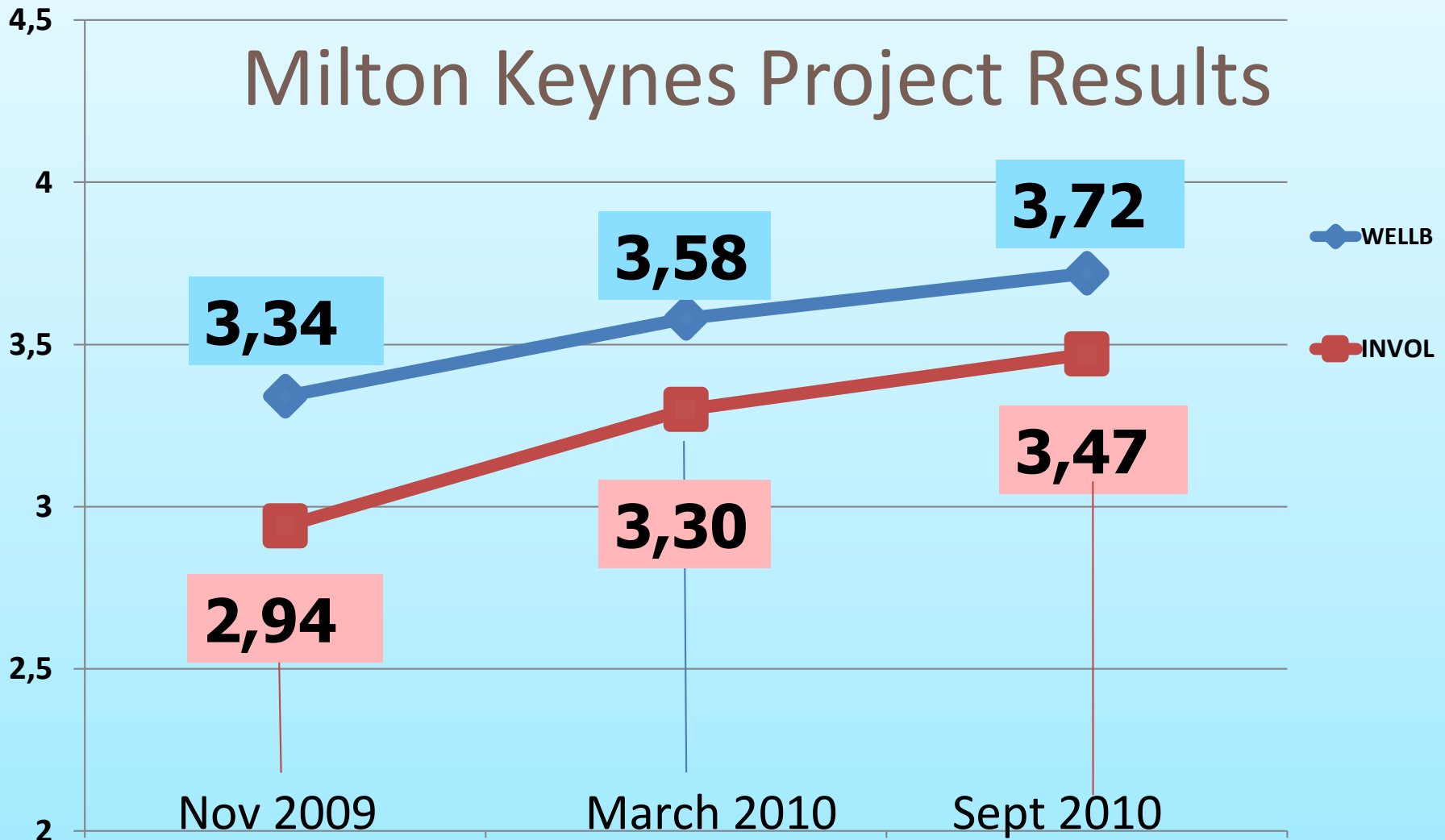
Lowest = 2,82 (learning efficiency: 56,4 %)

Highest = 3,46 (learning efficiency: 69,2 %)

INTERVENTION STUDY

50 groups in settings in deprived areas – 10 children per group scanned - advisors visited the groups 4 times and to coach

Milton Keynes Project Results



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
- ➡ take initiatives that are promising
- ➡ reflect: why did it work/why not?
- ➡ share your experiences & celebrate

How to get there?

- ➡ find a consensus around the crit
'wellbeing' and 'involve'
- ➡ start where
limit

HOPE

...ing
work/why not?
... experiences & celebrate

Practice Oriented Publications

A Process-oriented Monitoring System

for early years [POMS] (book)

Observing well-being and involvement of babies and toddlers (0-3)

Observing Involvement in Children from Birth to 6 years (manual+ DVD)

Observing Involvement in Children from 6 to 12 years (manual + DVD)

MyPortrait (manual and portfolio-form)

A Box full of Feelings

