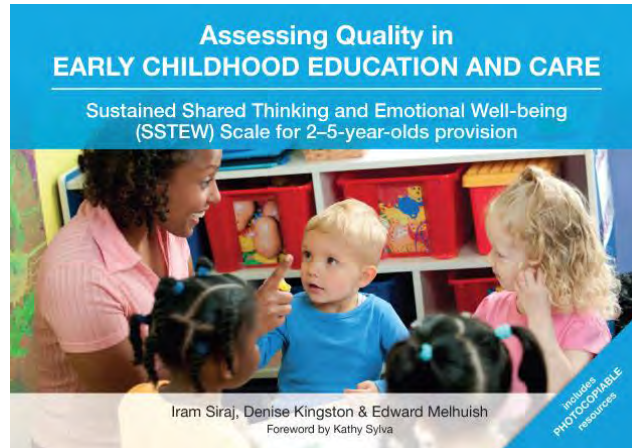


9th IRRI Conference

Quality and Communication Matters! ***Sustained, shared thinking and emotional well-being*** ***in ECEC***

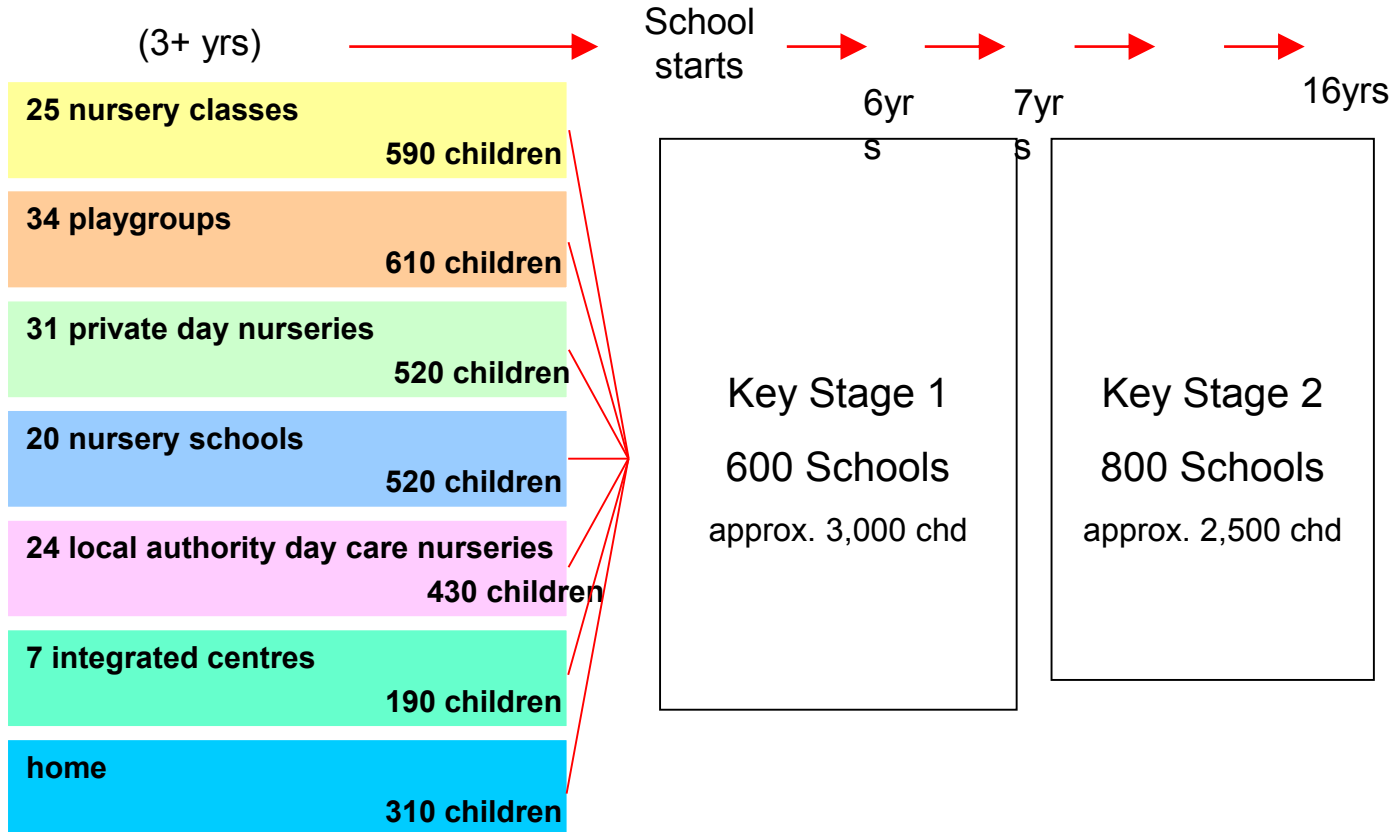


21st July 2016 Vancouver, BC, Canada

Iram Siraj

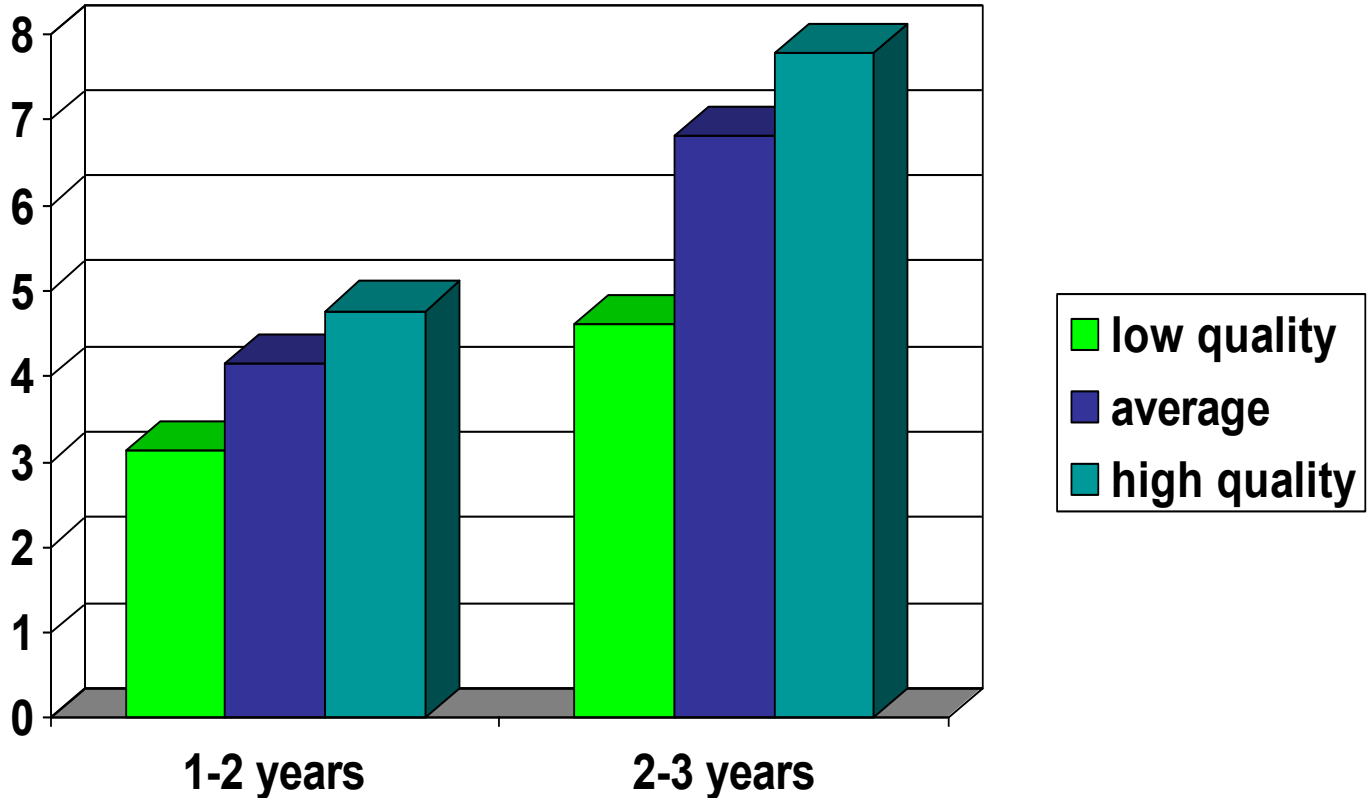
UCL, Institute of Education &
ESRI, University of Wollongong

General Population - EPPSE STUDY (Sylva, Melhuish, Sammons, Siraj and Taggart 1997-2014) in England

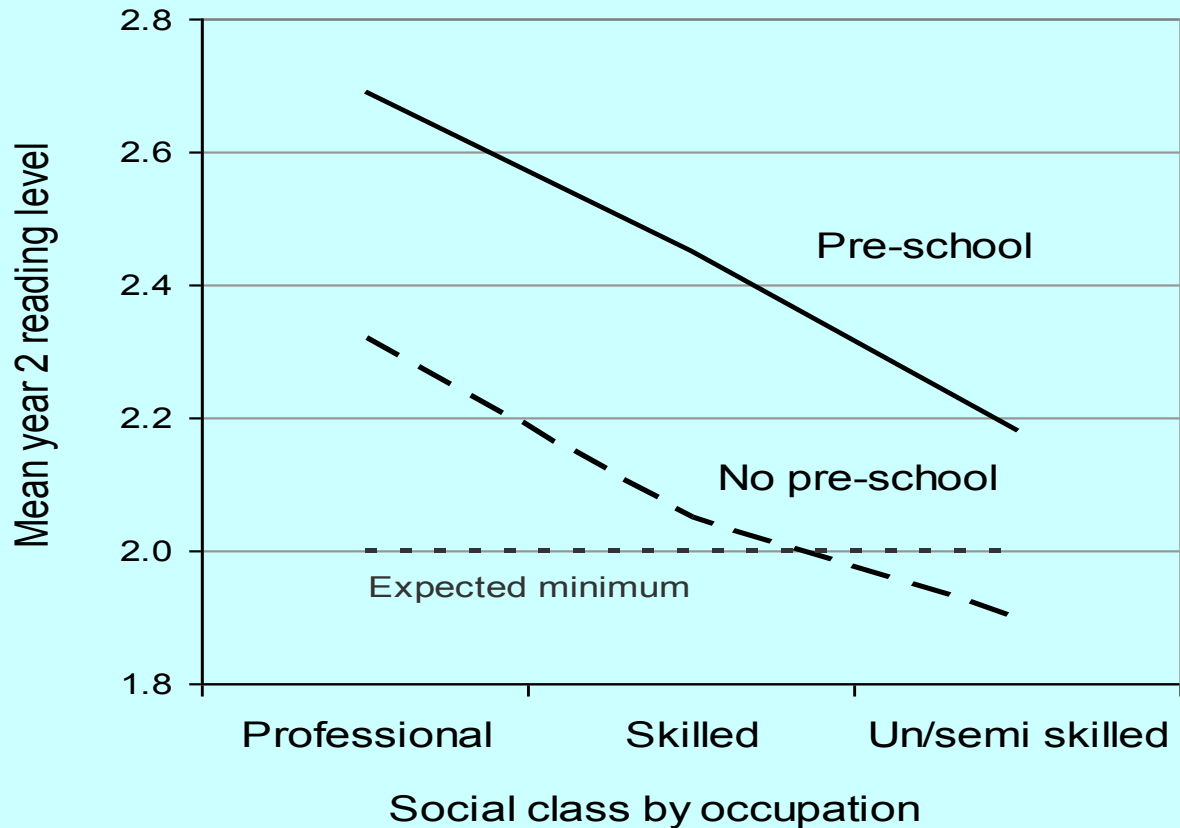


Quality and Duration matter

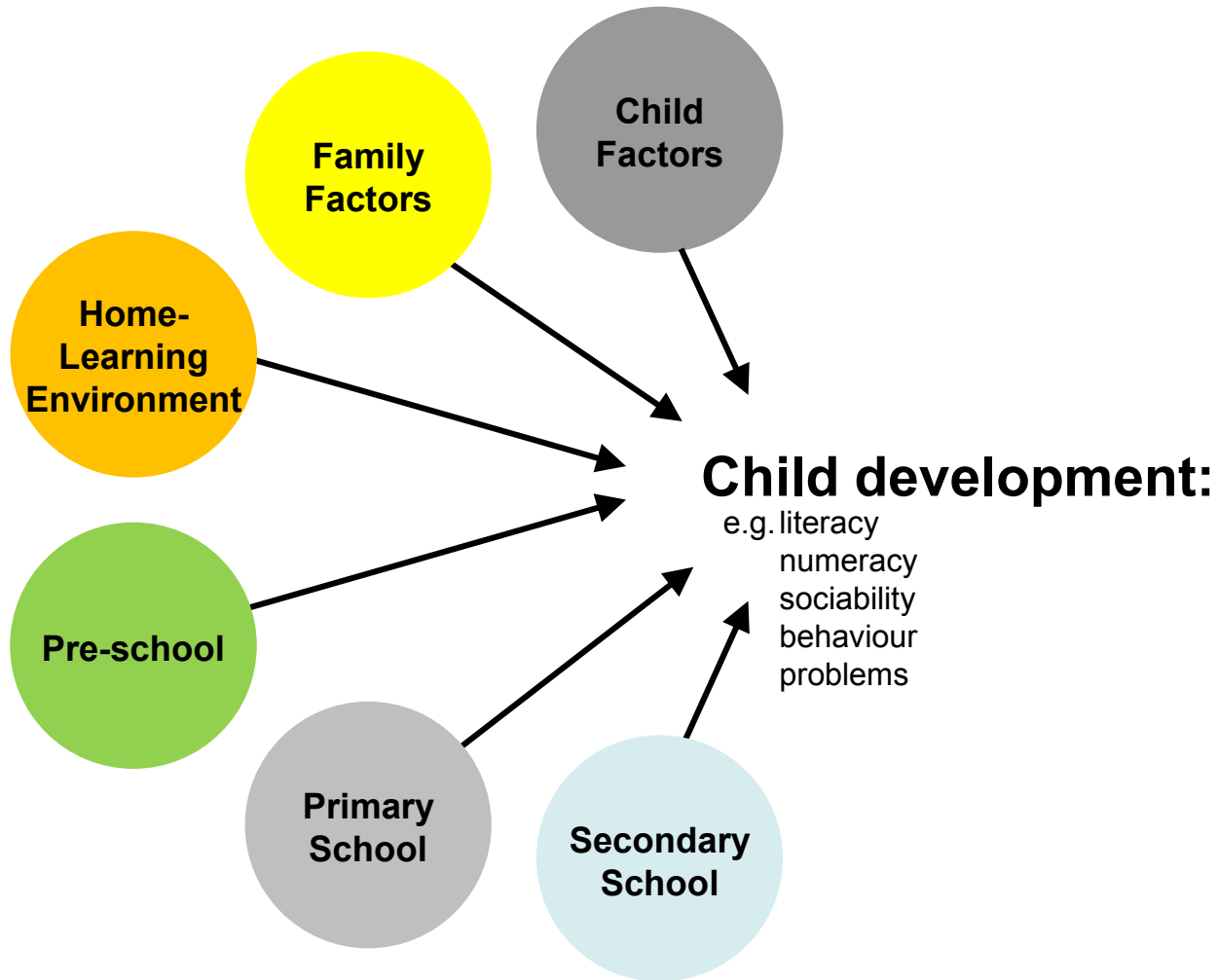
(months of developmental advantage on literacy)



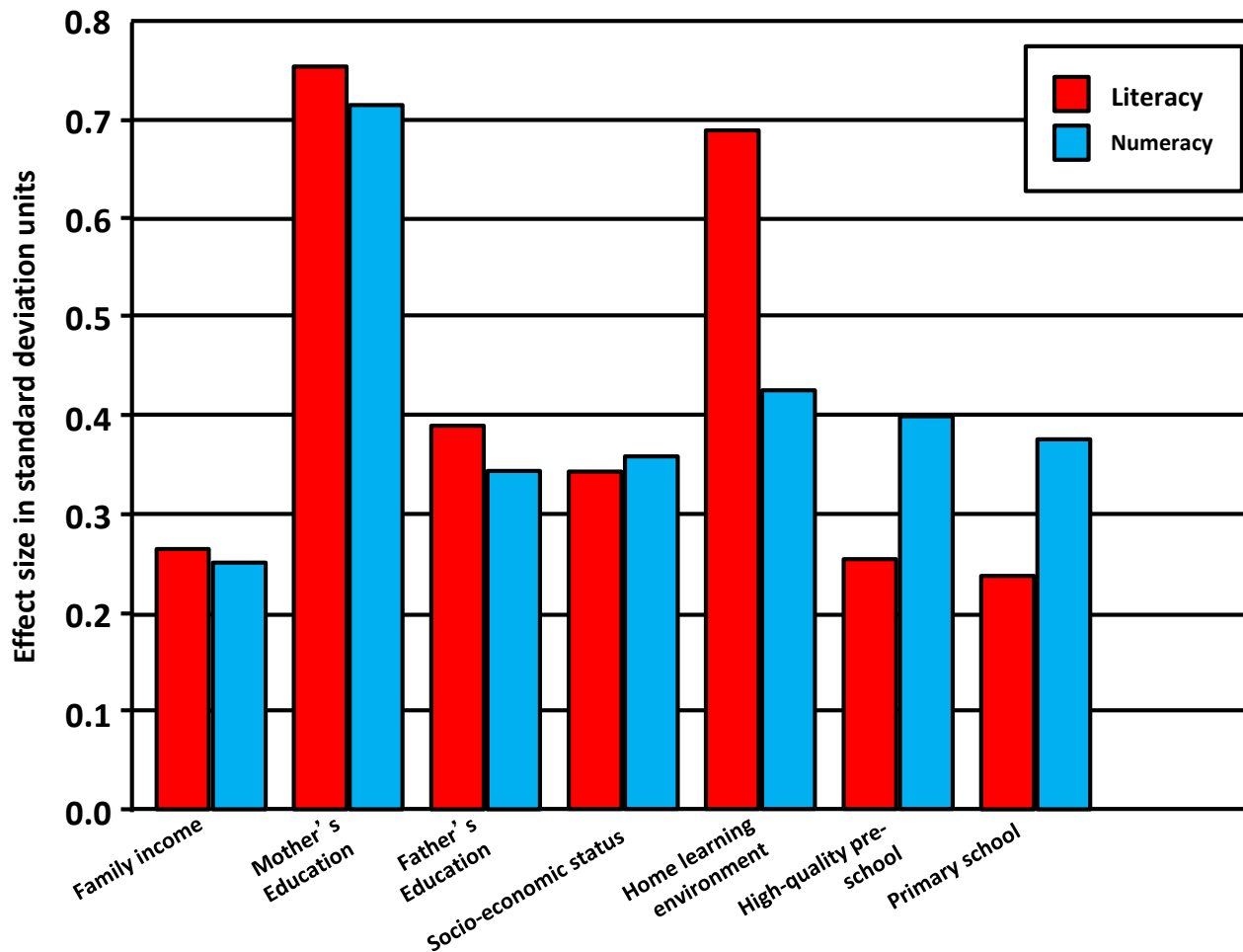
Social class and pre-school on literacy (age 7)



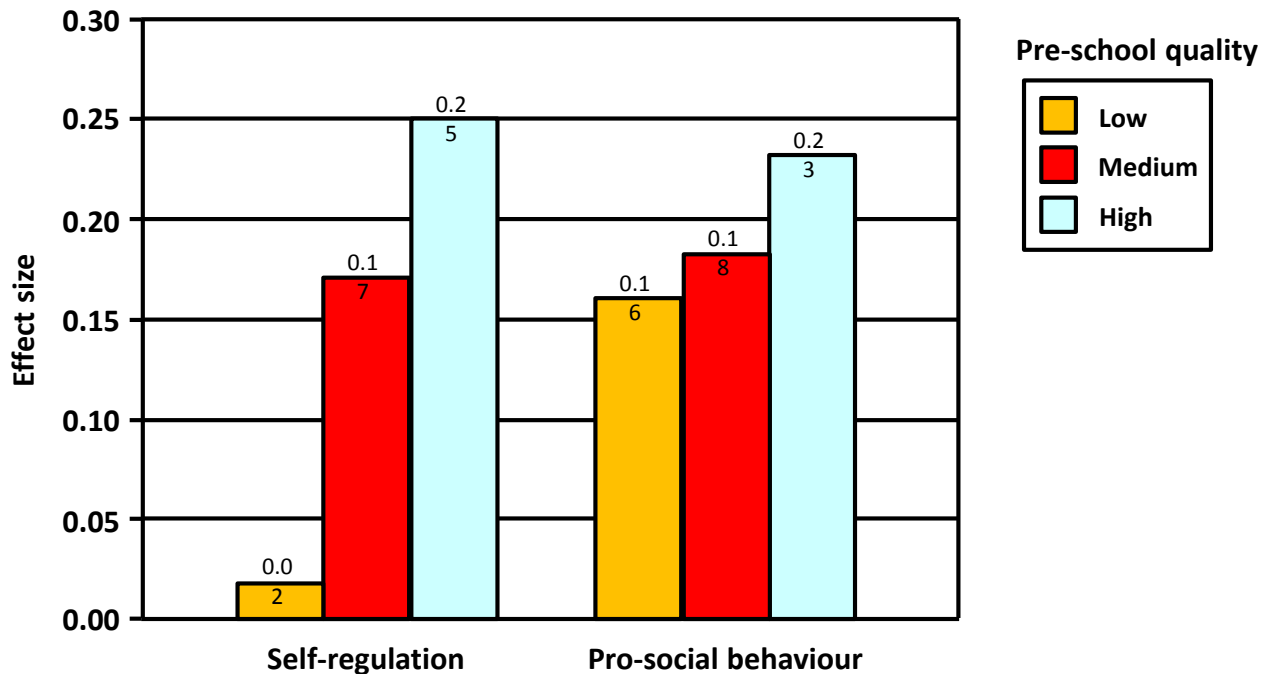
Modelling later outcomes



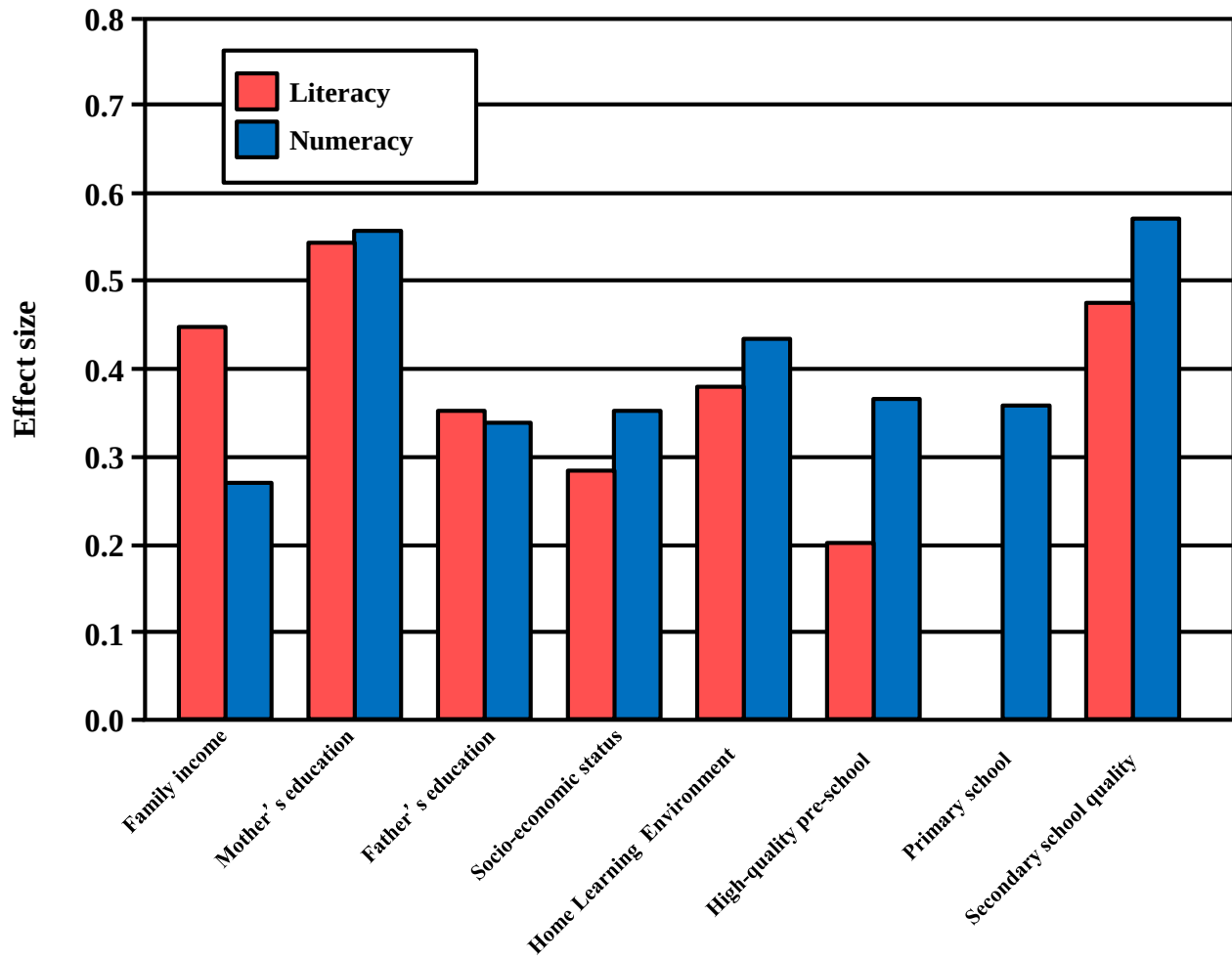
Effects upon Age 11; literacy and numeracy



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



Effect sizes for 16 year olds



In EPPSE used Two Early Childhood Environment Rating Scales

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-Blatchford & Taggart (2003)

Example of ERS Rating Scale

Inadequate		Minimal		Good		Excellent
1	2	3	4	5	6	7

Effective Pre-schools

- **The EPPSE study was able to identify which pre-school centres were having the most benefit for children's developmental progress (value-added).**
- **We then conducted in-depth case studies of very effective and just good centres to see what made a difference.**

Researching Effective Pedagogy in the Early Years (REPEY) Project

(Siraj-Blatchford et al., 2002)

Aim: to identify the most effective pedagogical strategies in supporting the development of young children's skills, knowledge and attitudes.

Pedagogy, international literature review:

Involvement

adult and child

Co-construction

of knowledge

Instruction

modes of teaching

demonstration

explanation

questioning

modelling

Effective Pedagogy in the Early Years

Teacher initiating activity:

“...effective pedagogues model appropriate language, values and practices, encourage socio-dramatic play, praise, encourage, ask questions, and interact verbally with children. Excellent settings tended to achieve an equal balance between teacher-led and child-initiated interactions, play and activities”

(Siraj-Blatchford et

al 2002)

Effective Pedagogy in the Early Years

Teacher's extending activities:

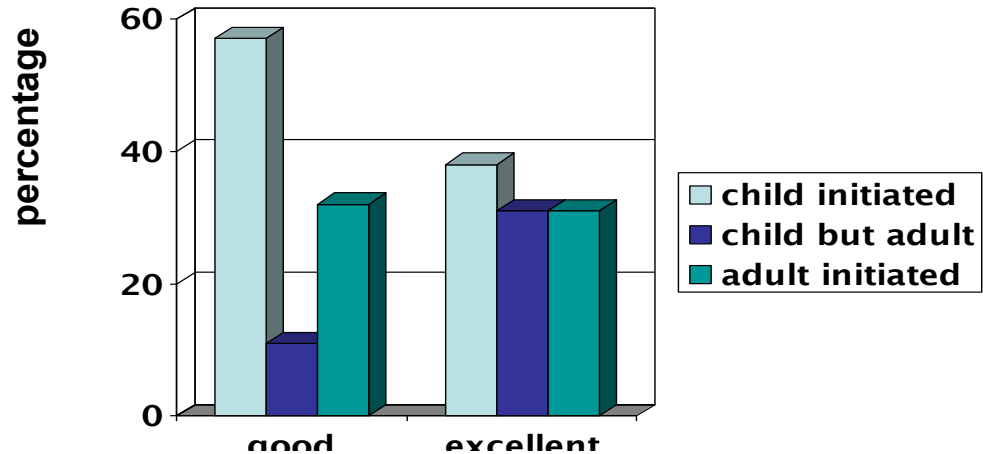
“...a particular form of teacher initiation that may also be applied in cases where initially the child initiated. The most effective settings were found to provide both teacher-initiated group work and freely chosen yet potentially instructive play activities. ‘Extension’ was included in the definition of ‘sustained shared thinking’”

(Siraj-Blatchford

et al 2002)

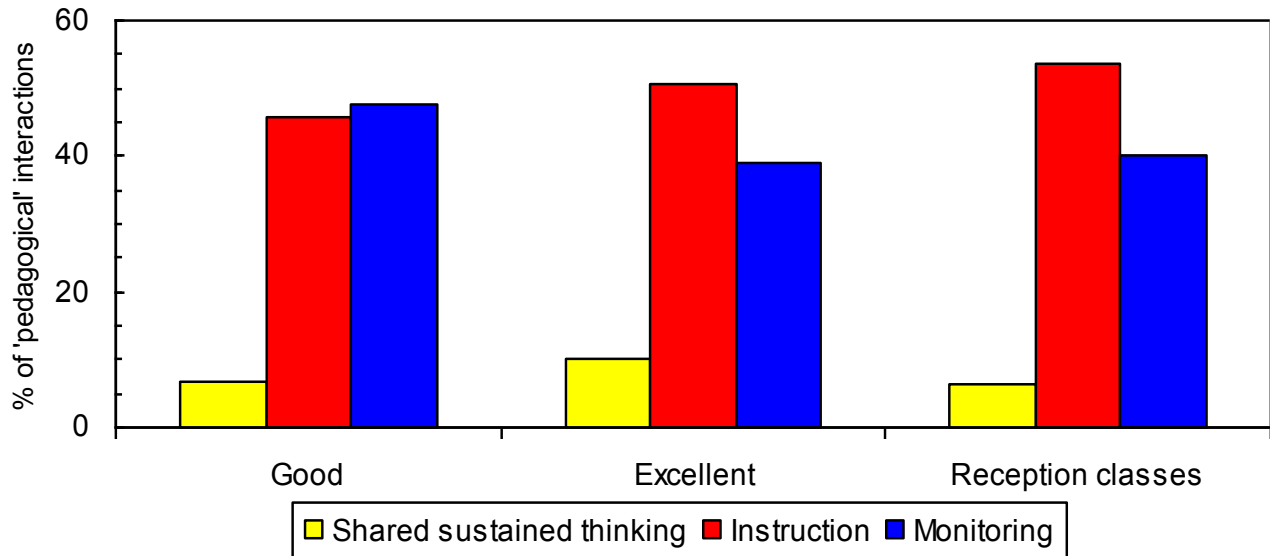
REPEY Study Findings

Percentage of high cognitive challenge activities within each initiation category in each setting type



REPEY Study Findings

Proportion of adult cognitive pedagogical interactions in settings varying in effectiveness



**From: Siraj-Blatchford, I. (2009) 'Early Childhood Education' in;
Maynard, T. & Thomas, N. (Eds.) *An Introduction to Early Childhood Studies*,
(2nd Edition) London: Sage Publications (in press)**

Table 1: OECD Curriculum Outlines

	Teacher's initiating activities	Teacher's extending activities	Differentiation and Formative Assessment	Relationships and conflict between children	<i>Sustained Shared Thinking</i>
EEL ^[1]	"Introducing new activities"	"Enriching interventions"	"Observe children"	"Work out sustaining relations"	"Engagement"
High Scope	"Sharing Control"	"Participation as partners"	"Plan - Do - Review"	"Adopt a problem solving approach"	"Authentic dialogue"
Reggio Emilia	"Development of short and long- term projects"	"Sustaining the cognitive and social dynamics"	"Teachers first listen don't talk"	"Warm reciprocal relationships"	"Reciprocity of interactions"
EPPE/ REPEY	<i>Correlations found with effective practice</i>	<i>Correlations found with effective practice</i>	<i>Correlations found with effective practice</i>	<i>Correlations found with effective practice</i>	<i>Correlations found with effective practice</i>

Child-initiated learning and focused learning (DCSF (2009) *Learning, Playing and Interacting*. Nottingham: DCSF)



Effective Pedagogy in the Early Years

Differentiation and Formative Assessment:

“...effective pedagogues assess children’s performance to ensure the provision of challenging yet achievable experiences (i.e. within the ZPD) and provide formative feedback. The most effective settings have shared educational aims with parents supported by regular communication”.

Attention to the relationships between children:

“Effective settings view cognitive and social development as complementary and they support children in rationalising and talking through their conflicts” (i.e. another context for SST).

(Siraj-Blatchford et al 2002)

Effective Pedagogy in the Early Years

❖ Sustained shared thinking:

An episode in which two or more individuals “work together” in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend.

❖ Open-ended questions feature; and

❖ Playful learning, building on the child’s interests.

The above are difficult to assess as outcomes but are essential to achieving good outcomes! Necessary but not sufficient, we still require good content.

(Siraj-Blatchford et al., REPEY, DfES 2002)

Quality: Researching Effective Pedagogy in the Early Years (REPEY) study investigated 12 effective settings:

- 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.

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)

Added in SSTEW scale

- *“the active engagement of practitioners in children’s learning and extending thinking.”*

(Siraj, Kingston and Melhuish, 2015)

Sustained Shared Thinking.

- Can be verbal or non-verbal.
- Emphasis on “contribution to thinking”
- The educator may ‘stand back’, ‘intervene’, ‘model’, ‘question’ ‘provoke’ etc
- The educator needs to be sensitive not necessarily talkative – the responsive adult who intentionally scaffolds learning.

VIDEO CLIPS

How do we support children's sustained shared thinking (Early Ed. SST Project)

They may include the adult:

- **tuning in:**
listening carefully to what is being said, observing body language and what the child is doing
- **showing genuine interest:**
giving your whole attention, maintaining eye contact, affirming, smiling, nodding
- **respecting children's own decisions and choices inviting children to elaborate:**
'I really want to know more about this'

How do we support children's sustained shared thinking

- **inviting children to elaborate:**
'I really want to know more about this'
- **re-capping:**
'So you think that...'
- **offering your own experience:**
'I like to listen to music when I cook supper at home'
- **clarifying ideas:**
'Right Darren, so you think that this stone will melt if I boil it in water?'

How do we support children's sustained shared thinking

- **suggesting:**
'You might like to try doing it this way'
- **reminding:**
'Don't forget that you said that this stone will melt if I boil it'
- **using encouragement to further thinking:**
'You have really thought hard about where to put this door in the palace but where on earth will you put the windows?'
- **offering an alternative viewpoint:**
'Maybe Goldilocks wasn't naughty when she ate the porridge'
- **speculating:**
'Do you think the three bears would have liked Goldilocks to come to live with them as their friend?'

How do we support children's sustained shared thinking

- **reciprocating:**

'Thank goodness that you were wearing wellington boots when you jumped in those puddles Kwame. Look at my feet they are soaking wet'

- **asking open questions:**

'How did you? Why does this..? What happens next? What do you think?'

- **modeling thinking:**

'I have to think hard about what I do this evening. I need to take my dog to the vet's because he has a sore foot, take my library books back to the library and buy some food for dinner tonight. But I just won't have time to do all of these things'

Importance (of Relational) and Intentionality (Pianta, 2003)

‘Directed, designed interactions between children and teachers in which teachers purposefully challenge, scaffold and extend children’s skills’

Interactions

Children's interactions with educators and peers, more than any other program feature, can determine what children learn and how they feel about learning (Driscoll et al., 2011; Epstein, 2014; National Research Council, 2000; Pianta, 2012).

Nature of the STEW Scale

- Builds on ECERS-R and ECERS-E/ITERS-R focusing on the pedagogy within the setting, the adult's role in supporting learning and development
- 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.

Format of SSTEW Scale

- 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

Measuring Quality: Sustained Shared Thinking and Emotional Well-Being (SSTEW) Scale 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 wellbeing

- 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

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 UCL Press, February, 2015

(<https://www.ucl-ioe-press.com/>)

Making Judgments on the SSTEWS 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 SSTEWS to support understanding of appropriate practice on:

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

Subscale 1 Building trust, confidence and independence

Item 1 Self-regulation and social development.

Inadequate

1

1.1 Staff do not appear to agree about the boundaries/rules/expectations or apply them consistently*.

1.2 Some children are left even though they are obviously confused or distressed.

Minimal

3

3.1 Expectations and boundaries are made explicit and shared by all staff*.

3.2 Staff are respectful and professional around the children, parents/carers and each other*.

Item 1 Self-regulation and social development.

Good

5

5.1 Staff explain carefully to the children what they need to do and pre-empt any difficulties*.

5.2 Staff show empathy and understanding when children do not want to follow rules or get upset*.

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.

Excellent

7

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*.

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*.

Sub-scale 3: Supporting and extending language and communication

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

Inadequate

1

1.1 Staff stifle communication by e.g. being judgemental or by humiliating, ignoring or belittling the children.

1.2 Requests for help are ignored (*whether the requests be direct or indirect, e.g., crying, withdrawal, inactivity*).

Minimal

3

3.1 Children's verbal messages are understood.

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 (*open arms, inclined head, smiles, waiting and listening*).

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

Good

5

5.1 Staff position themselves at the children’s height when talking or listening to the children.

5.2 Rephrasing and/or repeating is used to check that the children have been understood.

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*.

Excellent

7

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*.

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*.

Sub-scale 4: Supporting learning and critical thinking

Item 10: Encouraging SST through storytelling, sharing books, singing and rhymes

Inadequate

1

1.1 Very little individual interaction during story/book time, singing or rhymes.

1.2 Staff involvement with stories, books, singing or rhymes is limited to whole group time.

Minimal

3

3.1 Staff respond to children asking for stories, books, singing or rhymes by helping them recall stories, locate and read books, singing with or engaging in rhyming, and word play as appropriate.

3.2 Staff invite children (individually or in small groups) to join them to sing, engage in word and rhyme play, or tell stories or read books.

3.3 Staff engage children in choosing songs, rhymes, stories or books and ask them about their choices.

3.4 Staff show that they know the children's preferred books, stories, songs or rhymes*.

Item 10: Encouraging SST through storytelling, sharing books, singing and rhymes

Good

5

5.1 Staff encourage the children to hold and 'read' books or retell familiar stories including their own 'stories', sing songs or join in with rhymes and word games.

5.2 Staff use props/puppets/the children themselves to support storytelling, engagement with songs or rhymes.

5.3 Children are given access to props and puppets to support retelling stories and use in free play.

5.4 Staff sing and engage in rhyming and word play while playing and interacting with the children during other activities.

Excellent

7

7.1 Staff use factual books to support children's understanding of concepts*.

7.2 Staff engage children with stories, singing etc. They support anticipation of familiar words, actions etc, make comments, evaluate stories/songs etc, and ask a few simple open-ended questions*.

7.3 Staff encourage children to make links between the story, book, song or rhyme and their previous experiences.

Current research using SSTEWS

Clustered, RCTs and quasi-experimental repeated measures designs in NSW (no 90), Victoria (no 60), England (no 120) and SEED study (no 1000):

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

Study of early education and development (SEED)

- **Includes a longitudinal study of 5,000+ households with a two-year old child**
- **Interviews with parent when child aged 2, 3 and 4**
- **Questions on family, child's health and development**
- **Assessment of child cognitive, language and social development from 2 to 7 years**

SEED Includes a Study looking at Quality in Early Years Settings



- **1,000 observations in early years settings**



- Settings will be those used by children in the study at age 2 and age 3
- All types of setting will be covered
- Rolling programme of setting visits (April 2014 to March 2016)
- Setting assessment integrates ECERS-R, ECERS-E and SSTEW

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

SSTEWS:

- 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

THANK YOU FOR ALLOWING ME SOME 'CARPET TIME'!

For further information on SSTEWS contact:

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SSTEWS or ECERS E

<https://www.ucl-ioe-press.com/>