

Well-being and involvement

The shortcut to
sustainable development
for every child



Prof. Ferre Laevers
Julia Moons



How are we doing?

In what kind of era are we living?

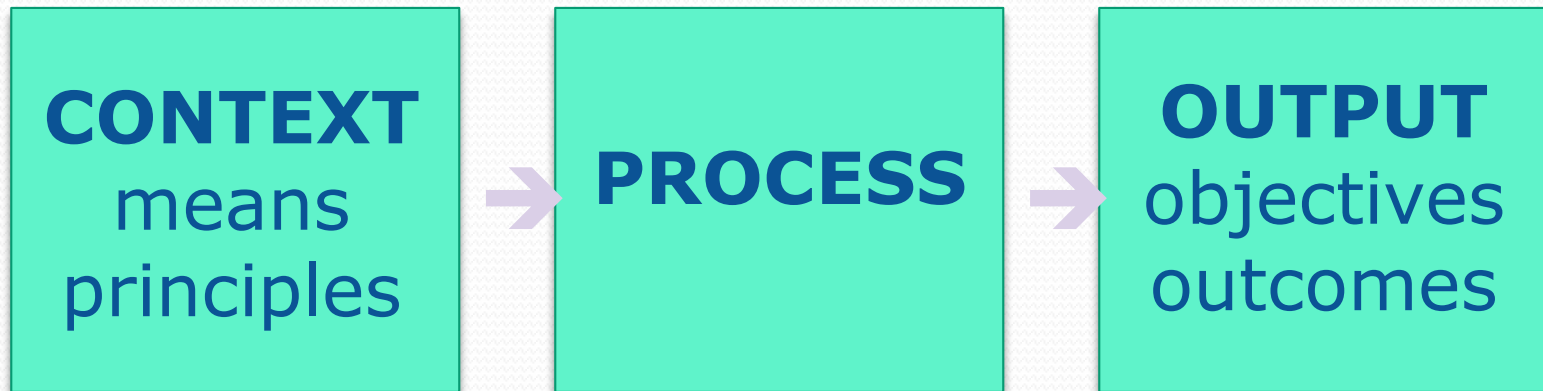
- A lot of challenges:
 - physical and mental health issues
 - terrorism
 - growing poverty gap
 - global warming
 - migration
 - the financial system
 - the quality of products and services
 - AND failing policies with regard to this all...

→ The way out?

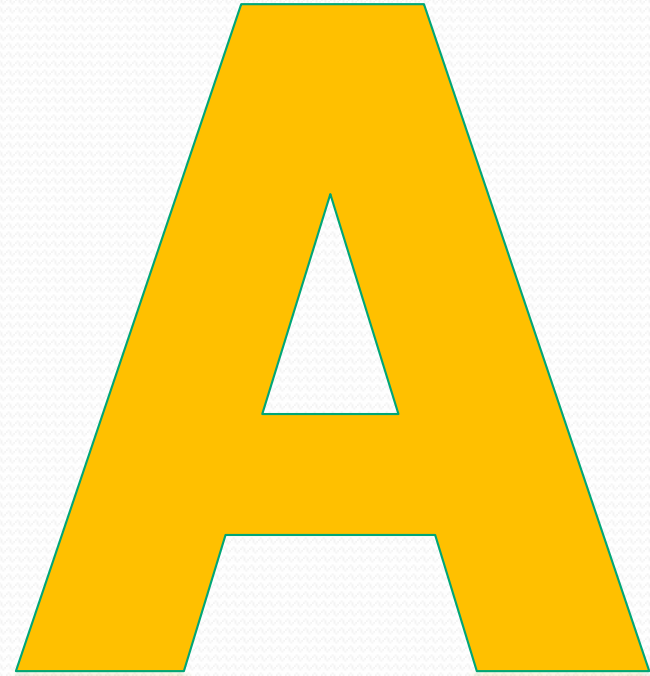
In what kind of era
are we living?

EDUCATION

Three entrances for quality



The **OUTCOME**
we want





Which developmental domains?

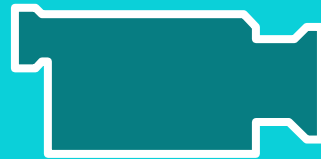
Quality at the level of the output



Emotional health / self-esteem ❖

Exploratory drive ❖

Exploratory drive



Finn 4 months later

Quality at the level of the output



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

The Experiential Framework	The revised EYFS Framework
Gross motor development	Physical development
Fine motor development	
Expression through arts	<u>Expressive arts and design [specific]</u>
Language & communication	Communication and language <u>Literacy [specific]</u>
Understanding the world of objects including technology	<u>Understanding the world [specific]</u>
Understanding the world of people including social competence	Personal, social and emotional dev. <u>Understanding the world [specific]</u>
Logical mathematical competence	<u>Mathematics [specific]</u>
Self-organisation / entrepreneurship	Personal, social and emotional dev. Physical development



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

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

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!



B

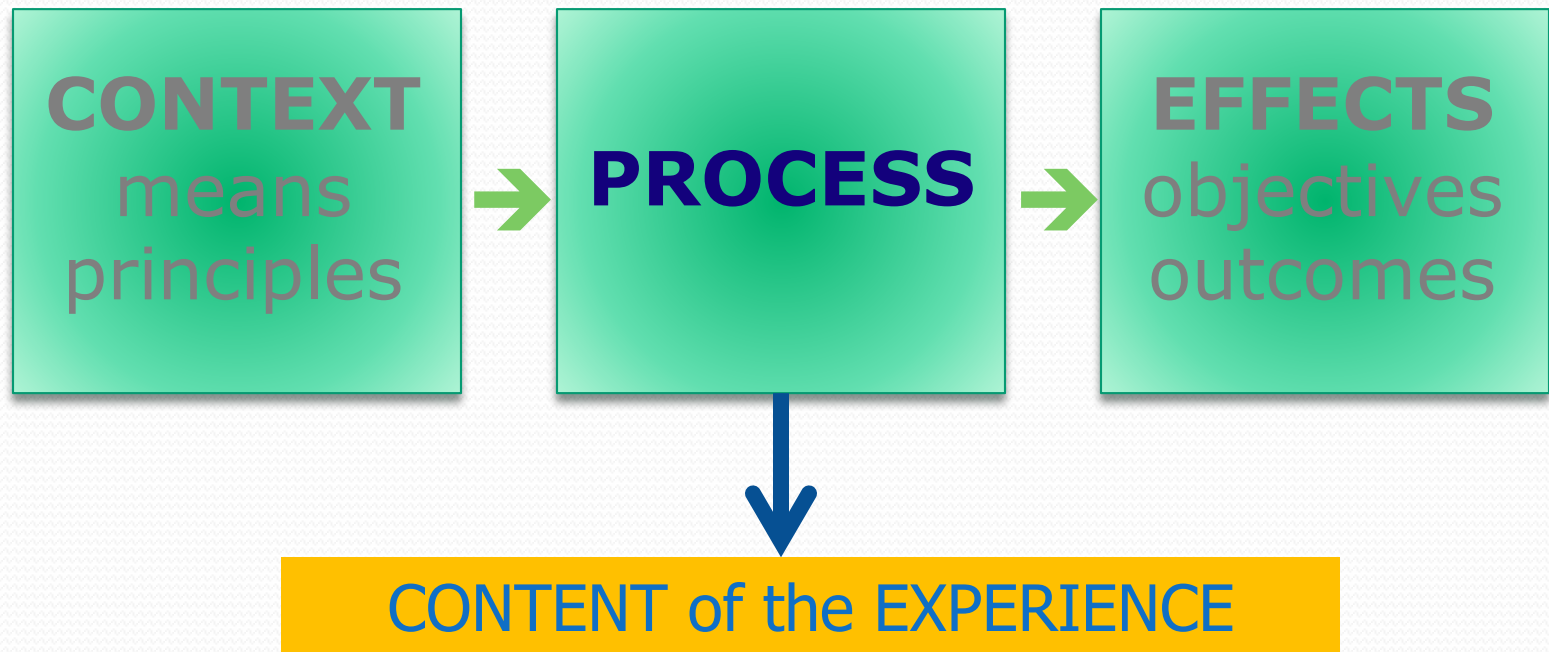
The **PROCESS**

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

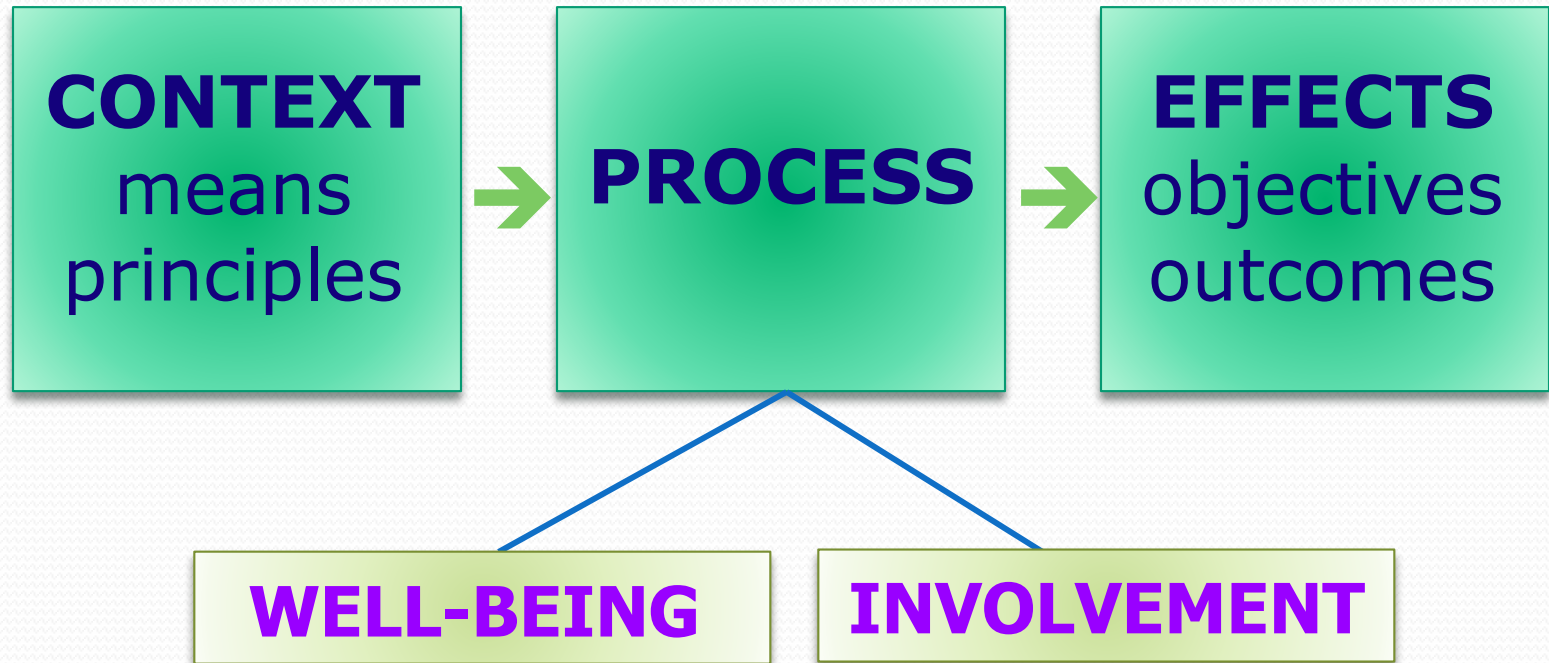


The rolling stones



Well-being and
involvement

The quality of the experience



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

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

What is

- No
-
- In
- Th

**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

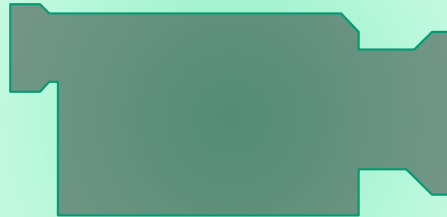
- >1 Very boring – I stayed because it was impossible to leave**
- >3 I heard it all, but nothing really caught my attention**
- >5 I'm impressed by fascinating thoughts that carry me away**

THE LEUVEN INVOLVEMENT SCALE

5 levels

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

The Leuven Involvement Scale



The puzzles: "Seaside"

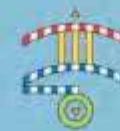
THE LEUVEN INVOLVEMENT SCALE

5 levels

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



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

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

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 1 : Group screening
for well-being
and
involvement

October

October									
WELL-BEING				INVOLVEMENT				CODE	NAMES
?	L	M	H	?	L	M	H		TOM
?	L	M	H	?	L	M	H		DAAN
?	L	M	H	?	L	M	H		FREDERIK
?	L	M	H	?	L	M	H		WARD
?	L	M	H	?	L	M	H		MIES

PROCESS ORIENTED CHILD MONITORING SYSTEM [POMS]

EVOLUTION OF 4 CHILDREN

OCTOBER → FEBRUARY

OCTOBER			FEBRUARY	
Well-being	Involvement		Well-being	Involvement
LMH?	LMH?	TOM		
		FREDERIK		
		MIES		
		WARD		



Ward 1

⇒ **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

Grou: 22 five year olds

Date: May

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	.....



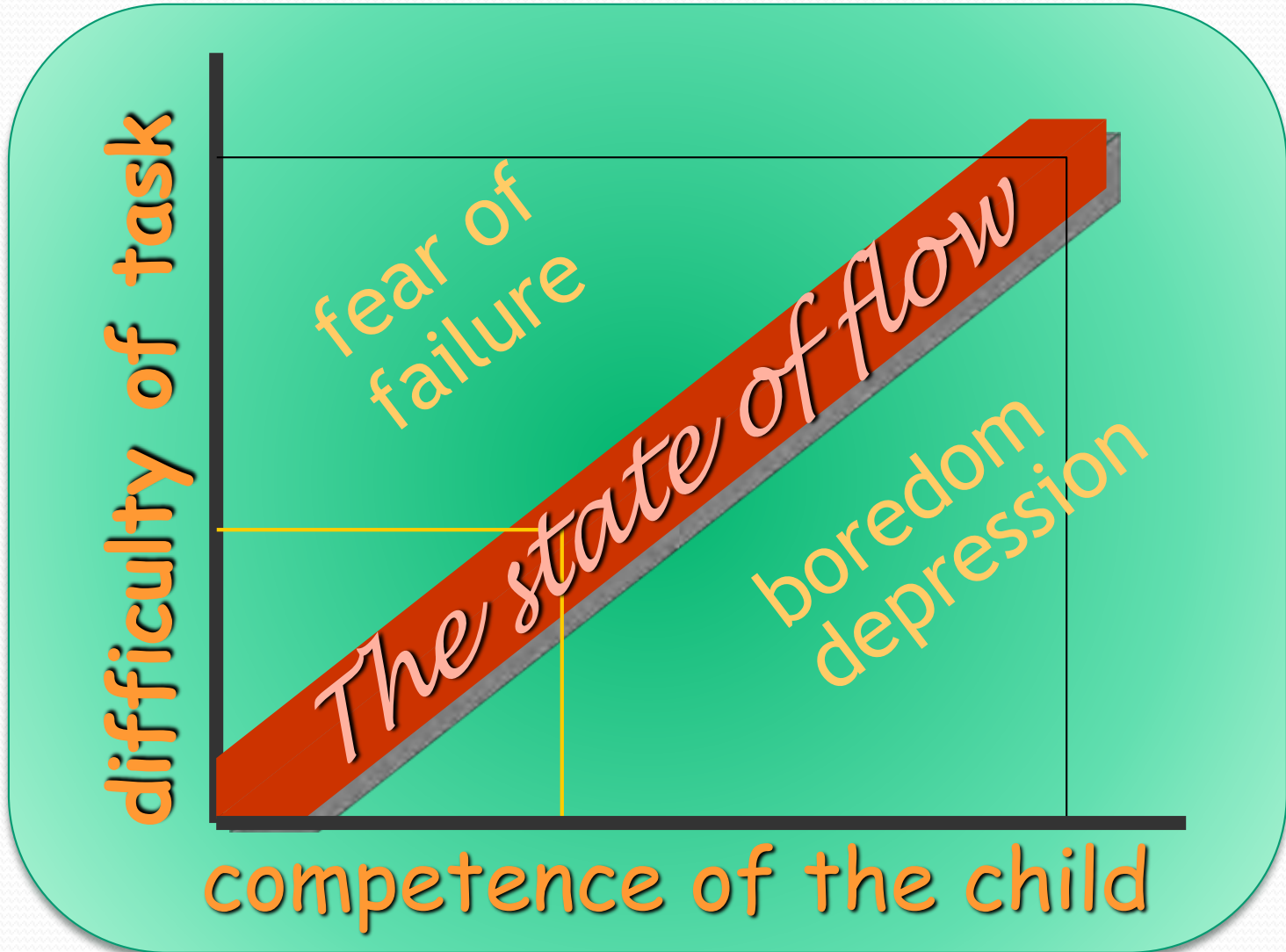


Ward 2

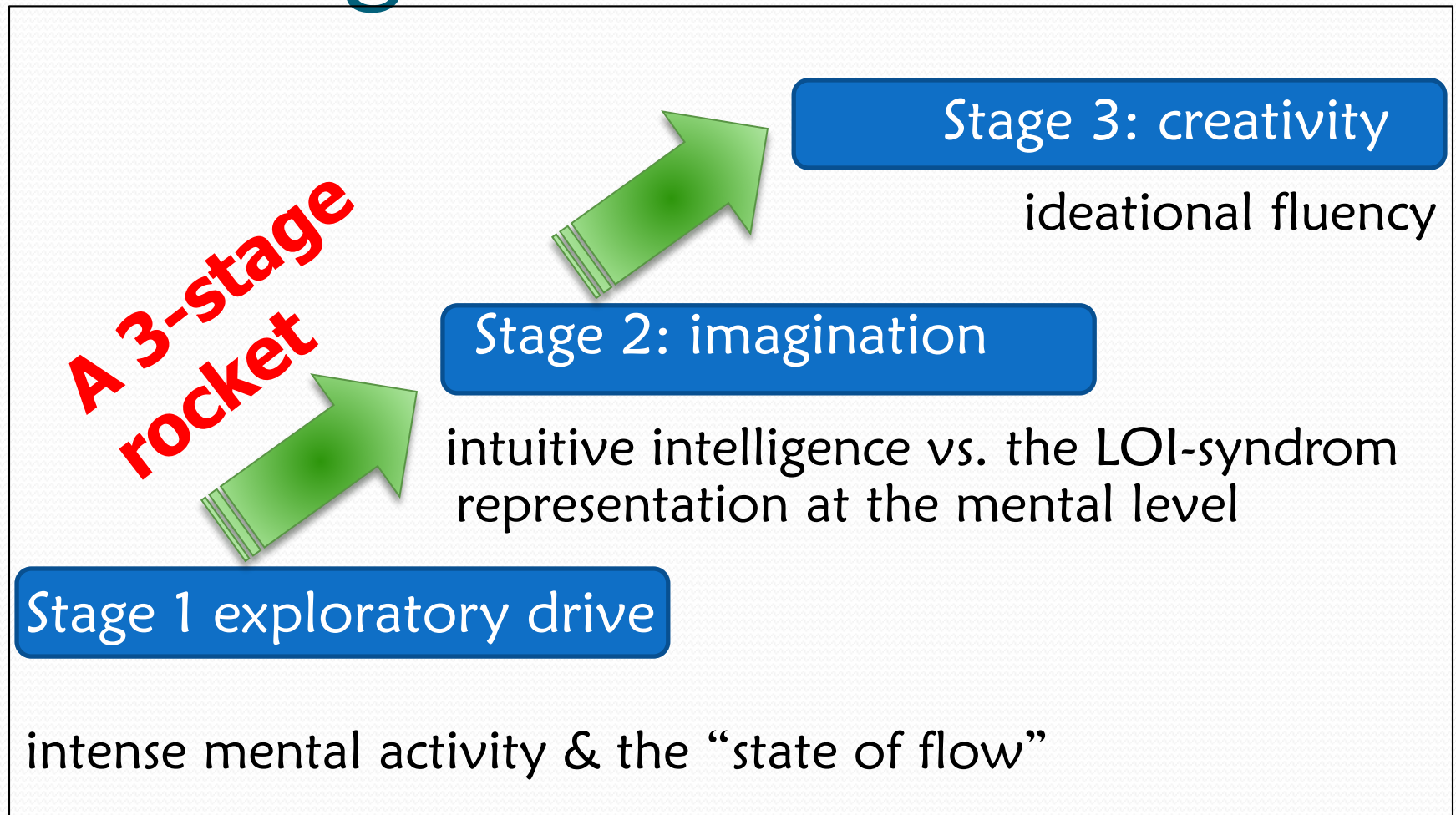


Here **BREAK** in morning session

The zone of proximal development [Vygotsky]



Involvement: the foundation for imagination





A Process-Oriented Monitoring System For Early Years

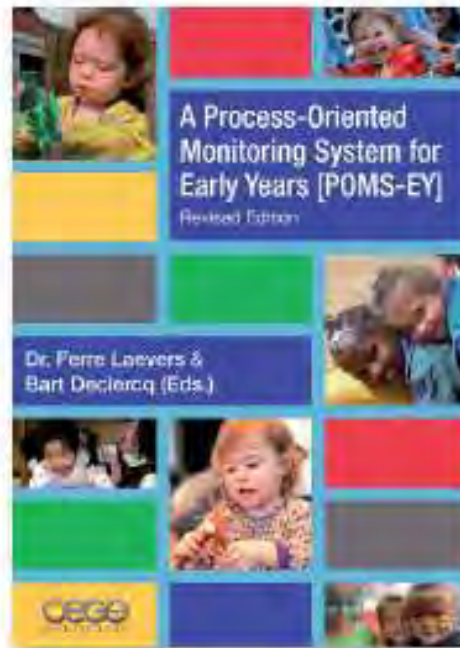


Revised Edition Including 8 Developmental Domains

■ **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

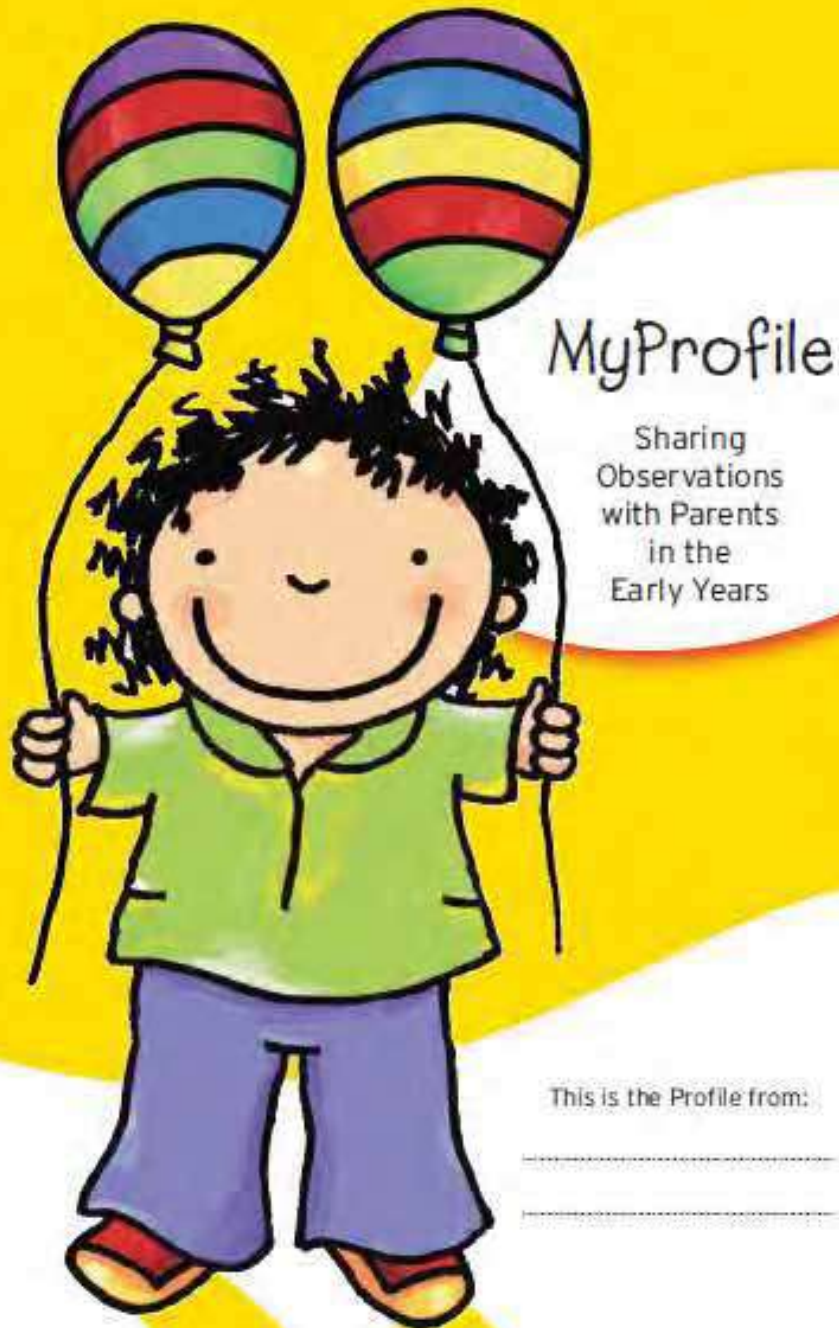
NEW EDITION

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
?

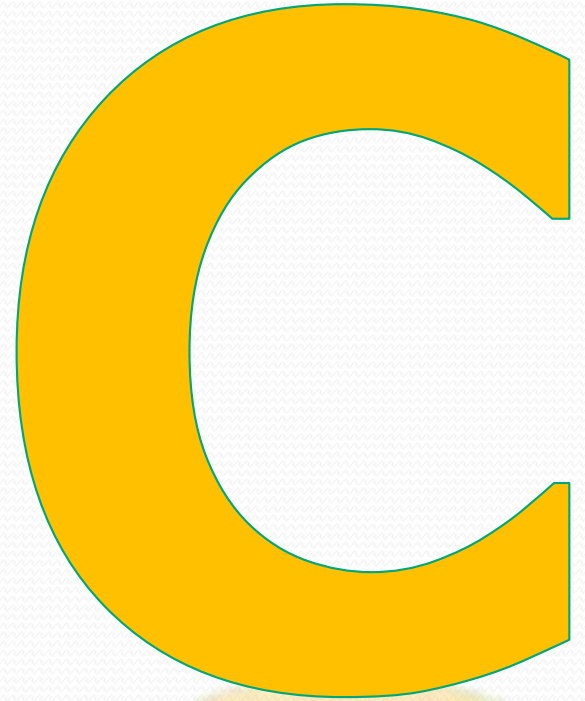
Logical/mathematical thinking
?

Self-organization/initiative
?

Expressive arts
?

MyProfile

Sharing observations with parents in the early years



The **ENVIRONMENT**
we need

Every child in every street
intensively involved!

King ave

Logic

Language

Neural str.

Gross motor str.

Fine motor str.

WELL IN YOUR SKIN
SQUARE

Social world lane

Physical world lane



The Story of the Pebbles

An open project on minerals



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



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!**

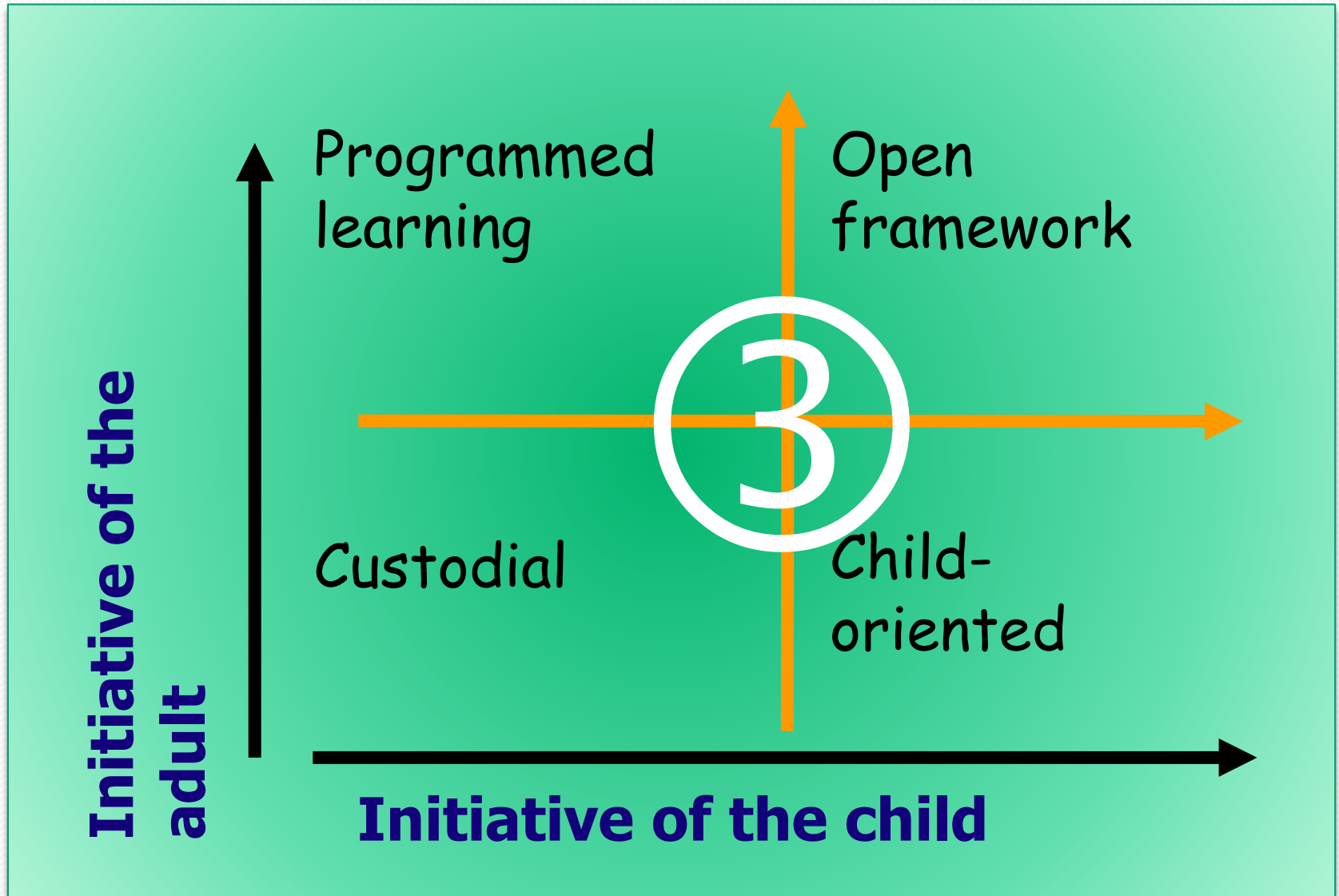
Group climate : level 5

- *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]

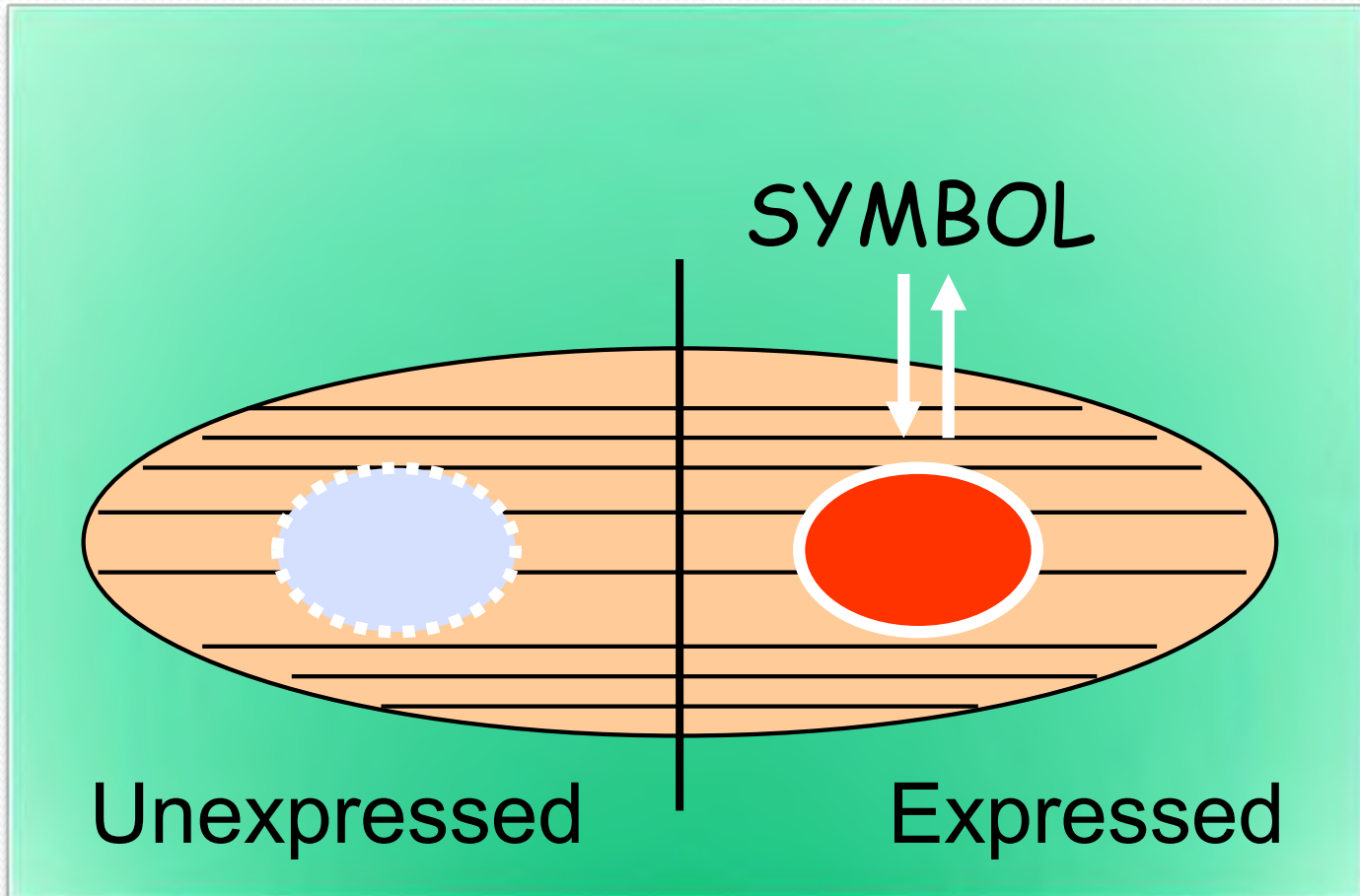



The impression-expression cycle



4

To express is to impress





D

Monitoring of quality

Observation, reflection and action

WELL-BEING & INVOLVEMENT


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

SCREENING

Scores based on observations over the past few weeks

SCANNING

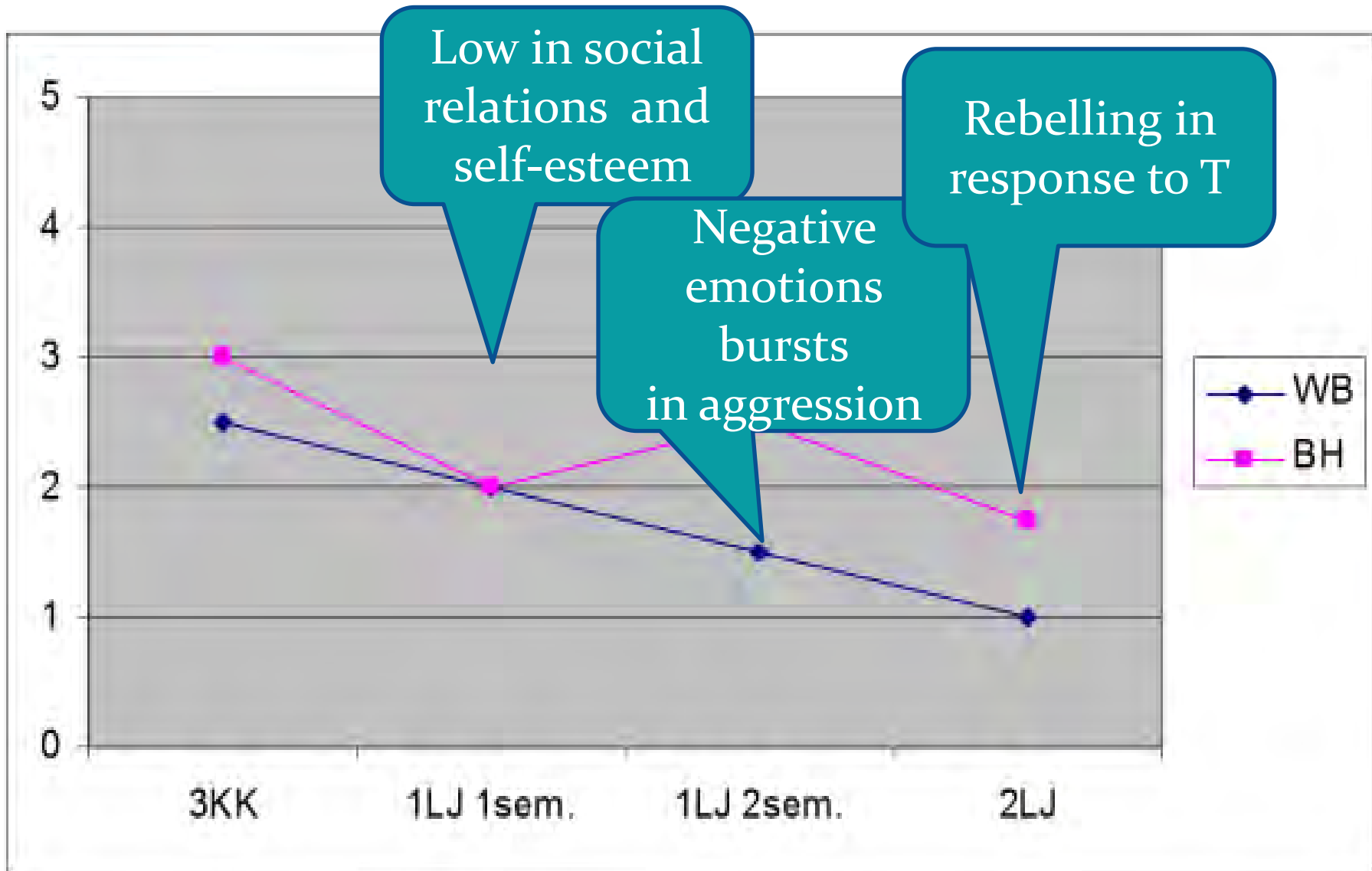
Scores based on 2 minutes of observation per child per round



1

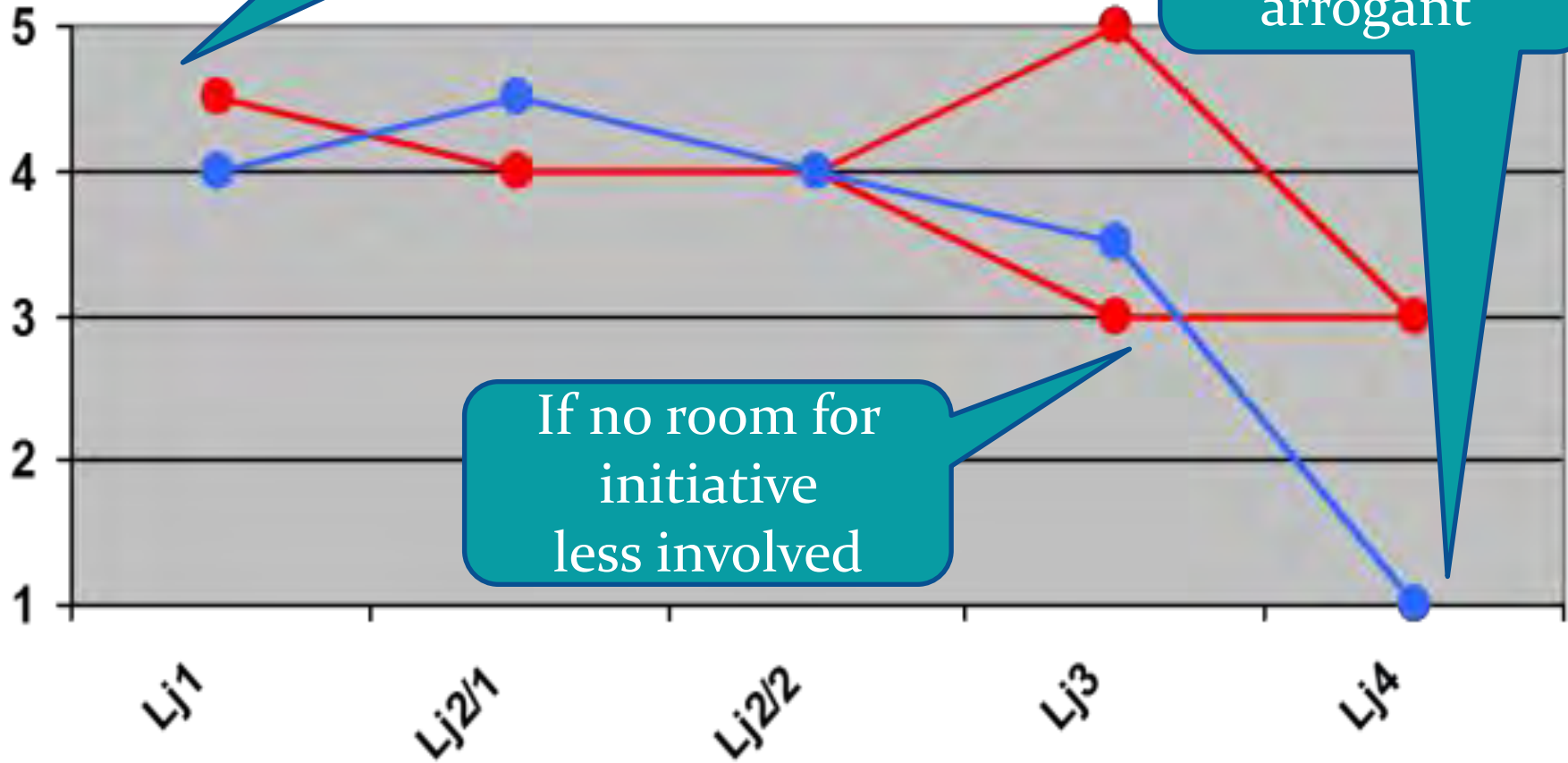
Screening:
Taking the pulse from 0 - 18

Mirthe



Sem

Welbevinden —●—
Betrokkenheid —●—



Eagerness to learn & competent

Deterioration "Sem is arrogant"

If no room for initiative less involved

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

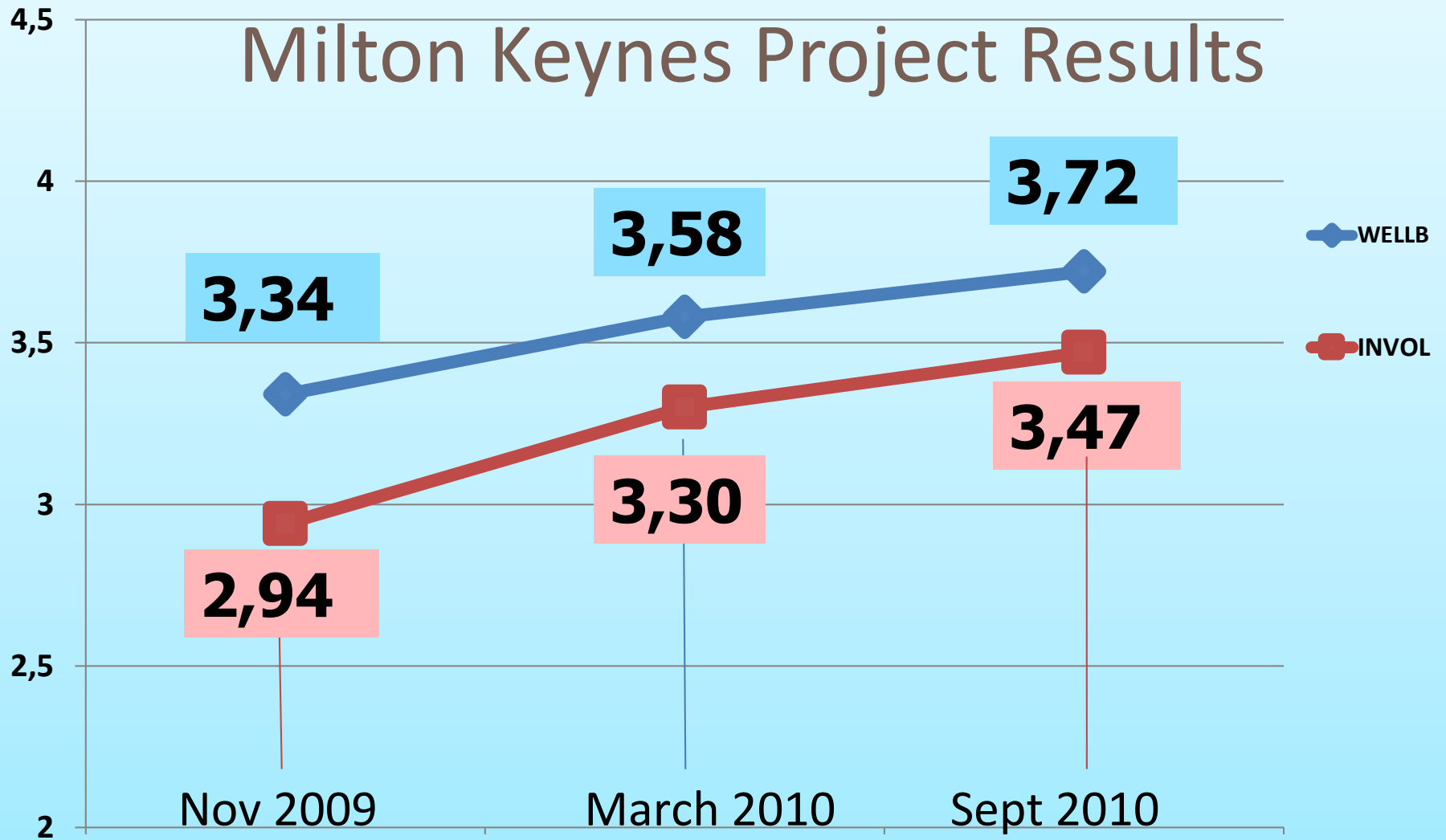
Which norm?

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

Research results (N=300 > 8000)

PROJECT	WELLB	INVOLV
ZIKO 2009 Flanders	3,60	3,26
MeMoQ 2017 Flanders	3,36	2,72
LKK Netherlands	3,58	3,13
KOREIN pre Netherl.	3,59	3,24
KOREIN post Nether.	3,78	3,50
Milton-Keynes pre	3,34	2,94
Milton-Keynes post	3,72	3,47

Milton Keynes Project Results



How to get there?

- ➔ find a consensus around the criteria
'wellbeing' and 'involvement'
- ➔ start where you are
limitations

HOPE

...ing
...ork/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



[order at www.earlyexcellence.com]