WELL-BEING AND INVOLVEMENT

The compass to high quality experience and sustainable outcome

Prof. Ferre Laevers
University of Leuven
How are we doing?
In what kind of era are we living?

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

→ The way out?

EDUCATION © CEGO
Quality at the level of the output

CONTEXT
means principles

PROCESS

OUTPUT
objectives outcomes

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

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Five circles

- myself
- the other(s)
- society
- material world & nature
- the universe

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What about education?

- Has the quality of practice improved?
- A lot of challenges as well
  - the approach of children: more academic?
  - the decay of the growth mindset?
  - the well-being of the practitioners?
  - problems at the level of teams?

How to deal with it?

WE HAVE ALL THE KEYS

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How to look
The experiential approach

CONTEXT
means principles

PROCESS

EFFECTS
objectives outcomes

CONTENT & QUALITY of the EXPERIENCE

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A framework for quality

The rolling stones

© CEGO
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
The attributes and capabilities can be used by establishments as a guide to check

**successful learners**
- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

**confident individuals**
- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

**responsible citizens**
- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

**effective contributors**
- an enterprising attitude
- resilience
- self-reliance

**capabilities**
- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems.
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
An holistic approach of outcome
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?
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]
The concept of ‘deep-level-learning’

- An holistic approach
  - far from a checklist of isolated skills
  - grasping the essence
  - covering all age levels
  - entrances to SEE cognitive loadings & talents
  - inspiring to create a powerful environment
Every child in every street!

WELL IN YOUR SKIN SQUARE

WITH INVOLVEMENT!

- Fine motor str.
- Gross motor str.
- Logical thinking ave.
- Language str.
- Entrepreneurial str.
- Physical world lane
- Social world lane

© CEGO
The concept of ‘deep-level-learning’

- A holistic approach
- In line with the new paradigm on competencies
  - Multiple intelligences
  - Constructivism
  - Deep-level-learning
The process of erosion

- 43 % correct vs. 57 %
In which era does this view of a town fit?

<table>
<thead>
<tr>
<th>Era</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient times</td>
<td>17 %</td>
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<tr>
<td>Middle ages</td>
<td>19 %</td>
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<tr>
<td>New time</td>
<td>61 %</td>
</tr>
<tr>
<td>Our time</td>
<td>3 %</td>
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</tbody>
</table>

Sounding test for social science at the end of primary education (curriculum)
Department of Education – Leuven University & Free University of Brussels
Social competence

A. Role taking

⇒ emotional [**feelings**/emotions]
⇒ cognitive [**perceptions**/thoughts]
⇒ conative [**motives**/intentions]

B. Understanding & explaining behaviour

C. Predicting behaviour

D. Interacting
Social competence
Test item 8
Ontological Reality

Mental schemes

Deep-level-learning

Ontological Reality
Well-being and involvement as guides
Context, Process or Outcome?

- **CONTEXT**
  - means principles

- **PROCESS**

- **EFFECTS**
  - objectives outcomes

- **WELL-BEING**

- **INVOLVEMENT**
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
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 zone of proximal development [Vygotsky]

The 'state of flow' - Csicksentmihalyi

difficulty of task

competence of the child

fear of failure

boredom depression

The state of flow
The ’10.000 Hour Rule’ from Gladwell

- The Beatles
- Bill Gates

“For excellence in whatever domain one needs 10.000 hrs of hard work combined with talent = weekly 20 hrs during 10 jaar”
Involvement: the foundation for imagination

Stage 3: creativity
ideational fluency

Stage 2: imagination
intuitive intelligence vs. the LOI-syndrom representation at the mental level

Stage 1 exploratory drive
intense mental activity & the “state of flow”
The ingredients of a powerful environment
Ingredients of a powerful learning environment

CONTEXT
means principles

THE BIG FIVE
The 10 Action Points

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

Programmed learning vs. Open framework
Custodial vs. Child-oriented

Initiative of the adult vs. Initiative of the child

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The impression-expression cycle
wij zijn met de klas in de ruim ge weest.
iedereen gierde van de pret
je mocht drie rodens

toen was het gedaan
iedereen was heel blij
toe ginge we met de bus terug naar
school.
Adult style
An experiential adult style

- Sensitivity
  respect, understanding of needs and emotional support

- Stimulating interventions
  open impulses that engender involvement

- Autonomy
  support of child initiative and child participation
An experiential adult style

Dialogue about emotions
Monitoring quality in a cost-effective way
What if...

...a minister of education is under pressure to attach conditions to extra funding of settings?

Three options:

- Conditions at the level of the output (tests)
- Conditions at the level of the learning environment.
- Conditions at the level of the process
THE SCREENING PROCEDURE

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.


Order at www.cegopublishers.be/orderform
**PROCESS ORIENTED CHILD MONITORING SYSTEM**

Step 1: Group screening for well-being and involvement

**Group: 23 five year olds**

**Date: October**

<table>
<thead>
<tr>
<th>NAMES</th>
<th>WELL-BEING</th>
<th>INVOLVEMENT</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Abrachim</td>
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# Process Oriented Child Monitoring System [POMS]

## Evolution of 5 Children:

**October ➔ February**

<table>
<thead>
<tr>
<th>WELL-BEING</th>
<th>INVOLVEMENT</th>
<th>CODE</th>
<th>NAMES</th>
<th>CODE</th>
<th>WELL-BEING</th>
<th>INVOLVEMENT</th>
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<td>? L M H</td>
<td>? L M H</td>
<td></td>
<td>TOM</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>FREDERIK</td>
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<td>MIES</td>
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The digital version of the process-oriented monitoring tool: from 0 to 18 years of age
The trajectory of Dries

2,5 until 8 years of age

an ever merry and smiling boy

Turns into an introvert child [poor climate]
Low in social relations and self-esteem

Rebelling in response to T

Negative emotions bursts in aggression
Co-parenting arrangement

Week with the father

Week with the mother
THE SCANNING PROCEDURE

Free download at www.kindengezin.be
The scanning procedure

<table>
<thead>
<tr>
<th>Name</th>
<th>Observation</th>
<th>WB &amp; INV</th>
<th>Name</th>
<th>Observation</th>
<th>WB &amp; INV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Åker</td>
<td>Lively, babbling, explores camera. Enjoying, radiating, some distraction.</td>
<td>4 MB 3 BT</td>
<td>6 Kornel</td>
<td>On a bike. Drives behind R. Shouts &quot;hello!&quot;; smiles, waves to adult. Energetic, radiating.</td>
<td>5 MB 5 BT</td>
</tr>
<tr>
<td>2 Jens</td>
<td>Gets up, watches, takes block. Speaks in 'phone'. Back to block; concentrated.</td>
<td>3 MB 4 BT</td>
<td>7 Fien</td>
<td>On carpet, takes block. Rubs eyes. Flips pages. Looks up, distracted. Mimicless.</td>
<td>3 MB 2 BT</td>
</tr>
<tr>
<td>3 Lannyk</td>
<td>Stares, flips through pages, absent. No expression. Yarns: Limited play.</td>
<td>3 MB 2 BT</td>
<td>8 Seppe</td>
<td>Displays fruits, washes &amp; dries them. Stirs in pot. Serious &amp; focused looks.</td>
<td>4 MB 5 BT</td>
</tr>
<tr>
<td>4 Bouwe</td>
<td>To kitchen, with energy. Fantasy play with pots. Laughs and babbles. Concentrated.</td>
<td>5 MB 5 BT</td>
<td>9 Sam</td>
<td>Plays with adult. Reaches pots again and again. Looks when photo taken. Relaxed.</td>
<td>4 MB 3 BT</td>
</tr>
<tr>
<td>5 Kato</td>
<td>In doll area. Weeping. Rubs eyes. More crying. No activity.</td>
<td>1 MB 1 BT</td>
<td>10 Martin</td>
<td>Turns wheels without attention. Stares in space. No response to other. Tensed.</td>
<td>2 MB 1 BT</td>
</tr>
</tbody>
</table>
THE SCANNING PROCEDURE

Milton Keynes Project Results

- **Nov 2009**: 2.94, WELLB
- **March 2010**: 3.30, INVOL
- **Sept 2010**: 3.47, INVOL
- WELLB: 3.34, 3.58, 3.72

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The need to involve parents
Parents and/or carers should be kept up-to-date with their child’s progress and development.
MyProfile

Sharing observations with parents in the early years
Slippery paint
The policy we need
Conclusions for policy

1. Assess regularly well-being and involvement [0-18]
2. Sounding testing: are mental health, social competence, entrepreneurship... improving?
3. Empower practitioners and teams: they make a huge difference for children and society
4. Take care of parents (low rates & participation)
5. Reckon how much quality of education can yield for society, be surprised and invest accordingly
Conclusions for policy

1. Assess regularly well-being and involvement

2. Sounding testing: are mental health, social competence, entrepreneurship... improving?

3. Empower practitioners and teams: they make a huge difference for children and society

4. Take care of parents

HOPE © CEGO
EDUCATION: A MOST POWERFUL TOOL

is about synergy...
Relevant Experiential Education 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) [order at www.earlyexcellence.com]
- **A Box full of Feelings** [order at www.speechmark.net]