

A process-oriented strategy
for the improvement of
quality in education

**Well-being and involvement
as our guides**

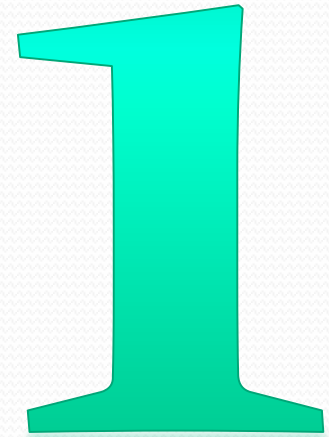
**Ferre Laevers and Julia Moons
Centre for Experiential Education
University of Leuven - Belgium**

A framework for quality

What if...

*...we could find one easy measure
comparable to taking the temperature
or feeling the pulse
to check if we have progressed
“in supporting children to flourish”?*

The process-oriented approach



A framework for quality



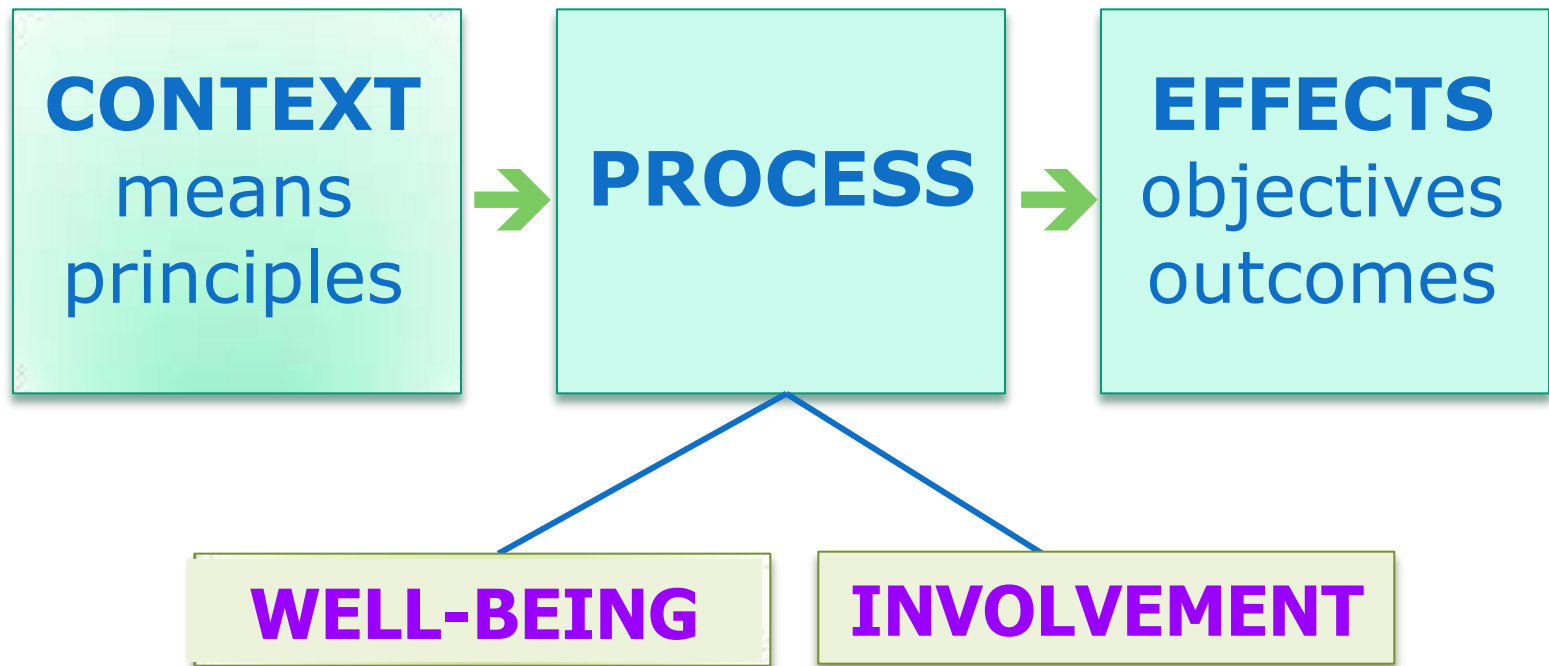
The content & quality of the experience



A framework for quality



The quality of the experience





How to define *well-being*?

Well-being

When children are...

- feel at ease
- act spontaneously
- are open to the world and accessible
- express inner rest and relaxation
- show vitality and self-confidence
- are in touch with their feelings and emotions
- enjoy life

...we know that their mental health is secured

Wellbeing

What it means

- *Nothing in common with „spoiling children“*
 - *Signals how well basic needs are fulfilled*
 - *Implies an active role of the child*
 - *Makes children stronger, not weaker*
 - *The foundation for mental health*

Well-being

- Satisfaction of basic needs
 - the need for tenderness and affection
 - the need for security and clarity
 - the need for social recognition
 - the need to feel competent
 - physical needs
 - the need for meaning in life



How to define *involvement*?

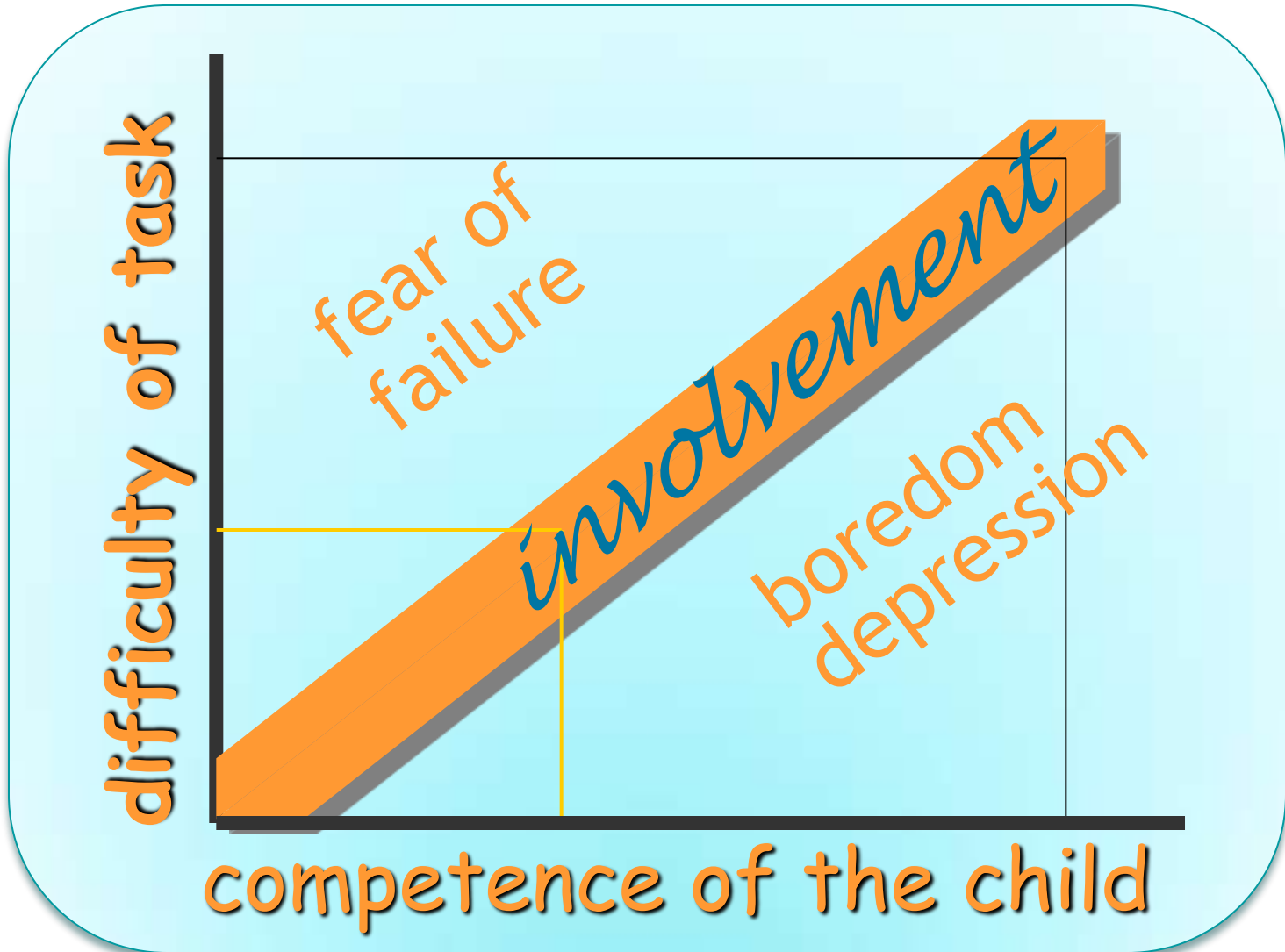
Involvement

When children 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



The '10.000 Hour Rule' from Gladwell

- The Beatles
- Bill Gates

Hard work
=
Passion

For excellence in a field, you need 10.000 hrs
of hard work consisting of weekly 20 hrs
during 10 jaar

Involvement

What it means

- Has nothing in common with “taking away any kind of effort” (more than fun)
- An easy measure for the power of the learning environment
 - Relevant for all children at any age
- A necessary condition for deep-level-learning

THE LEUVEN INVOLVEMENT SCALE

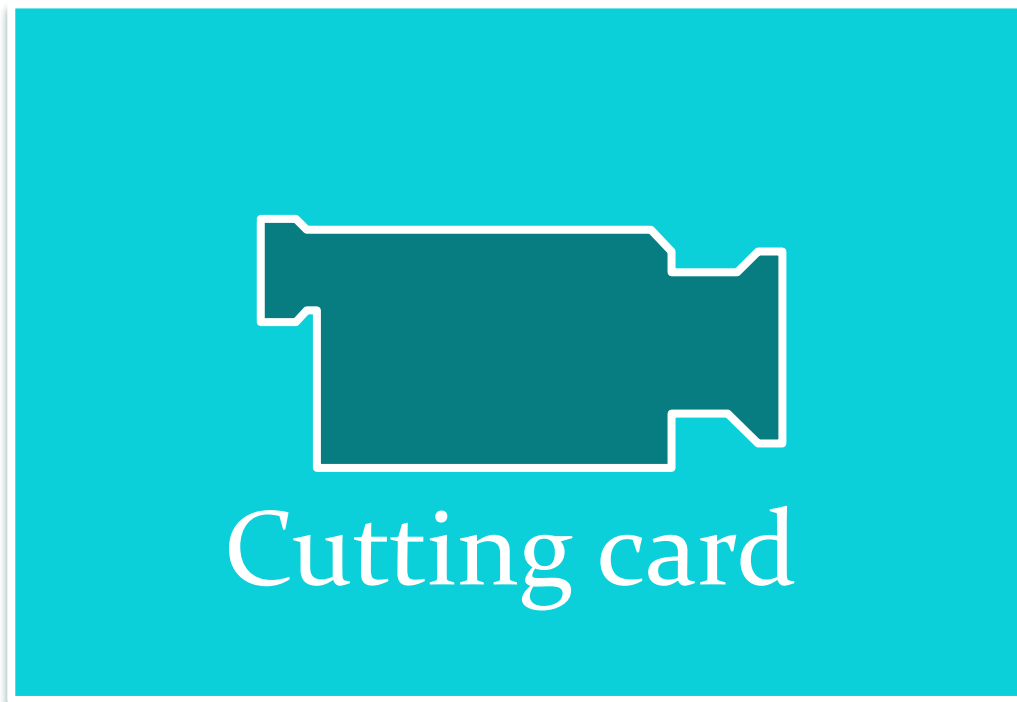
5 levels

- >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**

Involvement



SOURCE: DVD Observing Involvement in children from 0 to 6

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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.



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EARLY YEARS

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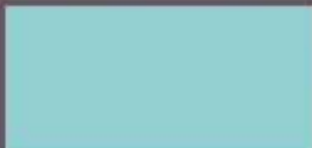


Observing Involvement

in children from 6 to 12 years



Primary Education

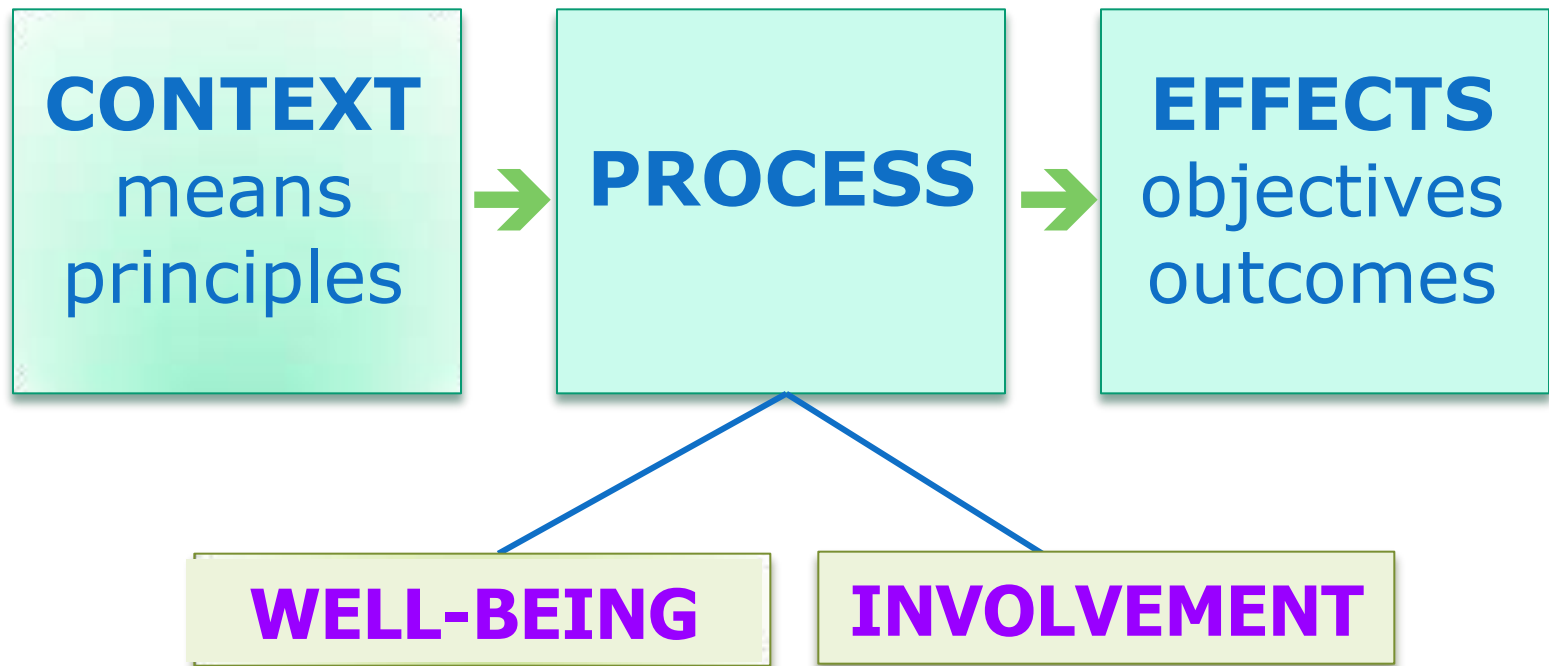




4

How are they doing?
Identifying children at risk.

The process-indicators of quality



Screening 'well-being'

Levels 1 and 5

Children with a very low level of well-being are clearly having a difficult time.

- They don't feel happy in the setting.
- Moments of 'true' pleasure are scarce or even non-existent.
- They mostly seem anxious or tense or show hardly any vitality.
- Contacts with their environment tend to be difficult.
- They are either in conflict with others, or they avoid contact.
- They don't feel at ease in most situations.

Children with a very high level of well-being in the setting feel like 'fish in water'.

- They have a lot of fun, laugh a lot, they radiate.
- They enjoy what the environment has to offer and the other's company.
- When they feel unhappy, angry or frightened, they manage to get over it fairly quickly.
- Most of the time they feel very happy: they enjoy life to the full.
- Their actions affect others and the group climate in a positive way.

Source: Process Oriented Monitoring System [POMS]

Screening 'involvement'

Levels 1 and 5

Children with a very low level of involvement often do not engage in any activity at all.

- They wander around, appear absent-minded and tend to stare aimlessly.
- When any activity occurs it is often short-lived or purposeless.
- They are easily distracted by surrounding noises, voices, movements...
- There is little mental activity: they don't seem to take anything in.
- They often act without any effort or dedication.

Children with a very high level of well-being in the setting feel like 'fish in water'.

- They have a lot of fun, laugh a lot, they radiate.
- They enjoy what the environment has to offer and the other's company.
- When they feel unhappy, angry or frightened, they manage to get over it fairly quickly.
- Most of the time they feel very happy: they enjoy life to the full.
- Their actions affect others and the group climate in a positive way.

Source: 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.

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 1 : Group screening for well-being and involvement

Group: *23 five year olds*

Date: *October*

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

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 1 : Group screening for well-being and involvement

PROCESS ORIENTED CHILD MONITORING SYSTEM [POMS]























EVOLUTION OF 5 CHILDREN:
OCTOBER → FEBRUARY

October								NAMES	February											
WELL-BEING				INVOLVEMENT					CODE	CODE	WELL-BEING				INVOLVEMENT					
?	L	M	H	?	L	M	H	[REDACTED]	TOM	[REDACTED]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[REDACTED]	DAAN	[REDACTED]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[REDACTED]	FREDERIK	[REDACTED]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[REDACTED]	WARD	[REDACTED]	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	[REDACTED]	MIES	[REDACTED]	1	2	3	4	5	1	2	3	4	5

PROCESS ORIENTED CHILD MONITORING SYSTEM [POMS]

EVOLUTION OF 5 CHILDREN:
OCTOBER → FEBRUARY

October									NAMES	February										
WELL-BEING			INVOLVEMENT			CODE	CODE	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		DAAN		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		WARD		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

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	.....



A Process-Oriented Monitoring System For Early Years

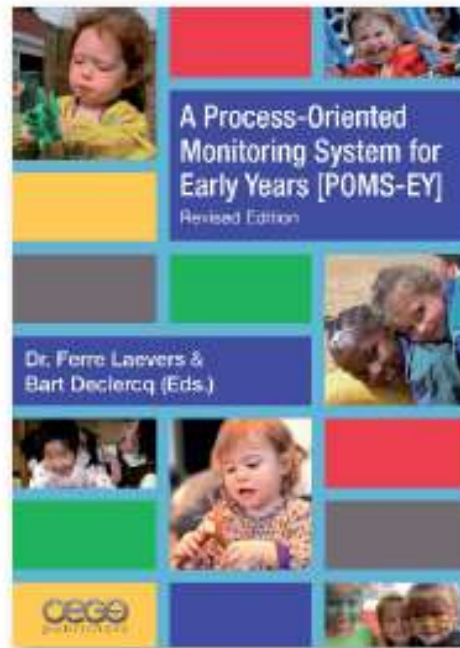


Revised Edition Including 8 Developmental Domains

■ **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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PROCESS ORIENTED CHILD MONITORING SYSTEM

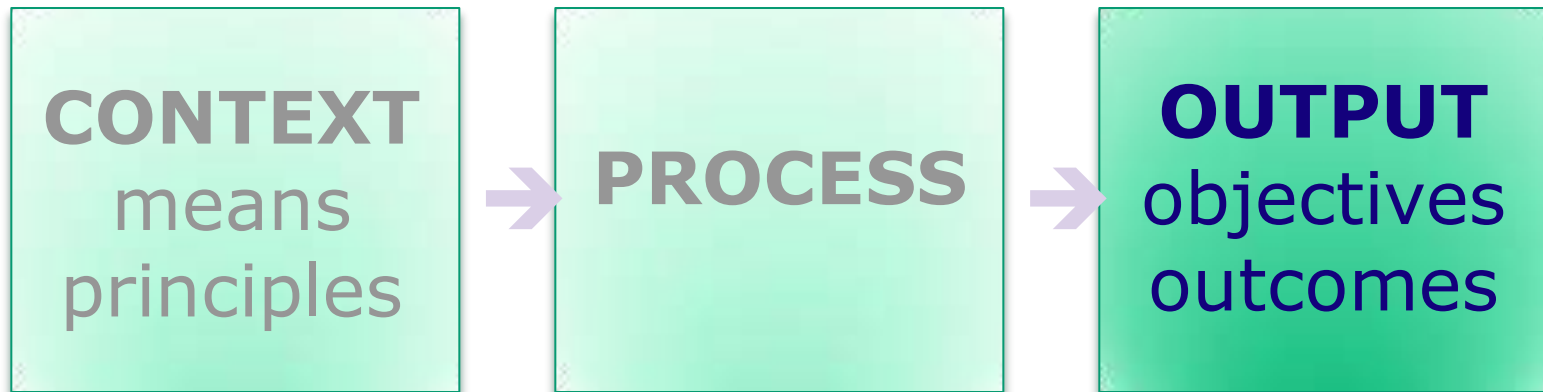
NEW EDITION



5

The outcome of education

Quality at the level of the output



Emotional health / self-esteem ❖

Exploratory drive ❖

Competencies & life skills ❖

The basic attitude of linkedness ❖

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 new paradigm: 'competency based learning'

- The output of education questioned
- Competencies are life-skills
 - Not the learning is the point, but how to use it
- Competencies are complex entities
 - Integrate skills, insights, attitudes, praxis

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.

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]

2

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]

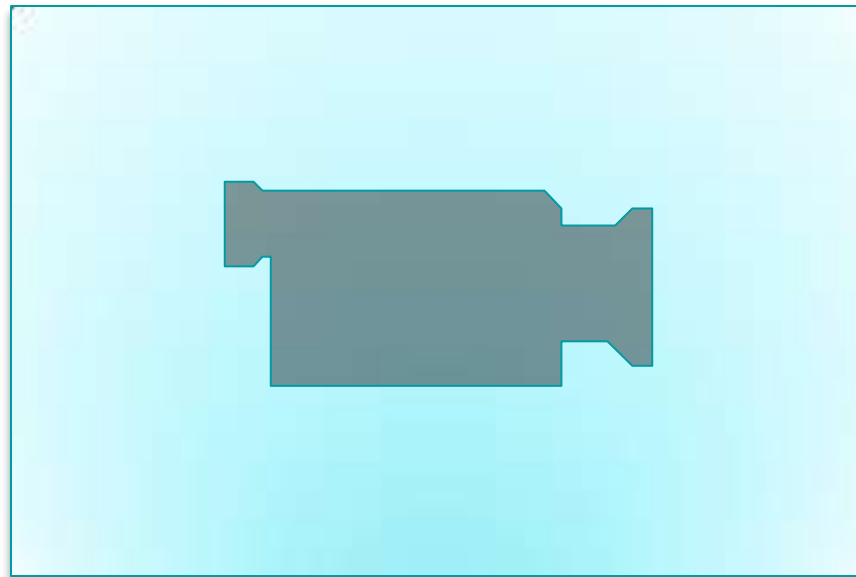
Identify the developmental domains
addressed in this activity [the cognitive load]



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



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

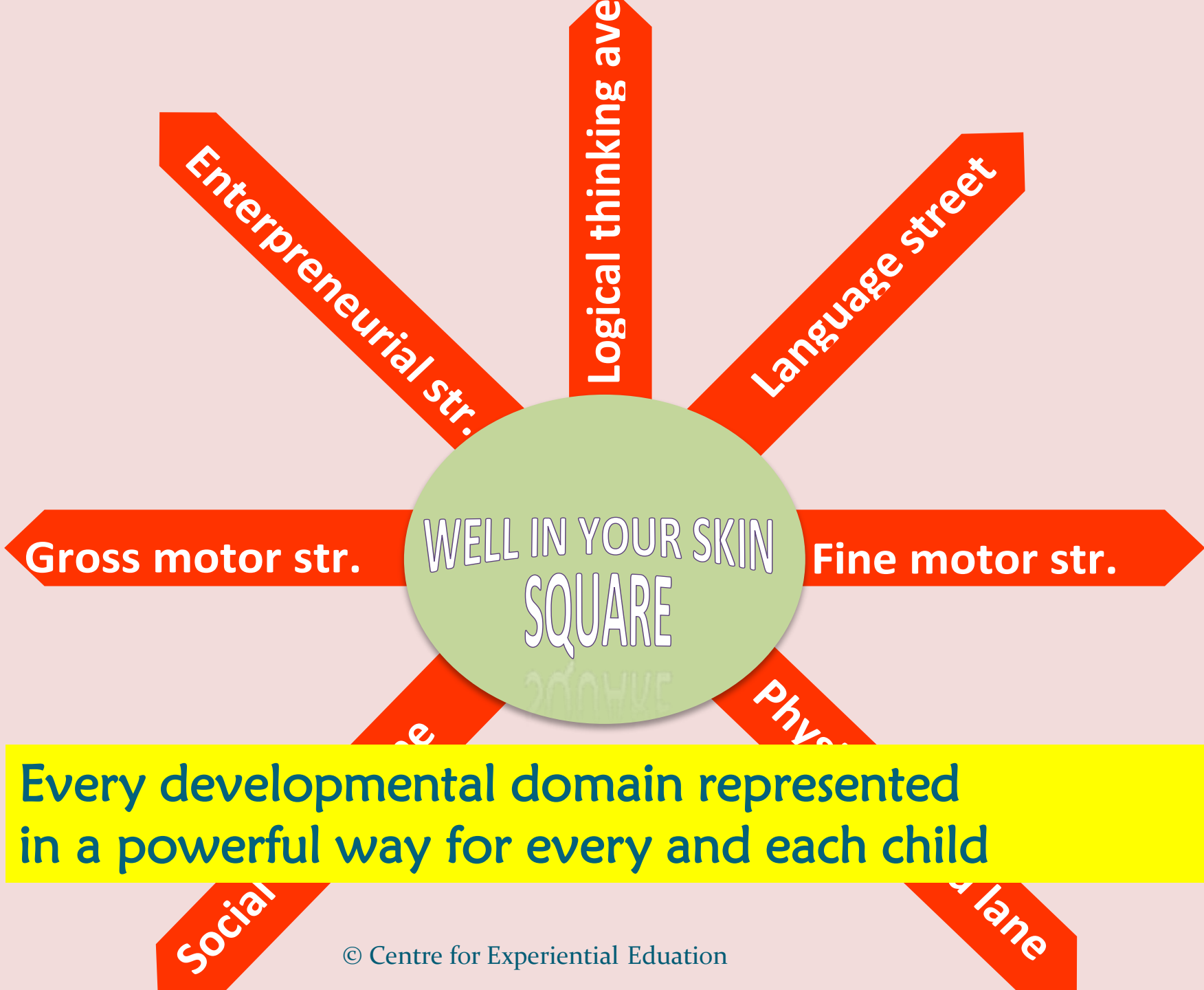
3

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]

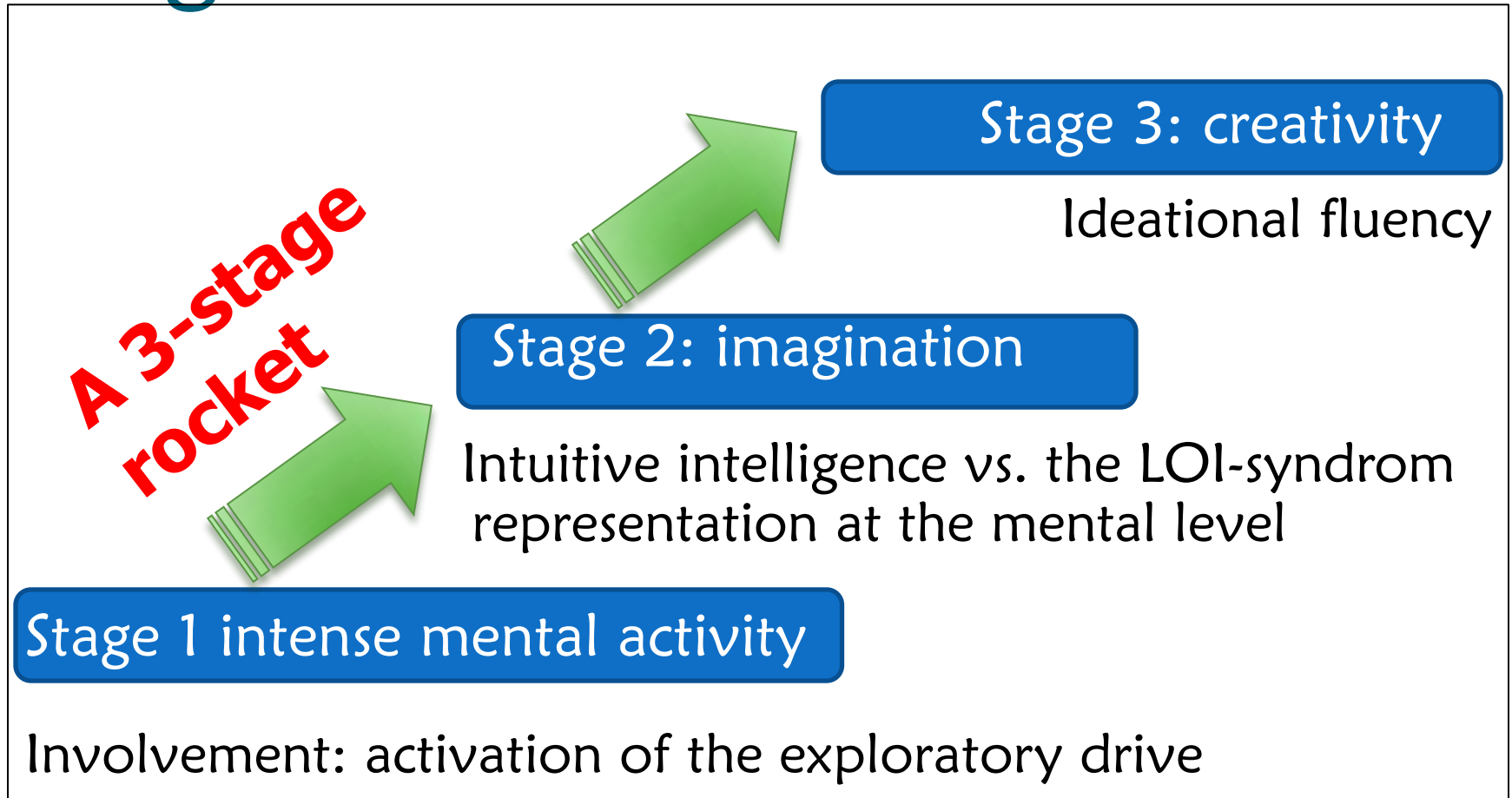
The new paradigm on competencies

- An holistic approach
 - far from a checklist of isolated skills
 - grasping the essence
 - covering all age levels
 - speaks to the imagination
 - gives a sense of direction
 - a source of inspiration for the creation of a powerful learning environment



Every developmental domain represented
in a powerful way for every and each child

Involvement: the foundation for imagination

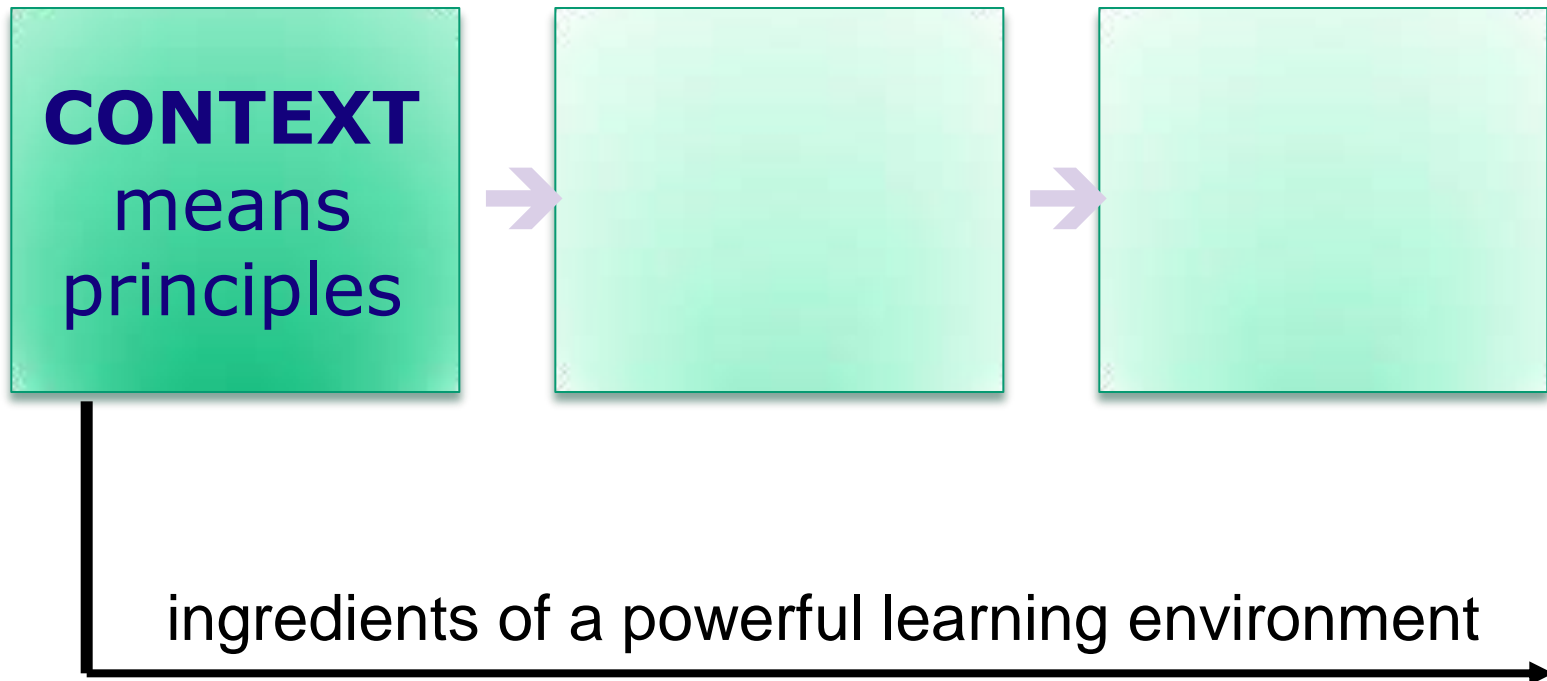




6

Implications for practice

Quality at the level of the context





Experiential education at work
A setting with 5 year olds

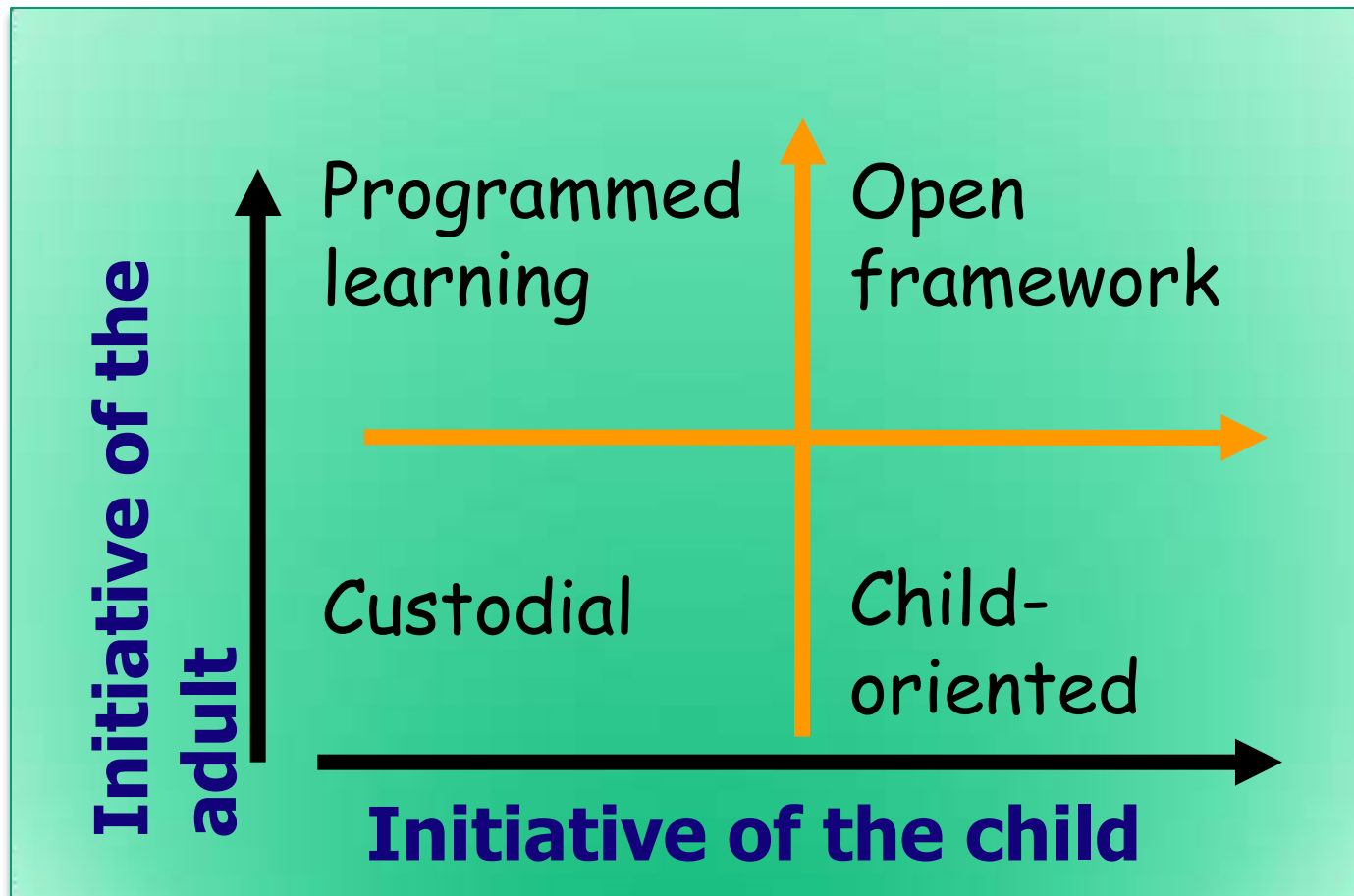
The 10 Action Points

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



The role of the adult: how much and what?

The 'open framework' approach



The 'open framework' approach

- An observation
- A circular process
 - Who is programming who?
 - Who is learning most?
- The emergent curriculum
- How to get it in place?
 - Room for initiative in the organization [AP6]
 - Teacher Style: stimulating interventions [AP5]
 - Offer of activities meeting interests [AP4]



The role of communication & group climate

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*

Working around emotions

“... After having worked for only seven weeks (-) already we’ve seen a big, significant difference. (-) It’s certain, we can sense a general feeling of protectiveness, awareness, friendship and empathy in the children, which wasn’t there before.”

Nanette Smith, on the BBC-series “Teaching Today”





PHASE 1

INTRODUCING THE BASIC FEELINGS



PHASE 2

RECOGNISING THE BASIC FEELINGS



PHASE 3

EXPRESSING OWN FEELINGS



How to monitor 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



The POMS: screening of well-being & involvement



A Process-Oriented Monitoring System For Early Years

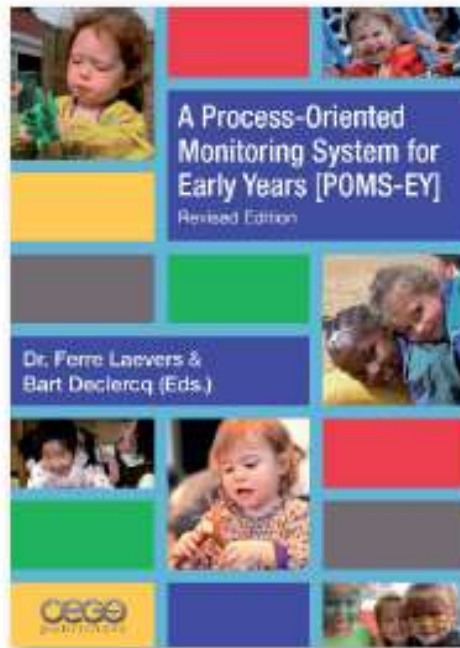


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POMS

PROCESS ORIENTED CHILD MONITORING SYSTEM

NEW EDITION



Working with parents: MyProfile

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Name: Yr mths Date: / /

Gross motor skills
?

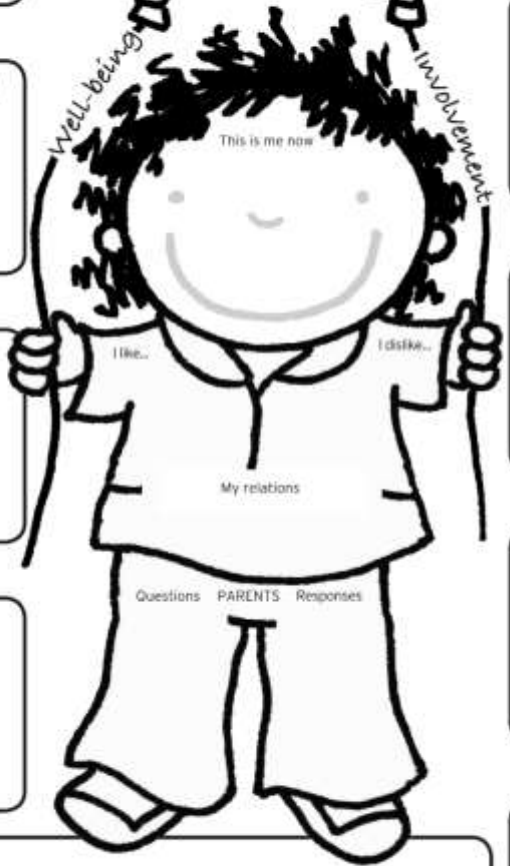
Language/Communication
?

Social competence
?

Well in your skin
?

How can we foster well-being involvement development?
.....
.....
.....

Well-being
Feels on top of the world
Feels often great
I feel more or less ok
Often does not feel ok
Has a difficult time



Fine motor skills
?

Exploration of the world
?

Logical/mathematical thinking
?

Self-organization/Initiative
?

Expressive arts
?

MyProfile

Sharing observations with parents in the early years



Name: [redacted] ...4... Yr ...8... mths Date: 7... / 3... / 12



Gross motor skills
Good at obstacle courses / Driving
Confident climber, balancer and using apparatuses
?

Well-being
Feels on top of the world
Feels often great
Feels more or less ok
Often does not feel ok
Has a difficult time

Involvement
Is mostly completely absorbed
Is often intensely engaged
Is busy but not concentrated
Activity is often interrupted
Hardly engages in activity



Fine motor skills
Finds writing his name difficult. Developing this is small group activities
?



Language/Communication
Communicates needs and feeling with peers and adults.
Responds well in pair, group and class
? disallows



Exploration of the world
[redacted] loves being outside and exploring.
Enjoys membership hunts and growing
?



Social competence
[redacted] has lots of friends mostly the same age but



Logical/mathematical thinking
Enjoys number work and maths problems.
?



?



Well in your skin

?

Questions PARENTS Responses



Self-organization/Initiative



Expressive arts

How can we foster well-being involvement development?

Four horizontal dotted lines for writing.

?

MyProfile

Sharing observations with parents in the early years



The SiCs: scanning of well-being and involvement

STEP 1: OBSERVATION SCHEDULE (SCANNING OF WELL-BEING AND INVOLVEMENT)

SiCs Form A

GROUP: _____ NUMBER OF CHILDREN: _____ NUMBER OF SUPERVISORS: _____ DATE: _____
 FROM.....TO.....

NAME CHILD	OBSERVATION	WELL-BEING INVOLVEMENT	NAME CHILD	OBSERVATION	WELL-BEING/ INVOLVEMENT
1		<input type="radio"/> WB <input type="radio"/> BT	6		<input type="radio"/> WB <input type="radio"/> BT
2		<input type="radio"/> WB <input type="radio"/> BT	7		<input type="radio"/> WB <input type="radio"/> BT
3		<input type="radio"/> WB <input type="radio"/> BT	8		<input type="radio"/> WB <input type="radio"/> BT
4		<input type="radio"/> WB <input type="radio"/> BT	9		<input type="radio"/> WB <input type="radio"/> BT
5		<input type="radio"/> WB <input type="radio"/> BT	10		<input type="radio"/> WB <input type="radio"/> BT

process-oriented Self-evaluation Instrument for Care Settings (Sics)

OBSERVATION SCHEME

[SCANNING]

GROEP: <i>De Bengeltjes (18-36 maand)</i> AANTAL KINDEREN: <i>14</i>			AANTAL BEGELEIDERS: <i>2</i> DATUM: <i>08/11/2006</i> van <i>9u10</i> tot <i>9u45</i>						
NAAM KIND		OBSERVATIE	WELBEVINDEN BETROKKENHEID		NAAM KIND		OBSERVATIE	WELBEVINDEN/BETROKKENHEID	
1	<i>Aster</i>	<i>Levendig, taterend, onderzoekt fototoestel. Genietend, stralende mimiek, geregeld afgeleid</i>	<i>4</i> WB	<i>3</i> BT	6	<i>Korneel</i>	<i>Bike: chasing R shouts hello/smiles/waves to adlt/full of energy/beams</i>	<i>5</i> WB	<i>5</i> BT
2	<i>Jens</i>	<i>Trekt zich recht, kijkt op, neemt blokje. Telefoneert, verwoordt. Zoekt contact met bgl. Terug naar blokje. Opgeslorpt.</i>	<i>3⁺</i> WB	<i>4⁺</i> BT	7	<i>Fien</i>	<i>Op mat, neemt boekje. Wrijft in ogen. Bladert. Opkijken, bladeren, afgeleid. Mimiek is neutraal.</i>	<i>3</i> WB	<i>2</i> BT
3	<i>Lowyck</i>	<i>Staart, bladert afwezig in boekje. Neutrale mimiek. Geeuw. Staart. Weinig spel.</i>	<i>3</i> WB	<i>2</i> BT	8	<i>Seppe</i>	<i>Geconcentreerd. Stalt groenten uit. Wast ze, droogt ze af. Roert in potje. Ernstige, geconcentreerde blik.</i>	<i>4</i> WB	<i>5</i> BT
4	<i>Bouwe</i>	<i>Naar keuken – levendig. Fantasiespel met potjes en fruit. Lachen, tateren. Merkt observator niet op.</i>	<i>5</i> WB	<i>5</i> BT	9	<i>Sam</i>	<i>Spel met bgl. Telkens opnieuw deksel geven. Kijkt op als andere bgl foto neemt. Glimlacht. Ontspannen.</i>	<i>4</i> WB	<i>3⁺</i> BT
5	<i>Kato</i>	<i>Dolls area: crying fiercely – rubs eyes – no activity</i>	<i>1</i> WB	<i>1</i> BT	10	<i>Martin</i>	<i>Draait mechanisch aan nieltjes van poppenwagen. Staart in ruimte. Ander kind valt over zijn benen. Geen reactie. Mimiek wat gespannen.</i>	<i>2⁺</i> WB	<i>1</i> BT

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K&G Kind & Gezin

MANUAL

Sics (Ziko)

WELL-BEING AND INVOLVEMENT IN CARE
A PROCESS-ORIENTED SELF-EVALUATION INSTRUMENT FOR
CARE SETTINGS



 Kind & Gezin
Kind is Meaning

Research Centre for
Experiential Education
Leuven University

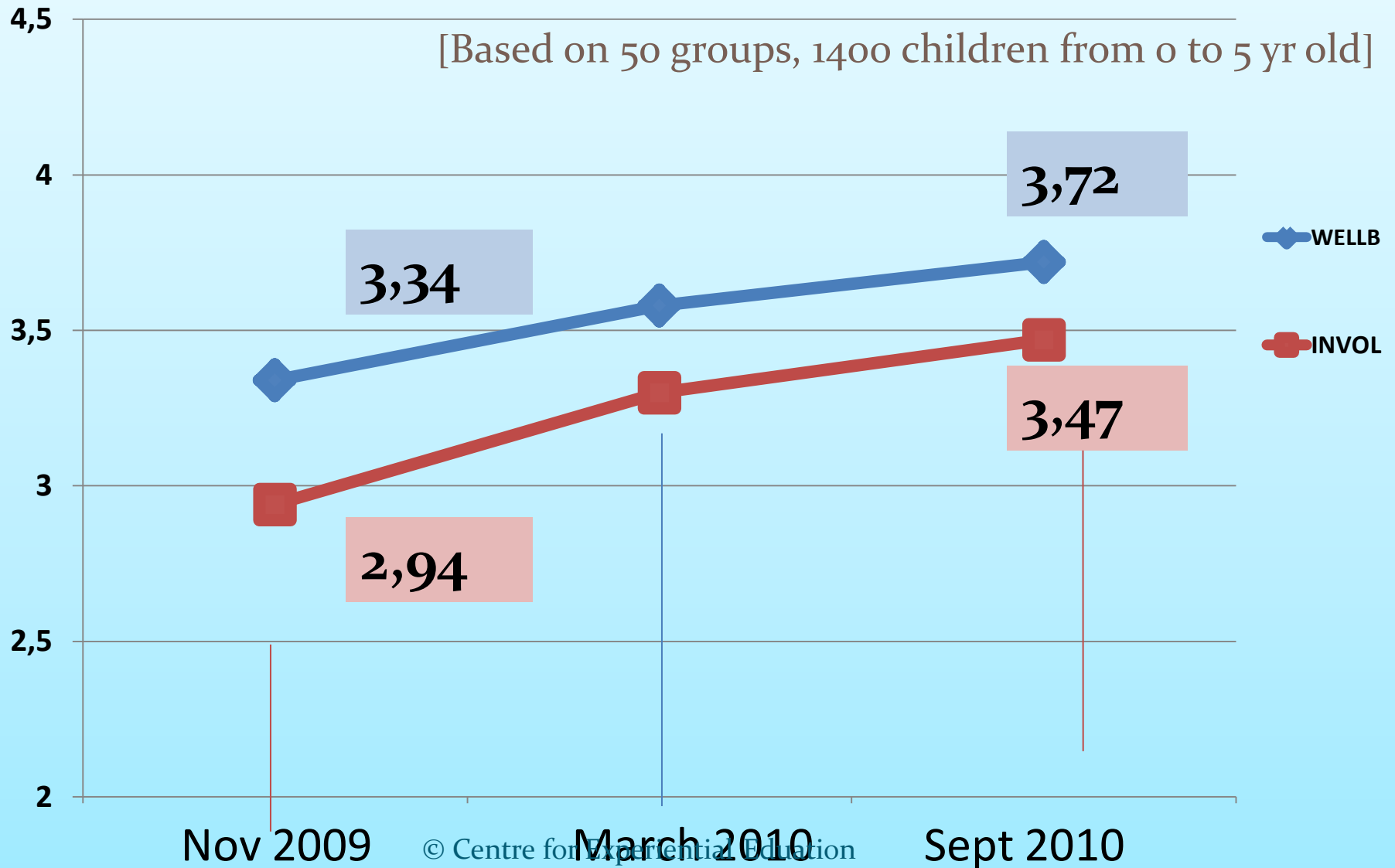


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cego.be

Milton Keynes Project Results

[Based on 50 groups, 1400 children from 0 to 5 yr old]



Evolution at group level

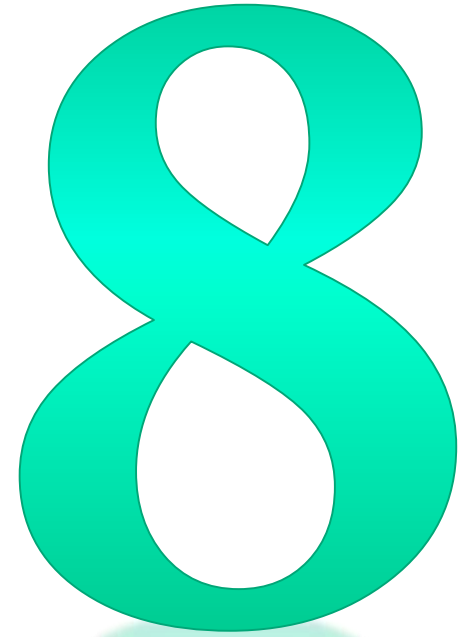
⇒ variation in well-being

	<2.76	2.76 - 3,25	3,26 -3,50	3,51 - 4.00	4,0 - 4,50	4.50 en meer
M 1	72% 37 groepen			28% 14 groepen		
M 2	48% 24 groepen			52% 26 groepen		
M 3	34% 16 groepen			66% 30 groepen		

Effecten op groepsniveau

⇒ variatie in betrokkenheid

	<3.00	3.00 - 3,25	3,26 -3,50	3,51 - 3.75	3.76 - 3.99	4.00 en meer
M 1	97% 49 groepen			3% 2 groepen		
M 2	72% 36 groepen			28% 14 groepen		
M 3	37% 17 groepen			63% 29 groepen		



Yes, we can make a
difference!

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 with others**



Gross motor skills



Expressive arts



Self-organization/Initiative



Fine motor skills



Language/Communication



Exploration of the world



Social competence



Well in your skin



Logical/mathematical thinking



Information and order: cego@ppw.kuleuven.be

- Relevant Experiential Education Publications:
 - A process-oriented monitoring system for early years [POMS] (manual)
ISBN 978-90-74798-63-1 [Revised edition]
 - Observing Involvement in Children from Birth to 6 years (manual + DVD)
ISBN 978-90-78765-98-1
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- Kutija puna osjecaja (A Box full of Feelings) [order Croatian version at [Golden Marketing](#)]

Kutija puna osjećaja

Zašto je važno da djeca već u vrtiću uče o osjećajima?

U odgojnoj skupini često dolazi do konflikata praćenih snažnim neugodnim osjećajima. Djeca ne znaju riječima izraziti što osjećaju pa zato viču, plaču, guraju se ili međusobno udaraju. Kutija puna osjećaja pomaže djeci da svoje osjećaje izraze riječima, da ih opišu i upoznaju.

Dr. Marina Kog

Kome je Kutija namijenjena?

Praktično iskustvo pokazuje da je Kutija privlačna djeci različite dobi.

S njome se mogu postupno upoznati čak i djeca od dvije i pol

ili tri godine. Iako je Kutija

puna osjećaja osmišljena (i iskušana)

za djecu od druge do

sedme godine života,

ona pruža mogućnost za

razgovor i igre emocijama

i u mnogim drugim

prigodama:

- s djecom jasljičke dobi i malo starijom djecom;
- s djecom od četvrte do osme godine života;
- s djecom u posebnim odgojno-obrazovnim



Dr. Marina Kog



- s djecom ja
- i malo starije
- s djecom
- do osme god
- s djecom u
- odgojno-o

Kutija je također pogodna za rad s odraslim osobama s posebnim potrebama, uz neke izmjene u situacijski pričama. Uz Kutiju punu osjećaja možete se poslužiti i preporučenim slikovnicama nakladničke kuće Golden - Tehnička knjiga, koje će vam pomoći u obradi pojedinih osjećaja.

Za narudžbu, obratite se na adresu:

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