



arteveldehogeschool

LID VAN DE ASSOCIATIE UNIVERSITEIT GENT

Watch me!

Using video coaching in ECEC.

Workshop March 17, 2016

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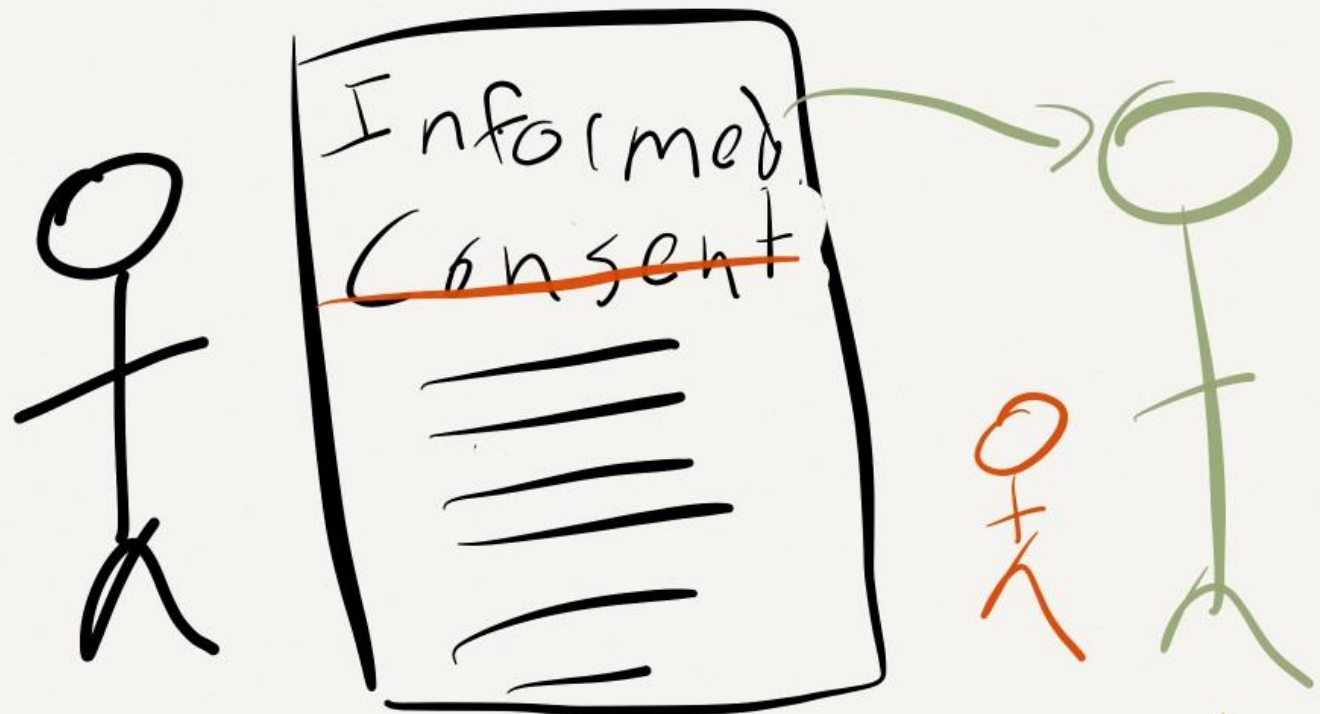
A video camera has a big influence on the behaviour of staff and children and so you don't get a real and natural image.



Video coaching in ECEC

TECHNICAL ASPECTS





agrees to participate



Important guidelines

- Follow the initiative of the staff member: he/she chooses what to film, when it is enough, ...
- Make short video clips (max. 10 minutes)

“Film the filmer”



The video coach decides where to look at while watching the video fragment.



Video coaching in ECEC

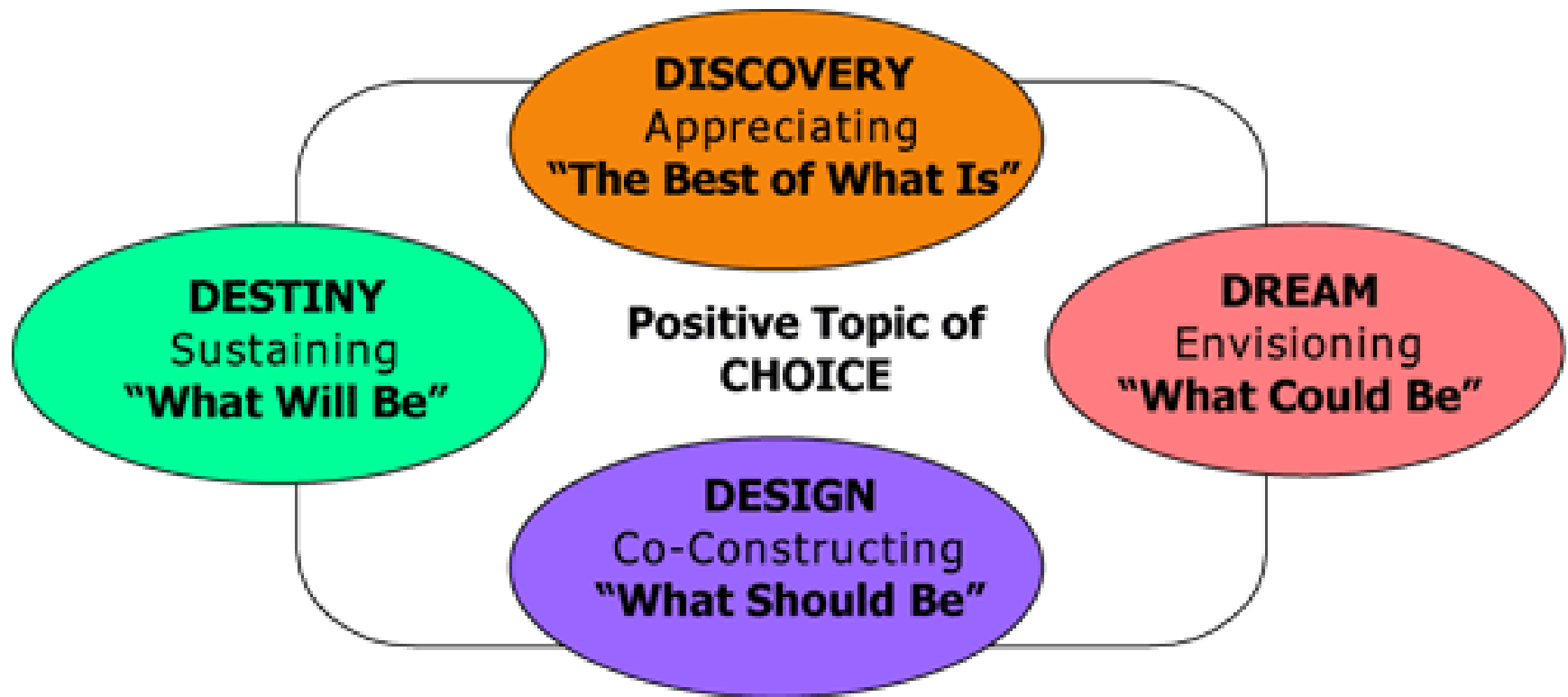
PROCESS ASPECTS



GRROW – model *(Clement, 2012)*



Appreciative inquiry (Barrett, Fry & Wittockx, 2012)



Findings

- GRROW –model

(Clement, 2012)

- Appreciative inquiry

(Barrett, Fry & Wittockx, 2012)

- Video-interaction guidance = powerfull

(Fukkink & Tavecchio, 2010; Fukkink, Trienekens, & Kramer, 2010)

Need of a specific procces framework!



Process



To start with video-coaching

- Freezing
- Looking small
- Focus on the children
- Space for wishes and dreams
- To be able to ventilate and dialogue
- Time path
- Preparation
- Substantive background information
- Common goal to watch
- To cope with resistance
- Role and attitude coach

Role and attitude coach



Appreciative + giving perspective



Let your coachee take initiative



Discussing video fragments always yields the feeling of evaluation (you are doing it good or bad).



Video coaching in ECEC

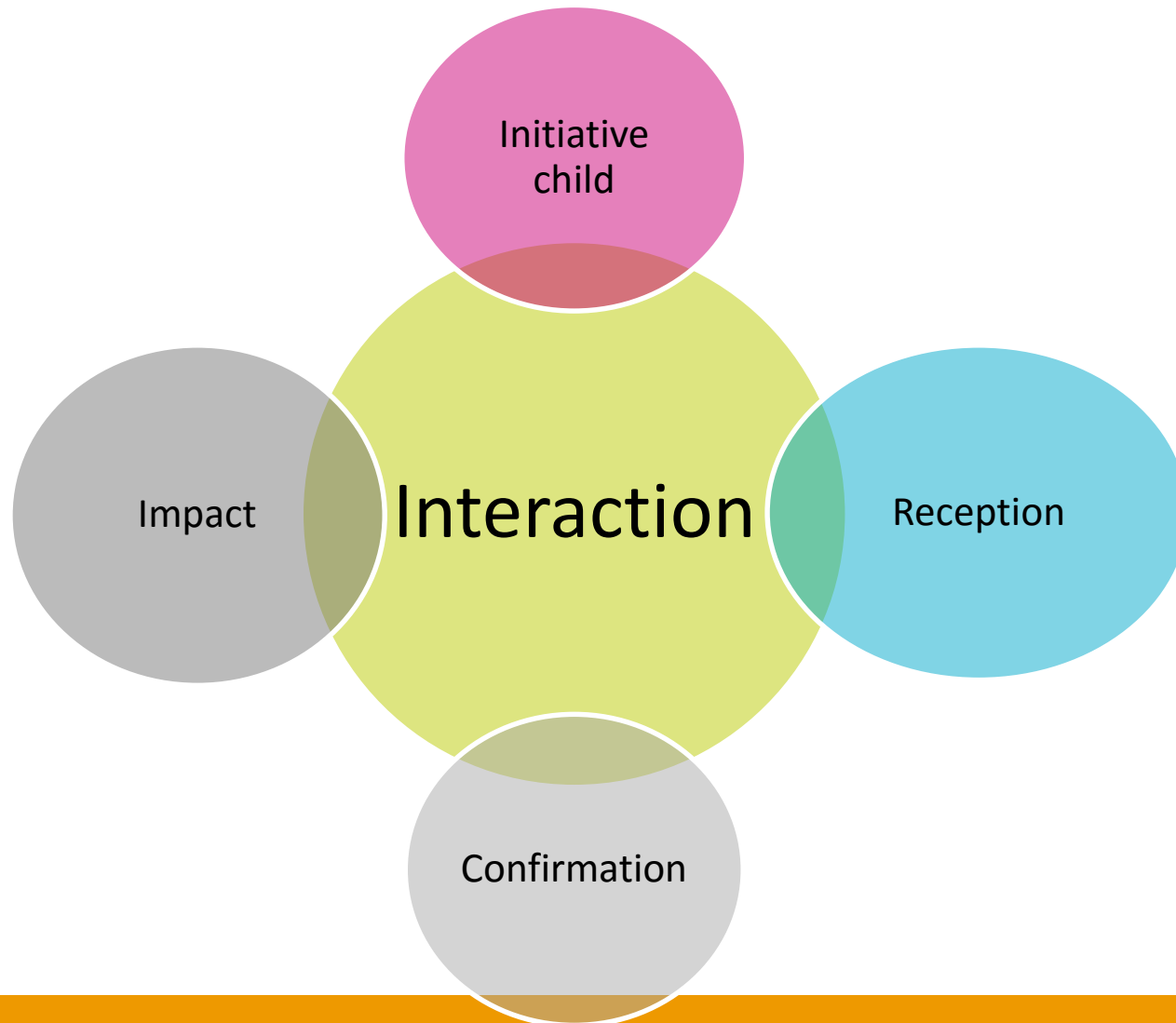
FRAMEWORK ASPECTS



We are in need of!

- A well-grounded framework to approach interaction with children
- A framework with focus on the children
- A framework encouraging to 'look small'
- A framework enabling to 'look with a goal'

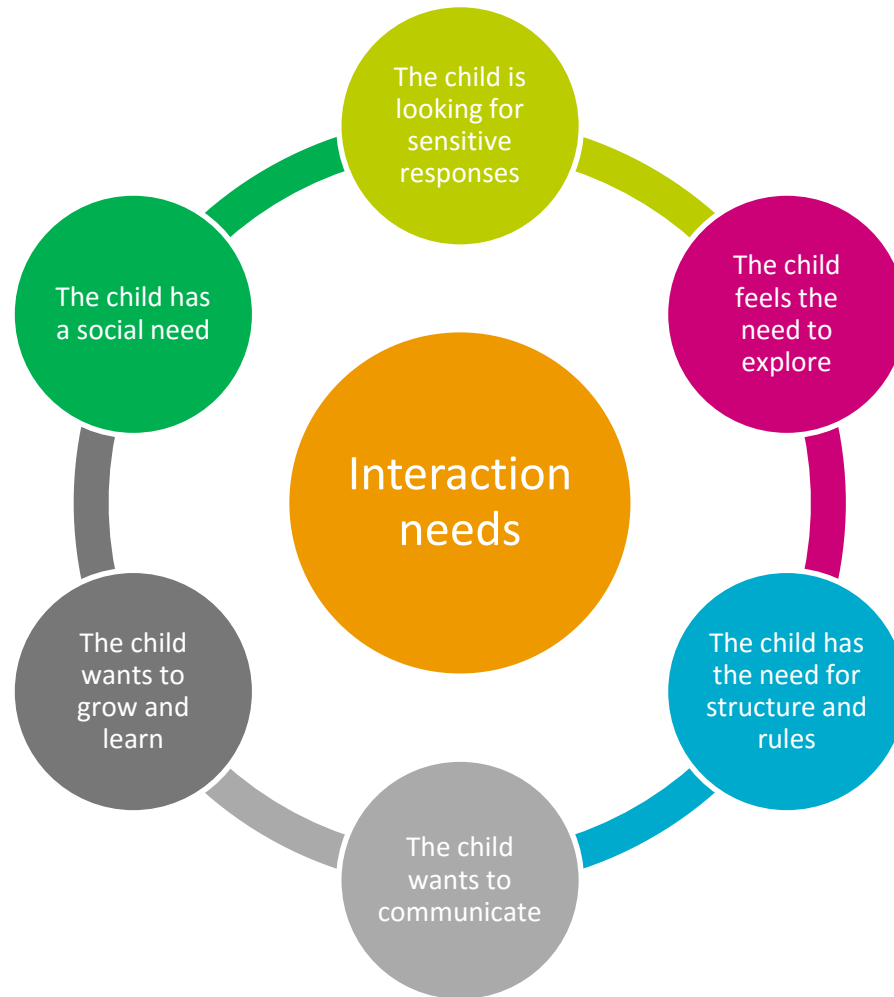
Scheme of basic communication



Source: Video-hometraining & video-interactionguidance (2012)



Framework (based on the NCKO quality monitor but reworked from the perspective of the child)

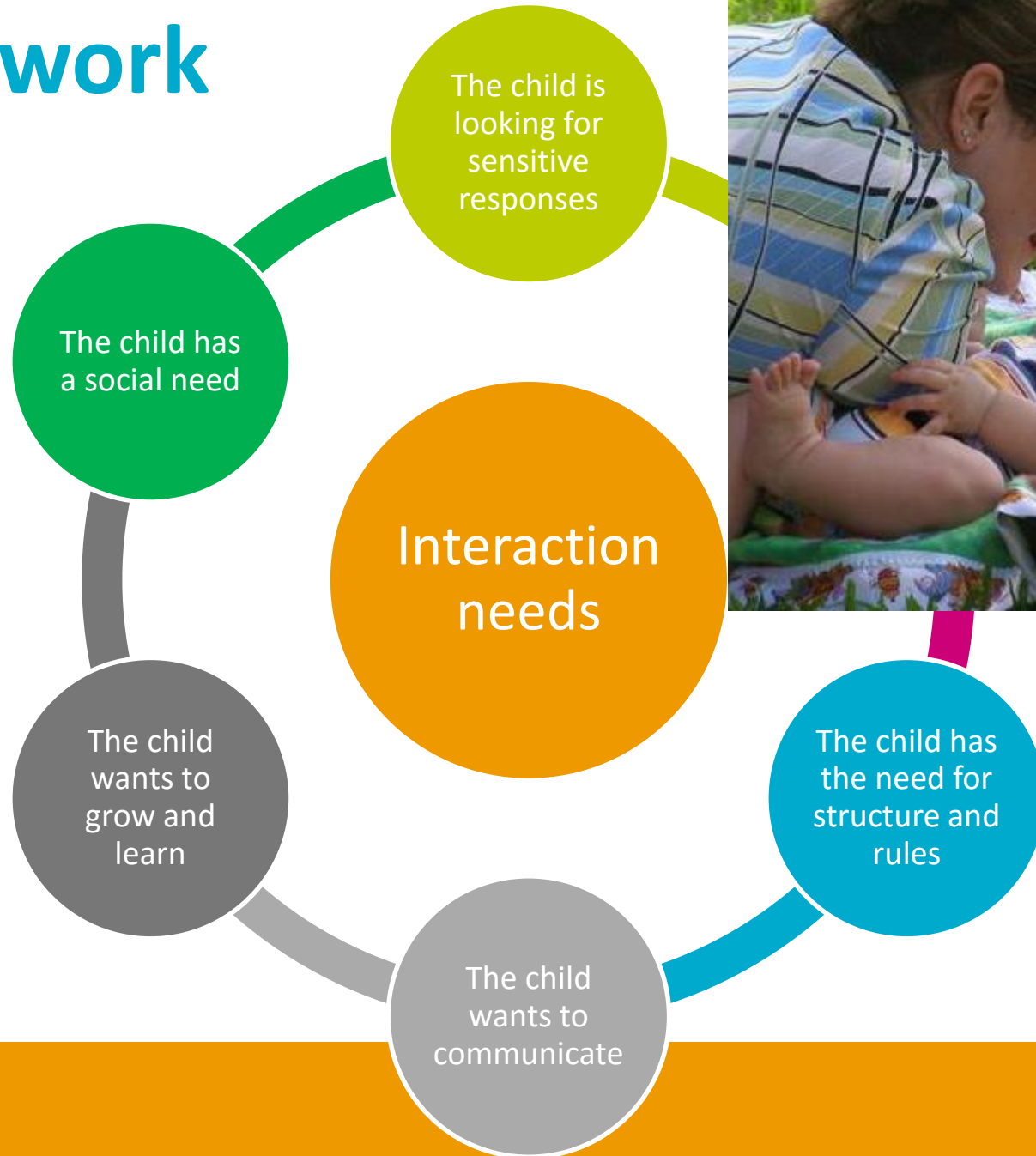


Gevers Deynoot-Schaub, M., Fukkink, R., RiksenWalraven, M., Kruij, R. de, Helmerhorst, K., & Tavecchio, L. (2009). *De NCKO-Kwaliteitsmonitor. Het instrument waarmee kinderdagverblijven zelf hun pedagogische kwaliteit in kaart kunnen brengen*. Amsterdam: SWP.

Bracke, G., Hostyn, I., & Steverlynck, A. (2014). *VerBEELDing. Interactie in beeld, interactie in gesprek. Beelden als motor voor groei in interactie met jonge kinderen*. Intern onderzoeksrapport. Eindrapport PWO, Gent: Arteveldehogeschool.



Framework



Framev



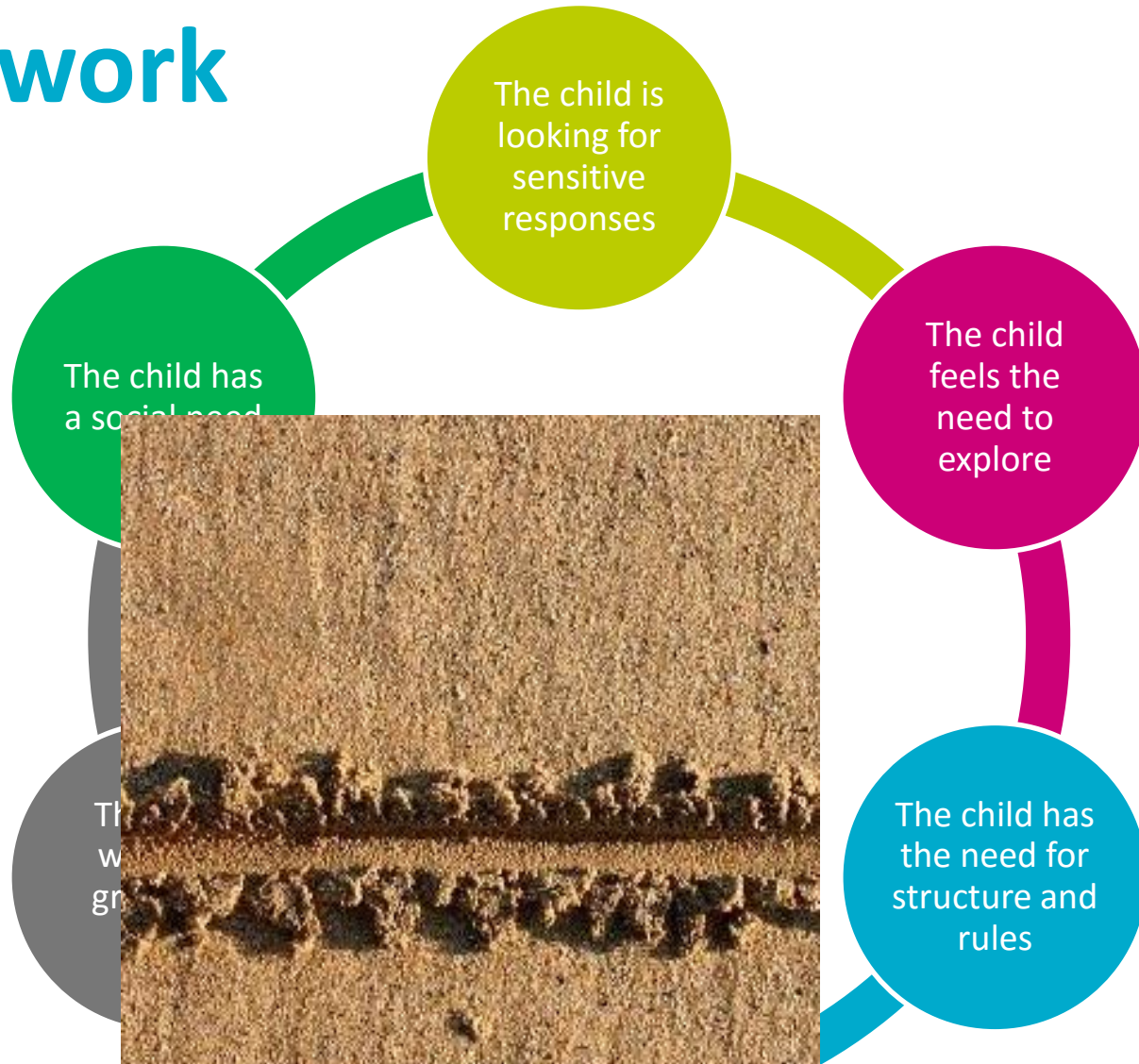
grow and
learn

The child
wants to
communicate

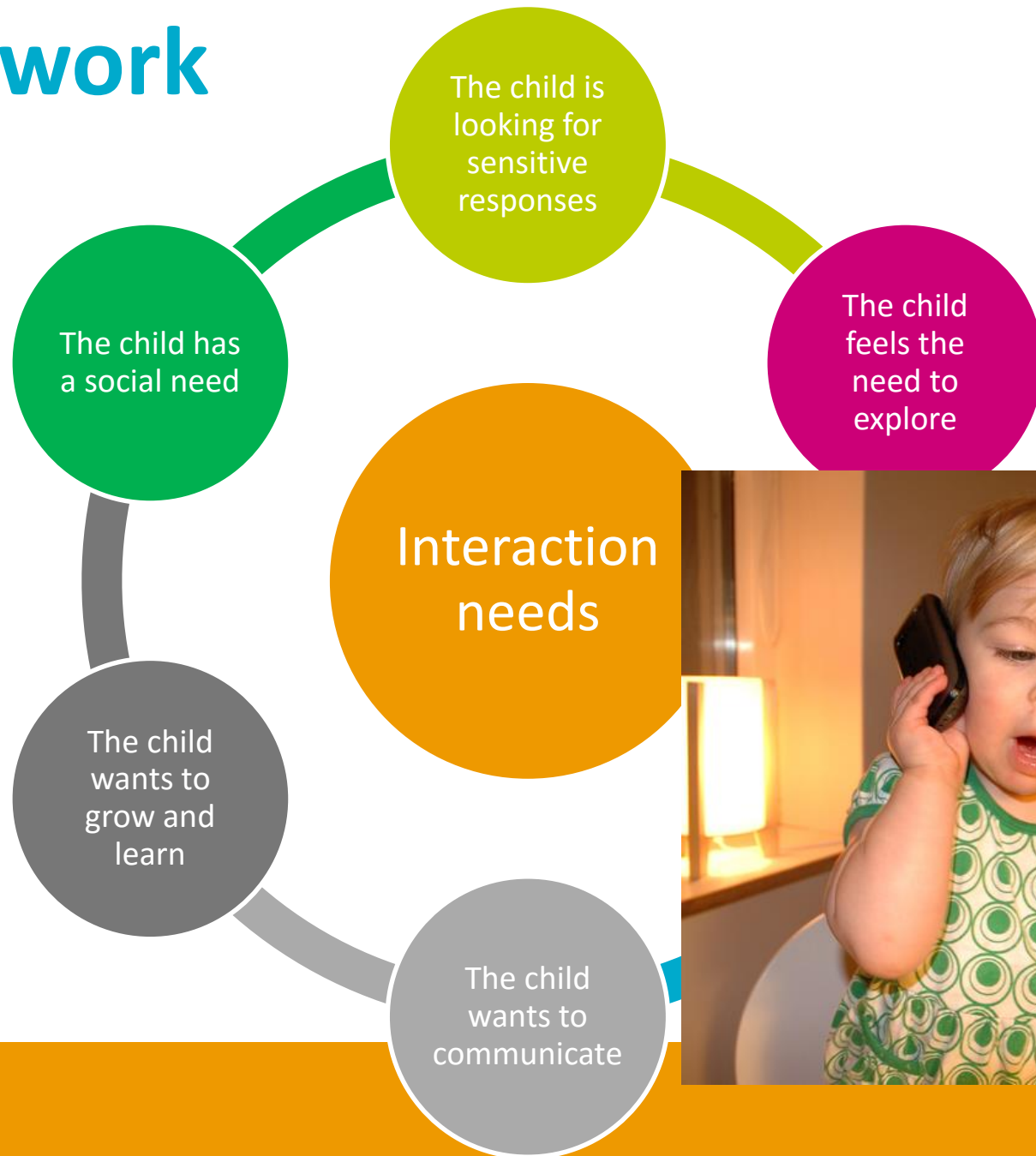
The child
feels the
need to
explore

The child has
the need for
structure and
rules

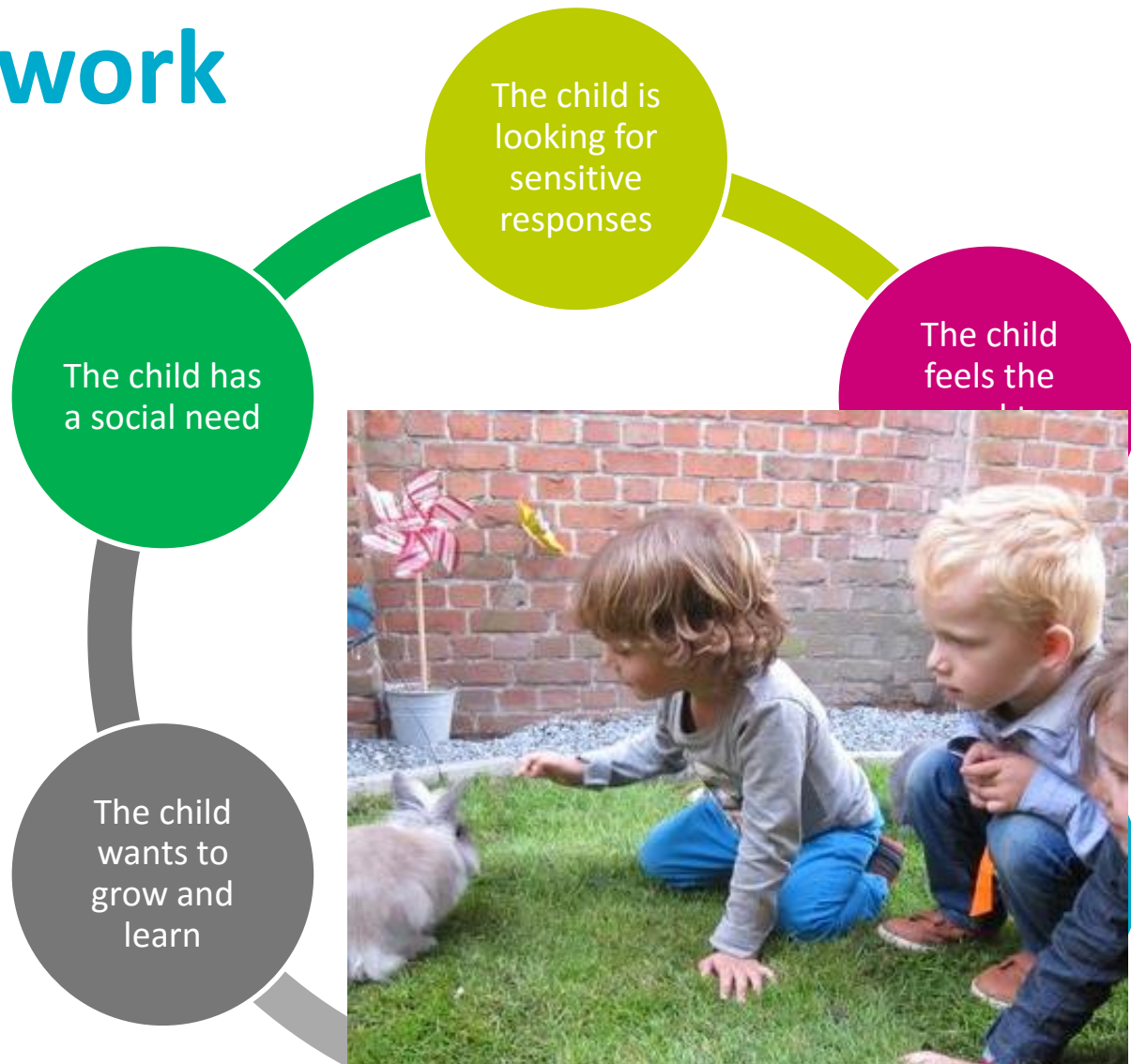
Framework



Framework



Framework



Framework



Looking with a goal

1. Focus on the children – not what I have to learn, what is the need of the children
2. Looking small + freeze
3. An astonishing moment!
4. Change in behaviour, new challenges
5. Strengths + challenges for the future

People need to be motivated to start with video coaching.



Video coaching in ECEC

MOTIVATIONAL (!) ASPECTS





- Video coaching = means for high-quality interaction
- Video coaching ≠ no goal on itself
- Once you saw a child's signal on the video, you will also see it better in real life!





**Watching and discussing the videos,
help to adjust the ‘first feelings’**



**Focus on the children = no evaluation,
more inspired!**



Learning together – looking for a goal: strengths + challenges



Start with some team members



Quotes ECEC staff

- *“That gives me redbull” (participant, focusgroup)*
- *“New pair of eyes” (participant, focusgroup)*
- *“It's the little that makes us great.” (participant, focusgroup)*

As a student I would use this video coaching in my professional growth



Students experiences

- “Let’s go for it. I am nervous. Once I am busy with the child, you forget the nerves.”
- “Is it sufficient? Will the video be OK?”
- “Confronting. Oh, no, my voice.”
- “You see behaviour of yourself that you normally don’t see. E.g., intonation, face expression. Informative and positive experience.”
- “I started to become proud on those video images”

The research project 'Imagination'

BACKGROUND INFORMATION



Imagination

Representing interaction, discussing interaction.

Images and video-analysis as a motor for professionalization in interaction with young children.

Practice-oriented research project

2013-2014

Giselinde Bracke, Ine Hostyn & Ann Steverlynck

Artevelde University College



Background

- Video-interaction guidance = powerfull
(oa Fukkink & Tavecchio, 2010; Fukkink, Trienekens, & Kramer, 2010)
- Developing a method for ECEC staff = relevant
- Specific focus = staff-child interaction
- Because this interaction = crucial for high-quality ECEC but still a lot of growth possible
(Duncan & Brooks-Gunn, 2000; Leseman, 2009; NCKO, 2011).

Method

- Practice oriented research
- Cooperation with 6 ECEC settings (children 0-3 years)
 - 3 settings A: coaching of 9 ECEC staff members
 - 3 settings B: coaching of 3 teamleaders (each with 2 ECEC staff)
- Focusgroups (in between + at the end)

Contact

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