TOOLBOX

**Outlines for using video analysis and video coaching
as a tool for professionalizing ECEC workforce
and training future ECEC professionals[1]
Outcome of the TRACKs project[2]**

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Contents

Introduction

A – Which challenges is the TRACKs project addressing?

The TRACKs project (TRAnsitions Children and Kindergarten) was focused on the professionals working in childcare centres, preschools and out-of-school services. Reports and research show that for the children between 0 and 6 years old, early childhood education and care (ECEC) can make a **crucial contribution** to cognitive, social and emotional development of children and academic achievements later on (Lazzari & Vandenbroeck, 2012)[3]. Preschool education contributes to the acquisition of skills and attitudes (i.e. curiosity, perseverance and particular social skills) that enhance later learning.

The European Commission launched a strategic framework for European cooperation in education and training[4], as a forum which allows member states to exchange best practices. This 'ET2020' strategy was set up with the primary goal to support the development of effective education and training systems. Research has shown that the beneficial effects of preschool can only be achieved in contexts of **high-quality provision**. So the ET2020 Council Conclusion highlighted in particular the importance of promoting access to good-quality ECEC and school education in order to improve educational outcomes, especially for disadvantaged groups.

The Council also invites Member States to make further efforts in order to improve the **continuing professional development** (CPD) of the staff working in ECEC and school system (professionals, teachers, schools leaders, pedagogical coordinators), based on recent research evidence underlining the relation between staff CPD and quality of the educational environment /programs. Not only staff qualifications but also the structural framework and infrastructure in which the ECEC is provided, play an important and influential role on the outcomes of ECEC.

Moreover, previous research demonstrates that a more dialogical approach between all the stakeholders involved in ECEC is needed, for instance when it comes to childcare workers and teachers towards parents, but also as far as knowledge-sharing and implementation of best practices from research to everyday teaching is concerned. That is why the TRACKs project was set up. Here, the **ECEC professionals are placed at the centre of the stage**, since they are the main actors of a real social inclusion and educational path. At the same time, they are also the key actors impacting the wellbeing and development of children through daily practice.

The main goal of the project is to explore which aspects of daily practices contribute to children learning processes in order to analyze these by engaging with practitioners in **reflective processes** aimed at the growth of their professional skills and vision. We chose the method of **video analysis and video coaching** in order to 'explicit the implicit thinking' underlying the daily practices of professionals where dynamics of inclusion/exclusion are played out. We believe that this innovative and active learning method will deepen their own understanding of their individual daily practices as well as offering their team a strong methodology to strengthen a culture of reflection.

This approach has been proven a strong tool in achieving in-depth reflections and enticing behavioural changes in how the professionals interact with children (Fukkink&Lont, 2007). Our approach envisioned dynamic knowledge and practice exchange between the three countries involved in the TRACKs project: **Belgium (Flanders), Italy and Poland**.

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[3] For all sources and literature: see Bibliography

[4] See https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en

This transnational approach fostered an improved quality of learning for professionals, assuming that the international contexts can 'feed' each other, **exchange solutions** and compare the 'best practice' responses to particular ECEC challenges. To achieve this goal, each key country-partner (universities) cooperated with both teacher training institutions and ECEC institutions and pre-schools operating at local level.

B – Research-based findings to support our approach

A significant number of the studies stems from Tobin and Davidson's pioneering work on polyvocal ethnography (1990, see Bibliography). They studied ECEC settings and educators' practices through a critical polyvocal discourse between scholars and practitioners, using video as a 'visual methodology'. Such research strategy is designed to **empower** teachers to speak directly and 'talk back' to the researchers' interpretation of phenomena. In so doing, they created a forum where scholars' interpretation can be contested and enriched with the practitioners' perspective, letting the voices of the participants come through. This method has been subsequently adopted in cross-cultural studies exploring ECEC services, and practitioners, families and community's reflection, **empowerment and consciousness** in different countries.

This approach to video-analysis and video coaching has also been adopted by Van Es et al (2014, see Bibliography). In their study they explore how to facilitate substantive analysis of teaching practice with video so that it becomes a productive learning tool for **teachers' professional development**. Video analysis and video coaching facilitate collective moments aimed at making teachers and educators aware of the idea of description as the premise for interpretation and proposes a reconstruction that can be used as the basis for participants' training in observing behaviours and teaching practices. The method can also be used to intentionally transform ECEC practitioners in researchers, inviting them to describe and interpret what they see, to gain further tools to best meet the needs of young learners.

Recent research has highlighted the need to explore more in-depth the possibilities of video analysis and video coaching as a collaborative cross-cultural methodology in ECEC services. Video analysis and video coaching can be used as research methods to tackle issues of diversity and inclusion within ECEC settings. It can serve the purpose of understanding what im/migrant, non-im/migrant parents and practitioners think about ECEC services. To give an example of the effective use of video analysis and video coaching, we link it to many researches that has been done on the 'Pygmalion' or 'Golem' effect, claiming that childcare worker's and teacher's **beliefs and dispositions** about caring and teaching have an influence on the outcomes of the children. Seeing themselves 'in action' through video fragments, video analysis and coaching offer many opportunities for learning and professional development.

Video recording is specifically used to solicit to listen to parents' and practitioners' voices and experience of inclusion within the ECEC settings. Further research illustrates the use of video recordings as a method to **shift and transform educational practices towards inclusion**, and to improve the general quality of the services.

Analyzing educational practices through video recording is an iterative process that should be carried out **collectively**, in order to explore practitioners' hypothesis and indications and their effect on children behaviour. Only through collective discussions the educators can be more conscious about their practices and negotiate changes, which in turn will be discussed by the group of professionals in a spiral process. This use of video analysis and video coaching might be very useful to co-construct collectively criteria to improve educators' practices and attitudes within ECEC settings. It allows us to better understand children's skills and competences, but also to single out the ecological conditions that facilitate their development.

We refer to the Bibliography, where the reader can find a list of the most important literature and research and to the Literature Review.

C – What this tool has to offer

To ensure a broader impact and outreach of the project to the larger community of ECEC professionals, this toolbox is developed. It contains:

- the **framework** that lies behind video analysis and video coaching, and
- the **key elements** or **basic principles** of why and how to implement video analysis and video coaching.
- Three **country perspectives**, how all the partners translated these general frameworks and key elements according to their own context.

In "**Toolbox of Knowledge", experiences and good practices. Lessons learnt from case studies and recommendations for practice**" we go more into detail about the 'real' video coaching implementation, processes and phases in each country.

The **target groups** for these toolboxes are many: professionals in ECEC setting and (pre-)school teachers, pedagogical coordinators, directors, supervisors, pedagogical guidance services, teacher training institutes and university (colleges), students, ...

PART 1 – Framework

In this chapter we argue that video analysis and video coaching should be used in a team culture and vision of 'collective learning'. We refer to this as 'working towards a competent system'.
This culture of reflection is a continuing search for a common language among the professionals and their coordinators, in order to enrich their daily practices and interactions with children. We also offer some alternative uses of video fragments. Finally we present a conceptual framework – with 7 levers – as the fundament for looking at children, and through them looking at the growth perspectives of the professional's competences.

A – About professionalization

1 – Towards a competent system

The main goal of the TRACKs project was all about **professionalization of ECEC workers and teachers** (and their coordinators, directors etc.) **by means of video analysis and video coaching**. The most essential parts of professionalization happen – or should happen – in the childcare centre or school itself. Teams with a vision on how to create, for example, a culture of reflexivity amongst its workforce, will grow and develop in its practice on how to interact in a qualitative way with children and their parents.

So what is needed here is trying to create or strengthen a 'competent system'. This competent system is not the sum of all competent individuals (in the perspective of all the individual professionals to gain a set of skills that can be measured), but is the basis for **universal education competences** planned and executed on team level. In a competent system each professional is part of a team that can enhance the growth of children, àll children, with special focus on children who are socially vulnerable.

What is a competent system? We refer to a special edition of "Children in Europe"[5] that offers some inspiration. There it is mentioned that "(...) staff competence is one of the more salient predictors of quality in early childhood and care (ECEC)."[6] The authors refer to a European research called CORE (Competences Requirements in Early Childhood Education and Care).[7] This research suggests that the quality of the workforce is determined by factors as **competent individuals and organizational systems**.

> *"Key factors include good working conditions that reduce staff turnover, continuing pedagogical support to document and reflect critically on practice; and co-constructing pedagogy through dialogue between theory and practice. While it is important to be able to draw upon a body of knowledge and practical skills, practitioners and teams also need reflective competences as they work in highly complex, unpredictable and diverse contexts."[8]*

A competent system is not meant as an island, hidden from the 'real world'. Instead, it is developed **through many relationships** between the individual professionals, their teams, the institutions and the broader sociopolitical context.

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[5] "Empowering children, parents and the workforce? The competency debate". In *Children in Europe*, issue 21, Sept. 2011

[6] idem, "Competent systems needed: findings and recommendations from a European research project", Michel Vandenbroeck and Mathias Urban, p. 8

[7] See Publications Office of the European Union, https://op.europa.eu/en/publication-detail/-/publication/fc7e05f4-30b9-480a-82a7-8afd99b7a723

[8] idem, p. 8

"A key feature of a competent system is how it supports individuals in realizing their capabilities for developing responsible and responsive practices that meet the needs of children and families in rapidly changing societies."[9]

The authors mention **many aspects** of this competent system: the need for paid time for planning, documentation and reflection, involvement in peer learning, combining work with attendance at training institutions, participation in action research projects or practice-based research. "These conditions apply to *all* practitioners, regardless of their level of formal qualification."[10]

So the individual practice – what the professional really does, how (s)he interacts with children, offering them rich language and maths ... – and the team (reflection) culture matter. Learning starts with **reflecting on daily practices and practitioner's learning style**:

"(...) by reflecting on real life situations with parents and children, new pedagogical knowledge can be built. The aim is for practitioners to be able to argue why they made a certain choice. (...) The task of the pedagogical counsellor is to help practitioners translate theoretical insights into practice, and to stimulate them to express theoretical insights by using what happened in practice as a starting point."[11]

In the TRACKs project we used video analysis and video coaching to strengthen individuals and teams towards a competent system.

2 – A culture of reflection

Time for planning, reflection and documentation is at the heart of professionalization. A team needs time to develop a culture of reflection, a '**common language**', as Ainscow and Miles[12] put it. What they write about schools does apply to any ECEC institution:

"At the heart of the processes in schools where changes in practice do occur is the development of a common language with which colleagues can talk to one another and, indeed, to themselves about detailed aspects of their practice. Without such a language teachers find it very difficult to experiment with new possibilities. Much of what teachers do during the intensive encounters that occur is done at an automatic, intuitive level. Furthermore, there is little time to stop and think. This is why having the opportunity to see colleagues at work is so crucial to the success of attempts to develop practice. It is through shared experiences that colleagues can help one another to articulate what they currently do and define what they might like to do."

In the TRACKs project we experienced that video analysis and video coaching is a strong method to support this search for a common language. It can help **create space for rethinking** by interrupting existing discourses.

"Particularly powerful techniques in this respect involve the use of mutual observation, sometimes through video recordings (...). Under certain conditions such approaches provide interruptions that help to make the familiar unfamiliar in ways that stimulate self-questioning, creativity and action. In so doing they can sometimes lead to a reframing of perceived problems that, in turn, draws the teacher's attention to overlooked possibilities for addressing barriers to participation and learning."[13]

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[9] idem, p. 9

[10] idem, p. 9

[11] idem, "Learning the job: how practitioners support each other". Jan Peeters and Stig Lund, p. 12.

[12] "Making Education for All inclusive: where next?" Mel Ainscow Æ Susie Miles (2008), p. 24 etc. See Bibliography.

[13] idem, p. 25

3 – Broadening experiences

A last aspect to point out is the possibility to use video fragments for other purposes and **target groups**, that is: if every participant involved agrees to do so. In the TRACKs project the researchers and trainers used fragments to broaden their experiences. For example:

- Using video fragments to show to (individual) **parents**, in order to give them insight into the ECEC or class practice. Parents that are new in the ECEC setting or school can be very relieved to see their child playing and getting along with other children. Quite a few ECEC settings and schools use images to inform parents about how the institution is working in its daily practices.

- Using video fragments of ECEC settings and classroom situations for training purposes for **students/future professionals** and their lecturers.

- Using video fragments to show it to **the children** that are filmed. Children can describe what they see, learn to reflect on a situation …

Of course, it is required that everyone involved has given the opportunity to consent to these ways of using the material! (See also further 'On Video coaching – Key Elements'.)

B – About Quality Interactions, Framing & Perceptions

According to Forghani-Arani et al. (2019), "**concepts are needed** that help teachers look back at what happened in class and identify significant instances to interpret what happened, and to provide a structure and space to anticipate alternative improved action, to draw conclusions for future action, and to think about and plan for who to proceed"[14]. This of course applies to all ECEC institutions. Within teams a **conceptual framework** is needed because relevant concepts might advance effective professional development.

A theoretical concept that unifies the skills of perception, interpretation and decision-making, is the concept of professional vision. In the TRACKs project we discussed a possible overall framework for video analysis and coaching. We agreed upon using two frameworks:

- the '7 levers' framework,
- the High-Quality Interaction framework.

1 – 7 levers to reach equal (educational/development) opportunities for every child

[14] Quoted in "Measuring and Investigating Secondary Education Teachers' Professional Vision of Inclusive Classrooms Through Video-Based Comparative Judgement". Iris Roose (2019), p. 10. See Bibliography.

This framework is developed in the Flemish context of the "**Little Children, Big Opportunities**" project, bringing together all Flemish teacher training institutes (bachelor) focusing on pre-school education.[15]

The goal of the project was to professionalize students in teacher training institutes in dealing with poverty, diversity and social equity. The **7 levers** "to reach equal (education/development) opportunities for every child" seem to be appropriate in the TRACKs project to use as a common framework for preparing and analyzing video fragments in the coaching and reflection sessions with professionals. In "**Toolbox of Knowledge, experiences and good practices. Lessons learnt from case studies and recommendations for practice**" we describe how each TRACKs partner used this framework in practice. Here we write more into detail what the levers are about.

Four 'Quality interaction' levers

'Working on quality interactions' and 'bringing children to quality interactions' are core competencies in dealing with diversity, child poverty and disadvantaged situations. International research of the past 20 years shows that for young children the professional can make all the difference. This is true both in dealing with the individual child, with the group of children and with the parents. In addition, we know that high-quality ECEC-facilities especially have a positive impact **for socially vulnerable groups**, because that is how the spiral of deprivation can be broken.

Interaction becomes **quality interaction** when the professional stimulates 1) 'rich language', 2) 'warm relationships', 3) thinking and exploring ('cognition'), 4) 'expression', the artistic-expressive and creative aspect (see the illustration with the four blue 'levers'). It is a bit artificial to separate these levers into different perspectives because they should be approached in a holistic way. But by dividing them it makes it more clear how professionals could grow into obtaining different competences and views.

The professional's interaction quality is an important key to full growth and development of all children, and particularly of the most vulnerable children. The challenge for the professional is here to act **anticipatory and compensatory**. For children who have less experiential opportunities, incentives, encouragement, ... in the home context, the professional should compensate this by offering extra experiences, incentives and compliments.

Lever 1 – Rich language!

The professional puts in 'language developing interaction skills'

> Language is capital; cultural and symbolic capital. When children are challenged to form and communicate their thoughts in one or even several languages, they hold the most important tool to grow, to learn. Children want to talk, want to learn to talk, like to be challenged to express in words their emotions, desires and opinions. For every parent, educator or professional this is self-evident.

> It is important for the professional to use a rich and varied language, to offer the children a lot of speaking opportunities and to properly respond to the language utterances of the children. Actually it comes down this: lots of everything!
> - a lot of interaction and **production**,
> - a lot of **linguistic provision**,
> - a lot of opportunities to produce linguistic messages (**hypothesis**, try and practice), and
> - a lot of opportunities to get **feedback** on.

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[15] 'Kleine Kinderen, Grote Kansen'-project, initiator: the Flemish Minister of Education. See https://www.grotekansen.be/.
Drawing: Laura Janssens

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                    linguistic provision

    feedback  ──────────────────►  hypothesis

                      production
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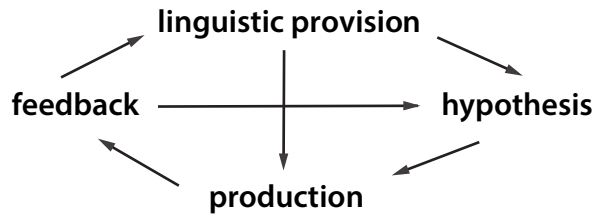
Lever 2 – Thinking and exploring

The professional stimulates thinking and exploring skills

Thinking problem-solving, learning how to plan, reflecting on the process, focusing on good questions, reasoning, acting self-managing, regulating emotions. We have to admit it, that is 'heavy artillery' on the usually playful 'battleground' of a child care or pre-school. And yet, young children can already quite early be stimulated and challenged in (the start of) these processes. This lever focuses on how we teach children to think, explore, look forward, … from the intrinsic quality of 'being curious and surprised'.

This lever, too, cannot be disconnected from the other levers and concepts. The most obvious is this with the language-lever. After all, how would you think and explore without linguistic interaction?

Lever 3 – Warm relationships

The professional puts in 'relationship developing interaction skills'

Children develop and learn in a safe, structured and at the same time challenging context offered by adults. Relationships with parents and professionals determine their growth. Toddlers and pre-schoolers need warm and consistent interactions with the adults in their environment. At the same time, they learn how to build relationships with other children, how to live and work together, own growth (autonomy, self-management) linked to social relations (solidarity).

Lever 4 – Expression

The professional puts in on the artistic-creative aspect

Working artistic is to express your own experience using the language of the arts. The artistic and expressive aspect is pre-eminently the language of wonder, curiosity, exploration, fantasy, sometimes the non-verbal. This gives perfect occasion to also use rich language in the artistic process, to stimulate exploring skills and to create solidarity in the children's group. The artistic language is a universal language that can remove thresholds of social exclusion and inequality. Art recalls recognisable emotions, removes thresholds and ensures people from different backgrounds to find each other.

The **universality of the artistic language** increases the children's involvement and interest, which stimulates them, through the artistic method, to learn language in a very natural way, to learn the various skills and also to learn to express themselves.

Three levers for framing & perceptions

The core theme 'quality interactions' focuses on the relationship between professional and children. This theme, 'framing & perceptions', goes more into the metalevel: how to look at ourselves as a professional, at our own frame of reference? How to learn to critically reflect on it, how to learn to tune our actions with experiences and insights in terms of vulnerability, disadvantaged situations and child poverty?

It does not matter from what lever you would start in a training or professionalisation: as long as there are references to the other two.

Lever 1 – Being touched
The professional learns to know the world of poverty and social inequality ('to meet – to be immersed')

> Being immersed into the world of social poverty and exclusion induces haunting experiences, sometimes a **shock effect**. Whether you are a student, teacher, supervisor, pre-school teacher, ..., experiencing personally what social exclusion does to a person's dignity, is a powerful lever for a deeper **empathic ability**.

Lever 2 – Knowledge and insights
The professional learns to know frames, concepts and insights in poverty and (mechanisms of) social inequality

> Why do social and child poverty exist? What are the **mechanisms** behind social inequality? What does poverty do to a person? Which theories, concepts and frames exist to explain well the **structural** causes? And how can they help us identify what we see and experience in our classes, nurseries and child care? There are many **models and theoretical concepts** that in a clear way explain one aspect of the causes of poverty and social exclusion.

Lever 3 – Acting/reflecting
The professional can reflect critically on own actions and adjust his/her actions to it

> From the two other levers – 'being touched' and 'knowledge and insights' – it is ultimately intended to **adjust your own actions** as a (future) professional working with children. Reflecting on your actions as a professional, and then acting to it, is actually a lifelong process. This professionalisation never stops – or should at least be constantly stimulated. In addition, this is a professional development that is taking place not only at the individual level but also on team level (see above, 'competent system'). Video analysis and video coaching are strong methods regarding this lever.

2 – High-Quality Interaction framework

Fukkink, Trienekens and Kramer (2010b) convincingly demonstrate that video feedback is more effective when there is a **fixed framework to structure the observation**. A framework ensures the discussion about the images because you can use a shared language. This makes the conversation more focused, and therefore also safer and more supportive. The framework is a **guideline** for everyone involved: for the video coach to direct the conversation, for the professionals to focus their attention during the conversation and gain self-insight into their actions. A framework for viewing and discussing images should be **scientifically based** in order to get a complete and nuanced picture of important components of a high-quality interaction.

The NCKO quality monitor of the Dutch Childcare Consortium (Gevers Deynoot-Schaub et al., 2009) is a substantiated framework with a focus on high-quality interaction. This quality monitor identifies **six interaction skills** of an educational professional for a successful interaction with young children: sensitive responsiveness, respect for the autonomy of a child, structuring and setting boundaries, talking and explaining, development stimulation, guiding interactions between children. The research of 'VerBEELDing' (Bracke et al., 2014) recommends to use a framework in which the needs of the child are central in the interaction. In this way, the substantive focus is fully aligned with the method of the conversation, based on a shared philosophy: we look at and talk about the images from the children's perspective.

The framework of 'VerBEELDing' is a re-translation of the NCKO quality monitor from a child's perspective: what are the needs of this child / children in the interaction?' By focusing on this, you immediately make the link with the **necessary interaction skills/competences** to support this child in his development and growth. The interaction needs can vary from child to child and from moment to moment. One is continuously challenged to think about an interaction that is tailored to the current needs of a child in the interaction.

Observation Framework high-quality interaction - perspective CHILD Based on NCKO-Kwaliteitsmonitor, research 'VerBEELDing' (University college Artevelde)
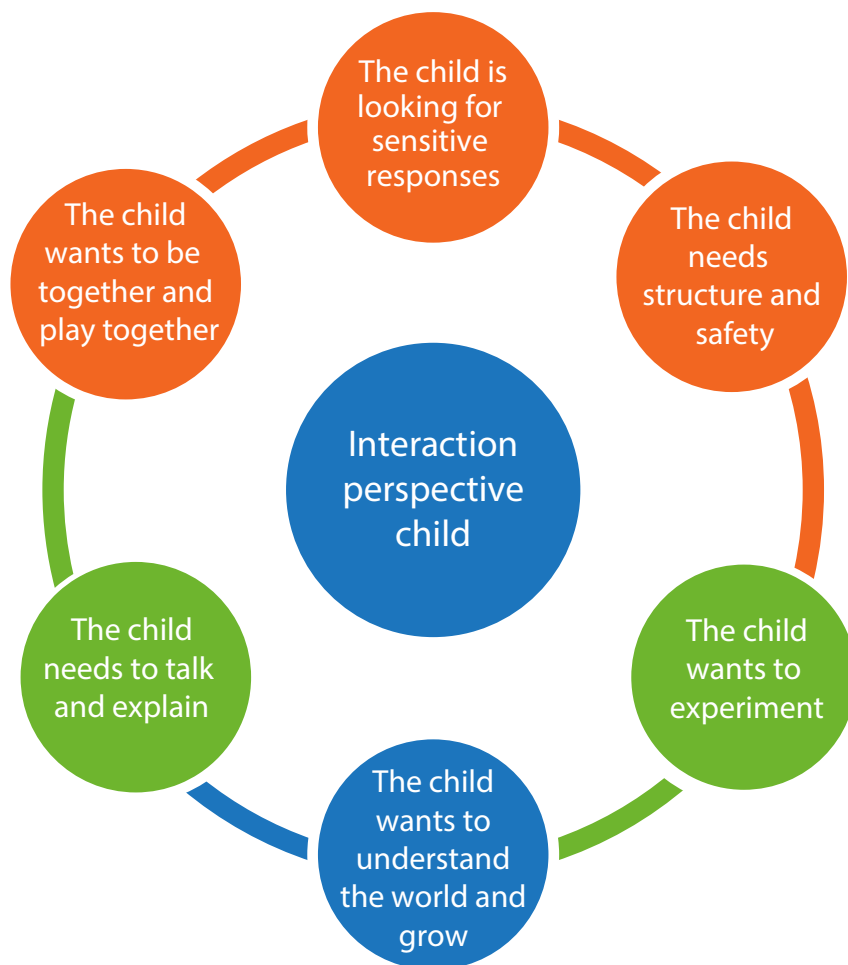
PART 2 – On video coaching

In this chapter we lay down the key elements or principles of video analysis and video coaching. Without taking these into account, we fear that the growth-oriented goal or the appreciative philosophy of the method might be jeopardized. A key element, for instance, that it is not meant and should not be used for evaluating the workforce. This leads directly to some suggestions of how we fill in the role of the trainer or coach which plays an elementary role in the whole process.

A - Key Elements

Video analysis and video coaching can enhance a reflection culture within a team, can be an appropriate method to stimulate growth in team and in individual practices and vision. But certain conditions need to be taken into account.

The 'key elements' or 'basic principles'[16] we describe here are, in a way, ethical values which need to be 'subscribed' before starting the whole process. You can interpret them as a kind of manifesto for video analysis/coaching.

'Manifesto' of video analysis and video coaching

Safety

Video analysis and coaching is meant to be growth-oriented, broadening perspectives, exploring strengths and challenges. It is NOT meant for evaluation of professionals.
An equivalent and 'connected' relationship between coach and coachee is paramount. If evaluation is involved, the safe environment needed for a growth-oriented process is not guaranteed.

Trainer or coach creates the contextual condition (in terms of space and time) to transform the collaboration between all participants as the privileged place to promote critical reflection on educational practices.

Transparency

In the process the trainer or coach informs in advance all the people involved about why and how video coaching will be used and starts a dialogue with the participants about it.

Make clear arrangements on the whole procedure, the filming, the role of each and every person involved, the process, the final output …

The children and adults filmed agree upon the strict use of the video fragments. An informed consent is presented and signed.

Ownership

The basis for a reflection process is the intrinsic motivation and autonomy of the coachee(s). This means that his or her learning or growth objective is the starting point of the interaction. The trainer or coach facilitates collective processes of reflection and discussion.

The professional involved is/remains the owner of the videoclips. He or she decides what to be filmed, which fragments to choose for coaching, what happens with the images … He or she is his/her own 'agent' in the process of change.

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[16] Most of these key elements are based on the research of the 'VerBEELDing' method for video coaching, developed by Artevelde University College (see PART 3 – perspective Belgium).

B – About the role of the video coach and trainer

In order to create a reflection culture in the team that is focused upon the growth and development of children (and tackling mechanisms of exclusions and inequality), an appreciative, safe and accessible way to initiate reflection is needed, both on the individual and on the team level.

Video coaching and analysis is a strong method for encouraging reflection … as long as it is based in an **appreciative approach** on coaching and guiding professionals. There are several concepts and theories on 'appreciative coaching', most of them are linked with ideas such as *appreciative inquiry*[17], *strengths-based development*, *growth mindset*[18] … A good deal of research has already been done into the effectiveness of these concepts. The general picture is that they have a positive effect on the motivation, self-confidence, commitment and well-being of participants.

Who is the actual coach might differ in many contexts: a pedagogical coordinator, a director, an external coach, a colleague ... The main idea is that, in professionalizing childcare workers and pre-school teachers, a coach should focus on the **strengths** of the professional, on the possible **growth** in professional (inter)acting. Important aspects on the coach's attitude can be described as follows:

- By coaching someone, you create a **safe environment**. The coachee will look at things that really matter in a different way – **broadening perspectives**. Within a safe environment professionals feel free, relaxed and encouraged to discuss video fragments and interactions. Because these fragments reveal a – sometimes unconscious – daily practice of the professional and make them more explicit, they should always be treated with respect and this comes with clear arrangements about the use of them.

- By referring to someone's strengths and talents you offer the opportunity to go into **potential challenges**. As a video coach, it is important to monitor this process and also to respond to everyone's personal style.

- The coach is not an expert. From a 'positive **amazement**', you will ask relevant and **open questions** that encourage the professional to describe and think. These questions motivate professionals to shape their observations and their own growth process.

- As a coach you show sincere **curiosity** and are **authentic**.

- **Exploring strengths** (and talents) is the main idea, e.g. by taking the success stories as starting point from where you can explicitly focus on talents and strengths. Spotlighting on positive interactions makes professionals 'shine' in their jobs. The participant indicates where there are still opportunities for him/her. These opportunities are translated into concrete ideas for the future.

- **The mirror-effect** (paraphrasing and reframing): the open questions of the coach are meant to give the professional the opportunity to look in the mirror, to reflect upon his/her practice. Both coach and coachee try to paraphrase what they see, 're-name' actions and practice. It is also important to summarize a lot. Every time you summarize you add a new perspective without introducing new things. You achieve this by staying close to your own feelings and perception. It is important to really get what the other person means.
  If you have any doubts about whether you are touching the essence with your summary, this offers the opportunity to ask further.

- **Watching together – discussing together**: as a video coach, you have a supporting role within the learning process of the participant. Therefore, you start with the learning objective of the participant and link it to your objective as a video coach. By watching the images, you can give more direction to the process together, let the participant formulate a clear learning or growth objective. This is the basis for intrinsic motivation, the ideal basis for a professionalization process.

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[17] "Appreciative Inquiry in organizational life". David L. Cooperrider and Suresh Srivastva (1987). See Bibliography.

[18] "Mindset. The new psychology of success". Carol Dweck (2006). See Bibliography.

Participants describe the added value of a video coach as a new look upon and new words for practices. By focusing on daily activities from an appreciative attitude, childcare workers and teachers become more conscious about their interactions with children and view these interactions from a different perspective. This is a powerful form of shared learning.

PART 3 – Country perspectives

A – Perspective Poland

Introduction

In Poland the case studies were sampled on the basis of several criteria. While two general cases were researched, the first encompassed selected two ECECs and the second meant studying one as many as four small kindergarten entities. This has been driven by the following rationales: the issue of the socio-economic inequalities in Poland with a special focus on **disparities between rural and urban areas** and the divisive nature of the **financing/funding of the ECECs** in Poland, which are split into publicly and privately funded entities. These two factors implied the choice of ECEC settings. The third inequality axis was (dis)ability of the children. The TRACKs researchers decided to study ECECs recruiting not only able-bodied children, but also those facing challenges linked with physical or mental disabilities.

A - Research stages

1. **Literature review and tool design**

The first step within the research process has been a literature review on video-analysis, so as to explore the existing literature on the subject. The literature review considered studies published within edited books, monographies, and indexed journals. Findings from these publication sources were explored, offering valuable insights on the rich and diverse approaches to video-analysis as a tool to support research and professional development in ECEC services. Simultaneously the internal Research Manual describing the methodology of the qualitative social research component of the TRACKs project was prepared.

We decided for the case study methodology as entailing "the detailed and intensive analysis of a single case" (Bryman, Bell 2001, 47) and providing "tools for researchers to study complex phenomena within their contexts" (Baxter, Jack 2008). The case studies in TRACKs were supposed to be *multiple* and *collective* (Baxter, Jack, 2008, Campbell, Ahrens, 1998, Scheib 2003). Such approach enables the researchers to study similarities and differences within and between cases, with the goal to replicate and verify certain findings across cases.

Table 1. Polish study cases

ECEC Cases	Location (rural / urban)	Funding	Disable children	Number of kindergarten groups in ECEC setting
1	Cracow – urban	Private	Accepted and present (a few in each group)	4
2	Podkarpacie (rural area, South-East Poland)	Public	Accepted and present	2
3	Podkarpacie	Public	Accepted, not present	1
4	Podkarpacie	Public	Accepted, present but not on the day of research	1
5	Podkarpacie	Public	Accepted, not present	1

2. Observations, interviews and recordings. Analysis and video coaching

The second step signified conducting qualitative research at ECECs. The employed techniques and groups of participants were as follows:

a) **Semi-structured individual or group interviews** with teachers and other staff, headmasters. The main rationale for including interviews was that the case study methods pertain to wanting people's stories with examples as empirical material. What is more, multiple perspectives from different stakeholders can foster a more nuanced and position-based understanding of how ECEC operates and responds to inequalities. We focused on the history of the institution, occupational paths of the personal, social markup of families using this ECEC, parents' experiences and challenges which the ECEC faces, esp. inequalities.

b) **Observations at ECECs**. Each researcher spent a considerable amount of time in the ECEC to get the overall impression of the daily routine and get acquainted with the ECEC professionals and children. We collected notices and at the end of each observation, the teams exchanged ideas in order to clarify:

- What were the aims of the observed activities?
- What were the reasons lying behind the methodological choices?
- What were, in her/his opinion, the strength and weaknesses connected with implementation?

Each case study was supported by documentation, i.e. brochures, leaflets used and published by the ECEC, also pertinent to the ECEC's history or changes over time. We also collected photos taken during observations (after obtaining permissions).

c) **Recordings and analysis**. The core of our activity were video recordings and their analysis. We followed the procedures follows:

an initial exchange with a teacher: presentation → recording (several sequences 10-15 minutes in lenght) → recording analyzed by the video coach → coaching process with the teacher → feedback, identifying good practices and potential growth

In each case we did a few shorter films, then after the team discussion we chose film fragments to video coaching. Our analysis was rooted in **six aspects of children's development** (see Part 1 – Framework - B – About Quality Interactions , Framing & Perceptions) which we presumed as essential for reaching full and rich interactions with children and between children. Moreover we added some exemplary / analysis driving questions to every dimension:

Framework-driven questions for video-coaching sessions	
Dimension 1: The child needs attention, warmth and emotional support	1. How does the teacher show attention to children? (what are the means, forms, noticing signals (verbal/ non-verbal, touch) 2. How do children give attention to one another? 3. Are there any children that have not been noticed? By whom? Why? 4. Are there any children that do not want attention/avoid contact? 5. What are the reactions of teacher/s and the group to a non-participating child? (inclusion strategies of teachers and children) 6. Which attention-centered behaviors of the teacher should be reinforced and repeated? Which could be expanded or enriched?
Dimension 2: The child needs safety and structure	1. What types of agreements has the teacher made with the children? Has s/he referenced them? Were the agreements respected? 2. Do all children understand the rules? 3. What was the general atmosphere in the group? 4. What were the teacher's reactions to difficult behaviors of the children? 5. Can children resolve conflicts on their own? 6. Which situations could help the children learn and experience empathy?
Dimension 3: Experimentation	1. What were the situations when children could act freely? 2. How much does the surrounding (the room, toys, equipment) inspire children to act? 3. Which senses did the children use and in what ways? 4. In which situations are the children inclined to be independent or self-reliant? How does this present? 5. How and with whom did the children share their experiments, experiences and work? 6. Which tasks/games required reenacting-play? 7. Which activities asked children to think about a problem?
Dimension 4. Conversations	1. Which situations were conducive to children talking to each other and which resulted in talking to the teacher? 2. What was the language of the teacher like? 3. Were there some children who did not speak because they did not have the chance? Why? 4. Were there some children who did not speak because they did not want to? What was the reaction? 5. What kinds of increasing-language actions were taken? 6. What were the effective language strategies by teachers and children?
Dimension 5. Understanding the world	1. What did the children find inspirational? 2. What did the children's play look like? 3. Which toys/play-forms did they choose? 4. What were the preferred/most-liked activities? Why? 5. Which questions of the teacher were about social world? Were they answered by the children?
Dimension 6: Playing with others	1. What groups did the children form when playing? 2. Do they normally play in the same groups or not? What does it depend on? 3. Has someone played on their own continuously? Why? Was there a reaction from a teacher? 4. Which activities required the children to act together? 5. Which tasks demanded coordination and division of tasks? How did the children handle that? 6. Did conflicts occur? How such situations were solved?

After the recording we also conducted some **interviews with parents** while they were picking their children up from kindergarten. Before the interview all parents signed / confirmed their consent, confirmed that they received extensive information about the study and conditions of their participation in the TRACKs project, that they had the opportunity to ask questions and that they were aware that they could withdraw their consent every moment. We asked parents what is their general view regarding ECEC and kindergarten as a place for education and child development, why and how they chose given ECEC for their child/children, if they considered other options – here the important issue as if there are any other options. We asked also if they noticed any social (or any kind of) differences and how they were handled.

Then, as the last step in this part, the team met to discuss the research and recording process and plan the recording analysis and coaching phase.

3. Coaching stage and follow-up interviews

The last stage of our work was carrying the coaching and collecting the feedback from our participants but also from other professionals as in some cases the coaching was a group one. Coaching scheme was as follows:

- Watching together. The first step or the coaching was presenting the chosen fragments of recordings to the involved professionals. We watched video together in some cases more than one time as participants wanted to do.

- Collecting emotions and first reflections. The person / persons recorded were the first to speak and comment. So it was a time full of emotions and exclamations such as "I didn't remember it! I didn't see it that time. Oh, so it was that, what he / she was doing. So it worked! Such a surprise!". Participants came back to recorded time and re-told the story or explained some details to other participants (if applicable).

- Reflective phase, comments, follow-up In this step the reflection became more and more structuralized starting from analysis of the situation and children's activity according to mentioned above six dimensions and additional questions. We would like to refer here to two cases which we elaborate below.

B – Specific chosen cases from the research and the coaching.

In this part of the Polish perspective we present two cases - situations recorded and analyzed during the research and coaching phase. They were chosen because they fulfill the main TRACKs project's tasks. The first case presents in which way the video coaching can stimulate reflection and self-reflection processes among professionals contributing to teaching quality improvement. The second example refers to the other dimension of our work - looking for strategies of reducing the inequalities among children and making every child visible and his / her needs recognized.

CASE 1 – "Waking up the reflection"

Case 1 refers to **group planned activity according to the day routine**. The teacher prepared a workshop activity about animals – "Forest inhabitants'. The recorded fragments concerned 1) how different children (including children with disabilities) were / weren't engaged in the activity, 2) how the teacher managed to maintain group cohesion and deal with children's impatience but also curiosity and different ability to concentrate. The reflections of the teacher expressed and then elaborated with the coach were as follows.

a) **Surprise** of seeing the situation different than during the class activities:

> *"After seeing the video, I realized that the children were calmer than I thought and felt during the activities. I think I have too much sense of perfect order and peace in class."*

b) Comments regarding the **tasks and performing**, own ideas about restructuring the activity:

> *"I could give only a few pictures of animals to the basket - roughly enough to make sure that there was enough for everyone willing to segregate, but not as much as the activity lasted though and it was difficult for children."*
>
> *"I am aware that more physical activities could be useful, but often I am limited by my reflection that often during gymnastics, a small space in the room caused that either someone stumbled or hit a bench, knocked over a chair, etc... Maybe I'll think about a different form of interludes."*

c) Reflection and comments concerning **children's performing, relation and wellbeing**

> *"I noticed boys who have gone from the group: Mark[19] because it was overloaded, Paul when he finished to segregate pictures, Andrew also withdrew over time-he performed so every day. I think that if I could, I would come to them and try to get contact with them again, but I know them and I know that Paul quickly tired of cognitive and today he was trying hard, and Mark regulates and calms himself in this way."*
>
> *"Everyone had a chance to attach their picture, try their own segregation, but I never force everyone and one by one because I know that it causes emotional tension in children such as Patricia, I think the structure of classes is also very important for them, especially for Felix and Sara. They pay very much attention to what follows, that after the presentation of new content on the carpet there is always a movable break, then they sit down at the table, and then there is loose casual fun. It is a signal for them in what phase the classes are."*

d) Reflections concerning **own performing**

> *"When I assist [the teacher works also as assistant teacher supporting disable children], I always make sure that the rules and agreements are complied with, I explain improper behavior in private, so as not to interrupt or interrupt the classes of the teacher and other children. When I conduct classes, I am very disturbed by the lack of reaction of the other person who is with me in the room, because when I have to intervene other children get nervous."*

CASE 2 – "How to make every child to be visible"

Case 2 refers to the **time of free play**. Two groups of the researched kindergarten played together, so there were two teachers. There was a disable child in one group. After entering the playroom, the boy hid himself behind the small table. The recorded fragments concerned his form of play and efforts and strategies of one of the teachers to involve him in common play. Secondly we focused on the whole group. The most important conclusions concerning the work with disable boy were collected together:

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[19] All respondents' names were changed.

Safety
(the boy could make progress (i.e. coming closer to the playing children as he felt safe - every moment he could come back behind the table)

Freedom and agency
in decision making (he could make progress if it was **his decision** to come closer)

Children as experts
- both teachers accepted other children as voluntary experts who helped them to engage the boy

Time
- one of the most important thing was teacher`s accptance, that the process needs time

Cooperation
- teacher cooperated accepting his agency, didn`t try to push too hard. Important was also cooperation between the teachers (one of them concentrated on boy`s needs, the second took care of the rest of children

All the comments were gathered during the **video-elicited group discussion** of four persons (researcher and 3 teachers). Again the involved teachers started and described the watched scene to us. Then we demonstrated chosen *freezing moments* and it was very astonishing. One of the comments was:

> *"I didn't realize how much progress we made. It was like we tried and nothing happened.*
> *But really, he managed to come to the center of the room. And he played with Anna, she showed*
> *him how to ride a 'horse'." (Teacher 1)*

They noticed also that if one of them pushed too hard, e.g. tried to seat the boy on the "horse" instead of waiting till he would be ready to do it, there was an immediate regress. And the boy came back behind the table.

Conclusions

Our most important conclusion is that video coaching can support not only the quality of teaching through professionalization, but first and foremost explore its **potential for facilitating the processes of inclusion** (inclusive education and pedagogy). Teachers and childcare workers can identify their best practices and have an opportunity to observe how their decision influenced the whole group. In case 1 it was the reflection concerning different abilities and needs of children. In case 2 it was the process of engaging the disable child in group activities. In both cases the video coaching fostered reflexivity and growth as they could recall their best decisions and actions taken. What is important, most of their reflections were made by themselves or in peer-relation. The most important role of the coach is to stimulate the discussion in such a way not to recall the "culture of critique and judgement". The coach's task is to ensure that the coaching will not be a discussion about mistakes but about empowering and growing together.
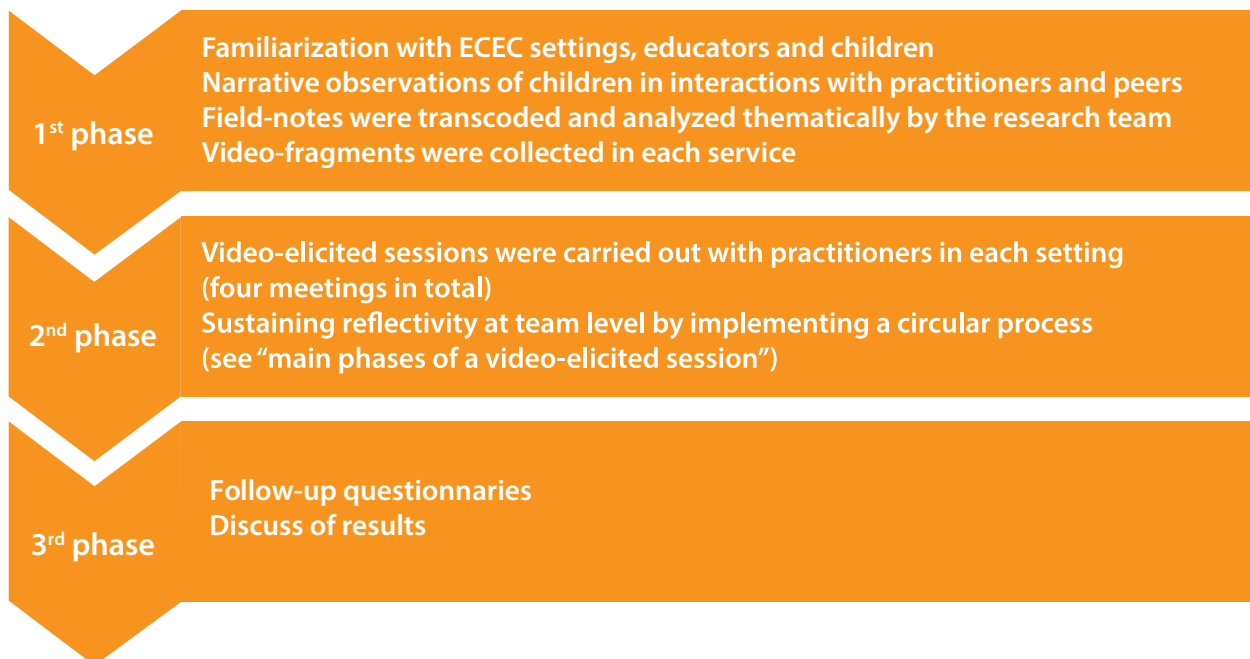
B – Perspective Italy

1. Introduction

In Italy, the methodological approach adopted by the research team is *Ricerca-Form-Azione* in which the video-analysis elements were used in combination with the pedagogical guidance. The participants of the Italian case study are educators and teachers (total number: 16) and pedagogical coordinators (total number: 2), from two ECEC services located in two different areas of the city of Bologna: the first service (Service 1) is in a middle and upper middle class urban area; the second (Service 2) is located in a working class inner city area, densely populated by families at the intersections of race, migratory status, citizenship, lower socio-economic status and disability.

The project develops in three subsequent stages as illustrated in the diagram below.

1st phase
Familiarization with ECEC settings, educators and children
Narrative observations of children in interactions with practitioners and peers
Field-notes were transcoded and analyzed thematically by the research team
Video-fragments were collected in each service

2nd phase
Video-elicited sessions were carried out with practitioners in each setting (four meetings in total)
Sustaining reflectivity at team level by implementing a circular process (see "main phases of a video-elicited session")

3rd phase
Follow-up questionnaries
Discuss of results

2. First phase of the project: familiarization with ECEC settings, educators and children

Observation inside services

In the first phase of the project, narrative observations of children in interactions with practitioners and peers were carried out by the researchers in order to familiarize with children's and adults' everyday life experiences within each setting (Kalkman, Clark 2017). Field-notes were transcribed and analyzed thematically by the research team in advance of the meetings with practitioners where video-recording were to be discussed.

The sense of this tool is to shed light on the **relationship between adult and child** with the main goal to see how interactions take places.

We decide to divided the table used for guiding the observations in two main parallel columns to see what the teacher does and what the children do without judgement. In the third column we report the researcher's feeling and impression about the observed situation.

We make 4 observations (two observations in each service made by two different researchers). Thanks to these observations we compare the main themes emerged by both the researchers. After that these main themes where analyzed and compared with the practitioners, with the goal to generating authentic transformative actions. The researchers' emerged themes are located in the third column "notes/reflections".

TOOL USED: Table for guiding observation

Where: (school section):
When:
Practitioners present:
Children present:

		What practitioners do	What children do	notes/reflections
Type of activity	**Spaces (where)**			
	Timing (when)			

Example of an observation inside services

Where: Service 1, n group of 2 to 3 years-old children
When: January, 22th, 2019
Practitioners present: 1 educator
Children present: 7

Type of activity		What practitioners do	What children do	notes/reflections
Free play in small groups (7 children)	**Spaces (where)** Section of symbolic play **Timing (when)** **10-10:10**	the educator picks up the cups from the floor and, without interacting with A., brings them back to the kitchen. The educator asks to A. and M. *"What is happening here?"*, without waiting for an answer, and she immediately proceeds asking: *"I didn't see, who had the coffee maker first?"*. Then the educator tells him repeatedly (from the distance) that the cups need to stay in the kitchen, they are not to be carried around. Then the educator picks up the cups from the floor and, without interacting with A., brings them back to the kitchen."	"Three children play in the kitchen corner and try to interact with me [researcher2], offering me something to eat and pretending to prepare coffee. A. [from migrant background] makes various attempts to participate in their play through non-verbal communication (observing, getting close to the table), but several times the children playing in the kitchen corner tell him not to touch the toy cutleries on the table. When A. takes the coffee maker with which M. was playing in order to catch her attention, a conflict starts. Looking at the educator, A. leaves the coffee maker on the table and then he moves away with two little cups in his hands. A. continues to wonder around the classroom with the cups, like if he was looking for someone to play with, but all the three other children in the room are busy in individual play […]. At this point A. starts playing on his own with soft construction, leaving the cups beside him, on the ground.	Interaction of edu1 with children during free play is mostly normative: e.g. 'M. don't beat!' 'Don't carry games around'. Supervise without intervening, except in case of conflict between children or to remember the rules.

3. Second phase of the project: sustaining ECEC staff reflectivity through collective video-elicited discussions

Following the period of observation of the research team, focus groups and video-elicited discussions with practitioners were held at the two services considered. The discussions, two per service for a total of four focus groups, were organized through a **partnership between researchers and pedagogical coordinators**, once practitioners were satisfied with the collected video-recorded materials.

It is important to note that the research team did not interfere in the decision-making process of which videos to share. The practitioners and pedagogical coordinators chose the videos that were more significant for them, in line with the general objectives of the project. This has given practitioners the power to be purposeful in their reflection on the most relevant practices implemented in daily life within the ECEC services where they are working (see Tobin & Davidson, 1990).

Main phases of a video-elicited session

This sections reports the main phases or steps followed during video-elicited sections for sustaining and encouraging practitioners' reflexivity and growth. The main phases that we have identified could be useful for orienting and guiding the management of collective reflection but they are not to be considered fixed or rigid. These phases are extremely intertwined and each phase may "flow" into the other. Generally, we find that watching videos several times and discussing them collectively between colleagues and research team, helps practitioners in understanding the shift in their attitudes towards children and their implicit biases (Tobin, Mantovani, Bove, 2008).

1. Introducing focus group and video-elicited discussion

In this preliminary phase the researcher (R) describes to the whole group (pedagogical coordinator [PC] and educators [Ed.]) the project itself and introduces the video-elicited discussion. The main goal of this phase is to create a good environment where all practitioners could feel **comfortable** in expressing their own opinion and point of view. The researcher focuses also on the shared educational values and ideas of inclusion that accompanied the project, like in the following example:

> R: *"Last time, when we were meeting, what I did was to present the project that is part of a larger project called TRACKs that aims to involve three countries, Italy, Belgium and Poland to implement the use of video observation, so to purpose a larger reflection on educational practices. Our wider objective is also linked to the theme of inclusion, which we read more in social terms than in terms of disability. Our idea of inclusion is very wide and the idea was: is it possible to think together about inclusive practices using this tool?" (Service 2, 17/04/2019)*

2. Watching videos together a first time in order to elicit practitioners' goals and expectations in regard to recorded activities (why they were selected? Why they were considered relevant?)

In this phase the researcher wants to start watching videos together and tries to facilitate and elicit the reasons that guided practitioners in the selections of the videos, like the following examples:

> R: *"I would say that at this point since there are other videos on reading, I would say to watch all the videos so that then we can discuss a group of videos, and not one by one, if it's okay for you we can do so. In the meantime I would ask Ed2 to tell me why she chose this video and why this moment is significant for you."*

> Ed. 2: *"Well, let's say that this is a moment in one of the activities that we propose every day to children, so, analyze and see how children respond and how it is done was something that interested us very much, unlike other activities that maybe we propose not daily. This is an activity that is also proposed several times during the day. And then the fact that maybe teachers are reading cannot have a larger view of children because we are focused on reading, and maybe try to maintain a listening situation. And then maybe we miss things and we must try to maintain a situation of tranquility to facilitate listening, as you sit, here and maybe we focus more' on other aspects. Instead, with this instrument, uh and also to see us how to create a more inclusive situation." (Service 1, 15/04/2019)*

The educators of service 1, for example, underline that they select the videos about the dailies activities that, in some sense, could be **representative of the service's everyday life**. On the contrary, the educators of Service 2 emphasizes that they selected videos that represent **different situations** in order to have more reflective insights on various educational situations:

R: "How did you choose the videos that we're going to see very soon?"

PC: "So we eliminated those videos in which situations (laughs) were, went to complicate too much maybe a child who started crying and created too much confusion and not to put in trouble the educator, others the educators were not pleased that we used the videos that maybe were filmed, then changed their idea to being video recorded. Even on similar experiences we decided to keep one rather than many because it had given us more opportunities, more insight for reflexivity. Then, in reality, we kept almost of all videos."

It is interesting to note that the video selection process is extremely different between the two services. This allows us to highlight how much is fundamental keeping in mind the value of the educational context. The reflective process that guided the selection of the videos is strongly contextualized and linked to the culture and educational ideas of each service and highlights the value of leaving decision-making power to the practitioners involved in the project.

3. *Watching videos several times subsequently for going in deep into the perceptions that are emerged (focus on interactions)*

In this phase, by focusing on interaction between educators and children, the group (researcher, pedagogical coordinators and educators) watches all the selected video several times for going **in deep of educators' perceptions and feelings about the situation** that was videotaped. Watching videos more times helps educators to see new interactive "nuances" and to take into account possible new "reading-keys" of the educational interaction, like in the following example:

Ed. 1: "Sometimes you don't see the positive things or actions when you are busy in carrying out an activity…When you look at the videos, F. is actually doing some positive stuff, trying out the materials and such". (Service 1, 15/04/2019)

4. *"Deconstruction Phase": problematizing all themes that are emerged, stimulating reflection by encouraging practitioners' to express different points of view on the same phenomenon*

In this phase the researcher encourage all educators to share their points of view, their suggestions and their feeling regarding the videos. The main goal of this phase is to **generate a complex and rich reflection about the same phenomenon** videotaped by practitioners. The researcher tries to stimulate this reflection by creating a non-judgmental climate.

In this phase all professionals involved have the opportunity to go more and more in deep into a single educational activity by analyzing certain topics that are a sort of "cornerstone" of the educative daily practice, like the balance between participation, involvement, and intentionality or the ways in which educators talk with children. These examples illustrate that:

R: "Sure and that video in respect to these gestures is in my opinion useful to stop and think about how to do it when I find myself in that situation. That normally the gesture is to put the child to sit, a gesture that emerges spontaneously when the educator is increasingly involved by children who approach it. How to maintain this balance between participation and involvement of all and also of those who are in a more peripheral position, and if they are always the same who come forward, then others also have less chance to have access to the book, to the micro-interactions of the small group."

PC: "It is true that in reviewing the videos it is true that anyway, since one of the main objectives that we had given ourselves at the beginning of the project was to think about the ehm to have incremental actions compared to the language, to pay more attention to what we do to enhance the language of these children, since we have 65 or 70% of children from families who speak little Italian or not at all, or as per Ed.2. where 99% of children are in need to learn our language in a meaningful way to go to primary

school, becomes absolutely fundamental for our school. So when I watch the video I have to think, I don't know what you think about it, but we give a lot of value to our behavior, that is, I would have liked to say to the child 'sit down', or 'just stop it' and instead they are filming me, but Anna's face said it all."

R: "Instead, it's interesting to see the children's point of view." (Service 1, 15/04/2019)

R: "I go back to the intentionality we were talking about before, since in the video we focus on the relationship, we were thinking about that belief that, without wanting to be judgmental,"

PC: "no no sure"

R: "The intentionality, that is, the focus of that video there initially, before seeing it again, was on the construction of dialogue. So, in my opinion, it is interesting to consider it in relation to what you say because in a context made of six hours of work there is a continuous search for balance of (intentionality)". (Service 2, 17/04/2019)

5. *"Co-construction Phase": reflection oriented to the construction of shared understandings among practitioners (putting together the different point of view emerged in the "deconstruction-phase")*

Starting from all the different points of view and feelings emerged from the deconstruction-phase, in this part of the video-elicited discussion, all the practitioners involved cooperate for create a **common sense** that could improve their professional growth and reflexivity.

R: "Even that can be an interesting thing, that is, how to relaunch inclusive behaviors starting from situations, such as first we saw video about 'the pacifier', i.e. situations that initially may be problematic but then become a way to manage the activity."

Ed.1: "In my opinion it was also a challenging situation for the educator, that is there were many children and she could still manage calmly, by prevent conflict situations in a context that could turn out to be problematic instead she was good, she gave voice to all." (Service 1, 14/04/2019)

Thanks to the mediating role of the researcher and pedagogical coordinator, in this phase the practitioners try to **identify the main themes** that could help them to rethink their everyday educational activities, like in the following examples:

R: "Yes, this is crucial, otherwise the risk is that in an unintentional way they will go from being on the sidelines to being exact. The educator's intention is to put them back at the center, which means rethinking how things are done, working in the context of a small group, using reading for different moments and for different purposes. Rethinking reading in a multiplicity of meanings and objectives." (Service 1, 15/04/2019)

R: "We go back to the first theme to understand well how to read the entrances and exits, this will become an interesting topic to understand what is the limit of having to solicit an action or an involvement or when instead that child has ended his activity. I remember when I made the observation here there was an activity of 'salt pasta' that eventually involved between those who arrived and those who went and those new, at least ten/twelve children and of course ten/twelve children at that table cannot stay. There have been those who have remained more or less. In my opinion, income and exits are an interesting topic to think about these issues, that is, how to read them and try to interpret them, and then also relaunch if there is a need in certain cases to support them." (Service 2, 17/04/2019)

6. *Identify together (educators, researchers and pedagogical coordinators) possible educational pathways that could help professionals in promoting inclusion in everyday practice.*

In the last part of the video-elicited discussion participants orient themselves to close the meeting by **identifying possible trajectories for sustaining the reflexivity in action and for promoting inclusion**. The main purpose of the meeting is to encourage reflexivity and bring out new points of view and new ways of reading the educational relationship with children. In this conclusive phase the main themes that emerged during the video-elicited discussion are resumed and possible new questions are opened. It is possible to notice how in this way a circular process is generated in which the new questions that emerge are aimed at generating new awareness and encouraging new and rich reflections in the working team.

The examples that follow resume this conclusive part of the process:

R: *"But here's this chance to experiment with reading with different strategies and it's important for different goals. There must be a coherence of objectives. Stop and think about how I prepare the setting to implement strategies that help to attract the attention of children."*

PC: *"There are questions that we ask ourselves in all the services, about what could help us to understand the proxemics that we should keep with children, to differentiate and achieve the objectives. So we wondered, is it better to sit on the ground or sit high, would it be better to stand? It would be interesting to experiment, they take back some modalities."*

R: *"This is how you experience the composition of small groups, if you want to work on the interactions between children, in moments of reading. Formation of groupings of children, and mode of reading." (Service 1, 15/04/2019)*

R: *"How do we interpret these two themes that we have identified today, which are 'word' and 'action', 'entrances and exits'. In reality, the themes are already three and not two. Too many themes I wouldn't put on the field because if I did, it would become too much stuff, but there may be others. I've seen these, then we've identified these entrances and exits, the relationship and the word as they change inside and outside, then now we go more and more towards the educator's posture." (Service 2, 17/04/2019)*

Figure 1 - Circular process encouraged by video-elicited session

TOOL USED: Table for analyzing video

This table tries to synthesize the main dimension that could characterize an **educational interaction between practitioners and children**. Particularly we want to offer a tool that could be used by practitioners to analyze and reflect on all types of ECEC video recordings.

The table is divided in two main sections:

1. the first section focuses on the "communicative exchange" with the aim to analyzing how teachers and child differently participate at the activity, what communicative channels are used both by teachers and children and how much time and communicative space teachers allow children for answering or completing the activities' tasks;

2. the second section is related to the 'space proxemics' (= distribution of the children and educators in the spaces, objects and organization of the spaces).

The reflexive process that accompanied this table is circular: each point could be related to the other. Also, when you finish to analyze each point you could restart again for stimulating new knowledge and a deep analysis. During video-elicited sections practitioners see video fragments more times and this table could help them to see new communicative nuances that could imperceptibly impact on the educational relationship with children. Using this type of tool could help practitioners to re-think their way of acting with involved children and to promote inclusion.

Communicative exchange: how participation is activated	Space proxemics
How teacher involves children in the activity: 1) general question to the whole group; 2) tag question to a single child by use his proper name **How children participate at the activity** 1) answer directly to the question (verbal) 2) scream 3) search gaze or physical contact (non-verbal) 4) physically mimic the answer (non-verbal)	1)Where and **how children are distributed in the space** (centre vs. periphery of the activity) 2) What types of **objects** mediate the interactions 3) **Where is the educator located** (stable in a place or moving inside the room) and how does its location affect interactions and children participation? 4) Focusing on the moment where children entering in the scene or go out to the activity
Which communicative channel is preferred by the teacher? **And which is preferred by children?** 1) verbal (words, screams..), 2) non- verbal (gesture, touch, gaze)	
Timing and communicative space allowed to children: 1) How much time is allowed by teachers to answer to the questions?	

Figure 2 – Table used for analyzing video-fragments in collective sessions

4. Third phase

In this last phase we decide to administrate the "follow-up questionnaires" to all practitioners involved in the project. The main goal of this phase is to better understand key-success factors, possible critical issues, practitioners' feelings and suggestions to improve the project itself and to sustain the professional reflexivity and growth.

Follow-up questionnaires

The follow-up questionnaires consisted of **three open-ended questions**

1. *Thinking back at the way video coaching was implemented in the project, what did you find most useful for your professional growth?*
2. *In your experiences, which were the critical issues and difficulties encountered in the use of videos?*
3. *In order to continue working with the video coaching methodology in your service, what kind of support do you think it would be needed?*

Results from follow-up questionnaires

1) The main topic/themes emerged from practitioners' answers at the question n.1 are related to the **useful dimensions for professional growth** :

- reviewing and analyze practitioner behaviours and reactions

- Facilitating practitioners' critical reflections

- Getting involved as professional

- Questioning practitioners behaviours

- Reflecting on the actions

- Improving consciousness and professional growth

- Group discussion and collective reflections.

"At the moment, the strengths are: getting involved as professional, having new insight from the working group, share the way the group look at the situation, find a common way of acting in everyday educational practice." (educator of ECEC service)

"When I saw myself more times I had the opportunity to ask myself questions about my attitude towards children." (educator of ECEC service)

"Watching the videos within the working group allows you to highlight critical issues and positive aspects (...) allows you to reflect on and getting involved on your educative actions in the context of the nursery, help you to improve and rethink your attitude towards children." (educator of ECEC service)

"Being able to observe oneself while interacting with children allows me to notice behaviours and attitudes of which one is not completely aware; being able to review a situation makes it possible to read the different levels of what happens, from macro to micro, to the detail that risks at being lost in everyday life; re-reading situations in groups, with people you work with every day (and year after year) allows you to better know and understand the actions of colleagues." (educator of ECEC service)

2) The main topic/themes emerged from practitioners' answers at the question n.2 are related to the **critical issues and problems**:

- technical: audio/video quality, time and availability of educators, high number of children

- Spontaneity in front of the camera

- "Performance anxiety" and fears of other judgement

"Children's attention to the camera, little spontaneity, performance anxiety, lack of people who could do the video recording of the activity." (educator of ECEC service)

"Critical issues at a practical level: who makes the video, with what tools ..." (educator of ECEC service)

"Lack of spontaneity by the children and the educator, organizational difficulties." (educator of ECEC service)

"Technical: what I can frame and what I can lose (e.g. children or context); audio and voice missing; (...) an initial embarrassment; attention to the judgmental dimension that could be created in some groups or with some colleagues." (educator of ECEC service)

3) The main topic/themes emerged from practitioners' answers at the question n.3 are related to the **supports that practitioners think are useful to continue using this methodology**:

- have more collective moments for reflecting together and purpose a reconstruction of a phenomenon

- Technical support to improve quality of video recording

- Systematic and scheduled meeting

"It would be necessary to have a good video equipment, to have co-presence between educators to be able to make the videos reciprocally; to create scheduled moments to be able to review the videos and to reflect on them in group at multiple levels. A first vision of the videos in the section group and a second vision in extended group together with the pedagogical coordinator."

"To continue working with this methodology it would be useful to have a video camera with a good resolution and with an excellent audio. Especially to have the opportunity to review the videos in scheduled groups in which you can discuss them between colleagues."

"I believe that in order to continue to work with this methodology it is necessary to have a certain perseverance in planning the meetings in order to make this approach more and more familiar."

"In addition to an appropriate tool for video shooting, it is necessary to have more moments of discussion to view and reflect together on the recorded situations in order to implement actions or otherwise more appropriate to the emerging needs of children."

C – Perspective Belgium

1. Introduction

In the Flemish trajectory of the TRACKs project we used many of the ideas and materials already developed by the Flemish Artevelde University College, namely **"VerBEELDing"** (lit. "IMAG(E)ination"). We refer to this source for further reading:

Bracke, G., Hostyn, I., Steverlynck, A., & Verschaeve, S. (2018). VerBEELDing. Interactie in beeld, interactie in gesprek. Gent: Arteveldehogeschool, https://www.arteveldehogeschool.be/verbeelding/ (Dutch only)

We based our trajectory on the outlines of Design Based Research[20]. In this type of research, the 'construction' is done with researchers and practitioners together. During the process they construct the different stages, the needed educational situations within specific contexts. In doing so both partners make a contribution to the establishment of the vision and theory, the innovative aspects and the optimization of the ECEC practices. Design Based Research constructs bridges between the research and the practitioners' field, which guarantees a higher success rate in implementation of the suggested educational reform. With the Design Based Research ideas as our leading guide, we constructed three phases in the TRACKS project in Ghent: determining the initial situation and goals; the design (or construction) of the video coaching; the evaluation (more details about these phases and the whole process, see Belgian case study in "**Toolbox of Knowledge, experiences and good practices. Lessons learnt from case studies and recommendations for practice**").

We started the TRACKs video coaching trajectory with different pre-schools, kindergarten and out-of-school services from the **municipality of Ghent** (Flanders), together with their pedagogical guidance services.

In this document, we describe how we used 'VerBEELDing' as a starting point for the **TRACKs trajectory** and shaped it along the way using other models and insights – such as the concept note of the TRACKs project, see Part 1 Framework, B – About Quality Interactions , Framing & Perceptions – and our experiences and lessons learned from our colleague-partners in TRACKs.

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[20] Based on Mckenny, S., Reeves, T. (2013). "Educational Design Research". In: Handbook of Research on Educational Communications and Technology: Fourth Edition. Springers Editions.

First, you read about the underlying **vision and mission** of video coaching: a rich development and growth of the children by putting Quality Interactions in the forefront of daily practices and long term vision of the ECEC setting or pre-school.

Then we continue with focusing on **what should be done before shooting** images or film. It is about the necessary transparency and safety measures with the participants, clarifying the framework involved and how to focus on the children.

Finally, we zoom in on **how to discuss and coach the outcome**, when the professionals involved have chosen a (few) fragment(s) to work on. They focus on themselves and on the team.

1- Vision on professionalization through video coaching

Vision on professionalization

The ultimate goal of professionalizing childcare workforce and teachers is: to contribute to a **strong development and maximal growth of all children**. This goal we have in common with parents and other professionals working with children and families. This is also the ambition of policymakers and politicians who implement certain pedagogical frameworks to guarantee quality services (pedagogical framework, development goals and curricula) (Bracke et al., 2018).

We believe that working professionally with video images from daily practices makes it possible to observe the total development and experiences of children – and in doing so we strengthen the overall competences and vision of the professionals and their teams.

To guarantee all development opportunities for all children, and in particular children who are more vulnerable, it is necessary to zoom in on:

> a) Quality interaction between the professional and the children, specifically children who are more vulnerable;
>
> b) Our view on all children in general and specifically on children who are more vulnerable;
>
> c) Rich coaching of professionals as support to continue to grow.

a) Quality interaction with all children and in particular with children who are more vulnerable in interaction or development

Research shows that a quality interaction between adults and young children clearly has positive effects on the development of children, also in later life. Especially for children from **disadvantaged groups, high-quality interactions can make a big difference** in the long term (Leseman, 2009; NCKO, 2011).

We look for ways to make the observation as rich as possible within our own daily practices and to keep the focus on the children as strong as possible. That is why we consciously choose to visualize the professional-child interaction from the perspective of the children (Bracke et al., 2018).

In our trajectory we linked the method of 'VerBEELDing' with the Quality Interactions of our conceptual framework. These Quality Interactions are in fact part of a holistic vision upon the development of children and can be used by professionals in observing them: can the children experiment sufficiently? Do they get enough chances for language development or chances to play together? Are they being challenged to go a step further in their development? Can the children get into their "flow"? ...

b) Our view on all children in general and specifically on children who are more vulnerable

To achieve a rich interaction, it is crucial (or a condition) to look thoroughly and in deep at children in development. We want to see what children like, what they do, say, how they interact, and from these observations we want to support them. So the professional's view on how children develop ànd on how to observe children are important. If these observations are high-quality, as holistic as possible and if they take into account the uniqueness of the child, then it enables the professional to act in a qualitative manner. **Observing the development of children** is therefore a core skill.

The fact that children have a lot of potential for development also applies, of course, to children who are more vulnerable. But professionals hold beliefs and dispositions that might distort or filter their attitude. By holding a certain view upon poverty, for example, we might turn our attitude towards 'feeling pity' or 'powerless'. So it is important to **question and reflect upon these beliefs**, and trying to get everyone's focus on the strengths, competences and talents of the children. We must keep the expectations high for every child. So, as a professional we need theory and insights about vulnerability. We need to be touched by dialogue or encounters. We need to reflect. The 7 levers (see Part 1 – Framework - B – About Quality Interactions , Framing & Perceptions) can help us to strengthen reflection skills.

c) Rich coaching of professionals as support to continue to grow

Rich coaching is about: asking rich questions, adopting an appreciative growth-oriented attitude. Video coaching stimulates the growth of professionals in interaction with children because it stimulates reflection on the interaction.
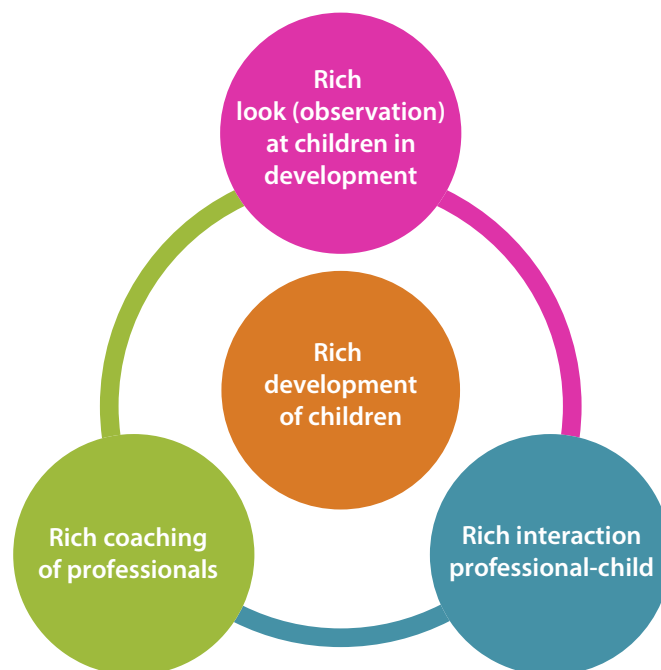
(Bracke et al., 2018)

Vision on using video coaching as a means to professionalization

Video coaching has both an impact on *individual* growth and on *collegial* growth/learning. Examples and practices that illustrate this can be read in "**Toolbox of Knowledge, experiences and good practices. Lessons learnt from case studies and recommendations for practice**".

1 – For the individual professional

We see two reasons for using video coaching in his/her professionalization:
    A – increasing awareness,
    B – increasing competence.

A – Increasing awareness

- *... through observation and reflection.*

By observing in a focused way, the professional reflects on daily practices and becomes more aware of actions taken, on his/her frame of reference in looking at children, specifically at children who are more vulnerable. The professional can use the video fragments to 'deconstruct' the perception of certain children, 'reframing' and nuancing earlier interpretations.

- *... by describing the interaction between child(ren) and professional.*

The professional becomes his/her own 'observer' and sees what he/she did not see before. The professional becomes more aware of the effects certain interactions have (or not). This also raises awareness about how he or she can make a difference in daily practices.

B - Increasing competence

... by discussing the interaction between child(ren) and professional and by discussing the strengths (strength-oriented) and growth opportunities (growth-oriented) in the interaction.

- **Strength-oriented**: through discussing video fragments, the professional sees the strong elements in the interaction, can explicitly 'name' his/her own strengths, talents or strengths that are deployed. By doing so, this makes these interactions more sustainable. It stimulates self-confidence, boosts the self-esteem of the professional, which has an empowering effect.

- **Growth- or action-oriented**: by discussing the fragments, the professional also notices the challenges and growth opportunities in the interactions. The professional identifies his/her own challenges and growth opportunities.

2 – For the team

We see three reasons for using video coaching in strengthening the reflection culture of a team of professionals:

A – Multiperspectivity
B – Less exclusion, more inclusion and equal opportunities
C – Quality in the team and quality assurance in the organization

A – Multiperspectivity

While looking as a team at the image fragments chosen by the coachee, you collectively discuss and give words and concepts to what you see. This opens the way to multiperspectivity. This means that one can look through different perspectives and empathize with other perspectives. The professionals explore other ways of thinking, ideas and thoughts without judging. Multiperspectivity is a means to dealing with diversity.

B – Less exclusion, more inclusion and equal opportunities

Team observation and reflection can lead to the discovery of unconscious patterns in interactions (e.g. assumptions, prejudices or low expectations), allowing the team to expose patterns of exclusion at the micro level. These phenomena are described as the 'Pygmalion'-, 'Golem' or 'Matthew'-effect. By bringing these patterns to a conscious level, the team increases its awareness and competence in interacting with children who are more vulnerable in interaction and in development. In this way we can prevent exclusion as a team in day-to-day interactions and create a more inclusive climate. This is a lever for more equal opportunities!

C – Quality in the team and quality assurance in the organization

Reflecting together leads to the creation of conditions that ensure inclusive contexts and interactions. Growing towards a more qualitative and sustainable team vision, it is very valuable to link the process of video coaching to existing processes or observation models in the organization.

2 . In Advance

In this chapter we focus on the aspects that need consideration before you start filming. It is about the agreements on filming with the (team of) professionals: who's filming, who is the coach, what are the key elements, basic principles, the ethical values, ... It is also about clarifying the framework and concepts that are necessary to 'frame' the whole coaching process. And finally, it is about how we focus on children and how 'small moments' can create new insights, can make a difference in the process.

1 – Agreements on filming before filming

It is important to clearly indicate what the participants of the coaching project can expect and how the **methodology and phases** in the process will be deployed. Participants want to know as concrete as possible how the filming and discussion will proceed. **Clear, transparent agreements** are needed in order to create a safe environment for filming and coaching. Participants will have a lot of questions, doubts, uncertainties that they want to share. When there is room to discuss thresholds, there will also be openness to reflect and to 'grow' in the coaching.

Agreements/arrangements are needed on:

Who's filming?

- the coach or trainer
- a colleague of the professional
- a pedagogical coordinator, mediator or similar function working in the same ECEC setting
- a pedagogical guidance service linked with the ECEC setting
- …

Who's coaching?

- an external coach, someone who is familiar with the ECEC setting (or is familiar with ECEC settings in general)
- a researcher
- a pedagogical coordinator, mentor, mediator, …
- a professional coach
- a colleague
- an external coach
- …

Filming: how and how long?

The filming can be done with a **small device** – for example, a smartphone – without extra sound recording. So the filming can be done in an accessible way (many people have smartphones nowadays).

The filmer sets himself up as **discreetly** as possible. The filmer ensures that the children can get used to the camera (that is why the recording does not start immediately). Some time might be provided for the children to play or see themselves on video. Only after an agreed signal, the recording will start.

Agreements are made on how long the recordings will last. We suggest **short filming periods**, e.g. 10 minutes. The filmer indicates that the recording has stopped.

Informed consents

To comply to GDPR-privacy rules concerning personal data, you need to have an informed consent of the parents whose children will be filmed. They have to sign hat they (don't) agree on using the film fragments for your purposes. So it is very important to state what you will be doing with the images and especially what not.

In Flanders we used this type of document (which can not be considered as an example usable in any context – so please get juridical advice for each specific context). The 'we' in the document are childcare workers and pre-school teachers.

<div style="background-color:#f5c municipios;">

**Permission document on using video fragments
to be used solely and only in the international TRACKs-project**

Dear parents,

We would like to take care of your children. That is why we, as childcare worker/teacher want to professionalize, to grow stronger in our job. We do so for instance by learning from other childcare workers/teachers in other European countries.

We work together with childcare centres and pre-schools from Italy and Poland.
What are we going to do? We will make film/video images from our daily practices
so that we can 'see what we're doing'. We will look at these images with a coach
and with our Italian and Polish colleagues.
We strongly believe this will help us in ameliorating our skills and views!

That is why we'd like to ask your permission for filming in the childcare centre/class room.

We guarantee that the images will NOT be used for public purposes.
We ONLY use them to be coached and to show them to our partners in the project.
We will keep the images till the end of the project (sept. 2020). Then they will be destroyed.
We also guarantee that your child(ren) will not be seen when you don't give this permission.

Any questions ? Please contact us! (coordinates of the contact person)

☐ I confirm that I have received information about the project and that I could ask additional questions.
☐ I confirm that my participation and that of my child(ren) is voluntary and that I can withdraw permission at any time.
☐ I received that guarantee that the images will only be used for the purposes of the project and will not be made public.
☐ I don't give permission to make images of my child(ren.

_____   _____   _____

Name   Date   Signature

</div>

2 – Clarify the frameworks and models used

An important condition for a sound video coaching is a good and scientifically based framework to actually focus and look **goal-oriented at image fragments**[21]. Research has convincingly shown that video feedback is more effective when there is a sound framework to focus and to structure the observation and feedback. With that framework the coach and coachee does not stick to his/her 'intuition' or 'first impressions' when watching or talking about the images, but can guarantee a more nuanced and well-founded feedback, ask relevant questions ...

In addition, a framework ensures that you can discuss the images with others because you can use a **common language**. The words, terms and concepts of the framework might help to express in common terms and words what you see. Watching the video fragments thus becomes less random and more focused and predictable, therefore also safer and more supportive.

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[21] Fukkink, Trienekens & Kramer (2010a); Clement (2012); Barrett, Fry, & Wittockx (2012).

We suggest to use frameworks that are based on the questions: "what does this child/these children need in the interaction? What initiative(s) do we see?" In this way, the focus of the framework will be aligned with the method of the coaching session, from a shared philosophy: 'we watch and talk about the images from **the perspective of the children**', in order to come to the perspective of the professional.

It is also important to ensure that the framework is in alignment with the **vision of the ECEC setting and the policy of the region/country**.

Frameworks we used

There are many frameworks that might be useful. It might be an idea to look for the frameworks that are already put into practice in or around the ECEC setting of pre-school.

In our trajectory, we used both the framework selected for the TRACKS project (see Part 1 – Framework - B – About Quality Interactions , Framing & Perceptions)

- the '**7 levers**', based on the outcome of the Flemish project "Little Children, Big Opportunities". Especially the **4 levers on Quality Interactions** appeared to be very useful in our video coaching sessions,

- the '**High Quality Interaction' framework** of the 'NCKO-Kwaliteitsmonitor'[22] (Gevers Deynoot-Schaub e.a., 2009) re-translated in the research of 'VerBEELDing' (Bracke e.a. 2014).

The last framework is based on the NCKO-monitor, which is a scientifically based instrument – describing six pedagogical interactional skills – which VerBEELDing/Imagination 'translated' into the perspective of children:

1 – The child wants sensitive responses.
2 – The child wants to be together with other people/children and play together.
3 – The child needs structure and safety.
4 – The child needs to talk, to explain, ...
5 – The child wants to understand the world and wants to grow.
6 – The child wants to experiment.

We integrated these two frameworks and clustered the first three of the NCKO-monitor into one lever: 'warm relations'.

The interactional needs of children are basically the same for any child, but special attention is needed for vulnerable children, so international and Flemish research show us. We took these research results into account when finalizing our framework for video coaching (see illustration and suggestions of items for each lever).

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[22] Gevers Deynoot-Schaub e.a. (2009)

Observation Framework high-quality interaction - perspective CHILD
Integration of the NCKO-Kwaliteitsmonitor, research 'VerBEELDing' (University college Artevelde) and the levers of the project 'Little Children, Big Opportunities'
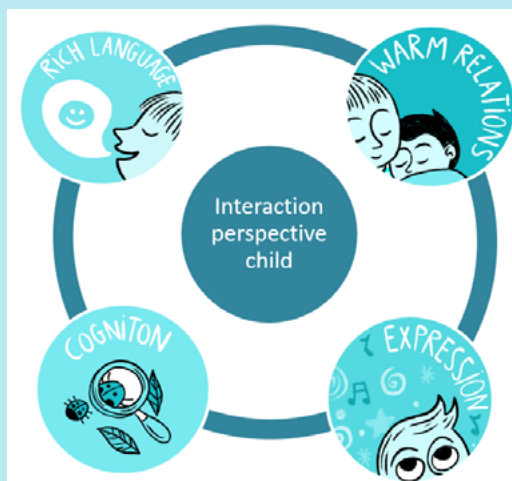
RICH LANGUAGE : The child needs to talk and explain

The child likes to get opportunities to speak: saying words, formulating sentences, thoughts… about the own interests, play. The child learns from answers to open questions. Children who are more vulnerable need more chances to speak. The child likes to talk with other children and play language games. The child learns from eavesdropping on other children. The child likes to use expressive, communicative language. The child can use the mother tongue to express themselves.

The child understands best a language adapted to its language level. The child learns most from 'natural' and authentic language in a natural context. The child needs a rich language interaction also in situations of care and transition during the day. The child learns from growing use of more abstract and rich concepts. The child is inspired by a rich language model. **The child learns from constructive language feedback** in a natural and spontaneous way.

WARM RELATIONS

The child is looking for sensitive responses The child needs attention, warmth and emotional support. The child shows signs that ask for sensitive responses. The child enjoys a loving touch, get the turn, physical proximity, eye contact, a smile, pleasant voice use and sharing joy. The child wants to feel good and involved. The child likes to be imitated and looks for confirmation by means of mirror behaviour and describing. The child enjoys and learns by the expression of the professional.

The child wants to be together and play together. The child likes to make contact with other children. The child enjoys appreciation and confirmation in its interaction with other children. The child wants to play together, also casual with the professional. The child likes to see and understand possible positive social roles. The child enjoys to be guided in conflict situations.

The child needs structure and safety The child likes a clear and predictable environment. The child appreciates consistency and respect when making agreements. The child is the most sensitive to I-messages when showing unacceptable behaviour. The child can learn the power of empathy. The child enjoys humour.

COGNITION: The child wants to understand the world and grow

The child loves to be challenged. The child likes to develop at its own pace. The child needs freedom of choice and also stimulation and time: to think about answers to open questions and speak out, to reason, to dialogue, to compare, to reflect, to plan, to look ahead, to solve problems. The child needs this rich interaction also in moments of care and transition. The child learns from the 'thinking aloud' and 'mirror-speak' of the professional and from the atmosphere of reflection and appreciation. The child enjoys a stimulating space that suits his interests and (play)needs.

EXPRESSION: The child wants to experiment

The child wants to get started himself in a stimulating environment. The child likes to try it himself first. The child wants to explore, experiment, discover, to research, to act. The child enjoys positive confirmation. The child likes to talk about the acts, the feeling, the experiences... The child still wants safety in the stimulating environment.

3. Looking at and discuss images

It is a good idea not to schedule the coaching conversation immediately after filming. **Leaving some time (a few days)** allows the coachee to be his/her own observer. It allows the coachee and the coach to take some distance from the very moment of recording. The same applies to the coach: during the recording, he or she often has a first overall feeling and attaches a certain value to what he/she sees happening, often in terms of 'good' or 'not so good'. These feelings, however, distort the process.

The real coaching starts when coach and coachee look at a recording and discuss the images. Probably, the first minutes are taken by '**first reactions**' such as: "is this how I sound, is this my voice?", "oh, I look really stressed here!". These are necessary moments to 'overcome' the first confrontation between coachee and images. The coach's role here is merely to 'mirror' the reactions, to give time and space for these first uncertain and vulnerable reactions, and to reassure the coachee: "so you think your voice is ... ?", "you see yourself stressed here?", …

Coaching is all about reflection – and stimulating a reflexive attitude in a professional, in a team of professionals, in the whole ECEC setting. These reflections can be made

- between coach and coachee,
- between coach and coachees, if more than one professional is involved in the coaching process and the recordings,
- as a team reflection,
- or a combination of these.

We put forward four ideas of looking at and discussing the images:

- focus on the children,
- 'freezing and rewinding the moments',
- focus on yourself as a professional,
- reflection in team.

1 – Focus on the children

In the time between filming and the coaching conversation, the coach gives the recording to the coachee – as he or she is the owner of it. The coachee can choose whether to look at the images before the coaching session or to look at them together with the coach. When re-watching the images,

it is possible that the coachee first looks at the images in their entirety. The coach can encourage the professional to step out of the feeling of that particular moment of filming and focus on the children, examine them in detail. So then he/she will be able to **observe the concrete interactions**.

The coach can ask the coachee to choose a certain fragment of the recording to discuss about.

The selection can be done before the coaching session or can be made in the coaching conversation. Selecting moments (on beforehand) can lead to questions such as: 'why do you choose this? what do you see?' The coachee can choose the fragments on the basis of: 'are there details or initiatives that surprise you, that appeal to you, that you had not seen in the moment itself, that makes you smile, that catches your attention, what you find valuable, something that 'warms' you, what upsets you… a moment you want to talk about?'. In this first instance, the focus is on the children, not on what the professional doing or not doing.

What we experienced throughout the trajectory is: '**analyzing small moments gives great insights**'. Choosing small moments in a recording can be an excellent starting point for the coaching conversation. In the video coaching method, this is called **microanalysis**: looking concretely and accurately at what happens during a short period of time. A useful framework for the microanalysis is that of '**Basic Communication**'[23]. It can be interpreted as a circular movement:

- A child takes an 'initiative': the child talks, points something out, …
- The professional notices it – or not (reception),
- The professional confirms the initiative – or not,
- There is an effect of the (non-)reception and (non-)confirmation, e.g. the child repeats the initiative (or not), changes it (makes it stronger), …

In the Belgian study case as described in the " " we describe some examples of this circular movement.
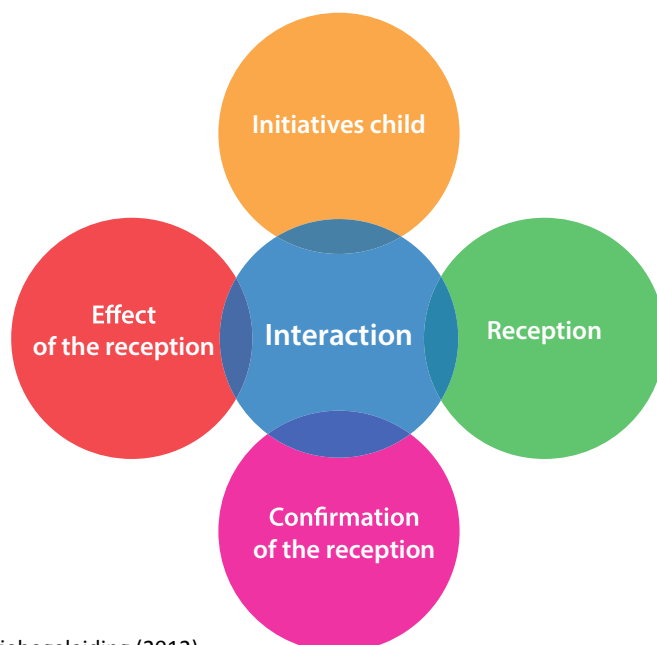
Source: Steunpunt video-inetractiebegeleiding (2012)

Discussing those little moments in great detail, examining and naming what is going on, delivers enough 'food for thought'. Starting from **the focus on children** is a driving force for discussion, e.g.: "Are there any small moments in this fragment where you have seen the initiatives of children and on which initiative would you like to focus?"

Also, looking at moments that '**go well**' is important: where the children and the professional find each

[23] Steunpunt video-interactiebegeleiding (2012)

other in their initiatives and their responses. These are moments where children clearly confirm that their needs have been satisfied. In doing so, the coach can state very specifically what he/she sees happening and can use the chosen framework for this.

There are moments in évery recording that are worth talking about, even when it appeared to be less convincing when looking at all the recordings for the first time. Each recording has **nice moments** in which the children and the professionals show their strength. In the context of video coaching: the sum of the small fragments is worth more than the whole!

2 – Freezing and rewinding

Freezing an image can be done by the coachee or the coach. It happens on a moment when one of them is surprised of what he/she sees, or is puzzled by an initiative of a child which is noticed for the first time, when he/she smiles or points out ... The coach is asking questions so that the coachee can describe what he/she sees in the interactions.

Freezing this moment (or freeze different moments) gives every partner the opportunity to look into the details of that 'painting': to clearly indicate and name what happens to a child, to another child, to the professional, etc. You can literally see the initiatives and responses in the image. Freezing an image also makes it clear and possible that there is time to engage in dialogue, to ventilate, etc. You can ask the professional to select (freeze) a nice moment of a child: 'what does it do? what do you do before that? what happens after?' …

Childcare workers and teachers often like to save these freeze-frames as pictures on the computer. These photos can then be shared with parents (see Part 1 – Framework, A – About professionalization, 3 – Broadening experiences) or used for pedagogical documentation).

Video images also allow every partner to **rewind and re-watch images** as often as necessary to examine in sufficient detail and describe in concrete terms what you see. The coachee takes the initiative for this: the coach can ask explicitly what and why the coachee wants to see a fragment for a second time. But the coach can sometimes decide to freeze or rewind the image. In this way, the participants are supported to concretely examine the images in great detail. They themselves might initially have a tendency to overlook details. If that happens, it helps when a participant says, 'stop, let's watch that again, okay?' Freezing is also possible when a certain aspect is discussed that was important in previous sessions.

3 – Focus on the professional

When watching the images together, the focus is primarily on the children: 'what do we see the children do? What do we hear the children say? What are the interactions between the children? What are the interactions between the child and the professional?' After all, the children are the most important actors and are therefore the starting point to look at. However, focusing on children does not alter the fact that the **images will help the professional in his or her professional development**: 'what can I do to ...? what can I say to ...?'

From focusing on the (needs of the) children, the professional will focus in his/her behaviour in the interaction with the children. Focusing on the children invites him/her to **reflect and look at oneself in an accessible and safe way**: 'This child takes an initiative which strikes me, I did (not) respond to it, it did (not) see that I was (not) responding to it', etc. The professional thinks about his/her own reactions and responses (or lack of), but also about his/her view on children, qualitative support, etc. These very

small situations make the **vision of the professional(s)** (and/or the vision of the ECEC setting) very concrete. The coach can support this process with small reflective questions: 'What do you learn from this on what you find important in your interaction with children?', 'How does this fit in with the vision of your organization?' ...

By filtering small meaningful and positive moments from the images, the coach adopts an **appreciative approach**. The fact that he/she focuses on small moments confirms the professional in having established appropriate **competences**. He/she sees signals of children he/she never saw before and, in addition, sees his/her responses and initiatives towards the children in small and concrete situations. This supports the professional and makes him/her grow: by describing his/her own actions, e.g. 'next time I want to see...', 'I want to change that...'

Depending on the chosen framework for the coaching sessions, the coaching partners can zoom in on different aspects of e.g. Quality Interactions.

4. Reflection in team

As important as the growth and professionalization of the individual professional, is the growth of the whole team of professionals (see ideas on the 'competent system' in Part 1 Framework, A – About professionalization, 1 – Towards a competent system) and the strengthening of the **reflection culture**. In connecting and discussing each other impressions, insights and thoughts – with images as a means – the team will reflect and grow as a collective. Necessary preconditions are: safety and security so that each participant can utter his/her own reflections and opinions. This is in line with many insights and research results on the positive impact of 'collective professional learning', 'team learning', etc.

As stated before, the coachee is the owner of the images. He or she decides, preferably in line with the pedagogical coordinator, which images are shown and what can/should the focus of the team discussion. Again, as is the purpose of video coaching, the reflections are **growth-oriented, appreciative and encouraging**: 'what do you see in the fragments? what are your first impressions and thoughts? do you recognize yourself in what your colleague is doing or explaining? does this lead to new insights, e.g. in interacting with certain children? what can we learn as a collective from these reflections? ...'

Bibliography

We like to refer to the [Literature Review](#) that the TRACKs project has written:
"The Contributions of Video-Analysis in Early Care and Education Research" (Migliarini, V., Lazzari, A., Balduzzi, L., De Mets, J., & Slusarczyk, M. (2019). ITALIAN JOURNAL OF EDUCATIONAL RESEARCH, (23), 106-121, published in OpenAccess: https://80.211.104.80/index.php/sird/article/view/3686)

The purpose of conducting such a review emerged from the needs of exploring possibilities and limitations of video-analysis as a research mediational tool in ECEC services, especially in a European context. This review considers English language studies and studies written in the language of the project partner countries (i.e. Italy, Poland, and Belgium/Flanders). This review contains quite a few articles and books which are mentioned here as well.

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