



MINISTRY OF EDUCATION AND TRAINING



SUPPORTING CHILDREN'S WELLBEING & INVOLVEMENT IN VIETNAMESE PRESCHOOLS

A practical guide for reflective teachers

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PREFACE

The practical guide for teachers ‘Supporting Children’s Wellbeing and Involvement in Vietnamese preschools’ has been developed by VVOB Vietnam in collaboration with the Early Childhood Education Department (Ministry of Education and Training) and adjusted to the local context in collaboration with Vietnamese education experts. The practical guide supports teachers in developing knowledge and skills that are needed to adopt a reflective practice to support all preschool age children’s learning. This reflective practice merges together two internationally recognized best practices: (i) the process-oriented child monitoring system for early years (Laevers, Moons & Declerq, 2012) and (ii) the Index for inclusion (Booth & Ainscow, 2016) to help teachers ensure that all children can benefit from attending preschool.

While other child monitoring systems focus on the developmental outcomes and final products, process-oriented child monitoring offers a way to assess children’s learning by focusing on their wellbeing and involvement in daily activities. The levels of “wellbeing” and “involvement” are process indicators that teachers can observe in children’s behavior during activities.

Process-oriented child monitoring helps teachers understand each child’s learning by analysing the impact of preschool activities and experiences on children’s well-being and involvement. Based on these observations, teachers can adjust their educational plan. By applying “action points” that address barriers to learning and participation and that initiate changes in the organization and implementation of preschool activities, they ensure that all children can learn through play and realize their potential.

The guide instructs teachers how to observe, take note and monitor pre-school children daily and periodically to ensure the quality implementation of the preschool education curriculum. The guide also helps teachers to develop skills to organize child-centred preschool activities that effectively contribute to children’s learning and holistic development.

ACKNOWLEDGEMENT

The guide has been tested in Kon Tum, Quang Nam and Quang Ngai provinces, and reviewed based on consultations with education managers, school leaders and teachers of 12 provinces (representing all the regions of Vietnam) as well as input from experts and leaders of the Ministry of Education and Training.

We would like to thank the valuable contributions and support of all experts, academics, school leaders and preschool teachers to the development this guide.

KEY REFERENCES

Booth, T., & Ainscow, M. (2016). *Index for inclusion: a guide to school development led by inclusive values (4th ed.)*. Cambridge: Index for Inclusion Network.

Laevers, F., Moons, J., & Declerq, B. (2012). *A process-oriented child monitoring system for the early years (POMS)*. Leuven: CEGO Publishers.

When is a child learning?

We all find it important that children are learning. What we understand by learning is often defined by the context we live in, by our own knowledge and experiences and by our beliefs about education.

We often pay attention to what the child is learning rather than how the child is learning. Activities #1 and #2 will help you become aware of how you look at the concept of “learning”. Please complete activity #1 and #2 to identify your own perception about learning.



Activity #1: Observe and answer following questions:



Is the child learning?

☐ Yes ☐ No

Why do you think so?

What could be the learning objectives?



Is the child learning?

☐ Yes ☐ No

Why do you think so?

What could be the learning objectives?



Activity #1: Observe and answer following questions:



Is the child learning?

☐ Yes ☐ No

Why do you think so?

What could be the learning objectives?



Is the child learning?

☐ Yes ☐ No

Why do you think so?

What could be the learning objectives?



Is the child learning?

☐ Yes ☐ No

Why do you think so?

What could be the learning objectives?



Activity #2: A definition of learning through action

There are many definitions of learning. Please read through the following description of 'learning through action':

- ❖ Action is doing. Action is handling, changing, moving, making things – not just watching. Action is sawing, sanding, hammering.
- ❖ Action is painting, making models of real things, mixing paints, learning to use the brush, covering the table with newspaper, discovering that bottle caps can be wheels.
- ❖ Action is squishing, pressing, rubbing, getting down on the floor, racing, pushing, comparing.
- ❖ Action is using your entire body to learn.



Questions for reflection:

1. What is action? When do we know the child is learning through action? Why does a child learn through action?
2. Do you agree or disagree with some of these descriptions? Why? What do your colleagues think?
3. Look back at the above photos and the definition of learning through action, would you change some of your answers in activity #1?
4. When you think of your own activities, do you find elements of learning through action in your daily practice?

International educational research shows that **learning through action** has a positive effect on children's **wellbeing and involvement**. It generates more deep level learning among children, which benefits children's academic and **holistic development**.

While there are different education approaches, a focus on wellbeing and involvement offers a practical framework to preschool teachers to deliver quality education to all children in line with the **"child-centred approach and play-based learning"** promoted by MOET.

What is Process-oriented child monitoring?

Process-oriented child monitoring focuses on observing two process indicators of learning: well-being and involvement. These indicators help to answer following key questions: how is each child doing, is each child learning? Are we offering enough support to ensure the holistic development and psychosocial well-being of each child?

Applying process-oriented child monitoring means that you implement 3 steps of reflective practice:

- (i) step 1: observe children's well-being and involvement,
- (ii) step 2: reflect, analyse and identify barriers that lead to low levels of well-being and involvement,
- (iii) step 3: take actions to enhance children's well-being and involvement.

Process-oriented child monitoring can be conducted periodically for the whole class, 2-3 times per school year. In addition, teachers can also observe children's well-being and involvement during activities to monitor and evaluate on a daily basis. They can self-assess quality of nurturing, care and education and adjust activities to enhance children's well-being and involvement accordingly. This ensures that each child can reach high levels of well-being and involvement, each child is interested and focused during activities. In other words: the child engages in deep level learning.

WELLBEING + INVOLVEMENT = DEEP LEVEL LEARNING

5 key reasons to work with child observation:

1. By observing children's wellbeing and involvement, you become **aware of** how each child is feeling and doing in your class. You learn more about your children's needs and interests.

2. When you know your children better, you can make adjustments in the **learning environment, materials, activities and interaction opportunities** offered to children in your class. As such, you develop quality relationships and support their learning needs better. This helps you ensure that all children in your class are reaching their full potential.

5. When children's levels of wellbeing and involvement go up, this will benefit their deep learning and holistic development, which **helps the children reach the academic and developmental standards** issued by the MOET.

4. Every teacher can learn how to observe wellbeing and involvement. This is a very **practical skill** that you can quickly master and once you've mastered child observation, you will always be able to use it to adjust and improve your teaching.

3. Based on your observation of the children, you can make adjustments in your teaching. You become more **child-centred** and increase opportunities to support learning through play, in line with the MOET policy on preschool education

Separating observation from interpretation

Process-oriented child monitoring helps us understand whether the child is learning and how the child is learning. Observation and interpretation are two important but different actions. It is important that you separate observations from interpretations.

Observation is using all your senses and reporting based on these senses. It is what you see, without adding your own thoughts and previous experiences. To report on observations, you can use thick description of what you see. As such, you can reflect and share this factual information with your colleagues.

Interpretation is adding your judgement, deducting and concluding from your observations. You make use of your brain, your knowledge and experiences to make sense of what you see. Different persons that have the same observation can have a different interpretation.

Key differences between observation and interpretation

OBSERVATION	INTERPRETATION
Facts	Deductions
Objective	Subjective
Common	Personal
Detect with all your senses	Making sense of what you observe

The below example can help you clarify the difference observation and interpretation.

Observation	Interpretation
Hanh sat together with her friend in the construction corner. Hanh was stacking blocks. The fourth block fell off. Hanh smiled and looked at her friend, who helped her with the final block.	Hanh seemed to enjoy stacking blocks the construction corner. I think that stacking four blocks was a challenge for Hanh.

Why is it important to distinguish between observation and interpretation?

Memories change over time. To base your proper interpretations on accurate observations and reports, these are a few tips:

- ❖ Take notes, use “thick” description of children’s behavior, objectively
- ❖ Be very specific, note visible items
- ❖ What kind of facial, eyes expressions?
- ❖ In which position is the body?
- ❖ How does (s)he act? React? Interact?
- ❖ How are the movements/behaviors?

Child monitoring in practice: 3 steps

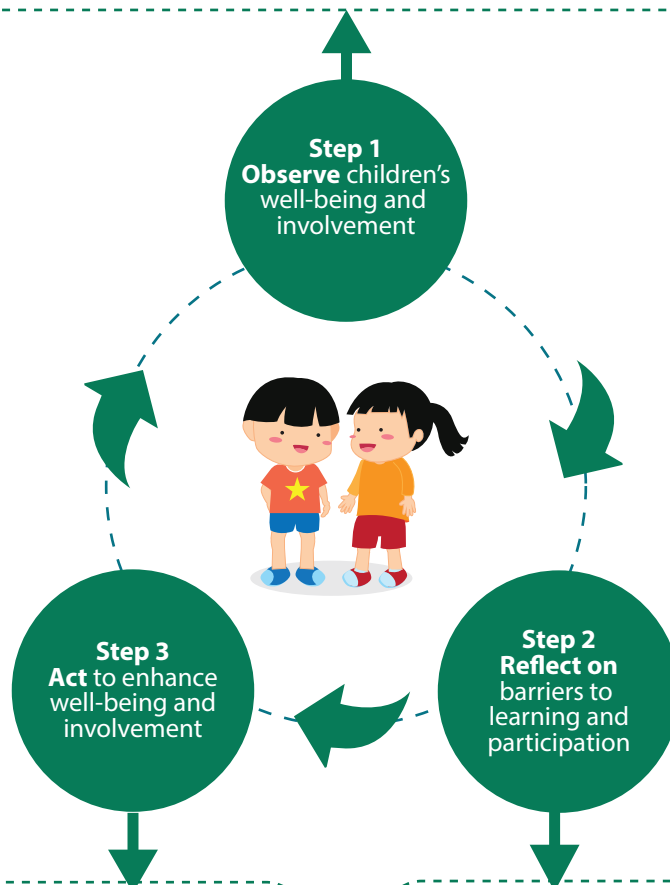
3 key steps of process-oriented child monitoring:

Step 1

At the start, you observe and score the levels of well-being and involvement of each child.

A high level of well-being means that the child feels comfortable and at ease, like a fish in the water. A high level of involvement means that the child is in a continuous focus, feels positively challenged in the activity. This child is operating at the limits of its' capabilities.

This first step of scoring children's wellbeing and involvement is called the class screening. Over a few weeks, you select 3 to 5 children per day and observe their levels of wellbeing and involvement throughout the day. You will do such a class screening at least twice in a school year: a first-class screening at the beginning (around October) and a final class screening at the end of the school year (around April). With these class screenings, you make the learning in your class visible.



Step 3

After identifying the children's barriers, you can make changes in your class. There are 8 possible **action points** that you can use to enhance children's levels of well-being and involvement. By integrating these action points in your regular activities, you will not only generate benefits for those children that are at risk of not learning, your actions will also have positive effects on the wellbeing and involvement of the other children in your class.

Step 2

after the class screening, each child will have an individual score on well-being and involvement. Based on these scores, you identify children with low levels and **reflect** on the possible reasons for these low scores.

These reasons can be seen as possible **barriers** to learning and participation that children experience, they keep children from engaging in activities. By gaining more understanding about these barriers, you will be able to make adjustments in your teaching.

8 ACTION POINTS

1

Rearrange the classroom in appealing corners or areas

2

Check corners to replace unattractive materials by **more appealing ones**

3

Introduce **new and unconventional materials and activities**

4

Discover **children's interests** & find related activities

5

Support ongoing activities with **stimulating impluses** & enriching interventions

6

Widen possibilities for **free initiative** & Support them with **sound rules and agreements**

7

Explore & improve the **relation with each child and between children**

8

Introduce activities that help children to explore the world of **behaviour, feelings and values**

WRAP - UP

of introduction on process-oriented child monitoring

- Children learn most efficiently through play and action. This is a child-centred approach.
- Process-oriented child monitoring has 3 steps: observe children, identify barriers and take actions.
- Process-oriented child monitoring can be applied throughout school year to adjust education activities towards child-centred and play-based learning.
- Process-oriented child monitoring can be used to monitor and assess children daily and adjust activities immediately to help children learn better.
- When observing children, distinguish between observation and interpretation.

When applying three steps (observing, identifying barriers and implementing 8 action points) into practice, you are implementing process-oriented child monitoring.

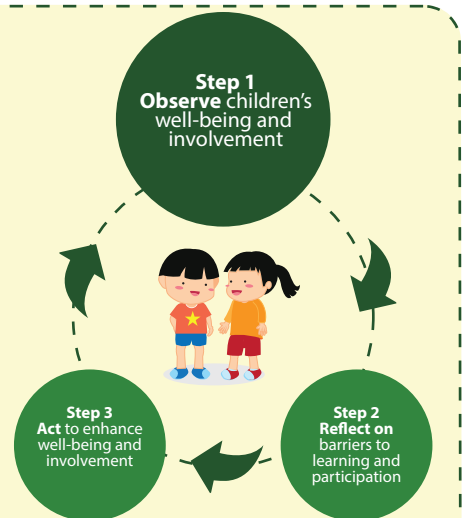
Step 1: Observing well-being and involvement



Introduction

Well-being and involvement are two important indicators influencing a child's learning. They can be observed during all preschool activities. Observing children's well-being and involvement brings several benefits:

- Both well-being and involvement are quite easy to observe;
- It gives you immediate feedback on the effectiveness of organized activities with children;
- It gives you the possibility to change your approach on the spot;
- Well-being and involvement are relevant to and benefit all developmental areas.



Objectives

After step 1, you will be able to:

1. Observe and identify signs of well-being and involvement among 3 to 5-year-old children;

2. Score level of children's well-being and involvement using the Leuven scales;

3. Use class screenings of children's well-being and involvement in the class to enhance education quality.

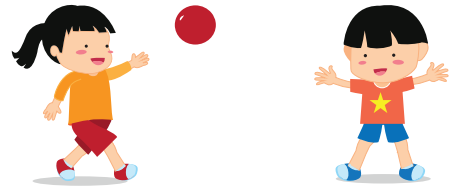


Introducing well-being

To engage in activities, children need to be emotionally fine. They need to feel like 'fish in water'. This is called a high level of 'well-being'.

Children with a high level of well-being enjoy pleasure and radiate vitality as well as relaxation and peace. They adopt an open, receptive and flexible attitude towards their environment. These children show a high level of self-confidence, they feel good about the way they are. They have the courage to be themselves, to stand up for themselves. They know how to handle life, they can deal with unexpected events.

There are six key signs of well-being:



1. **Pleasure & enjoyment:**

A child's pleasure and enjoyment can be seen in the child's mimic and posture. You see the child smiling and laughing, showing excitement, sometimes expressing exclamation sentences such as 'Wow!', 'Oh, so beautiful!'.

2. **Vitality:**

The child shows vitality when you observe that the child is full of energy, also in facial expression and posture. The child has fast reactions and continuous excitement to join in activities.

3. **Relaxation and inner peace**

You can observe relaxation and inner peace in the child when you see no worries, no frowns, relaxed posture and face. The child's muscles are not tensed or tight, there is no emotional unrest, no agitation.

4. **Open, receptive & flexible**

A child is open, receptive and flexible if you observe that the child is open to the environment, easily making contact with others. The child is open towards the input of others, accepting attention from others that cuddle, compliment, express a word of comfort, offer to help. A child is flexible if the child adapts easily when the environment changes. In new situations, they are only briefly confused or upset, or not at all. When they meet frustrations or problems, they get over it easily. The child is able to consider alternatives and to make compromises.

5. **Spontaneous & comfortable:**

A child is spontaneous and comfortable when you see that the child is acting natural and being itself, if the child is not showing doubts. The child is not thinking about: 'how will I appear to others', 'what will they think about me'? They will let themselves be heard and seen. "Here am I. Don't forget me. I have something to say, to show, ..." They believe that they are good persons, worth knowing.

6. **Self-confidence & self-esteem**

A child with self-confidence will accept challenges and try new things, because failure does not affect the way they see themselves. They don't bother to ask for help. When the child needs help, it will ask you for help as this does not make the child feel stupid or incapable. They are willing to admit that some things are too difficult for them, without feeling inadequate.



Reflection:

For each sign of well-being, ask yourself:

- How can I observe this?
- What are specific behaviours?
- What can I see in their face? Their posture? Give an example.
- Think about a situation, how will they react in that situation?



Scoring well-being

To score a child's level of well-being, you make use of the Leuven scale. On the scale, there are five levels. The scale goes from level 1 (lowest level of well-being) up to level 5 (highest level of well-being).

Take a closer look at each level of the Leuven scale for well-being. When, according to the scale, the observed behavior of the child gives you a level 1 or 2, this is considered a low level of well-being. A score of 3 is considered medium level, while a score of 4 or 5 can be considered a high level of well-being.



Activity #3: Practice observing well-being

- Together with one or more colleagues, observe a child's behavior over several minutes, either in a video clip (2-3 minutes) or in your class (5 minutes). Focus on one child only.
- Note specific behaviour, mimic, posture according to the signs of well-being and check these observations with the Leuven scale.
- Score the level of well-being individually (Level 1-2-3-4-5). Share your scores with each other. Did you score the same, or are there differences? Compare also your observations, did you note the same behavior, posture, mimic? Did you clearly separate your observations from your interpretations?

Common misunderstandings

1. Well-being is not the same as behaving well

More 'naughty' behavior can indicate an explorative drive or self-confidence of a child. The child can be looking for boundaries because it feels very safe and confident.

Example: Children often challenge rules when they are with their parents while they can easily obey rules in school or at friends' places.

2. Children with high level of well-being can also experience negative emotions

Usually, the high level of well-being allows for a child to handle and deal with unusual negative emotion. After that, the child could immediately be 'thriving' again.

Example: A child is fighting with another child over a toy. The child runs to dad, and receives a brief hug. The child goes back and starts something else or tries a new strategy.

Dealing with emotions becomes more complicated for children at the age of 4 when they really start to connect with their friends through play.



Activity #4: Close your eyes and imagine an involved child

- Think of a 5-year-old child that is highly involved, is it a girl? A boy?
- Imagine, what is the child doing, how does her/his expression on the face look like, her/his body movements,
- Now open your eyes and write down 3 key words of what you observed in your child



Observing involvement

We can gain deep level learning when we have a comfortable mental state and are excited by activities. This mental state is called high involvement.

Children with a high level of involvement are highly concentrated and absorbed by their activity. They show interest and will complete a task with fascination. That is why they tend to persevere.

Their mimic and posture indicate intense mental activity. They fully experience sensations and meanings. A strong sense of satisfaction results from the fulfilment of their exploratory drive.

When there is involvement, we know children are being positively challenged, they are operating at the very limits of their capabilities.

Observing high involvement means that the child is truly learning

Involvement can be observed in any person or child, independent of age, of what is being learned, of the context in which the learning is taking place.

There are five signs of involvement:

1. Deep concentration

Children with deep concentration keep their focus on the activity (or task). They are absorbed and you will hardly be noticed when you are passing by or saying something to the child.

2. High interest and motivation

You observe high interest and motivation in a child when you see excitement in the child to get started or to continue the activity. The child shows or expresses a connection, a real interest in the offered activity or content. You observe an internal drive in the child, you don't need to add

3. Intense mental activity

Intense mental activity can be observed in the child's posture and mimic when you see the tension in muscles, lips, position of the eyes, wrinkled forehead.

4. Deep satisfaction

When children accomplish or fulfill their explorative drive, they take pride in their achievements, express their successes with their whole body and mimic.

5. Operating at the limits of one's capacities

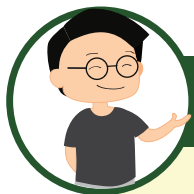
The activity is not too easy, the child finds it challenging. The task is challenging, there is struggle and management in the child to attain the highest result, it is expressed by the mimic. Then, children also have the motivation to continue, especially with some encouragement or support by you.



Reflection:

For each sign of involvement, ask yourself:

- How can you observe this?
- What are specific behaviours?
- Can you see something in their face? Their posture? Give an example.
- Think about a situation, how will they react?



Scoring involvement

Just like for well-being, you make use of the Leuven scale for involvement. On this scale, there are also five levels from level 1 (lowest level of involvement) up to level 5 (highest level of involvement).

Take a closer look at each level of the Leuven scale for involvement. When, according to the scale, the observed behavior of the child gives you a level 1 or 2, this is considered a low level of involvement. A score of 3 is considered medium level, while a score of 4 or 5 can be considered a high level of involvement.

At a low level of involvement, you will observe more interrupted, repetitive and passive behavior. The child will be easily distracted.

When involvement is at level 3 (medium), the child will be continuously busy, however the activity will be lacking challenge and will be done in a routine manner.

High involvement, at level 4 or 5, requires that the child experiences intense moments of focus and challenge. The child will not be easily distracted.



Practice observing involvement

- Together with one or more colleagues, observe a child's behavior over several minutes, either in a video clip (2-3 minutes) or in your class (5 minutes). Focus on one child only.
- Note specific behaviour, mimic, posture according to the signs of involvement and check these observations with the Leuven scale.
- Score the level of involvement individually (Level 1-2-3-4-5). Share your scores with each other. Did you score the same, or are there differences? Compare also your observations, did you note the same behavior, posture, mimic? Did you clearly separate your observations from your interpretations?
- You may also observe well-being and separate your observations on the signs of involvement from your observations related to the signs of well-being.

Common misunderstandings

1. High involvement is not the same as just being **busy**

A child running around class without purpose may look busy and active but doesn't experience challenge or focus. A child making very easy puzzles without an effort, will not be learning new things.

2. High involvement is not the same as 'competent or able to do' & 'Not being able to do' is not the same as **low involvement**

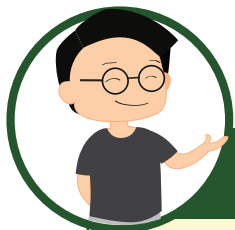
Finishing the easy puzzles does not mean that this child is learning something from it, while failing a challenging puzzle could be an opportunity to expand what the child can do.



Link between well-being and involvement

Well-being is a pre-requisite for involvement. However, well-being alone is not enough. For children to be learning, they also need to be challenged. This is captured with involvement. If well-being is high, and involvement is high, you can assume that the child is engaged in deep level learning.

HIGH WELLBEING + HIGH INVOLVEMENT = DEEP LEVEL LEARNING



Well-being (Leuven Scale)

- Pleasure & enjoyment
- Vitality
- Relaxation and inner peace
- Open, receptive & flexible
- Spontaneous & comfortable
- Self-confidence & self-esteem

Scale		
<div>●</div> Level 1	Has a difficult time	<ul style="list-style-type: none"> ➤ Children with very low wellbeing are clearly having a difficult time. ➤ They do not seem happy in the setting. ➤ Moments of “true” pleasure are scarce or even nonexistent. ➤ Children mostly seem anxious or tense or show hardly any vitality. Contacts with their environment tend to be difficult. ➤ Children are either in conflict with others, or they avoid contact ➤ Children don’t feel at ease in most situations
<div>●</div> Level 2	Often does not feel okay	The picture obtained of the child shows elements of Level 1 but is less strongly expressed
<div>●</div> Level 3	Feels more or less okay	<ul style="list-style-type: none"> ➤ Children with a moderate level of wellbeing in the setting are neither happy, nor unhappy ➤ Children look rather indifferent and if they show positive or negative signals these are seldom outspoken ➤ Enthusiasm is rarely observed, but neither do children display negative emotions ➤ Contacts with other children are rather superficial and have low intensity ➤ Basic needs are only satisfied to some extent: still many chances for real satisfaction slip away
<div>●</div> Level 4	Often feels great	The picture obtained of the child shows elements of Level 5 is less strongly expressed
<div>●</div> Level 5	Feels great	<ul style="list-style-type: none"> ➤ Children with a very high level of wellbeing in the setting seem like a ‘fish in water’ ➤ Children have a lot of fun, laugh a lot, they radiate ➤ Children enjoy what the environment has to offer and the other’s company ➤ When Children feel unhappy, angry or frightened, they manage to get over it fairly quickly ➤ Most of the time children feel very happy: they enjoy life to the full ➤ Children’s actions affect others and the group climate in a positive way



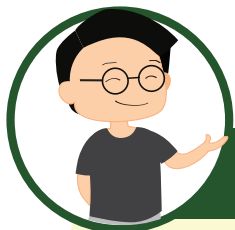
Involvement (Leuven Scale)

- Deep concentration
- High interest and motivation
- Intense mental activity
- Deep satisfaction
- Operating at the limits of one's capacities (ZpD)

Scale		
● Level 1	Hardly engages in activities	<ul style="list-style-type: none"> ➤ Children with a very low level of involvement often do not engage in any activity at all. ➤ Children wander, appear absent-minded and tend to stare aimlessly ➤ When any activity occurs, it is often short-lived or purposeless ➤ Children are easily distracted by surrounding noises, voices, movements... ➤ There is little mental activity. Children donot seem to take anything in ➤ Children often act without any effort or dedication
● Level 2	Activity is often Interrupted	The picture of the child obtained shows elements of Level 1 but is less strongly expressed
● Level 3	Is busy, but seldom absorbed	<ul style="list-style-type: none"> ➤ Children with a moderate level of involvement are often occupied, but closer observation reveals that they are rarely engaged in what they do ➤ Children pay attention but signals of real involvement, such as concentration, being absorbed, intense mental activity, are rare ➤ Children appear to act in a routine manner, without much effort ➤ Children are also easily distracted and their activities seldom last long ➤ They do not show much drive while occupied with activities
● Level 4	Is often intensely engaged	The picture of the child obtained shows elements of Level 5 but is less strongly expressed
● Level 5	Is mostly completely	<ul style="list-style-type: none"> ➤ Children with a very high level of involvement are often absorbed and intensely engaged in their activities ➤ Signals of concentration, persistence and energy are strongly represented ➤ Children readily make choices and as soon as they have started an activity they are completely absorbed ➤ Even strong stimuli in their surroundings will barely distract them ➤ Children take pleasure in exploring the world and operate at the very limits of their capabilities

CHILD OBSERVATION FORM														School year:	
Child's full name: _____										Sex: Male/Female					
Age: _____										Ethnic: _____					
No.	Odservation date	Well-being						Involvement						Descriptions of expressions/behaviors/ gestures represent the level of involvement	
		?*	1	2	3	4	5	?*	1	2	3	4	5		
1															
2															
3															

Note: '?' is used when you do not address level of child's well-being and involvement. Therefore, taking notes your observation will be used for sharing and analyzing with colleagues.



Child observation and the class screening

You can apply child observation in 2 ways. The first one, the class screening, is used to monitor a child's learning throughout the school year. Hence, you can observe the child's well-being and involvement 2 or 3 times perschool year.

- 1st screening: at the beginning of the school year, after the children have settled in (October)
- 2nd screening (optional): in the middle of the school year (January-February)
- 3rd screening: by the end of the school year (April)

Through observation, you have a deeper understanding of all children in the class and can adjust child-centred education activities. In the next class screening, it can be checked if the adjustments have enhanced the level of the children's well-being and involvement.

Observation can be used through class scans for daily monitoring and assessment. In this case, you can perform quick observations of the child's expressions, behaviors in activities to identify whether their levels of well-being and involvement are high. Quick observations can help you to make immediate adjustments that can promptly enhance the child's well-being and involvement. At the same time it helps teachers to self-assess the quality and the effectiveness of the activities they are offering.



How to implement a class screening

You can plan the observations for the full class screening. Each day, you focus on a certain number of children to observe in different activities throughout the day. Some days, you will be able to cover less children, while on other days you will focus on children that you already know well.

- If you know/understand your children already well, you can observe up to 5 or 6 children in one day;
- If you don't know the children well, you need to take more time to observe them during activities: for those children, you may limit the focus on 3 children in one day;
- At the end of each day, you can look back at your observations, add some comments from your earlier experiences with the child and give an overall, average score for well-being and involvement.

You continue your class screening until you have observed and scored each child in your class. During the observation period, it is very important that you record and focus on the child's behavior during activities to give an accurate assessment of the level of well-being and involvement for each child using the respective signs and Leuven scale.

WRAP UP CHAPTER 2

Process-oriented child monitoring includes 3 steps

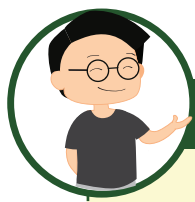
- » **Step 1:** observe well-being and involvement signs to see whether children are learning
- » **Step 2:** reflect and analyze barriers that keep children from learning.
- » **Step 3:** make adjustments towards child-centred and play-based learning by applying 8 action points, in line with 5 criteria for 'building up child-centred preschools' launched by MOET.

Number of children:_____ (Boy: Girl:)

Teacher: _____

[illegible]

Step 2: Identifying Barriers To Children's Learning



Introduction

Through your class screening, you have found that some children are not yet showing high levels of well-being and/or involvement. These children are experiencing barriers that keep them from developing to their full potential. At the start of this section, you will analyze your own class screening results. Based on your analysis, you will find out more about barriers.

Barriers to learning can occur in interaction with any aspect of a school: its buildings and grounds, the way it is organized, the relationship amongst and between children and adults and in approaches to teaching and learning. Barriers to learning may also be found outside of the school, within families and communities. Identifying barriers to learning is a progressive discovery that eventually removes limits to participation and learning.

The use of socially defined 'barriers to learning and participation' as a key concept, replaces the tendency to label some children with special needs due to their individual characteristics such as gender, disability or home language. Such a traditional approach may lead to lowering expectations for these children and this would further affect their learning.

Most educational difficulties can be overcome by removing barriers to learning and participation. As a teacher, you can have control over many of these barriers. You are able to make changes in the physical environment, the materials, activities and interactions in class.

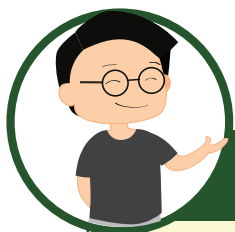
(source: Booth & Ainscow, 2016)



Objectives

After the Step 2 of the process-oriented child monitoring cycle, you will be able to:

1. Analyse your own class screening results and categorise the children in three groups: children that are doing well (the green group), children that are at risk of not doing well (the orange group) and children whose learning is a serious concern (the red group)
2. Identify children's barriers to learning and participation



Analyzing your class screening

Based on your class screening results, you need to identify to which group the children belong by color-coding each child as per the following table. This gives you a general idea of how your children are doing.

Child's well-being and involvement	Color code	Child's operation status according to color code	Teacher's action to each of color code group
High scores (4 – 5) for both well-being & involvement	Green	The child is doing fine. You are conducting appropriately activities.	No special intervention is needed
Well-being and/or involvement score of 3 or ?	Orange	The child may be at risk of not doing well, as the child is not really engaged and underestimate the tasks. The child may have some barriers.	You need to pay more attention. You can observe, identify barriers and take actions.
At least one score of 1 – 2	Red	The child is having trouble and not doing well. The situation is a cause for concern, requiring immediate action by teacher	You need to pay special attention to this child. It is required to identify barriers and take immediate actions to enhance the child's well-being and involvement.

Application: After color coding each individual child, make an overview of your class, using the following table.

	Green group	Orange group	Red group	Total number of children
Girls				
Boys				
Whole class				



Assignment: Identifying children's barriers to learning

You have observed the children and analysed the results of well-being and involvement of each child in the class by grouping them in the appropriate colour groups. Based on this analysis, you can now find out more about the barriers of the children with the **RED** colour code, and of children with **ORANGE** colour code.

Use the following questions to find out more about your child in **red** and **orange** group:

(1) Well-being?

- ❖ How is the child feeling in relation to me, how do I relate to the child?
- ❖ How is the child feeling in relation to classmates, how do they relate to the child?
- ❖ How does the child generally feel during play time, in the class environment, in the school environment?

(2) Involvement

- ❖ How does the child get involved in different types of activities?
- ❖ How involved is the child during whole group activities?
- ❖ How deeply engaged is the child in small group activities, e.g. corner play? Individual activities?
- ❖ How deeply engaged is the child in activities with guidance? Activities without guidance? When can the child take initiative or lead?
- ❖ How does the child respond to new, unconventional activities and materials? Variation in methods and activities used? To more routine, returning activities?

Based on above reflection and analysis, make your list of five main reasons that you have identified for your children.

Reason #1	Example: A child is shy or lacks of confidence
Reason #2	Example: Teacher sets high requirements compared to the child's ability
Reason #3	Example: Materials not enough
Reason #4	Example: Children are experiencing bias/stigma from other children
Reason #5	

Now look at each of the barriers that you have listed and separate individual characteristics from social barriers. Which barriers can you address as a teacher?

Individual characteristics	Social barriers to learning and participation
<ul style="list-style-type: none"> • The child is shy, lacks of confidence • There is language barrier • The child's Vietnamese is not good enough 	<p>Relating to teacher:</p> <ul style="list-style-type: none"> • The teacher does not pay enough attention to all the children • There is a (big) gap between teacher's expectations towards the children and the children's capacity. • There's no rich offer of materials and toys. <p>Parents:</p> <ul style="list-style-type: none"> • The child's parents do not collaborate with the teacher • The child's parents do not spend time or care about the child • Some children may have cognitive delays and assume this is the responsibility of the teacher, school. <p>Between children:</p> <ul style="list-style-type: none"> • There's discrimination among the children when they are in the group work. • There's poor interaction between and among the children.

After grouping the observed or perceived barriers for individual children inclass, teachers can identify a limited number of social barriers that they. For example

- ❖ The environment doesn't support the child to feel confident or safe (for example in the space is too big and lacks separate smaller play areas)
- ❖ Teachers don't find opportunities to talk with and listen to the parents about the child, to understand more about the child's needs and interests
- ❖ It is challenging to communicate with children without a common language, as the teacher doesn't speak the child's home language and the child still needs to master Vietnamese
- ❖ Teacher finds it challenging to pay enough attention to each individual child during activities
- ❖ There is a (big) gap between teacher's expectations on the children and the children's capacity.
- ❖ It is challenging to consider each child's developmental needs.
- ❖ Available materials and toys are not rich in variety or attractive to the children.
- ❖ Children show discriminative behavior towards other children when they work in small groups.
- ❖ The interaction between teacher and child and among children remains rather poor. It is difficult for the teacher to offer rich language and support more child initiative in the interaction
- ❖ Activities are too familiar and boring to children.



Way forward: from barriers to actions

Based on this shared reflection, participants recognise that teachers can make changes in the environment, activities, materials and interactions to support children in overcoming these barriers. To better understand your children, you may add some observations of these children or consult with the parents or colleagues.

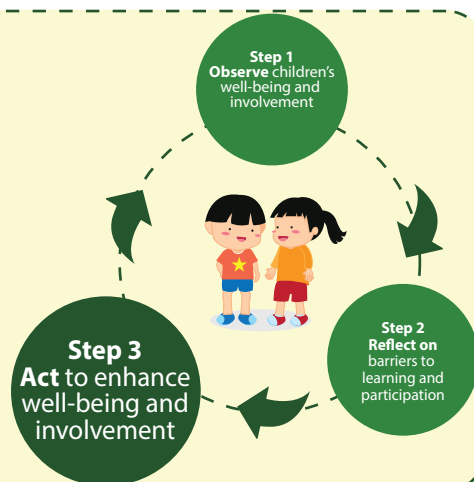
Based on your reflections and your additional insights about the barriers to learning and participation, you are now ready to take action. In Step 3, you will learn about 8 possible action points that benefit the involvement and well-being of the children in your class.

Step 3: Actions to enhance well-being and involvement



Introduction

In previous steps, you have identified which children in your class are at risk of not learning. You have also identified possible barriers that are keeping some of these children from learning. Based on our experience and reflections made in the first two steps, you are now ready to act, to make changes in your teaching that benefit the children's well-being and involvement. All these possible actions can be summarized in 8 action points, which you will explore in this third step of the process-oriented child monitoring cycle.



Objectives

1. You will know about 8 possible action points that you can use to make changes in your teaching to benefit children's well-being or involvement

2. You will be able to start applying action points in your preschool activities.

Introducing 8 action points

- ❖ You can start from what you are already doing in your class. You can build on your current situation, your existing activity plans, your curriculum, contents and themes.
- ❖ The 8 action points offer you ideas and structure to make changes in your existing activities. They cover a general approach of good preschool practice that caters to the needs of all children in the class. Each action point can be applied to all kinds of activities and meaningful moments throughout the day.
- ❖ A common challenge of teachers in Vietnam is to find a good balance between reaching the academic and development goals of the curriculum and supporting children's initiative with more play-based approaches. Many teachers struggle to reduce the moments of direct instruction or add developmental objectives during moments of free play. This framework of 8 action points helps you to focus on different aspects that facilitate play-based learning and child-centred approach in line with the Vietnamese policy and context.

The 8 action points are included in the action point form.

1

Re)arrange the space into open and appealing areas

The first action point is about the general physical set-up of your classroom. Do you have space to work with the whole group? Are there clearly separated areas or corners with an attractive set-up and atmosphere. Are the materials in these play areas easily accessible and relevant for the children's needs?

What is an 'area' or 'corner'?

A corner is a clearly separated, recognisable space in which children can more or less independently engage in play-based activities in smaller groups and in which all the materials are easily accessible to the children.



Take a look at the illustration. Ask yourself:

- Are areas clearly separated?
- Is it comfortable to enter?
- Are noisy and quiet or more focused areas separated?

What would you change in this space, how would you improve the set-up of the corners?

2

Check the content of the corners and enrich the corners

To ensure high levels of involvement among children, each corner needs to be well-equipped with materials and look appealing for children to engage in play. In corners, materials can also be linked to the new contents and themes that have been introduced. Good corners can support multiple academic and developmental goals. Children can also join in managing the corner, to start-up the activity or to tidy up when corner-play ends.



Looking at the illustration, ask yourself:

- Do children have access to the materials?
- Does this look tidy and cozy?
- Are these materials rich and appealing to children?
- Can children operate the corner by themselves, find the materials?

What would you change in this corner, how would you improve the set-up? What developmental objectives could you integrate in the corners?

3

Introduce new and unconventional materials & activities

To keep children interested and motivated, you need to offer new experiences and activities. You can offer children more open-ended materials that can be used in different ways. You can offer more natural, real life materials that allow children to explore. You can reuse and recycle daily objects in meaningful ways. You can connect with the real world, with people around you that can share their experience or skill.



Looking at the illustration, ask yourself:

- What materials are being used in this activity?
- Can you think of other activities for this material to be used?
- What contents, academic and developmental goals can be found in this activity?

Look around on your own school ground, try to collect at least 10 materials that you have never provided before in your class and could be interesting for children to use.

4

Discover children's interests and offer activities that meet these interests

To the extent possible, you need to offer activities that align with the various interests and needs of the children in your class. To know more about the children, you need to take the role as observer, you need to listen and connect with the children. You can ask yourself: What is on the children's minds? What appeals to them? What are they usually talking about?



The teacher of this class developed a choice board by finding out about the interest of each child in the class.

- Can you think of different ways to find out what the children like?
- If you want to offer an activity on a daily basis that addresses one child's special interest, how would you approach this

5

Support ongoing activities with stimulating impulses

At the beginning of an activity, children will be often excited and show high levels of involvement. After a while, the involvement levels will go down as children start to lose their focus or interest. In such activities, providing an additional challenge or adding impulses can bring the involvement levels back up for a longer period.



In the illustration, children were playing with dry sand, which quickly became boring. The teacher asks if there is any way to make it more appealing or interesting. She leaves some time for the child to think and answer... It is not wrong for the teacher to suggest (if needed) adding water or modeling mudplay..

- What learning and development goals can you link to this activity?
- Reflecting on corner play in your class, can you think of other impulses to add in the role play corner, the construction corner, the art corner?

6

Offer children room for initiative and support them with sound rules and agreements

Throughout the day, you can create a clear structure and guidance for children to take initiative and lead activities. Children can choose what activity or corner they want to participate in, with whom or for how long. By offering choice with rules, for example by limiting the number of children for each activity, you don't need to force children to do an activity.



To visually support the choice process, teachers often use a choice board on which children can place their symbol to choose an activity or corner.

In your own class, can you think of a moment that such child initiative can be offered?

What kind of rules would you install to make sure that children participate in a variety of corners throughout the week, and not stay in one corner?

7

Create a positive group climate by developing good relations between you and each of the children and between the children

Each child needs to feel safe and connected to others to reach a high level of well-being. As a teacher, you can support this by offering a positive group-climate in which children experience a sense of belonging. The class becomes a group with strong relations, both with you and with each other. In activities, you can integrate ideas to strengthen these relationships.



One way children can learn to respect and value each other is 'show and tell'. For such activity, you can ask children to bring meaningful objects or photo's from home and share with their friends.

Think about the upcoming theme in your class. What type of objects can you ask children to introduce to each other. What kind of open questions would you ask for children to share their experiences with each other?

Can you think of other ways to help children feel part of the group in your class?

8

Introduce activities that help children explore the world of emotions, behaviour and values

Children at preschool age go through a lot of emotions throughout the day. As a teacher, you can help children to become aware of what they feel and what the impact of their behavior is on other children. You need to acknowledge to the children that every feeling is ok, but not every behaviour.



Some teachers use a hand puppet from time to time to communicate about emotions, feelings and values as children often find it easier to talk to the puppet than to share with the teacher directly.

What makes, according to you, a puppet an easier partner to talk to about more difficult subjects?

Imagine that a child is playing with a toy and another child takes it. The first child becomes angry and hits the second child. How would you, using a puppet, start a conversation about this incident? What would be the learning goal? How would you broaden this to the whole class without making the involved children feel unease?

WRAP-UP

- Process-oriented child monitoring includes 3 steps: observing children, identifying barriers and take actions
- Step 1, observe the signs of well-being and involvement to explore whether the child is learning
- Step 2, reflect and analyse barriers that keep the child from learning
- Step 3, make changes towards child-centred and play-based learning, by applying 8 action points in line with 5 criteria of child-centred approach.



Way forward: Implementing action points in your daily activities

Go back to the action points form. Look at each action point and think about your own class and context. Fill in the checklist for each action point: is this already OK, is it something to consider or do you think it can be a priority to make changes.

While implementing action points, you can document the experience. To document and reflect on your experience, you can make use of the action points worksheet. This worksheet helps you to write out your experiences. Through your documentation and reflection, you can share and discuss about the experience with your colleagues, which helps you and your colleagues in your continuous professional growth as a teacher.



Action points checklist (Laevers et al., 2012)

Action point 1 – (Re)arrange the space into open and appealing areas	OK	To consider	A priority
<ul style="list-style-type: none"> ➤ The room is attractive: nicely decorated, aesthetic in colours. Neat and tidy arrangement and with sufficient overview (from the child's perspective). ➤ A lot of thought has gone into the layout of the space and positioning of the areas (e.g. quiet areas away from noisy areas) ➤ There are at least 8 areas/corners (there should be corners such as: reading, language and literacy, role playing, construction, art, mathemastic, life practice...) separated by all kinds of devices (cupboards, walls, curtains, a rug, etc) ➤ The areas altogether cover a wide range of developmental domains (from fine-motor development to logical and abstract thinking) ➤ The classroom environment is always clean and hygienic, without garbage or dirt on the floor and on toys. 			
Action point 2 – Check the content of the corners and enrich the corners	OK	To consider	A priority
<ul style="list-style-type: none"> ➤ Each area offers a wide range of materials, with sufficient pieces of each kind and in good condition ➤ The material is organized and displayed in an attractive way, is accessible to all children and can easily be cleared away ➤ The material on offer is regularly replaced and enriched in relation to the current themes and the children's interests ➤ Adequate quantity of materials, avoiding children compete with each other 			
Action point 3 – Introduce new and unconventional materials & activities	OK	To consider	A priority
<p>The offer contains new and uncommon materials and activities:</p> <ul style="list-style-type: none"> ➤ Add some recycled material (ropes, discovery boxes, old alarms, tubes, even leaves, small bough...). For instance: <ul style="list-style-type: none"> • Let children collect natural materials, tools and encourage them to use them creatively (collecting leaves, sorting, counting, talking about leaves, making a story about leaves... then from the leaf we can make a toy, or cut it into a shape product) • Recycle used materials into new toys (make binoculars from toilet paper coles; make cars from boxes, cartons ...) ➤ Original games and activities devised and worked out by the teachers (shadow play, playback shows, giant story books, songs in foreign languages, experimenting with sounds and noises) ➤ Consider visits by interesting people from outside (a magician, musicians, a policeman, a pilot or steward(ess), a dog trainer) or parents who have occupation in accordance with the topic children are exploring (make a cake, simple dishes, do gardening, ...) ➤ Organize outdoor visits to unusual environments (the fire brigade, an artist's atelier, a bakery, the local television station, a garage), visit your house (learn to be guest and host), market or supermarket (learn how to sell and buy, use money, communicate and behave...) 			

Action point 4 – Discover children's interests and offer activities that meet these interests	OK	To consider	A priority
<ul style="list-style-type: none"> ➤ Discover what the children are interested in by observing them and holding conversations ➤ Finding interesting materials and activities that meet the identified interests. Note and recognize the child's interest to surrounding items, phenomena ➤ Offer activities and materials around 'non-traditional' themes brought in by the children ➤ Consider combining several points of interest ➤ Observe children's reactions to activities or materials and build future 'open projects' from there. ➤ Encourage children to raise questions or suggestions for new topics (Example: questions to learn about ants, plants, flowers...) 			
Action point 5 – Support ongoing activities with stimulating impulses	OK	To consider	A priority
<ul style="list-style-type: none"> ➤ During the day, you regularly 'scan' the group in order to find out where impulses are needed ➤ Children having difficulties with making choices and engaging in activities are noticed and guided ➤ Ongoing activities are enriched by impulses such as: <ul style="list-style-type: none"> + inviting children to communicate (telling, describing etc) + adding material in a discrete manner + making suggestions for possible working methods / play alternatives + raising thought-provoking questions + giving information that speaks to the children and fascinates them 			
Action point 6 – Offer children room for initiative and support them with sound rules and agreements	OK	To consider	A priority
<ul style="list-style-type: none"> ➤ For about 2/3 of the time on a daily base, the children can choose activities and determine how long, how often and with whom they play; ➤ Children are supported by a daily routine – with fixed moments such as circle time, snack time, outdoor play, clearing time, closure. ➤ Pictograms representing the daily schedule and a choice board with more than 20 available activities support the class organization ➤ Clear boundaries and agreements, established together with the children and evolving throughout the year, guarantee a smooth transition ➤ The day schedule and rules are implemented in a flexible way 			

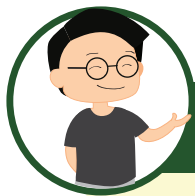
Action point 7 – Create a positive group climate by developing good relations between you and each of the children and between the children	OK	To consider	A priority
<p>Everyone feels comfortable and relaxed, few conflicts occur and children have a sense of belonging because:</p> <ul style="list-style-type: none"> ➤ Build a positive relationship with each of the children by interacting with them in a sensitive and respectful way ➤ You make positive interactions prevail among the children by stimulating communication, enjoyment of working and playing together, acceptance of diversity, patience with one another ➤ You create opportunities at the group level to enjoy togetherness by making use of all gatherings (breaks, meals, circle time) and by celebrating events (birthdays, the first day of spring, return of a peer) 			
Action point 8 – Introduce activities that help children explore the world of emotions, behaviour and values	OK	To consider	A priority
<ul style="list-style-type: none"> ➤ The offer of activities and materials indicates that a lot of attention is given to the development of social competence ➤ Support the children throughout the day to recognize and distinguish emotions in different contexts (glad when receiving gift/or make a present for others), to express their feelings with one another (take care of friend who falls, help teacher to clean up materials), to reflect on relations and to get aware of how behavior impacts on one another ➤ Use multiple moments to let the children become more aware of key values and reflect on what makes people in general happy, angry or sad and how we can make the world a better place ➤ Take photos to record children's happy moments, then recall and enjoy that feeling together, share interesting stories. ➤ Increase children's experience by creating situations in which behaviours, feelings and values are challenged 			



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- ❖ The physical space of the learning environment and the corners
- ❖ The materials used in your classroom corners and activities
- ❖ The activities you organize (learning activities, play activities, outdoor, free play)
- ❖ Interactions (1) between you and the children, (2) between children
- ❖ Addressing multiple academic and developmental goals through an activity

- ❖ What was the activity? What were the goals of the activity?
- ❖ What is different compared to earlier ?
- ❖ How did children respond to this action (think about involvement and well-being)?



Please write about your experience of taking action:

1. What was the activity? What were the objectives of the activity?

2. What is different compared to earlier (relate it to one or more action point)?

3. How did children respond to this action (think about involvement and well-being)

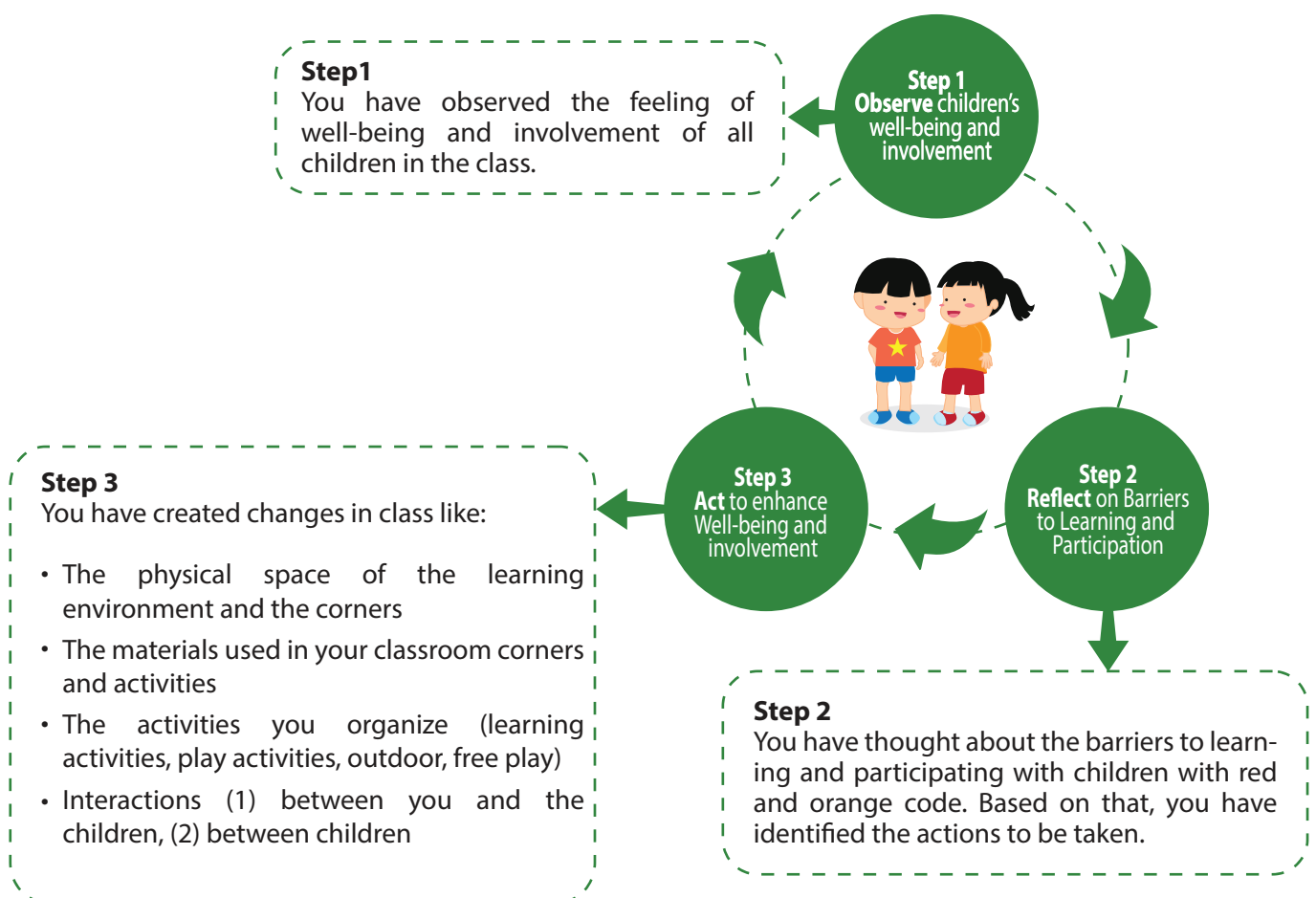
You can add photos or videos of the action taken and the change that took place. These documentations help you share the experience in a concrete, visual way with colleagues.

CHAPTER III CONTINUING WITH PROCESS-ORIENTED CHILD MONITORING



Being a reflective teacher

Congratulations, you have taken steps in observing all the children in your class. Now it is time to reflect on what you have done:



So, have you finished? Not yet! Steps 1, 2 and 3 are an ongoing process of reflecting about the actions you take in your class. Based on your observations, you can continue to take actions to enhance the children's well-being and involvement.

At the end of the school year, you can again conduct a class screening and find out how the children are doing after all the changes you have made in your class.

You can share your experiences and documented practices with your colleagues, school leaders and local education officers. (elaborate from next section).



Great ideas emerge when learning and sharing together

Now you have a better understanding of well-being and involvement through observing the class and you have made some changes in the way you arrange the classroom, in the use of learning materials, in the way to organize activities and how you interact with the child. However,

1. Can other teachers learn from your experience?
2. Have you learned from the experience of other teachers?

Learning will be easier when you study with others.

You will learn more when learning together. Through learning together, you will find solutions for your problems. And you can always encourage each other.

Here are some ideas that you can consider for your professional development at your school:

1

In a professional meeting at school, in a cluster or in discussions with colleagues, you can:

- a. **Share** a case in your class and explain the steps you have taken: what you have observed, what barrier you have identified, what changes you have made. **Ask** your colleague to add a comment, "I have tried it, but I want to hear more from you."
- b. **Ask** colleagues to do the same in the next meeting. You can apply this sharing in professional meetings at school or in a cluster.
- c. **Share your enthusiasm:** focus on one action and share all the things you did. Consider shooting some videos or taking photos to illustrate the actions. Invite colleagues to share creative ideas!
- d. **Show good practices:** Prepare a poster, slides or video clip describing successful changes in class from the beginning until success with funny, vivid images, drawings. Invite colleagues to ask questions and discuss this poster together.
- e. **Share challenges and offer support:** Share a challenge you have and ask your colleagues to help with ideas and solutions. Choose some of the solution you consider realistic and discuss with your colleagues about how to implement it.

2

Let's observe

- a. Are you **interested in the activities your colleague is doing** in his/her class? Talk to her/him to see if you can attend to observe their class? Observe how she/he performs specific actions and see how these actions affect the children's well-being and involvement. Consider using an observation form to structure your thoughts.

After observing, talk to your colleagues about what you have learned.

- b. Do you **want colleagues to give comments** on your actions? Invite colleagues to come and observe your class. Talk to them about what you want them to observe: a specific act? Interaction between you and the children? Your influence on the well-being and involvement of some specific children?

After observing, talk to your colleagues about what they have seen. What can you learn through this exchange? How can colleagues encourage, consult you with the next steps?

3

Professional learning community

- a. If you know that a teacher in your school or in a cluster wants to learn more about child observation and action points, you can create a group and arrange a regular time to meet. . Maybe you want to support another teacher to start using the child observation process? Maybe you want to reflect and see how you can improve practice in the classroom? Want to inspire others?

A professional learning community can take many forms. You can do activities similar to the school/cluster professional meeting or consider online meetings. It is all about **learning with and from others**.

4

Exposure visit

- a. Do you know a school that has implemented child monitoring effectively? Are they ready to share with you? Come and see. The approach of these schools can inspire you to solve the challenges you have experienced. Be prepared for your visit and clarify what you want to learn. This will create the best learning opportunities. Don't forget to ask your colleagues how they study together and from each other.

Don't forget to discuss your idea of fostering expertise with your school leader who will assist you in implementing these ideas.

FREQUENTLY ASKED QUESTIONS

(1) Observe well-being and involvement	
Question	Answer
In my class, there was a little girl who doesn't listen to my instructions. She is quite energetic and wants to explore, sometimes out of my control. She often doesn't follow the rules. Can I judge this kid at a low level of well-being?	Well-being is not obedient/good behavior. Some light misbehaviors may represent a child's need for discovery or confidence. The child may seek for boundaries because she feels very safe and confident, a sign of well-being. So, in your case, I think she's quite comfortable in your classroom.
Sometimes Phuong fights with friends to win toys. He cries and ran to me. I hug him and Phuong goes back to the corner and started playing with new toy. Can I score his well-being at a low level?	When a child is uncomfortable, yelling, crying but then he/she overcomes and feels comfortable, it is a sign of a high level of well-being. Because children have experienced "negative feelings" and they have been able to control and overcome them, just like the case of Phuong. If in the case of children always screaming, crying or hurting others when competing for toys and the situation is prolonged then it is a sign of low level of well-being.
I do not know how to assess Lam's involvement? He was always busy, running from corner to corner, but there was no purpose at all?	High level well-being is not the same as being busy. When it comes to well-being, we talk about concentration. involvement really comes with strong mental activities and challenges for children. It goes beyond everyday habits and external influences. If Lam always runs from one corner to another without any purpose or idea, it means that his involvement is not at a high level.
Thanh always play with simple puzzle games. He always repeats it. Can I score his involvement at a high level?	The repetition of same actions does not mean that he is participating at a high level. The boy plays with simple puzzle pieces and it is not difficult and challenge him. When he completes the puzzle, it does not mean he learns anything from this activity. If you give him a more complex jigsaw, he may not be able to match it yet, but it is an opportunity for him to think, find ways to play and that is also the way teachers promote their abilities.

Question	Answer
Tam is a nice girl. She always answers teachers' questions. Should I score her involvement at a high level?	High level of involvement is not being able or able to do something or "not doing anything" does not mean low involvement. Maybe these questions are too easy for Tam, the question is not difficult enough for her to think and explore.
I think Nguyet has low level of involvement because she often likes to play alone. She is quite focused and does not interact with other friends when she is passionate about activities.	Children can be involved at a high level without interacting with other children. It is necessary to observe more signs of Nguyet's involvement with facial expressions, postures and movements.
When I give assignment, Viet often likes to work with friends other than doing it alone, I think that his involvement is at low level. Is that correct?	Children interact with others can still be involved at a high level. Please observe more to see whether he can keep the intensity focused on the activity he is doing?
So, does it mean that all children who achieve the development standard are involved at high level and who do not meet the standard are at low level?	Fail to meet development standards does not mean that children's involvement is low. For children who have not achieve the standards can still participate and learn at a high level. Achieving development standards does not mean that s involvement is high. Children can do something, but they still can have low level of involvement because these activities are not challenging enough for them.
Is there a difference in the signs of well-being and involvement between girls and boys? Can I assess other children's well-being and involvement among ethnic groups? And what's the difference between ages?	Signs of well-being and involvement are no different between children. This applies the same to girls and boys; children in all ethnic groups; Children of all ages.

(2) Class screening

Question	Answer
How do I know which children are doing well (green), which ones are at risk of not learning (orange), which ones need attention immediately (red)? Should I consider the child's well-being or involvement?	You need to consider the class screening results of both well-being or involvement to put the child into the right group, not just color-coded but also individual indicators.
Should I observe the child during the whole activity or at a specific time to assess well-being or involvement?	In order to assess the level of well-being or involvement of children, you need to observe them during any activities within the day and combine with the observations you have had before. A purpose-based observation is often based on how a child often behave in class, through all experiences instead of observing at a specific time or activity.

(3) Barriers	
Question	Answer
Children in my class do not speak Kinh language. So is the child's home language a barrier?	The child's home language is a characteristic of the child, but this is not a social barrier. If the child does not speak school language at home, the lack of common language communication can be a barrier for children and requires action to enhance communication with children.
Can my class be a barrier for children?	It could be. Classroom arrangement and setting can be a barrier for children (such as toys that are too high for children to get). Utensils, learning materials can be barriers if they are not attractive, interesting and new to children. The relationship between children and teachers can also be a barrier for children.
(4) Action points	
Question	Answer
Today, I have added more materials to an activity corner. Does it mean that I have completed the second action?	It's great that you have added learning materials to the corner of the activity. However, you can do more than that in this second action by enriching and diversifying learning materials at all corners. For each action point, you can think of a comprehensive change in classroom setting; utensils, learning materials used; Various play, learning and outdoor activities; interactions between teachers and children, children and children. You can take into account recent observations about your child's interest and needs. These ideas can be integrated into normal operating plans.



A story about a child

Introduction to the story:

This is a real story about a real child, living in a mountainous commune in Quang Nam. The teacher was concerned about this child. Using child observation as a basis, the teacher made changes in the preschool activities. The school leader and colleagues supported the changes. The teacher found a way to help the child thrive and develop. The child became a happy child, the teacher a happy teacher, proud of supporting the child to develop its full potential.

You can read through this inspirational story, which can become the story of any child, any teacher in any place.

The story

An is a 3-year-old boy in my class. He is very active. He likes to play by himself and rarely joins his classmates in class activities. He often runs around and does not want to sit still. Sometimes, he hits classmates to take the toys from them. As his teacher, I am very concerned about this issue and try to find a solution to help his focus and engage more during class activities.



Through my observation, I could find out that An often goes to the corners and was counting the toys and materials in there. To me, this indicated that he enjoys math. Based on this observation, I made some changes in my class activities. I decided to use more new and unconventional materials to get his attention; I started using more colourful things to attract him. I also looked for daily natural materials such as peas, seeds, gravel and leaves to use in math activities, for example shaping numbers with the materials, counting leaves, grouping gravel.

To improve the interaction between him and others, I based myself on the action points. I decided to join him in his group and ask some supportive questions to trigger his thinking and formulating his ideas. When he is working in group, I assign tasks based on their current knowledge and skills. For example, after children finish sorting objects, I ask them to add or remove objects, pick up correct amount to add extra challenges. While they are working, I often interact and support him if needed. After he finishes his assignment, I let him play freely with toys and materials on his own.

To help him participate in his work in group, I decided to join his group and made a scenario for other classmates to involve him more. I assigned some specific tasks to him, for example "once you have finished your work, please come and help your friends". I also highlighted his products to the whole class. When he finished his tasks, I also complimented him for the whole group by saying "An is doing very well today, please give him an applause!". He really enjoyed these new activities and improved his counting, grouping skills. The new activities that I organized help him to engage more in class.

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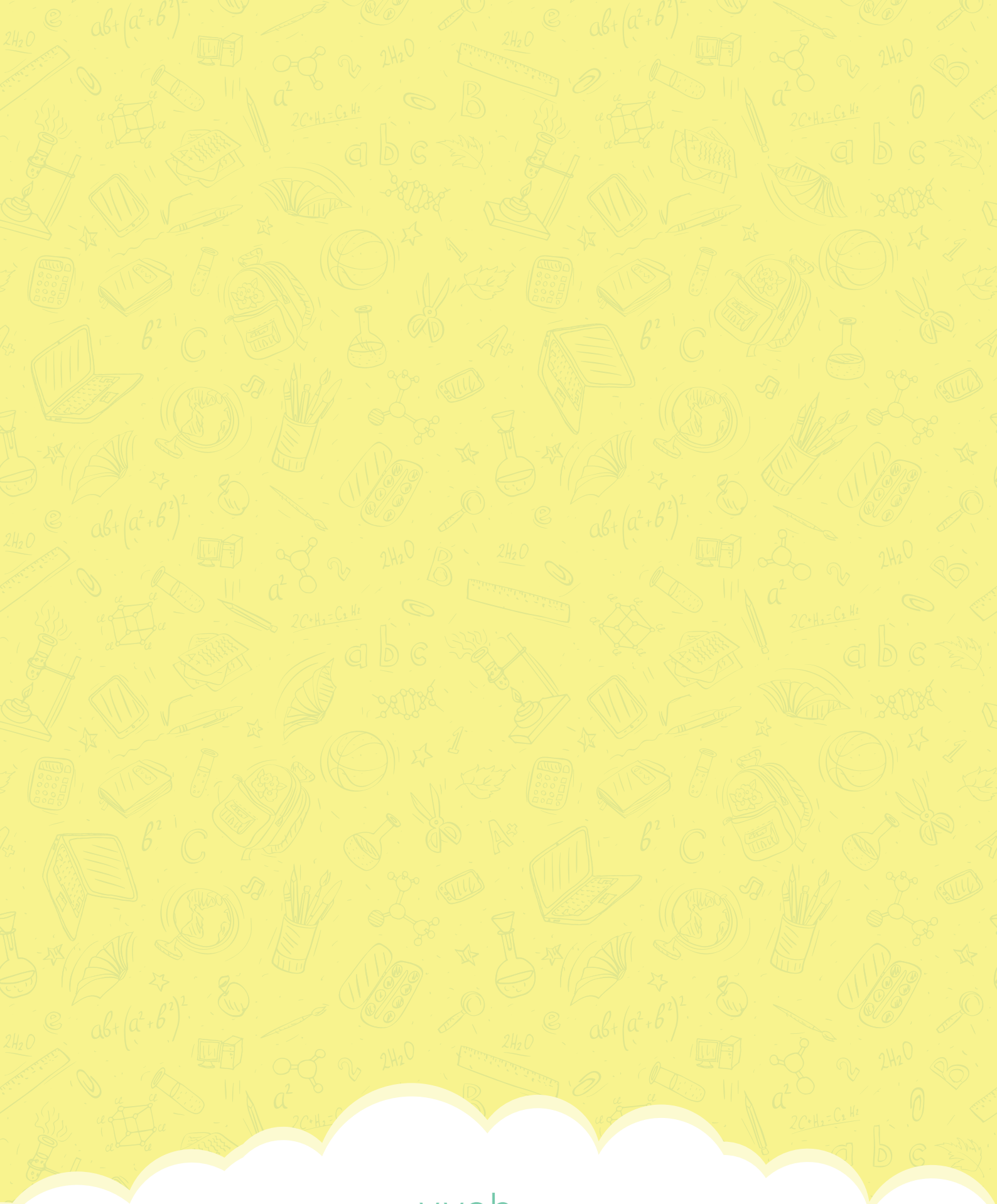
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