



**Listening to Children: Using  
ECERS –R and Mosaic Approach  
to Improve Learning  
Environments**

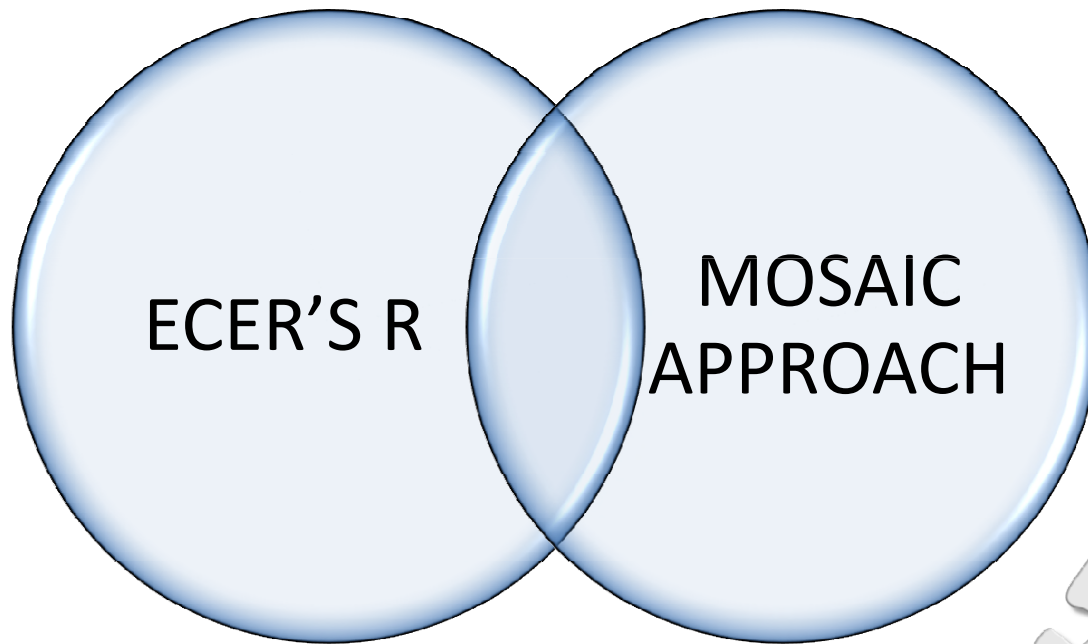
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# The challenge

- Teachers from the 12<sup>th</sup> kindergarten in the city of Volos, ask us to help them to improve their class.



# The idea



# The aims of the study



How ECERS'R reflect to children's views and ideas about their classroom?

To improve the learning environment of the this kindergarten



# A Brief Introduction to “The Mosaic Approach”

Clark and Moss (2001) present both a framework for listening and suggest the Mosaic Approach to listening to younger children. The framework for listening is:

- **Multi-method:** recognizes the different languages or voices of children
- **Participatory:** treats children as experts and agents in their own lives
- **Reflexive:** includes children, practitioners and parents in reflecting on meanings and addresses the question of interpretation
- **Adaptable:** can be applied to a variety of early child-hood institutions
- **Focused** on children’s lived experiences: looking at lives rather than knowledge gained or care received
- **Embedded** into practice: a framework for listening which has the potential to be both used as an evaluative tool and to become embedded into early years practice

# Two stages

- Within this framework, Clark and Moss suggest a two staged Mosaic Approach:
  - Stage One: Children and adults gather documentation and practitioners and parents reflect on what they think life is like for the child(ren)
  - Stage two: Piecing together information for dialogue, reflection and interpretation and practitioners and parents listen to the child(ren's) own perspectives
- *Clark and Moss (2001) Listening to Young Children The Mosaic Approach*

# Mosaic Approach

Observation

Map making

Child Interviews

Practitioners' interviews

Photo books

Slide shows

Tours

Review

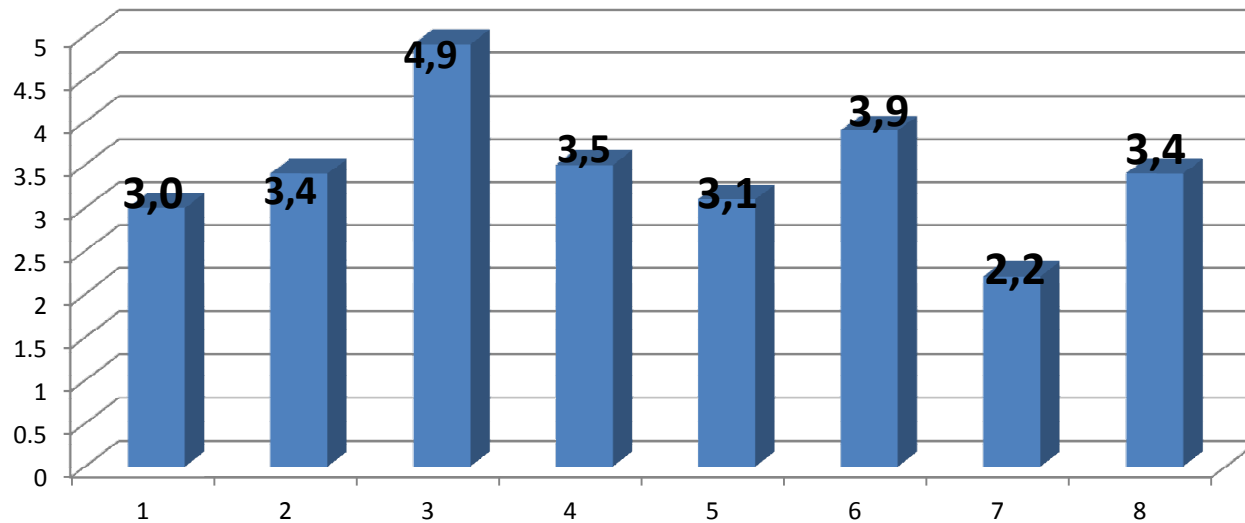
# Research development



- Pre- measurement with (ECERS-R)
- Mosaic approach
- Review of the data collected and proposals for improvement arising both from Ecers-R and children views and proposals
- Implementation
- Post- measurement with (ECERS-R)

# pre- measurement with( ECERS-R)

- results



1= space and furnishing , 2= personal care, 3=language -reasoning, 4= activities  
5= interaction, 6=program, 7=parent and stuffε, 8= total



# Mosaic approach step by step

1. Observations during free play activities
2. Conversation with children
3. Children draw their favorite place
4. Children take photos of their favorite places, and make a tour with the researcher to them
5. They create a map with their photos (magic map).
6. Interviews with the children
7. Slide show with their photos and photos from other schools.
8. They draw their class in the way that they wish
9. Make proposals

# Οι ζωγραφιές των παιδιών δείχνουν τον αγαπημένο τους χώρο





# Magic map!



# Magic map!

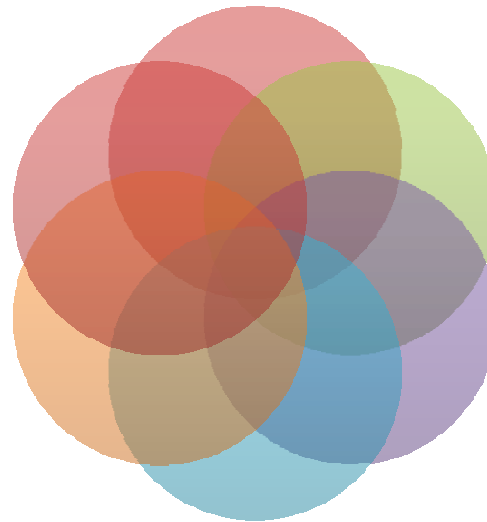


# Interviews

Which is your favorite place in your classroom?

What you would like to do your teacher when you play;

What your teacher do, when you play?



Why you prefer to be there?

Do you think that there is something new, that you would like to have in your classroom?

Do you want to change anything?

# Interviews

- ❖ What your teacher do, when you play?
  - Talking to the other teachers
- ❖ What you would like to do your teacher when you play;
  - **To play with us sometimes..»**
- ❖ Do you want to change anything in your classroom?
  - The castle! It's beside of teachers office, and the teachers all the time ask us to be quiet.

What children would like to have in their classroom:  
music play area



# Sandbox..





Easel ..





# According to the results

## What they want

Music play area

Eazel

Castle has to change place

Play with their teachers

Τραμπάλα

Flowers in the school garden

More toys

More free space

Work station area

Να διαχωρίζεται ο χώρος από το κουκλόσπιτο

## What they don't want

Don't be bothered in computer area

Have more space for puzzles

Drama play area seems to have no interest for them)

NO interest for science and book area

## ECERS=R

- The furniture limited children space to move
- There was no room to run
- work station
- Sand /water
- Easel
- The spaces who are designed to used by 2 children had to be protected from the other children
- More interaction with the teacher

## Mosaic Approach

- They need more free space
- They want work station, easel, sandbox
- Feel uncomfortable when they are making puzzles, or play to the computer as the other children annoy them
- Want from they teacher to play with them more frequently.
- Seesaw

## ECERS-R

- Cozy area
- Access to music material
- Book case— εναλλαγή βιβλίων – ήσυχη γωνιά
- Activities areas has to
- Overloaded selves /no storage

## Mosaic approach

- They want have privacy in the Castle
- Music activities area
- New books at the library and a quiet place to “read”
- Separate place for puppet house

## Key Decisions

**Places to  
KEEP**

**Places to  
add**

**Places to  
expand**

**Places  
to  
change**

**Let's see some  
changes.....**

# We separate the pupethouse area



# We changed place in the computer area





# We changed the place of the castle



# The book area



We put out of the class the  
tables





# Work station



# Easel



# fully loaded selves/storage





# Cozy area



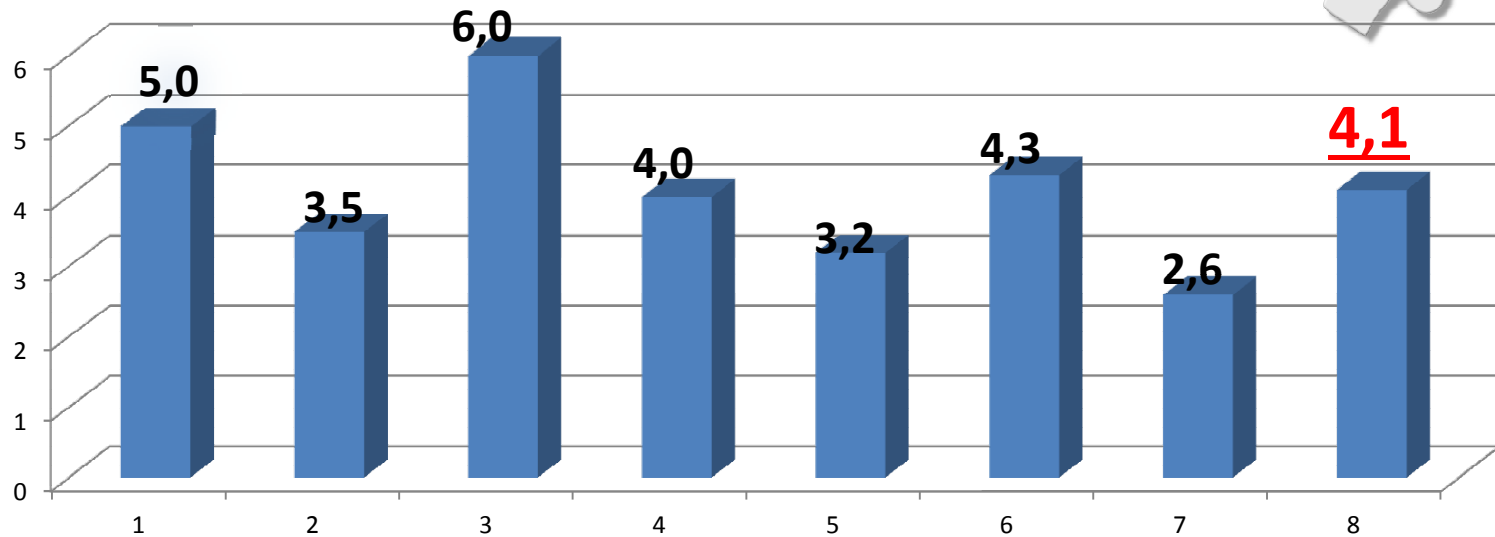


# Post interviews

- All children agreed that their school is now better. During their short interviews said:
- «...now we can have lunch , work in the tables having a lot of space», «....I like painting at easel, as before I couldn't do that ...»
- Teachers were exited that they managed to change their learning environment without spending any money, and to improve their class.
- The 2 pre school teachers now have *to co- operate*, because the they have to share the tables, so they found a way to manage their time efficiently.

# post- measurement with (ECERS-R)

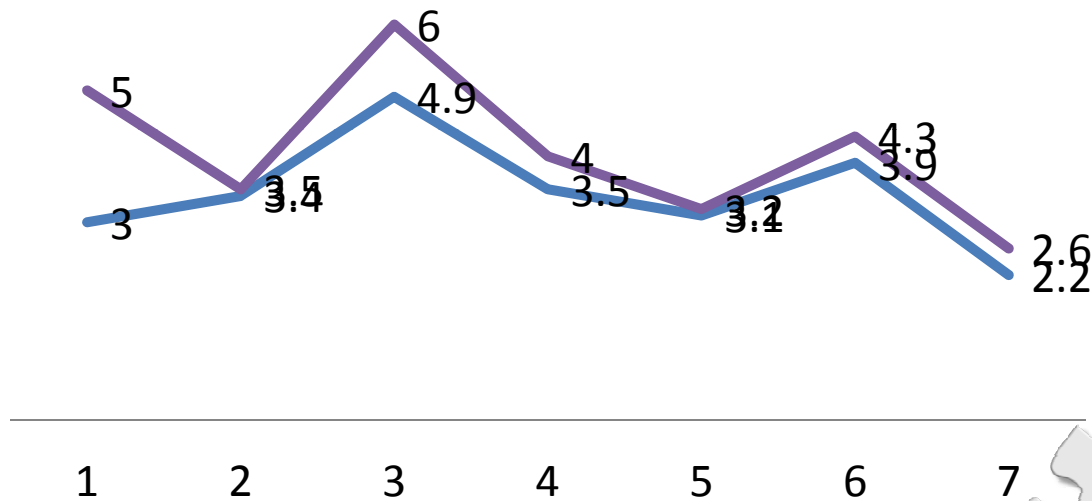
- Results



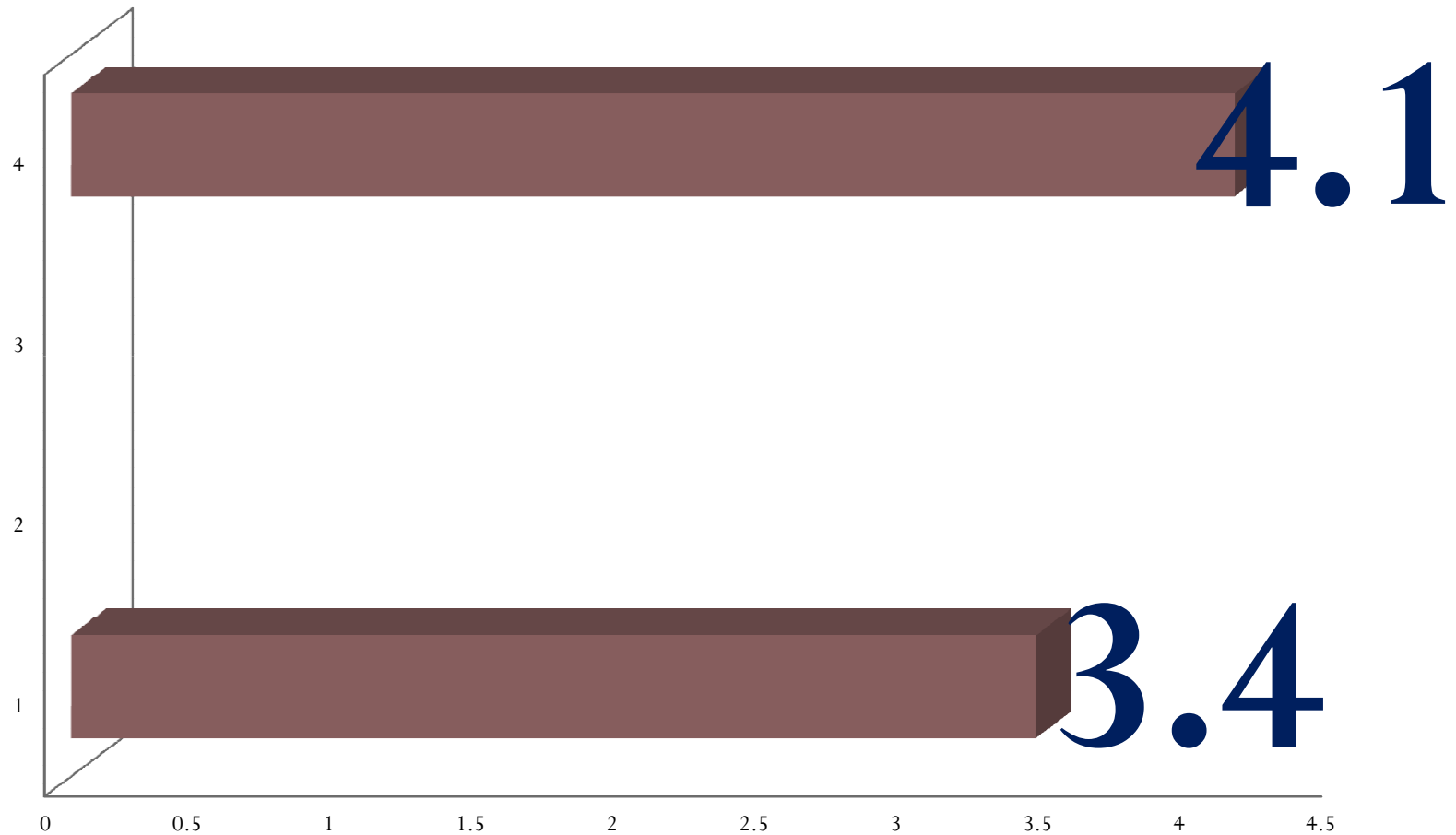
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# Pre & post measure with ECERS'R

Comparison of 2 measurements



# Comparison of total ECER's score



# Conclusions



Children ideas reflected to ECERS 'R items which rated low



Both children and ECERS-R indicated many things **in common** which needed change



The changes at the 2<sup>nd</sup> measurement affected the 1<sup>st</sup> subscale and the the 3<sup>rd</sup> one.



Tollally we had better score in the 2<sup>nd</sup> measurement, although there are some more changes to be in the school garden.



Children were happy as many of their desires became true.



Teachers, can do better their job, as they have more play activity areas, more free space, can manage efficiently their material.



**Thank you!**

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