

**The National Children's Strategy and the Early Years
Conference. Gresham Hotel, Dublin 13 December 2011**

*“The long-term impact of children's early years – research evidence
and policy choices”*

Findings from EPPE/REPEY (DCSF funded 1997-2013)

- 1 Mind the gap! Who are we failing?**
- 2 Evidence that ECCE quality IS related to later outcomes.**
- 3 What kind of quality?**



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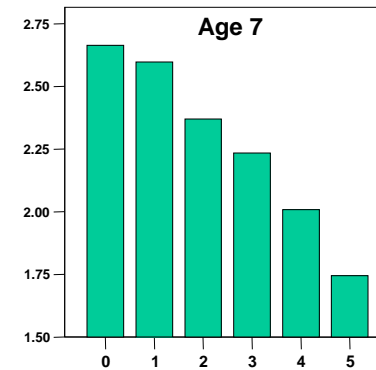
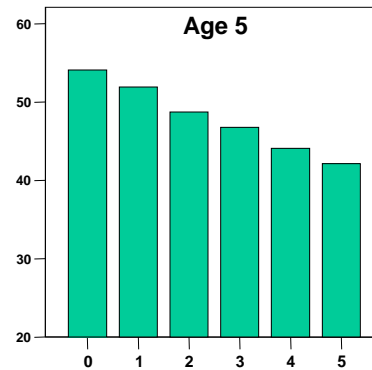
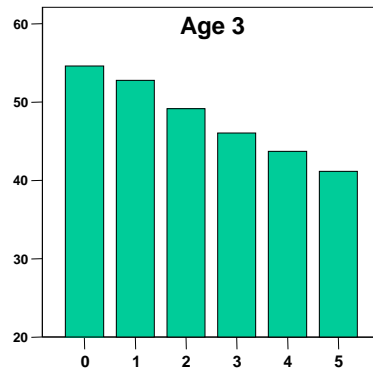
Findings from Projects EPPE and REPEY

Multiple Disadvantage

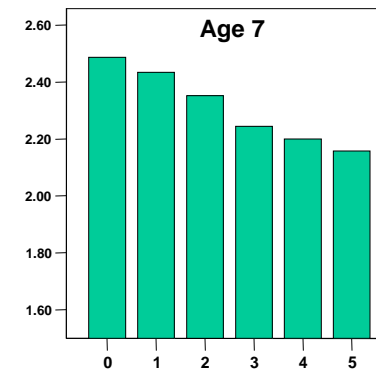
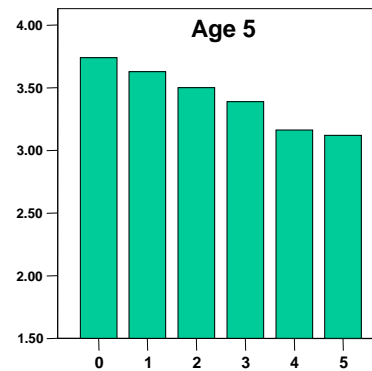
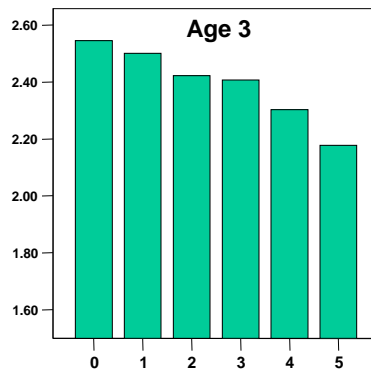


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Language and Literacy



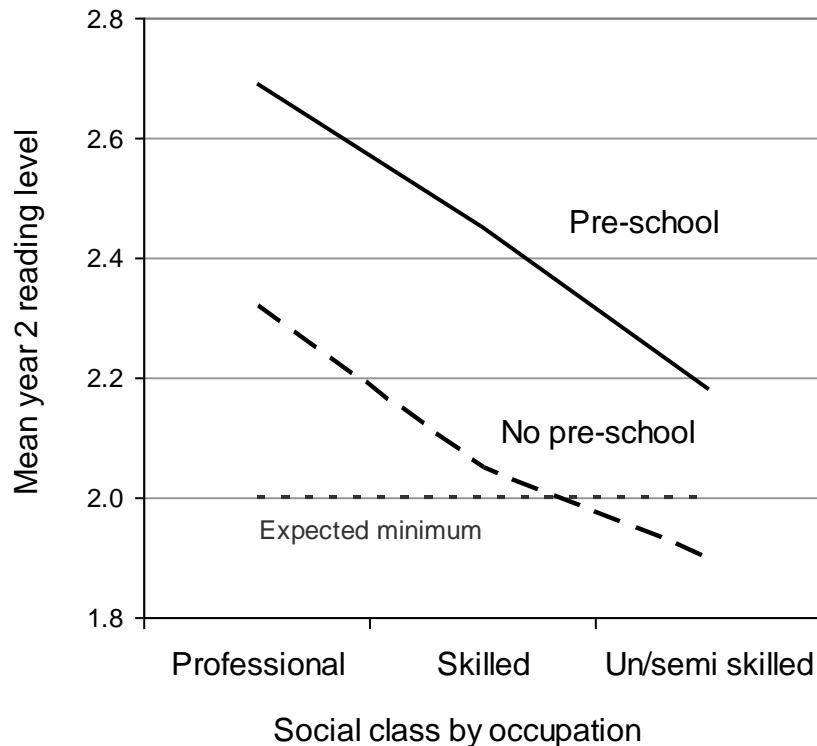
Independence and Concentration/Self Regulation



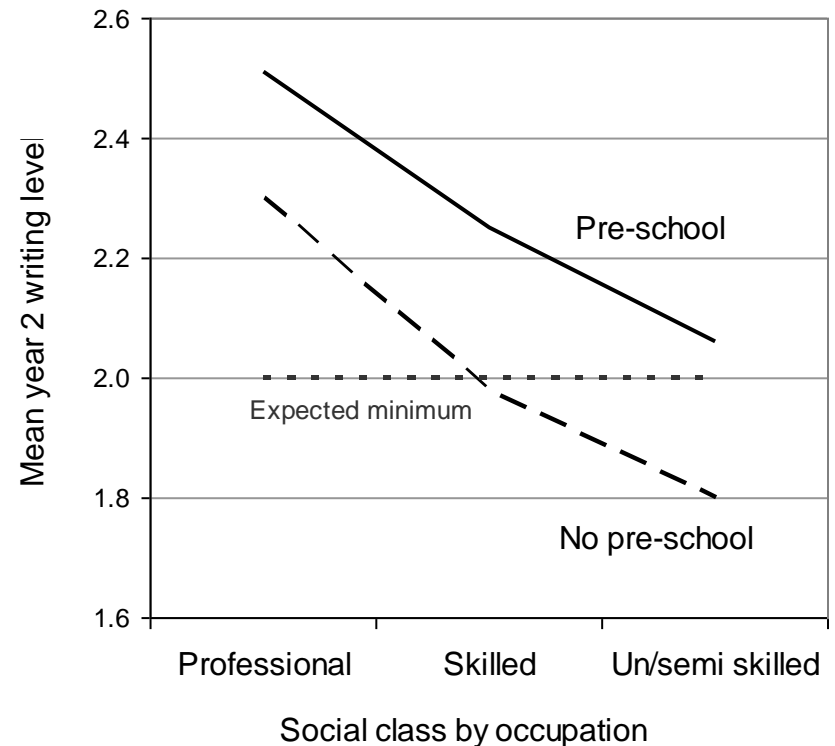
The contribution of social class and pre-school to literacy attainment (age 7)



READING at key stage 1, social class and pre-school experience



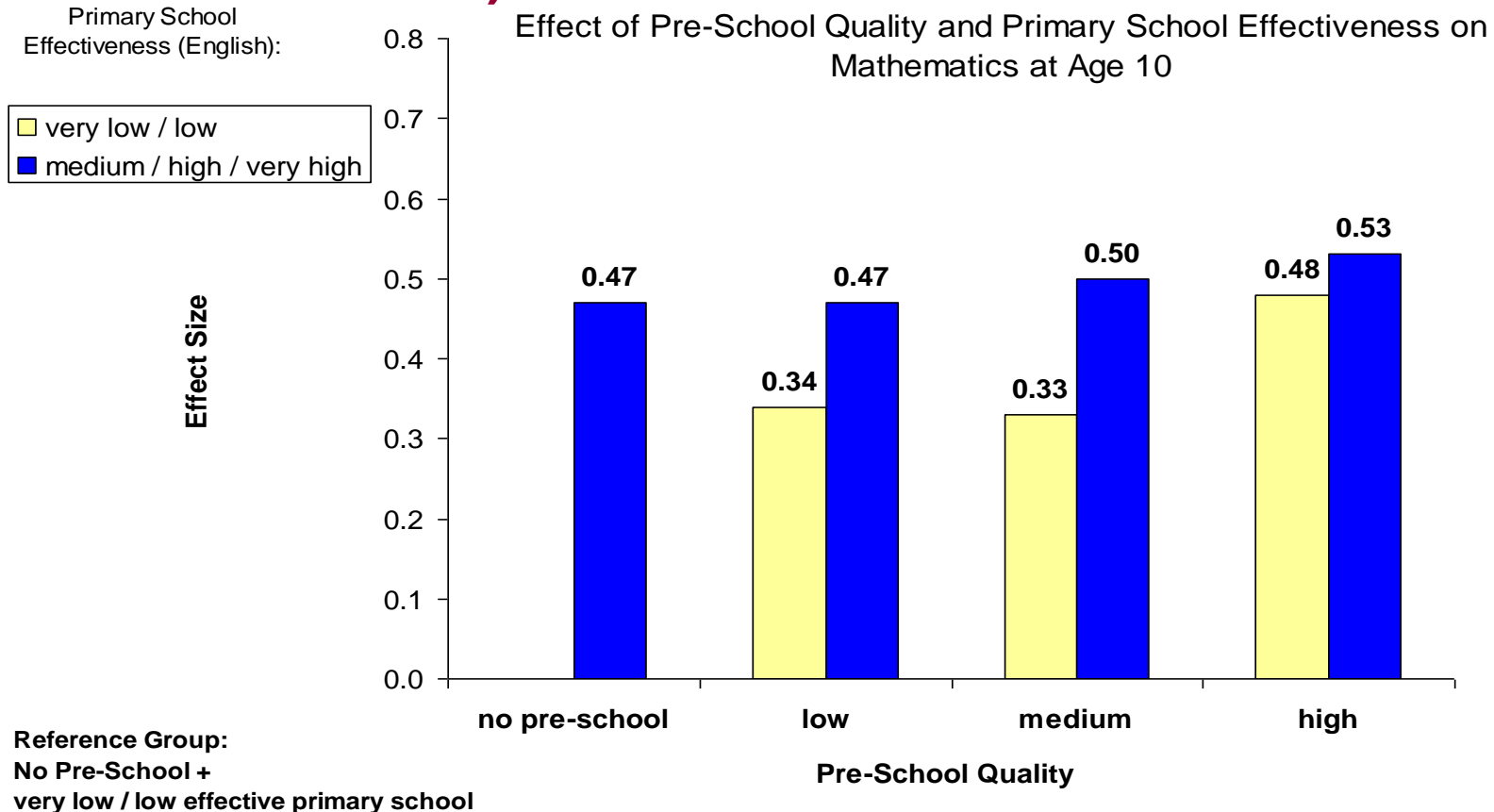
WRITING at key stage 1, social class and pre-school experience



The Combined Impact of Pre-School Quality and Primary School Effectiveness (Value add) - Mathematics



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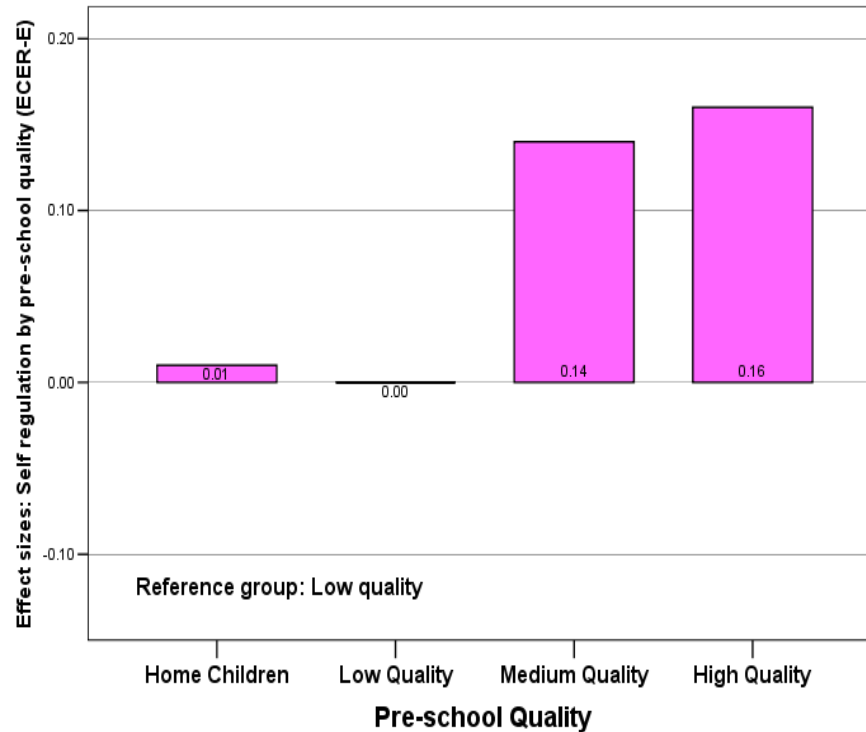


Reference Group: No Pre-School and Very low / low Primary School Effectiveness

The impact of Pre-school Quality (ECERS-E: Intellectual aspects) on Self regulation



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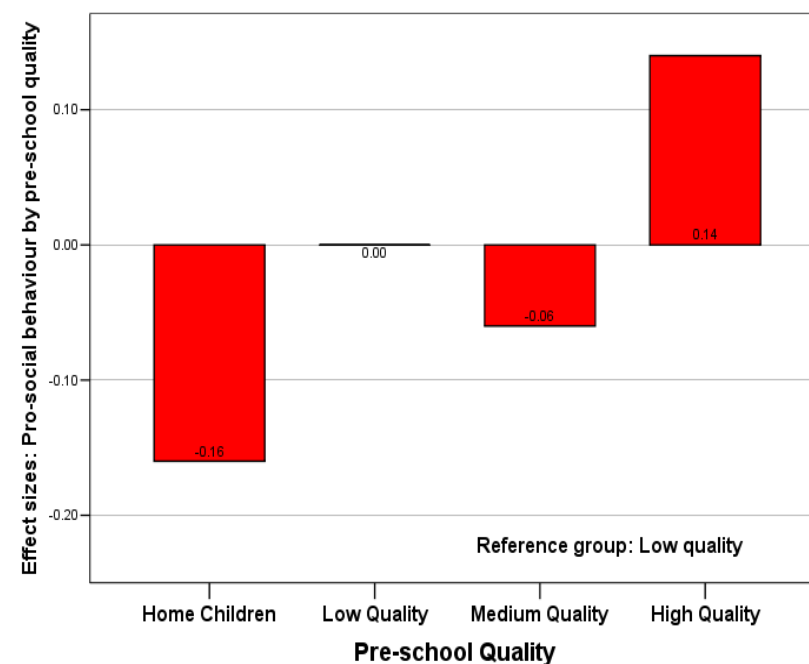
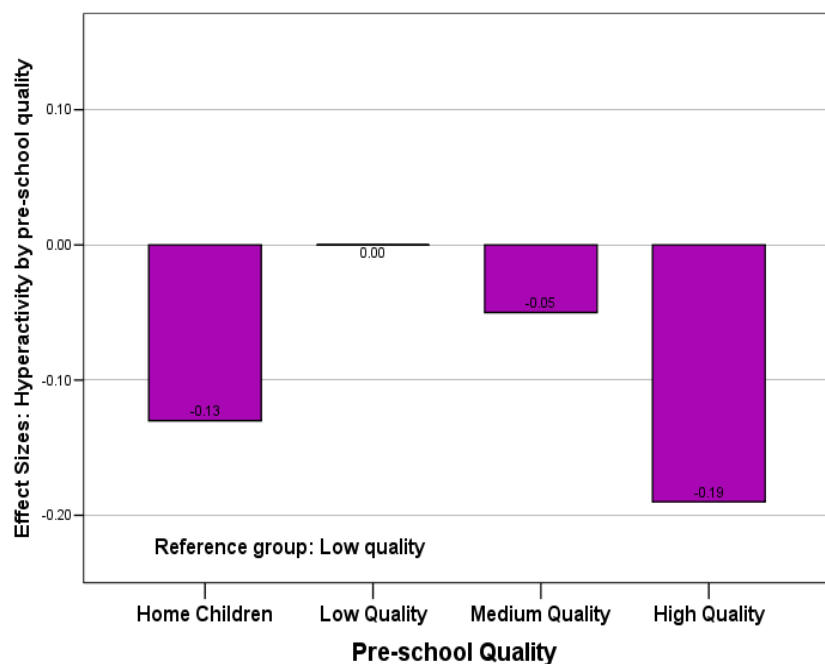


- Self regulation is highest in children who have attended medium or high quality pre-schools
- Home children show the same level of self regulation as children who have attended low quality pre-school

The impact of Pre-school Quality (ECERS-R: Social/Care aspects) on Hyperactivity and Pro-social Behaviour



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- Children who attend high quality pre-school display the highest levels of pro-social behaviour and the lowest levels of hyperactive behaviour
- Home children show significantly reduced levels of positive social behaviour relative to children who attended pre-school regardless of quality, however, they also show reduced levels of Hyperactivity

Influences on the attainment gap

- **Social Capital/Parental Education**
- **Poverty: FSM**
- **The Home Learning Environment**
- **Pre-school Education**
- **Primary Education**



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Complex value-added model: the effect of pre-school's quality on children's cognitive progress



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| | Pre-reading | Early number concepts | Non-verbal reasoning |
|-------------------------------|-------------|-----------------------|----------------------|
| ECERS-E | | | |
| Average total | positive* | positive | positive |
| Literacy | positive* | positive | |
| Maths | | | positive |
| Science/Environment | | | positive# |
| Diversity | positive# | positive | positive |
| ECERS-R | | | |
| Average total | | | |
| Space and furnishings | | | |
| Personal care | | | |
| Language and reasoning | | | positive# |
| Activities | | | |
| Interaction | | positive | |
| Programme structure | | | |
| Parents and staff | positive# | | |

Complex value-added model: the effect of pre-school's quality on children's social-behavioural development

**Independence
and
concentration**

**Cooperation
and
Conformity**

ECERS-E

Average total

positive#

positive#

Literacy

positive#

Maths

**Science/
environment**

positive#

Diversity

positive#

positive#



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Unpacking Quality-Pre-school

- ‘Quality’ is not a universal concept but depends on national curricula and cultural priorities.
- ECERS-R is sensitive to aspects of quality related to social development: ECERS-E is sensitive to aspects of quality related to intellectual development.

What promotes quality?

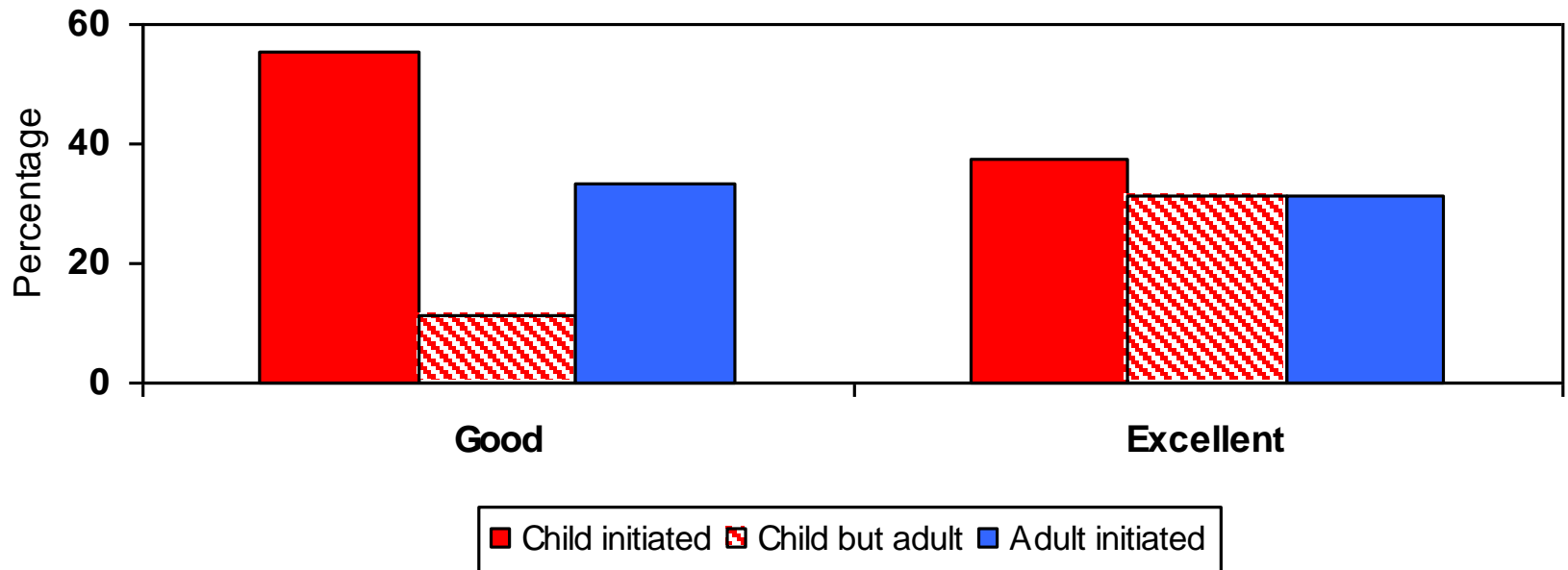
- Staff have recognised early years qualifications - especially trained teachers.
- Adults have warm, responsive relationships with children.
- Setting has clear educational goals.
- Parents are supported in involvement in children’s learning.

Quality Pedagogy in the Early Years

- Sustained shared thinking, quality of interactions
- Open-ended questioning *as well as closed*
- Differentiation and formative assessment
- Attention to the relationships between children
- Child initiated but adult extended activities
- Parental partnership with settings and the home education environment
- Knowledge of the curriculum and child development (Play/EYFS)
- Leadership for learning



Percentage of high cognitive challenge activities within each initiation category in each setting type

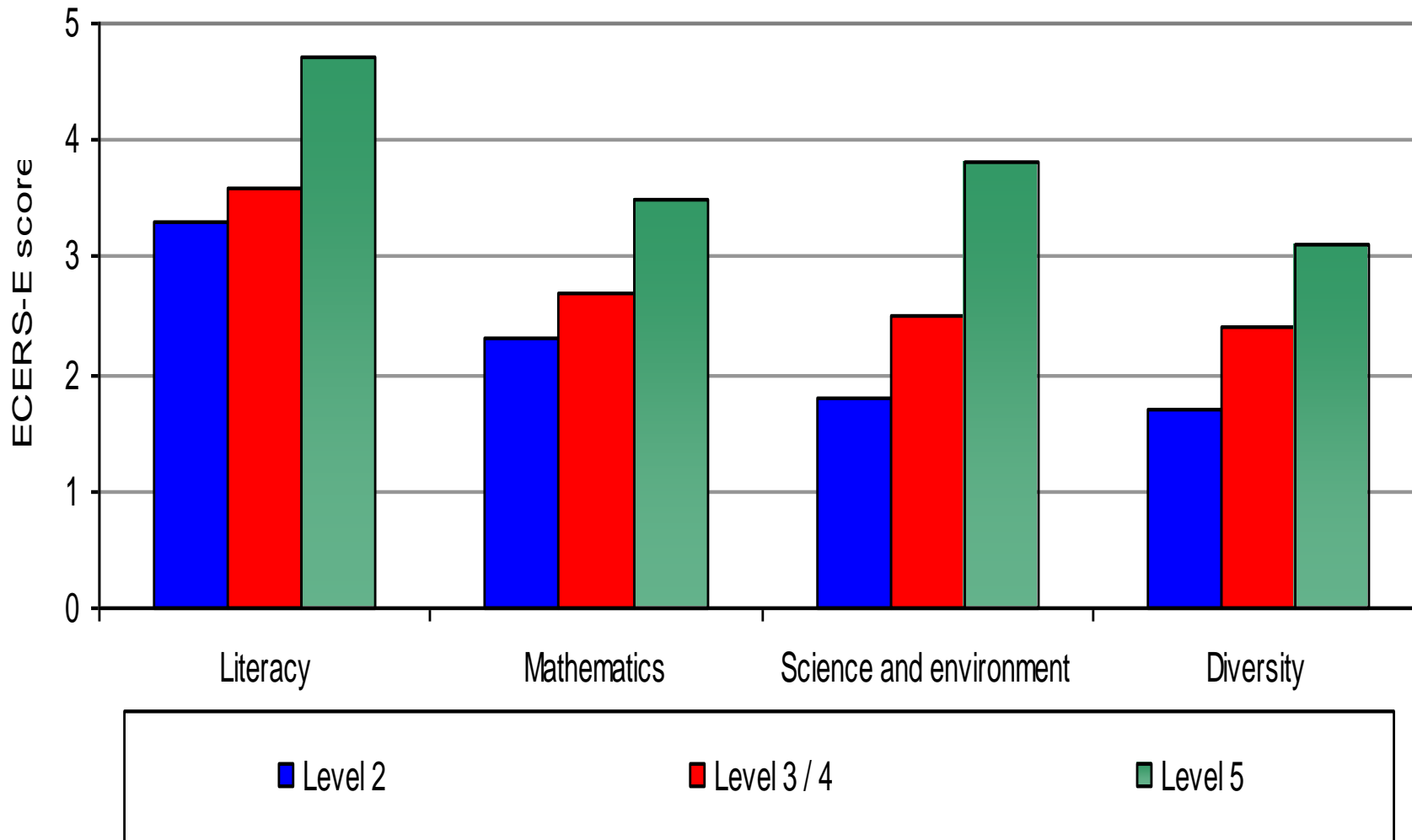


Home learning before 3 years

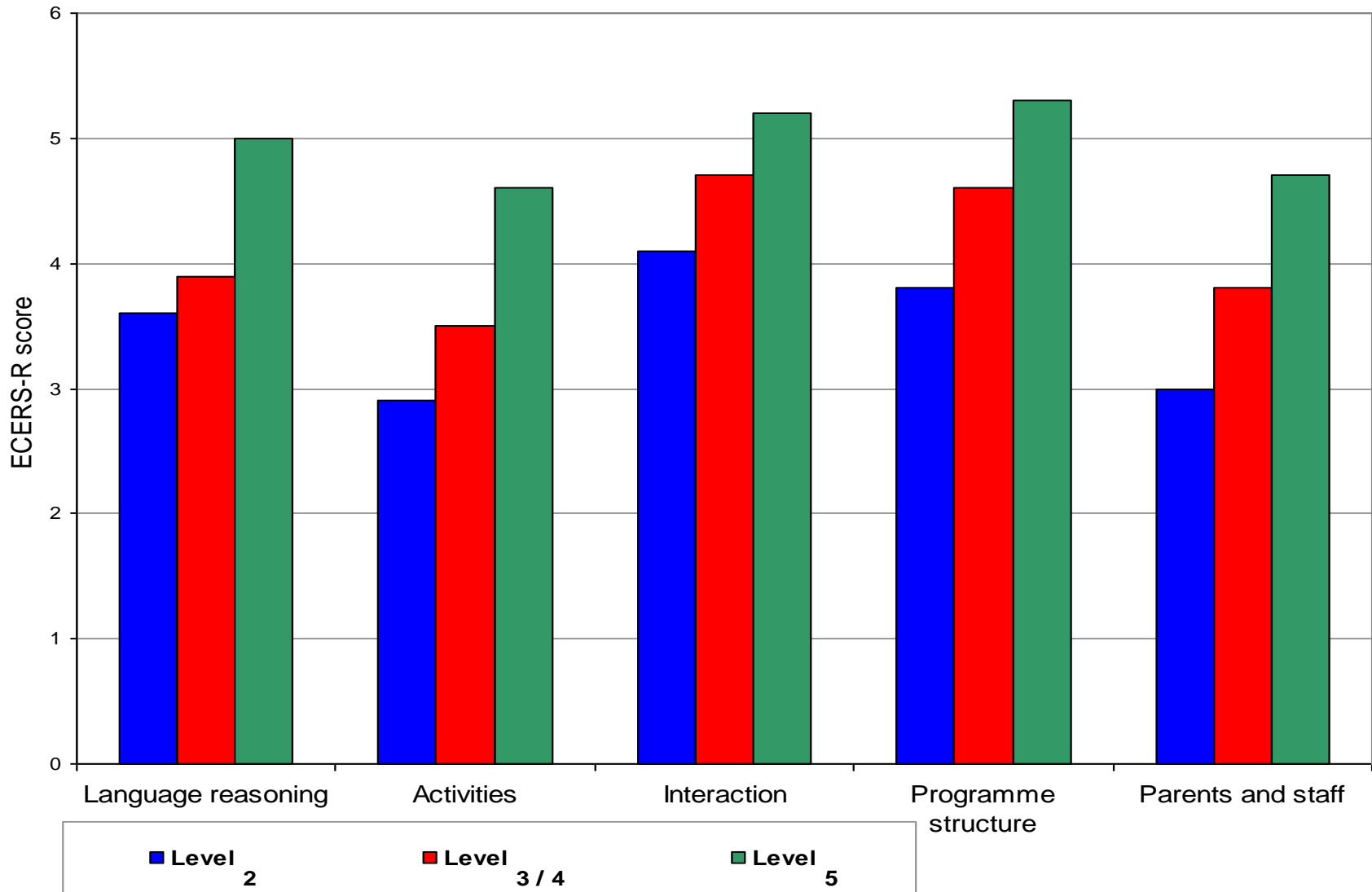
What parents and carers do is most important and makes a real difference to development. Activities for parents which help children's development include:

- ❖ reading to children;
- ❖ teaching children songs and nursery rhymes;
- ❖ playing with letters and numbers;
- ❖ painting and drawing;
- ❖ taking children to libraries;
- ❖ (for social outcomes) creating regular opportunities for play with friends.

Training: Relationship between Quality and Manager Qualification: EPPE evidence



EPPE -ECERS-R and Manager Qualifications



Impact of quality as measured by the Caregivers Interaction Scale on cognitive and social behaviour outcomes

| | Pre-reading | Early number concepts | Independence & Concentration | Co-operation & Conformity | Peer Sociability |
|------------------------|-------------|-----------------------|------------------------------|---------------------------|------------------|
| Positive relationships | + | + | + | + | + |
| Punitiveness | - | - | | - | |
| Permissive | - | - | - | - | |
| Detachment | - | - | | - | - |

From Siraj-Blatchford, I. (2009) 'Early Childhood Education' in Maynard, T. and Thomas, N. (Eds.) *An Introduction to Early Childhood Studies*, (2nd Edition)
 London: Sage Publications



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Table 1: OECD Curriculum Outlines

| | Teacher's initiating activities | Teacher's extending activities | Differentiation and Formative Assessment | Relationships and conflict between children | <i>Sustained Shared Thinking</i> |
|--------------------------|--|--|--|--|--|
| EEL^[1] | "Introducing new activities" | "Enriching interventions" | "Observe children" | "Work out sustaining relations" | "Engagement" |
| High Scope | "Sharing Control" | "Participation as partners" | "Plan - Do - Review" | "Adopt a problem solving approach" | "Authentic dialogue" |
| Reggio Emilia | "Development of short and long-term projects" | "Sustaining the cognitive and social dynamics" | "Teachers first listen don't talk" | "Warm reciprocal relationships" | "Reciprocity of interactions" |
| EPPE/ REPEY | <i>Correlations found with effective practice</i> | <i>Correlations found with effective practice</i> | <i>Correlations found with effective practice</i> | <i>Correlations found with effective practice</i> | <i>Correlations found with effective practice</i> |

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