

EXPLORING QUALITY OF PEDAGOGICAL ORIENTATIONS IN NURSERIES.



équipe de recherche
QUALITÉ DES CONTEXTES ÉDUCATIFS
DE LA PETITE ENFANCE

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WHAT CONTEXTUAL, PERSONAL, AND TEMPORAL VARIABLES INFLUENCE THE QUALITY OF NURSERY EDUCATION FROM THE PERSPECTIVE OF EDUCATORS?

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01 Background & aims

What is "Quality of pedagogical orientations" (QPO)?

Educator's

- Values
- Beliefs
- Attitudes
- Professional identity

Anders, 2015; Bilgras et al., 2020; Bilgras, Lemay et al., sous presse; Eckhardt et Egert, 2020; Paquette et al., 2022.

How educators make their educational choices

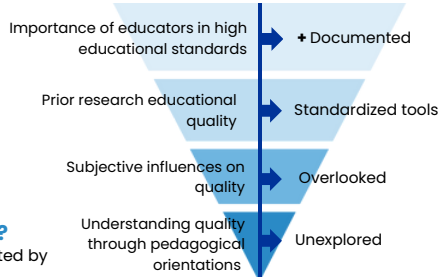
Why QPO in nurseries?

- Age : children more affected by interactions.
- Scientific writing void

Cadima et al., 2020 ; Benghard et al., 2020.

Why should we take a closer look at the QPO?

Chasson-Roussel, 2021; Risi et Sissoko, 2015; Van Huizen et Plagenta, 2018.

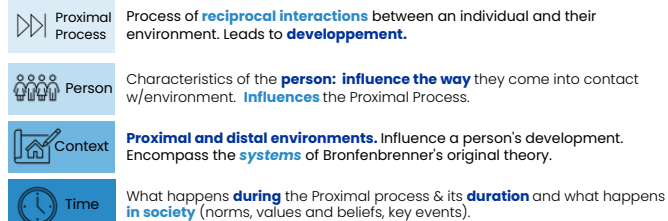


Context! Educator ≠ Closed universe: → **Systemic** vision, **macro level**

Theoretical frame

Bronfenbrenner's Proximal Process, Person, Context and Time model (PPCT) =

Factors influencing educators in their profession Navarro et al., 2022 ; Tudge et al., 2008, 2016 ; Xia et al., 2020.



Specific objectives

1. Document the QPO among nursery educators.
2. Determine which contextual, personal and time variables influence the QPO in nurseries from the educator' point of view.

02 Method

Cases & participant's choice



Multiple case studies:

- Nursery contexts = distinct & unique
- QPO based on educators personal journey = influenced by proximal and distal factors (PPCT)

- Duo/trio vs working alone
- Psychological effects
- Noise and demands children

Anders, 2015; Beaudoin, 2018; Bernstein et al., 2022; Tessier et al., 1989.

Six educators from four settings in Quebec (Canada)

Women/ 35 to 55 years old / Quebec-Canada / Mothers/ CPE / AEC or DEC French/ 13 to 32 y experience

Single Nursery	Double Nursery	Triple Nursery
Fabienne Love for infants Always worked w/kids & babies Quality of life	Eloise Love of children & their company Contact w/parents Infant particularities	Abby Love for infant Creating bond Fell for age group "coup de coeur"
Bella Work opportunity = love for infants Creating bond w/parents and baby	Caro Discovering ECEC w/1st child: magical world Each baby unique Make a difference	Diane Love of children Internship = fell for infants

Data gathering

STIMULATED RECALL VIDEOS

- observe educators' actions in real time
- Link actions to quality of pedagogical orientation variables & put words on QPO

SEMI-STRUCTURED INTERVIEWS

- Explore participants' experiences and identity
- Link QPO to PPCT

4 steps coding

1. Theoretical Framework
2. Interview questions
3. Vidéo coding
4. inductive w/keywords

03 Results

Objective 1): Documenting QPO

Word cloud : Recurrent words in educators' speech.



Keywords in QPO : What emerged from the interviews

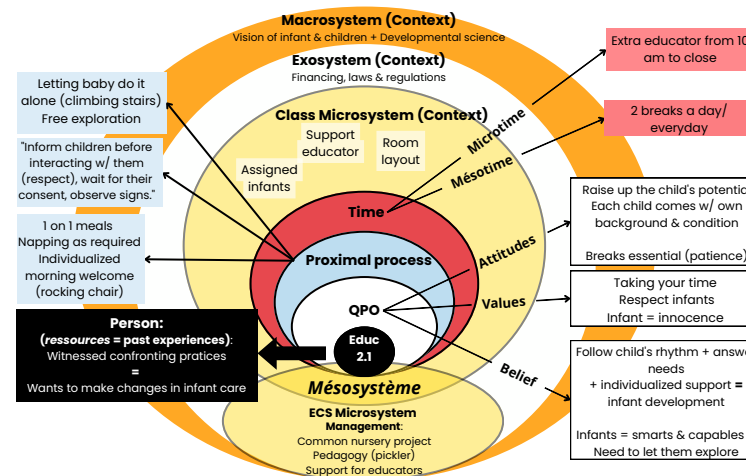
ATTITUDES	BELIEFS	VALUES	PROFESSIONAL IDENTITY
<ul style="list-style-type: none"> • Opportunities for professional development • Becoming a Parent changes you • Profession lacks valorization • Communication is essential 	<ul style="list-style-type: none"> • Response to needs = trust and attachment • Verbal communication = promotes language dev. & gaining trust • Let babies try on their own (exploration & development). 	<ul style="list-style-type: none"> • Babies are unique: provide individual time & address individual needs • Take your time • Babies can do: trust them • Babies need stability 	<ul style="list-style-type: none"> • Practice = different as a mother • Not a babysitter • Bring baby further • Guide, accompany, & support: baby development & parents • ECEC professionals • Ensuring baby's safety = development

QPO in vidéo each video classified according to themes related to interactions w/infants

AUTONOMY	RELATIONS	EXPLORATION	INTERVENTIONS	SENSITIVITY
<ul style="list-style-type: none"> • Child's rhythm • Let child do = trust • Support & guide 	<ul style="list-style-type: none"> • Trust and safe relationships = Response to needs, show interest & verbalize • Respect babies 	<ul style="list-style-type: none"> • Verbalize • Alone vs. guided exploration • Babies explore w/senses and motor skills • Observe • Stimulate dev. w/ action, materials, layout 	<ul style="list-style-type: none"> • Explain why • Redirection • Willful ignorance • Understanding need behind actions (attention, exploration, play) 	<ul style="list-style-type: none"> • Observation to know baby = adequate response to needs • How? Verbalize, quick response, availability (proximity) = baby feels secure = exploration & developement

Objective 2): Determine which PPCT variables influence QPO

Interactions between PPCT and QPO



3) Extra finding (for fun)

"Imagine a magic wand. In an ideal context, what would you need to practice and facilitate your profession?"

Highlights → Room layout adjustments, greater recognition, reduction in adult-child ratio.

04 Limits

"Ask me about the limits of my research."

Limits

- Results are preliminary.
- Verbatims contain many interesting data = sorting it out = can be a challenge.
- Main challenge = adequately code what constitutes :
 - Attitude;
 - Educational values;
 - Epistemological beliefs.
- Where to Place QPO in the PPCT Model?