

Ryan, Janine (2015). Adult-child interactions in ECEC. An analysis of interactions between male practitioners in ECE and children. Paper presented at 1st Dresden International Erasmus+ Workshop, ehs Dresden, 24.3.2015.

Adult-child-interactions in ECEC

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An analysis of interactions
between male practitioners in ECE
and children

Research

- 10 male practitioners from a range of early childhood and education settings: private sector, maintained schools, home based care
- The sample reflect differences in age, ethnicity, training pathway, social grouping
- Each male practitioner was observed carrying out activities, of their choice, in a session
- Digital recording were then analysed in relation to a theoretical framework

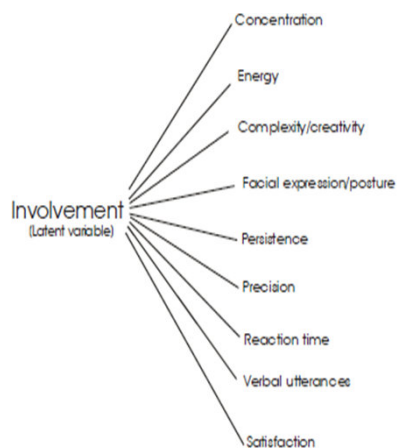
Observational Findings

- Intentions and the male practitioners' role
 - Structured/ unstructured activity
 - Direction and control
- Demonstrated high levels of involvement from all; male practitioners and children
- Movement and energy

Theoretical framework

Laevers (1994)
Involvement
scale

Figure one: Concept fan for Laevers latent variable of involvement



Csikszentmihalyi (1977;1990) Flow

Csikszentmihalyi concept of 'flow' describes the total immersion in an activity driven by intrinsic motivation. This approach combines:

- Behavioural component – actions characteristic of deep immersion
- Affective component- enjoyment and a sense of achievement

Fredricks et al. (2004)

Common components of engagement:

- Behavioural component- links to interest
- Emotional component- sense of belonging
- Cognitive component- investing in the learning process

Cognition is important for revealing what the male practitioner thinks about his situation, and how deeply he engages with it, applying reasoning and exerting choice. Identified critical self reflection, self regulation and epistemic learning illustrated by high engagement (Bruner, 1957, 1991)

Leavitt (1994)

- Power dynamics and balance between male practitioner and child is important
- Children construct understandings about themselves and level of their agency

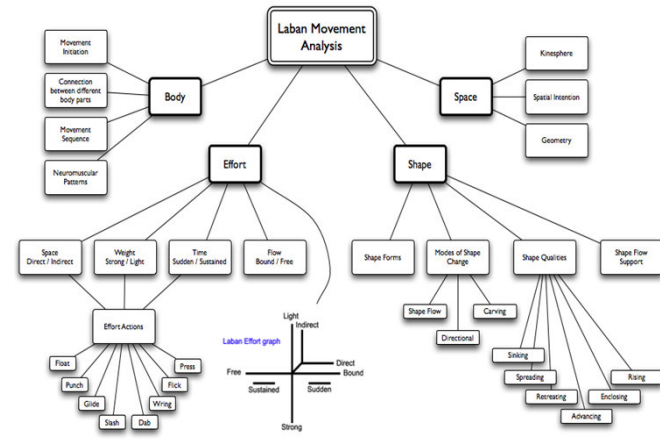
Laban (1998) Movement Analysis

Theoretical and experiential system for observation, description, prescription, performance and interpretation of human movement

- Body- Initiating of movement, connection of different bodies, sequencing of movement, patterns of connectivity
- Effort- Space, weight, time, flow
- Shape-Flow, direction
- Space- motion in connection with the environment

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Laban (1998) Movement Analysis



Social Baseline Theory- Beckes and Coan (2011)

- Social proximity and interaction
- Links to emotion

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Work in progress

- Application of theory
- Demonstrate findings
- Collate results

- How has this approach helped me so far?

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