



# Vad gör barn och personal i förskolan?

- Systematiska observationer på 78 förskoleavdelningar



2019-11-12

Frida Åström, doktorand

frida.astrom@ju.se



## OM STUDIEN

- Baserat på projekten TUTI & PEPI
- Systematiska observationer
- 78 avdelningar; små och stora, på landet, i städer, i förorter, kommunala, enskilda
- Totalt 925 barn
- Främst barn 3-5 år
- Totalt 302 personal

Kommande vetenskaplig artikel: Åström, Björck, Sjöman, & Granlund (manuskript). Everyday environments and activities of children and staff in Swedish preschools.

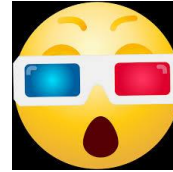
Artikel som jämför data mellan länder: Coelho med kollegor (inskickad). Early Childhood Education and Care – An International Comparison of Practices in Portugal, Sweden and the United States

## HUR GJORDES OBSERVATIONERNA?

- En serie ögonblicksbilder under en heldag
  - COP och TOP (Farran & Anthony, 2014; Bilbrey, Vorhaus, Farran, 2014)
  - Icke-deltagande, manualbaserade
  - Enskilda barn/personal ca 20 ggr a' 3 sek under heldag (kl 8-15.30)
  - Data summerat avdelningsvis
  - Anpassade till svensk förskolekontext



# VAD TITTADE MAN PÅ?



---

| <i>Kategori (Barn/Personal)</i> | <i>Definition</i>   |
|---------------------------------|---|
| <b>Aktivitetstyp (B/P)</b>      | Hur majoriteten av barngruppen är organiserade ( $\geq 75\%$ )            |
| <b>Närhet (B/P)</b>             | Vem är inom en meter från barnet/personalen                               |
| <b>Pratar/lyssnar (B/P)</b>     | Om barnet/personalen pratar eller lyssnar                                 |
| <b>Till vem (B/P)</b>           | Till vem barnet/personalen pratar eller lyssnar                           |
| <b>Fokus/Innehåll (B/P)</b>     | Fokus eller innehåll i aktiviteten  |
| <b>Typ av interaktion (B)</b>   | Grad av interaktion (e.g., individuell, parallell, samarbete utan regler) |
| <b>Läraryuppgift (P)</b>        | T.ex., hanterar/organiserar, undervisar, övervakar                        |



## HUR ÄR BARNENS AKTIVITETER ORGANISERADE?

| <u>Aktivitetstyp</u>    | <u>Medelvärde (%)</u> |
|-------------------------|-----------------------|
| Fri lek inne            | 36                    |
| Fri lek ute             | 21                    |
| Övergång (grupp)        | 13                    |
| Måltid                  | 13                    |
| Helgrupp (lärarledd)    | 8                     |
| Smågrupper (lärarledda) | 4                     |
| Smågrupp + fri lek      | 1                     |
| Annat                   | 1                     |

Förtydligande: Vi observerade barns vakna tid på förskolan. Om majoriteten av barnen vilade (ej sov) men utan ett lärandeinhåll, t.ex. titta/läsa böcker, så kodade vi "Annat". Andel måltid är något underskattad då observatörer gjorde en 20-30 min paus under lunchen.

## VEM/VILKA PRATAR/LYSSNAR BARNEN TILL?

| <u>Pratar/lyssnar</u>   | <u>Medelvärde (%)</u> |
|-------------------------|-----------------------|
| Pratar/lyssnar inte     | 52                    |
| Enskilt barn            | 18                    |
| Personal                | 16                    |
| Pratar med sig själv    | 8                     |
| Grupp (oavsett storlek) | 5                     |





## HUR SAMSPELAR BARNEN?

| <u>Typ av samspel</u>   | <u>Medelvärde (%)</u> |
|-------------------------|-----------------------|
| Rutinbaserad aktivitet* | 31                    |
| Parallell               | 25                    |
| Samspel utan regler     | 19                    |
| Individuell aktivitet   | 9                     |
| Icke-sysselsatt         | 9                     |
| Social                  | 3                     |
| Samspel med regler      | 3                     |
| Observerar/tittar på    | 1                     |

\*Notera att ”rutinbaserad aktivitet” enbart kodas när inget lärandefokus kan identifieras.



## VAD ÄR BARNENS FOKUS?

### Fokus/Innehåll

### Medelvärde (%)

Rutinbaserad aktivitet/inget

45\*

Annat

17

Skolämnesinnehåll

14

Låtsaslek

12

Grovmotorik

7

Finmotorik

5

*t.ex., läsning (4%),  
matematik (3%),  
vetenskap (2%)*

*t.ex.,  
konstruktion,  
bild/skapande,  
musik, enkel lek*

\*förklaras främst av att barnet observerats i en rutin, är icke-sysselsatt, socialiserar, eller tittar på, d.v.s. när ett lärandefokus inte går att identifiera.







## VAD ÄR PERSONALENS ARBETSUPPGIFTER?

| <u>Uppgifter</u>     | <u>Medelvärde (%)</u> |
|----------------------|-----------------------|
| Organisera/Hantera   | 33                    |
| Undervisa*           | 17                    |
| Övervaka             | 10                    |
| Socialisera          | 9                     |
| Inget                | 9                     |
| Administrera         | 8                     |
| Förstärkning/berömma | 6                     |
| Omvårdnad            | 5                     |
| Tillrättavisning     | 4                     |

\*definition: personalen interagerar med barnet/barnen om ett lärandeinnehåll (t.ex., matte, literacy, bild/skapande, musik, pussel, klossar)

## VEM/VILKA ÄR PERSONALEN NÄRA?

| <u>Närhet</u>           | <u>Medelvärde (%)</u> |
|-------------------------|-----------------------|
| Liten grupp             | 32                    |
| Själv                   | 24                    |
| Liten grupp m. personal | 14                    |
| Enskilt barn            | 14                    |
| Helgrupp m. personal    | 9                     |
| Personal                | 7                     |
| Helgrupp                | 2                     |





## VEM/VILKA PRATAR/LYSSNAR PERSONALEN TILL?

| <u>Pratar/lyssnar</u>   | <u>Medelvärde (%)</u> |
|-------------------------|-----------------------|
| Pratar/lyssnar inte     | 40                    |
| Enskilt barn            | 32                    |
| Grupp av barn           | 14                    |
| Personal                | 13                    |
| Förälder/vårdnadshavare | 2                     |

# FRÅGOR?



# TACK!



JÖNKÖPING UNIVERSITY

*School of Education and  
Communication*



frida.astrom@ju.se



# DISKUSSION

1. Var något resultat förvånande? I så fall, vilket? Och varför?
2. Varför tror ni det ser ut så här?
3. Hur kan dessa resultat användas i er verksamhet?

## COP IDENTIFIERING BARN

| ID      | FirstName | LastName | Description                | # of completed sweeps | jump to | absent | TeacherID |
|---------|-----------|----------|----------------------------|-----------------------|---------|--------|-----------|
| 3203021 | Boy 1     | XX       | blå tröja med angry bird,  | 1                     | jump to | absent | 320302    |
| 3203025 | Boy 5     | XX       | gul/vit randig tröja, röda | 0                     | jump to | absent | 320302    |
| 3203034 | Boy 2     | XX       | grönrutig skjorta          | 0                     | jump to | absent | 320302    |
| 3264889 | Boy 3     | XX       |                            | 0                     | jump to | absent | 320302    |
| 3280777 | Boy 4     | XX       |                            | 0                     | jump to | absent | 320302    |



# COP OBSERVATIONS PROTOKOLL

Boy 1

XX

back to list

status report

blå tröja med  
angry bird, brunt  
kort hår, gröna

|  |  |                                      |  |  |   |   |                                      |   |  |
|--|--|--------------------------------------|--|--|---|---|--------------------------------------|---|--|
|  | Teacher<br>Child<br>Sm Grp<br>SGT<br>Wh Grp<br>WGT | WG<br>SG<br>Centers<br>MBPlay<br>SGC | Transition<br>Trans Instr<br>MealTime<br>Other | Teacher<br>Child<br>SG<br>SGT<br>WG<br>WGT<br>Self | Non Acad<br>Parallel<br>ASoc<br>Coop<br>ALone<br>Onlooker<br>SOCial<br>Unocc<br>TimeOut | Pass Inst<br>Non Seq<br>SeQ<br>Fantasy Dr<br>None<br>Other<br>SOCial<br>Disrupt<br>Disrupt X<br>TimeOut | High<br>Med H<br>Med<br>Med L<br>Low | None<br>Math<br>Literacy<br>SCi<br>Soc Stud<br>Toy<br>Art<br>Music/Move<br>Drama<br>Computer<br>Worksheet<br>TV/vid<br>Can't Code | Literacy<br>LangArts<br>Reading<br>Math<br>SCi<br>Soc Stud<br>Drama<br>Other<br>None |
|--|--|--------------------------------------|--|--|---|---|--------------------------------------|---|--|

| Time    | SW | Verbal | To Whom | Sched | Prox. | Interact | Type | Involv | Material | Focus |      | Notes |
|---------|----|--------|---------|-------|-------|----------|------|--------|----------|-------|------|-------|
| 08:33:0 | 1  | L      | WGT     | WG    | WGT   | P        | PI   | M      | L        | R     | next |       |
| 09:51:0 | 2  |        |         |       |       |          |      |        |          |       | next |       |
|         | 3  |        |         |       |       |          |      |        |          |       | next |       |
|         | 4  |        |         |       |       |          |      |        |          |       | next |       |
|         | 5  |        |         |       |       |          |      |        |          |       | next |       |
|         | 6  |        |         |       |       |          |      |        |          |       | next |       |
|         | 7  |        |         |       |       |          |      |        |          |       | next |       |
|         | 8  |        |         |       |       |          |      |        |          |       | next |       |
|         | 9  |        |         |       |       |          |      |        |          |       | next |       |
|         | 10 |        |         |       |       |          |      |        |          |       | next |       |
|         | 11 |        |         |       |       |          |      |        |          |       | next |       |
|         | 12 |        |         |       |       |          |      |        |          |       | next |       |
|         | 13 |        |         |       |       |          |      |        |          |       | next |       |
|         | 14 |        |         |       |       |          |      |        |          |       | next |       |
|         | 15 |        |         |       |       |          |      |        |          |       | next |       |
|         | 16 |        |         |       |       |          |      |        |          |       | next |       |
|         | 17 |        |         |       |       |          |      |        |          |       | next |       |
|         | 18 |        |         |       |       |          |      |        |          |       | next |       |
|         | 19 |        |         |       |       |          |      |        |          |       | next |       |
|         | 20 |        |         |       |       |          |      |        |          |       | next |       |







| <i>Category</i>        | <i>Codes</i>  | <i>Definition</i>  |
|------------------------|---|--|
| Proximity<br>(COP/TOP) | Small group with teacher  | Child/teacher is near at least one child and a teacher                     |
|                        | Small group   | Child/teacher is near at least two children and no teacher                 |
|                        | Self  | Child/teacher is alone or set apart from others                            |
|                        | Child   | Child/teacher is near a single child                                       |
|                        | Whole group teacher   | Child/teacher is near the whole group and (other) teacher is present       |
|                        | Teacher   | Child/teacher is near (another) teacher, but not other children.           |
| Verbal<br>(COP/TOP)    | Whole group   | Child/teacher is near whole group ( $\geq 75\%$ ), without (other) teacher |
|                        | No  | Child/teacher is neither talking nor listening                             |
|                        | Yes   | Child/teacher is talking (understandable words or other sounds)            |
|                        | Listening   | Child/teacher is listening to person (not tape recorder, TV, or video)     |
| To whom<br>(COP/TOP)   | Fussing/crying (COP)  | Child is fussing, whining, crying, arguing, or yelling                     |
|                        | Not talking/listening   | Not talking or listening to anyone   |
| Materials<br>(COP/TOP) | Teacher   | A single teacher   |
|                        | Child   | A single child   |
|                        | Small group   | At least two children, and no teacher                                      |
|                        | Small group teacher (COP)   | At least one child and a teacher   |
|                        | Whole group   | Most of the group ( $\geq 75\%$ ), and no teacher                          |
|                        | Whole group teacher (COP)   | Most of the group ( $\geq 75\%$ ) and teacher                              |
|                        | Self  | Child/teacher is talking to self (understandable words or noises)          |
|                        | Parent (TOP)  | Parent or external adult   |
|                        | None <sup>a</sup>   | No activity with learning-related materials                                |
|                        | Toys/games  | Manufactured toys or materials related to play or fine motor activities    |
| Focus<br>(COP/TOP)     | Music movement/Gross mot.   | E.g., musical instruments, singing, dancing, balance board                 |
|                        | Drama   | Related to pretend play. E.g., clothes, pretend stoves                     |
|                        | Literacy  | Related to reading/writing print, vocabulary and comprehension             |
|                        | Art   | Related to the arts. E.g., crayons, play doh, scissors                     |
|                        | Science   | Related to physical science. E.g., pouring cup, magnifying glass           |
|                        | Math  | Designed for math. Incl., numbers, measurement, puzzles, shapes            |
|                        | Computer/tablet   | Incl., computer, iPad, SMART board   |
|                        | Social studies  | Related to understanding people, emotions. E.g., globes, maps              |
|                        | TV/Video  | Incl. any mechanical source of sound                                       |
|                        | Worksheet   | Any prepared piece of paper. Usually including instructions                |
|                        | None <sup>b</sup>   | No learning-related (non-academic) content                                 |
|                        | Other   | Else. E.g., non-pretend with toys, building with blocks, art/music         |
|                        | Drama   | Pretend play. E.g., roles are enacted, play revolves around a theme        |
|                        | Gross motor   | Large muscle movement. E.g., climbing, running, bicycling                  |
| Fine motor             | Fine motor activities. E.g., beading pearls on a string or pegboard |  |
| Reading                | Connected text with meaning   |  |
| Math                   | Related to numbers, shapes, measurement, patterning, classification |  |
| Literacy               | Language arts + reading. E.g., name writing/recognizing             |  |
| Science                | Physical science and nature. E.g., color mixing, exploring senses   |  |
| Social studies         | Related to understanding people, history, behaviour, emotions       |  |
| Language arts          | Letter sounds/names. E.g., writing single letters, alphabet puzzles |  |

| <i>Category</i>               | <i>Codes</i>                   | <i>Definition</i>  |
|-------------------------------|--------------------------------|--|
| Schedule<br>(COP)             | Free play inside               | Relatively large freedom what to do and where. Location ≠ Out  |
|                               | Free play outside              | Relatively large freedom what to do and where. Location = Out  |
|                               | Transition                     | Child group is transitioning, e.g., lining up, washing hands, wait   |
|                               | Mealtime                       | Child group can start to eat or pass the food/snack.   |
|                               | Whole group                    | Child group is meeting together, and content is being discussed  |
|                               | Small groups                   | All children are in small groups, each led by teacher. Non-optio   |
|                               | Small group & free play        | Some children are in small group/s and some in free play.  |
|                               | Other                          | Else not listed. E.g., rest times (but not sleeping), gym, specials.   |
| Interaction<br>state<br>(COP) | Routine-based activity         | Non-academic. E.g., dressing, eating without interaction   |
|                               | Parallel                       | Learning activity without interaction but similar materials as oth   |
|                               | Associative                    | Interaction without fixed rules. E.g., tower-building, sharing bo  |
|                               | Alone                          | Child is involved in a unique activity and not interacting   |
|                               | Unoccupied                     | Not involved in learning activity. Demands 2x3 seconds observ  |
|                               | Social                         | Informal interaction. E.g., talking about a television show, hugg  |
|                               | Cooperative                    | Interaction with fixed rules. E.g., formal games, restaurant scen  |
| Type task<br>(COP)            | Onlooker                       | Child is observing a learning activity but does not participate  |
|                               | Time out                       | The child is isolated from the group. E.g., out of the room, corn  |
|                               | Non-sequential                 | No obvious sequence. E.g., doodling on a paper, pushing toy tru  |
|                               | Other                          | Other expected tasks. E.g., washing hands, lining up, setting the  |
|                               | Sequential                     | Sequence of steps. E.g., working a puzzle, recognizable drawing  |
|                               | None                           | Not involved in learning or social talk  |
|                               | Passive instruction            | Child is recipient of instruction rather than active participant   |
|                               | Social                         | The child is interacting but not on a learning topic.  |
|                               | Time Out                       | The child is isolated from the group. E.g., out of the room, corn  |
|                               | Disruptive                     | Any behaviour that draws others off-task   |
| Engagement<br>(COP)           | Fantasy Drama                  | Sequenced, predictable pretend play enacting familiar stories to   |
|                               | Wrongly accused                | Wrongly accused as disruptive  |
|                               | Low to Medium Low <sup>a</sup> | Child is not attending at all, clearly not interested, to looking<br>inconsistently at teacher/materials, flat affect, looking bored |
|                               | Medium                         | Child pays attention to the activity. May look up but returns<br>immediately. Seems interested in the activity but could give it u   |
| Location<br>(COP)             | Medium High to High            | Child shows eager expression, positive affect, to intensely focus<br>the activity, displays genuine engagement, oblivious to noise   |
|                               | Group room                     | Room suited for a smaller group of children  |
|                               | Outdoors                       | The preschool playground, or playground/woods outside presch   |
|                               | Play hall                      | Room used for activities where most children are present   |
|                               | Dining room                    | Room used for mealtime   |
| Teacher task<br>(TOP)         | Hallway                        | Hallway, incl. bathroom area   |
|                               | Managing                       | E.g., Teacher is active in organizing children, providing materia  |
|                               | Instructing                    | Teacher is interacting with child/children on a learning topic   |
|                               | Monitoring                     | Passively observing children   |
|                               | Social                         | Personal/informal conversation. E.g., talking about home life  |
|                               | None                           | No task (or unrelated to the class).   |
|                               | Administrating                 | E.g., paperwork, talking on the phone (work-related)   |
|                               | Behaviour approving            | Approving verbal comments, facial expressions, physical contac   |
| Personal care                 | Personal care                  | E.g., tying shoes, fixing clothes, help blowing nose   |
|                               | Behaviour disapproving         | Disapproving facial expressions, verbal comments, physical cor   |