

## OUTPUT 5

# Video-coaching to support inclusive practice in ECEC. Final recommendations from the TRACKs project<sup>1</sup> Cross country comparative report

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<sup>1</sup> The research and activities leading to these results received funding from the Erasmus+ Programme operated by the Foundation for the Development of the Education System (FRSE) in the frame of Project Contract No. 2017- 1-PL01-KA201-038560. KA2 - Cooperation for Innovation and the Exchange of Good Practices; KA201 - Strategic Partnerships for school education.

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|------------------------------|---|
| Document's title             | <b>Video-coaching to support inclusive practice in ECEC:<br/>Final recommendations from the TRACKS project</b>                |
| Status                       | Final   |
| Relation to the TRACKS goals | O5  |
| Document type                | Report  |
| Publication date- English    | June 2019   |
| Responsible Partner          | University of Bologna – Department of Education ‘G.M. Bertin’ (UNIBO) – Italy   |
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| Dissemination level          | Public  |

**Please cite this publication as:**

Balduzzi, L., Lazzari, A., Dalledonne Vandini, C., Furieri, L., Ślusarczyk, M., Woźniak, M., Majerska, U., Verschaeve, S., De Mets, J. (2020) *“Video-coaching to support inclusive practice in ECEC: Final recommendations from the TRACKS project”*. Cracow: Jagiellonian University.

**Acknowledgements:**

We would like to thank all the professionals from the childcare centres, preschools and out-of-care services from the three countries (Poland, Italy, Belgium) for participating in this project. And special thanks to the European Commission, DG Education and Culture. Without the financial support of the Erasmus+ fund this innovative work would not be possible.



## CONTENTS

1. The TRACKS project: aim and rationale
2. Our approach: 7 levers to reach equal educational opportunities for every child
3. Video-analysis-and-coaching as research and training method
4. Overview of the documents produced within TRACKS project
  - 4.1 Background report
  - 4.2 Training toolbox: using video-analysis and coaching as a tool for professionalizing ECEC workforce and future ECEC professionals using video coaching in pre-service training
  - 4.3 Knowledges, Experiences and Good Practices: lessons learnt from case studies
5. Final recommendations
6. References

## 1. THE TRACKS PROJECT: AIM AND RATIONALE

The *TRACKS* project is based on a partnership between different institutions and early childhood education and care (ECEC) service providers from three countries: Poland, Italy and Belgium. The University institutions actively involved in the project are the *Jagiellonian University* in Krakow (Poland), the *University of Bologna* (Italy) and the *University of Ghent* (Belgium). As the purpose of the project is to actively promote research-based professional development, the training institutions and ECEC service providers taking part in this endeavour are: *Arteveldehogeschool* in Belgium, the *Komensky Instytut* in Poland, and the *Cooperativa Assistenza Disabili Infermi Anziani Infanzia (CADIAl)* in Italy. The main objective of *TRACKS* is to offer high quality learning opportunities to ECEC professionals currently working with children aged 0 to 6 years old and to prospective professionals still in teacher training, with the aim of promoting more inclusive educational practices within early childhood settings .

Research shows that ECEC can make a substantial contribution in sustaining children’s cognitive, social and emotional development as well as in fostering social inclusion (Lazzari and Vandebroeck, 2012; Dumcius, Peeters, Hayes et al., 2014; Meluish et al.2015; Vandebroeck et al., 2018; CARE Project<sup>2</sup>, 2015, 2016). However, as ECEC can fulfill these goals only in certain conditions, a more dialogical approach analysing the micro-processes of inclusion/exclusion displayed in everyday interactions within early childhood settings is necessary (Peleman, Vandebroeck & Van Avermaet, 2020). Based on newly gained insights (Jensen and Iannone, 2018), the project adopts the innovative and active learning method of *video-coaching* to reflect with early childhood professionals – educators, teachers, coordinators and leaders – on educational interactions between children and staff.

As everyday practice enacted in early childhood settings has a profound impact on children’s development, wellbeing and sense of belonging, ECEC practitioners take centre stage in this process: sustaining the professional competence of ECEC practitioners is crucial for allowing educational change to happen within these institutions. Earlier studies demonstrate that action-research initiatives addressed towards professionalisation of ECEC staff by

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<sup>2</sup>CARE is a collaborative project funded by the European Union to address issues related to the quality, inclusiveness, and individual, social, and economic benefits of Early Childhood Education and Care (ECEC) in Europe. CARE: <https://ecec-care.org>

focusing on the analysis of daily interactions with children, have very positive effects on enhancing practitioners' reflexive competences (Fukkink, Tavecchio, 2010; Peleman, Lazzari, et al. 2018): from this perspective, video coaching becomes an effective tool for improving the quality and inclusiveness of ECEC services.

Our approach envisions dynamic knowledge and practice exchange between researchers' and professionals' groups both within and across the three countries involved in the project, allowing participants to benefit from the cross-sectional and cross-country exchanges between the ECEC professionals across three EU Member States. We acknowledge

### The Consortium:

#### Belgium, Fiandre:

- Artevelde University College (Ghent)
- Centre for Diversity and Learning, Ghent University



#### Poland, Cracow:

- Uniwersytet Jagiellonski
- Instytut Komenskigo

#### Italy, Emilia-Romagna:

- Università di Bologna, Department of Education
- CADIAI Cooperativa Sociale

Fig.1 The TRACKS Project Consortium

that this transnational approach fosters an improved quality of learning, assuming that the international contexts can feed into each other, exchange solutions and compare the 'good practice' responses to particular ECEC challenges. In order to make this possible, in each country, universities and training institutions worked in close cooperation with ECEC providers and institutions within the realm of the project (see Fig. 1).

***The main goals of the project are:***

- to explore which aspects of daily practices in ECEC settings contribute to promoting children's learning and wellbeing in contexts of diversity (heterogeneous groups)
- to analyse these aspects by engaging with practitioners in reflective processes fostering their professional growth and a shared vision of inclusive practice within the team
- to provide equitable learning opportunities and nurturing environments for all children, especially those coming from multiply marginalised backgrounds experiencing social inequalities, poverty and exclusion.

## **2. OUR APPROACH: 7 LEVERS TO REACH EQUAL EDUCATIONAL OPPORTUNITIES FOR EVERY CHILD AND QUALITY INTERACTIONS TO MAKE EVERY CHILD VISIBLE**

The findings of research conducted in EU Member States over the past 20 years shows that, for young children, the pedagogical quality of ECEC institutions, and the educational practice enacted by professionals within such settings, can make the difference (European Commission, 2014)<sup>3</sup>. This is apparent in educational processes involving children on an individual or group basis, as well as in those processes entailing the participation of parents. In fact, research shows that high-quality ECEC provision has a positive impact, especially for socially vulnerable groups, because the spiral of deprivation can be broken (Council of the European Union, 2019; European Commission, 2013)<sup>4</sup>. Working on 'quality interactions' and supporting ECEC professionals in 'developing high quality interactions with children' is therefore paramount for fostering equal educational opportunities in contexts characterised by

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<sup>3</sup> *Proposal for key principles of a Quality Framework for Early Childhood Education and Care Report of the Working Group on Early Childhood Education and Care under the auspices of the European Commission:* [https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/ecec/ecec-quality-framework\\_en.pdf](https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/ecec/ecec-quality-framework_en.pdf).

<sup>4</sup> *Council Recommendation on High-Quality Early Childhood Education and Care Systems:* [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST\\_9014\\_2019\\_INIT&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CONSIL:ST_9014_2019_INIT&from=EN).  
*Commission Recommendation 'Investing in children: breaking the cycle of disadvantage':* <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013H0112&from=EN>.

diversity, social inequalities and disadvantage (KKGK-project ‘Small Children, Big Opportunities’, 2019).

The quality of professionals’ interactions with children - individually or in groups - is an important key to full growth and development of all children, and particularly of the most vulnerable children. This does not mean that the professional is the only expert or that he/she stands alone: ideally, he or she looks for and finds expertise and support from the parents, colleagues in the institutions and partners within the context of childcare, family support or education (Urban et al, 2011). So, in that way, there are always supporting links with a basic attitude of flexibility, critical reflection, dialogue, cooperation and learning-from-each-other. Nevertheless, the challenge for the ECEC professional is to act with foresight, providing children who have fewer experiential opportunities in the home-context with additional experiences, encouragement and support to achieve their full potential.

**The TRACKs research team envisages different ‘levels’ in ‘high-quality interaction’, through which children could be stimulated in order to grow and develop (see Fig. 2):**

- **stimulating rich language interactions** (between children and between children and professionals): frequency of interaction and production, context-sensitive linguistic stimulation, opportunities to produce linguistic messages (hypothesis, try and practice), and opportunities to get feedback,
- **stimulating exploring/research/cognitive interactions**: the professional stimulates thinking and exploring skills;
- **stimulating warm relational interactions**: children develop and learn in a safe, structured and, at the same time, challenging context offered by adults (relationships with parents and professionals determine their growth);



- **stimulating artistic-creative/expressive interactions:** providing children with the opportunity to express themselves and their own experiences using the language of the arts (language of wonder, curiosity, exploration, fantasy encompassing the non-verbal language as well).

Fig.2: the 7 Levers to reach equal educational opportunities (see TRACKS' concept note for further details)<sup>5</sup>

The core theme of 'quality interactions' focuses on the relationship between professionals and children. This implies a further move to the meta level: *'how to look at ourselves as a professional, at our own frame of reference?'* *'How to learn to critically reflect on it, how to learn to tune our actions with experiences and insights in terms of vulnerability, disadvantaged situations and child poverty?'* In this respect, the three Levers mentioned below are of crucial importance and 'complete the whole circle' by focusing on professionals' perceptions, knowledge, insights and practice:

- **Being touched:** the professional learns to know the world of poverty and social inequality (*'to meet – to be immersed'*)
- **Knowledge and insights:** the professional becomes aware of concepts and insights related to the mechanisms of social inequality and exclusion



<sup>5</sup> The full version of TRACKS' Concept Note can be retrieved on the project website: [www.tracks.sociologia.uj.edu.pl/documents/138243923/140250127/Comparing+ECEC\\_full+report\\_1.0\\_final.pdf/4b0d2361-9889-40b2-9339-24eb2bc62669](http://www.tracks.sociologia.uj.edu.pl/documents/138243923/140250127/Comparing+ECEC_full+report_1.0_final.pdf/4b0d2361-9889-40b2-9339-24eb2bc62669)



- **Acting/reflecting:** the professional can reflect critically on his/her own actions in the light of the above and consciously revise his/her educational practice to promote inclusion.

### 3. VIDEO-ANALYSIS-AND-COACHING AS A RESEARCH AND TRAINING METHOD

We chose the method of video-analysis and coaching in order to explore which aspects of daily practices enacted in ECEC settings can contribute to enhance children's learning processes and to analyse these by engaging with practitioners in reflective **processes** aimed to raise their awareness. During video-coaching sessions, practitioners became able to see new communicative nuances that could gradually improve their educational interaction with children. In this perspective, *the method of video-analysis-and-coaching was adopted to 'accompany' practitioners in the process of re-thinking their way of acting for involving children and promoting inclusion in everyday practice.* Generally, we found that watching the video-recording of short interactive sequences several times and discussing these – both individually and collectively – with the research team, helped them to become aware of implicit bias and to deconstruct them, thus producing a shift in their attitudes towards children (Tobin, Mantovani, Bove, 2008) as shown in the comments below.

- *"So from now on I will take this into account. ... I always tended to give assignments to children who understand me well. Now I will try to give the children who do not understand me so well the assignments. I now realise that. I have become aware of doing this more with children who are more vulnerable." (childcare worker)*
- *"Colleagues recognised themselves in the fragments, and it led to a broader insight: 'we hadn't seen it that way yet'." (childcare worker)"*
- *This is a good way to professionalise your team, to make it stronger, and to give (more) opportunities to learn from each other." (director)*
- *"The aim is to offer opportunities for a growth process and for more insights to arrive at that point, based on positive support...or pedagogical skills: insight into children's needs, into the impact of their own behaviour on children, and get professionals sharing the same vision." (coordinator)*

**The main findings of the TRACKS project show that adopting video-analysis-and-coaching as a research/training method in ECEC services can contribute to:**

- (1) promoting practitioners' individual and collective **reflection on children's intentionality**,
- (2) **de-constructing taken-for-granted assumptions** through pedagogical guidance in teams,
- (3) **improving enacted practices** through action-research and experimentation.

In the TRACKS project we experienced that video-analysis and video-coaching can become powerful mediational tools for **sustaining practitioners in the process of 'becoming aware' and 'rethinking'** everyday educational and care practice from a more inclusive perspective. From this perspective, video recordings could be used for the following purposes:

- *observing, eliciting and discussing different understandings of education within the team of professionals*

Video data could contribute to expanding practitioners' pedagogical philosophies through the process of collective confrontation and meaning-making (Picchio et al., 2012): they can interpret differently children's participation in transitions and routines within the ECEC services, their agency in free and structured activities as well as in conflict resolution;

- *stimulating the improvement of enacted practice within ECEC services*

The guided analysis of video-recorded interactions between children and practitioners enhance professionals' awareness as un-noticed children's initiatives become visible. Through pedagogical coaching practitioners are accompanied to continuously 're-position' themselves in the educational process by focusing on children's intentionality, thus increasing their capability to proactively respond to children's initiatives in complex and ever-changing situations (Pirard & Barbier, 2012);

- *sharing children's everyday learning and socialising experiences within ECEC services with their parents*

Sharing video-documentation with parents can contribute, on one side, to give them insights into the educational life of the service and, on the other, to celebrate children's achievements. Parents who are new in the ECEC setting or school can be very relieved to see their child playing with other children and showing confidence in approaching daily

activities: this also reinforce a powerful image of children as competent learners (Whalley et al, 2013);

- ***documentation to be shared and discussed with the children that are filmed***  
Children can describe what they see, learning to reflect on a given situation that involves them directly (see *Belgium Case Study*);
- ***training purposes for students/future professionals and for teachers in their professional promotion/training***

Video-fragments can be used to foster the development of reflective competence in prospective professionals within the context of initial training or trainee/contract teachers (see Polish case), as illustrated in details within the Output 4 of this project.

#### **4. OVERVIEW OF THE DOCUMENTS PRODUCED WITHIN THE TRACKS PROJECT**

In this section of the output we will present an overview of the documents that have been produced within the TRACKS project with the aim of giving a general map of the project and its main results. Within the TRACKS project, different outputs have been produced, each with a different purpose. First of all, a background report has been produced with the aim of highlighting the aspects of continuity and discontinuity between the different educational contexts that characterize ECEC provision in partner countries (Output 1 *Comparing ECEC across Italy, Poland and Belgium.*). Secondly, we developed a toolkit outlining the conceptual framework of the project and describing the research and training tools that have been used within country case studies (Output 2 *Toolbox. Outlines for using video-analysis and video-coaching as a tool for professionalising ECEC workforce and training future ECEC professionals*). Thirdly, we illustrate in detail the action-research and training pathways that were implemented at local level within countries' case studies and discuss the themes that emerged from the cross-national analysis of findings (Output 3 *Knowledge, Experiences and Good Practices: Lessons learnt from case studies*). Concrete examples of how video-analysis was used in the context of initial professional preparation of future ECEC professionals (students and trainees) within Universities and Training Institutes are provided in Output 4.

Finally, in this Output 5, we offer an overview of the entire project and its main findings leading to the elaboration of recommendations for practice. The final recommendations were elaborated by the research team by drawing on the lessons learnt from the TRACKS' countries' case studies, with the purpose of inspiring and sustaining ECEC coaches and trainers, pedagogical coordinators and school leaders in fostering practitioners' reflectivity on their daily work with children and families.

#### *4.1 Background report. Comparing ECEC across Italy, Poland and Belgium.*

One of the main aims of the project is to be able to compare between the countries while accounting for the defined limitations of the different systems. In order to achieve comparability going forward, the national TRACKS teams prepared components that were then integrated into a *Background Report: Comparing ECEC across Italy, Poland and Belgium*. It has also been decided that each country-partner would have conducted at least two case-studies of ECEC institutions, focusing on the selected dimensions of social inequalities affecting children.

The Report is divided into three parts and each part describes a number of contemporary problems and challenges faced by the more and less developed ECEC systems. The most important of these difficulties pertained to availability and affordability issues, as well as the perceived usefulness of early education among the families. These matters are also related to the structural conditions of education systems and political decisions as these may shape and alter pedagogical approaches and social relations in the ECEC context.

Inside the report we underline that, besides the **quantitative point of view** and analyses (e.g. the number of places available), the **qualitative issues must also be explored in depth**. Therefore, we need to focus on specific aspects of daily practices within ECECs and gauge how they contribute to reinforcement or leveraging of inequalities. The aim is to facilitate a dialogical process in which to consider accessibility to services within a political and social system (**macro level**) taking into account those critical issues that emerged from cross-country analyses with respect to the theme of inclusion that is substantiated in the daily interactions

between educator and children (**micro level**). In the micro-processes of exclusion, how interactions are managed by practitioners is extremely important.

Consequently, within this report, the research team emphasises the value of professional reflexivity, communication and observation as key to tackling inequalities within educational settings.

### *Research settings selected by the country partners*

In **Italy** two case-studies were selected, both located in the city of Bologna (Emilia-Romagna). *Service 1* is a publicly funded integrated ECEC setting attended by children aged 0 to 6 combining a nursery (*nido*) and a kindergarten class (*scuola dell'infanzia*), while *Service 2* is a subsidised nursery attended by children aged 0 to 3 (*nido*). Both services are run by the local project partner *Cooperativa Sociale Cadiati*. The selection was based on the following criteria:

[space between the text and bullet points list]

1. specificity of management and financing, accounting for the considerable diversity of organisational and financial forms of ECEC provision in Italy;
2. diversity of population attending each setting, located – respectively – in a neighborhood densely populated by children and families with a migrant background and/or low SES (*Service 1*) and in a middle-class district of the city (*Service 2*).

In **Belgium (Flanders)**, in cooperation with pedagogical guidance services of the municipality of Ghent, two ECEC-settings combining kindergarten and pre-school education and out of school care, have been chosen. They are characterised by:

- 1- an expressed interest in trying to ameliorate the cooperation between the different services and its personnel
- 2 - high-ratio of children with migratory background and/or children from families with lower socio-economic status.

In **Poland**, two case-studies have been devised. The first case study includes two ECEC centres, while the second case study includes four very small ECEC settings. The reasoning behind it is based on the importance of the urban-rural differences stemming from the

specificity of the ECEC system in the country. As it is fragmented, it has been decided to situate two institutions as representatives of metropolitan ECEC provision (one located in Katowice and one in Cracow) and add four entities in the peripherally positioned Podkarpackie region (South-East Poland, rural area).

Output 1 also includes [TRACKs Concept Note](#) as a methodological introduction to our research.

#### *4.2 Toolbox: Outlines for using video-analysis and video-coaching as a tool for professionalizing ECEC workforce and training future ECEC professionals*

To ensure a broader impact of the project to the larger community of ECEC professionals, Output 2 illustrates:

- the **framework** that lies behind video-analysis and coaching to give a theoretical contextualization of the tools used within the project and to bring out the value of these as research and training methods by their recognition in the research literature;
- the **key elements** or **basic principles** of why and how to implement video analysis and video coaching;
- three **countries' perspectives**, how all the partners translated these general frameworks and key elements according to their own context.

The **target groups** of this output are professionals in ECEC settings and (pre-)school teachers, pedagogical coordinators, directors, supervisors, pedagogical guidance services, teacher training institutes and university (colleges) and students.

The main characteristic of the training toolbox is that it contains a rational collection of all the research tools used by each partner country with the goal of creating a toolkit which is accessible and adaptable to the specificities of the different contexts that characterise the world of ECEC. Each partner country has then tailored the use of the tools within the different phases that have characterised the project. The purpose of the toolkit is to have a concise and accessible document that professionals can use in their everyday work for improving the quality and inclusiveness of education and care practice within their settings.

#### *4.2.2. Using video coaching in pre-service training*

This Output, complementary to Output 2, illustrates how video-coaching has been used within the initial training of professionals who will work in the early childhood services. As this document provides concrete examples of how video-analysis and coaching was used for the professional preparation of ECEC students and trainees in the different partner countries, Output 4 could be an inspiring and useful resource for lecturers and teachers and educators who are responsible for the training of future educators within universities or training institutes.

#### *4.3 Knowledge, Experiences and Good Practices: Lessons learnt from case studies*

This Output shed light on the contextual conditions where video-analysis and video-coaching were implemented and how. This will facilitate reflection of trainers /pedagogical leaders /coordinators who might want to use this methodology in their services/with their teams on how to develop context-appropriate procedures and tools that make it relevant to the settings/professionals within which/with whom they are working. This Output is organized in three main parts:

- a first part outlining the theoretical framework of the project (*Ricerca-Form-Azione*) and setting out the ethical principles and values guiding the process of conducting research with ECEC professionals
- a second part illustrating in detail the case studies carried out within the respective partner countries
- a third part discussing the main research findings with specific reference to the key success factors that emerged from the cross-country analysis of the case studies.

Each case study has the merit of highlighting how the tools were used in a contextualized way and what results were achieved. The aim of Output 3 has been to offer professionals a contextualized dimension of the project and, in the meantime, give a series of key success factors that can support the use of video coaching in any early childhood services.

The **Italian case study** starts by presenting the institutional and the local context where the project was carried out (City of Bologna, Emilia-Romagna Region). This is followed by



the methodology, data sources and research process, which gave rise to the data used in this case study. The findings section focuses on the themes that emerged from: researchers' observations conducted within ECEC services, two video-elicited discussions with practitioners conducted by the research team with the support of pedagogical coordinators, and from the follow-up questionnaires compiled by participating practitioners at the end of the project. The Italian case study highlights that video-coaching and video-elicited discussions have the potential to shift the paradigm of practitioners' in-service education, and it promises to become a tool for documenting educators' practices in relation to issues of diversity, adult-child interactions and inclusion.

The **Polish case study** is an example of adopting the methodology to best address the main arena of interest for the TRACKS project, i.e. describing and combating inequalities in ECEC. With this broad framework, case studies in Poland were sampled on the basis of several criteria (distribution between rural and urban areas; the divisive nature of the financing/funding of the ECECs in Poland, which are split into publicly and privately funded entities; physical and mental disabilities). While two general cases were researched, the first encompassed selecting two ECECs in two urban areas and the second meant studying as many as four small kindergarten entities in small villages. Based on the above, the case selection in Poland offers an intersectional perspective on the issues of spatial inequalities (urban/rural), able-bodiedness-disability spectrum, as well as the economic aspect (private/public ECECs).

In the **Belgian case study**, the project team (*Centre for Diversity and Learning, Ghent University and Artevelde University College*) contacted the pedagogical services of both the childcare centre and education department[?] of the municipality of Ghent. They asked for cooperation with: 1 childcare centre 'De Palmboom', working together with pre-school 'De Piramide'; 1 pre-school 'De Piramide'; 1 pre-school 'De Feniks'; 2 'stibo's' (out-of-school care), each one working in one pre-school. These ECEC settings are all located in one specific neighbourhood in the city of Ghent, 'de Brugse Poor"', with a large number of vulnerable families. The professionals involved within the Belgian case studies are teachers, childcare workers and their coordinators. The pedagogical guidance services were also involved in the setting up of the project and in the follow-up in order to make the achieved changes sustainable over time.

## 5. FINAL RECOMMENDATIONS

These recommendations, synthesized in the table that follows (see Fig. 3), are particularly addressed to **school leaders, advisors and pedagogical coordinators**. The Recommendations were elaborated by drawing on the key success factors that emerged from the **cross-country analysis of case studies**, which were considered to have had a positive impact on the quality and inclusiveness of ECEC provision by all of the actors involved in the TRACKS project: researchers, professionals and, in some cases, also children and parents. We consider it to be extremely important to take these factors into account in order to use video-analysis and coaching as a participatory action-research method (*Ricerca-Form-Azione*) for promoting equal opportunities inside ECEC services and sustaining professionals' reflexivity and growth, which is particularly crucial for children belonging to groups at higher risk of discrimination.

### 1. Starting off with a preliminary analysis of the educational context/setting

**Preliminary training for all professionals involved should be carried out** with the aim of sharing goals and values among practitioners and creating a non-judgmental relational and learning environment. The preliminary training is also oriented to create the conditions for stimulating reflexivity in everyday practice enacted by practitioners within ECEC settings, with a prominent focus on practitioners' experiences and understanding versus teaching new knowledge or training new skills.

**In this phase, observations in ECEC settings and research interviews** are crucial for gaining a deeper insight into the services' context and on the needs of the stakeholders involved (professionals, children and families).

**Goals and values of the project should be shared** with ECEC professionals, in order to engage them in the professional development process as co-researchers.

### 2. Adopting ad-hoc working tools

**Audio and video quality of the camera:** in order to produce video footage of good quality for coaching sessions, it is necessary to have appropriate tools for video recording (good quality audio and video that allow a better access to the data).

**A coherent methodological approach and a set of tools purposefully-designed are crucial for conducting the training and research process successfully:** in this sense, the Output 2 developed within our project could be considered as a source of inspiration, as it provides a wide range of pedagogical tools and guiding principles which professional could avail themselves of in relation to the peculiarities and needs of the context where they are operating.

### **3. Fostering sustainable change by increasing practitioners' professional awareness and competence**

**Using video data as pedagogical documentation for constructing a shared heritage of practice for the service.** Video-data could become a useful artefact to document the education and care practice enacted within ECEC settings and, consequently, be essential for the construction of a shared heritage of knowledge and experiences of each service.

**Ensuring that opportunities for collective reflection on video data are systematically provided within the setting (no-contact time, space for team meetings):** one of the elements that can most encourage the success of video-coaching is the possibility of having a dedicated space and time to devote to this activity. The professionals involved stressed how useful it would be to have this type of work systematically scheduled for analyzing, watching the same video several times and reflecting upon it with colleagues

**Enhancing the mediation role of pedagogical coordinators, coaches and school leaders:** these are key professional figures capable of giving continuity to the 'external point of view' of researchers/facilitators and the 'internal point of view' of the practitioners involved in the professional development process. Her/his mediation activity is not limited to giving continuity between 'external' and 'internal' instances, but is also related to the professional competence to give a 'temporal continuity' able to take into account the history of the service (the *past*), the challenges that characterise his/her daily life (the *present*) and the directions of growth and improvement (the *future*).

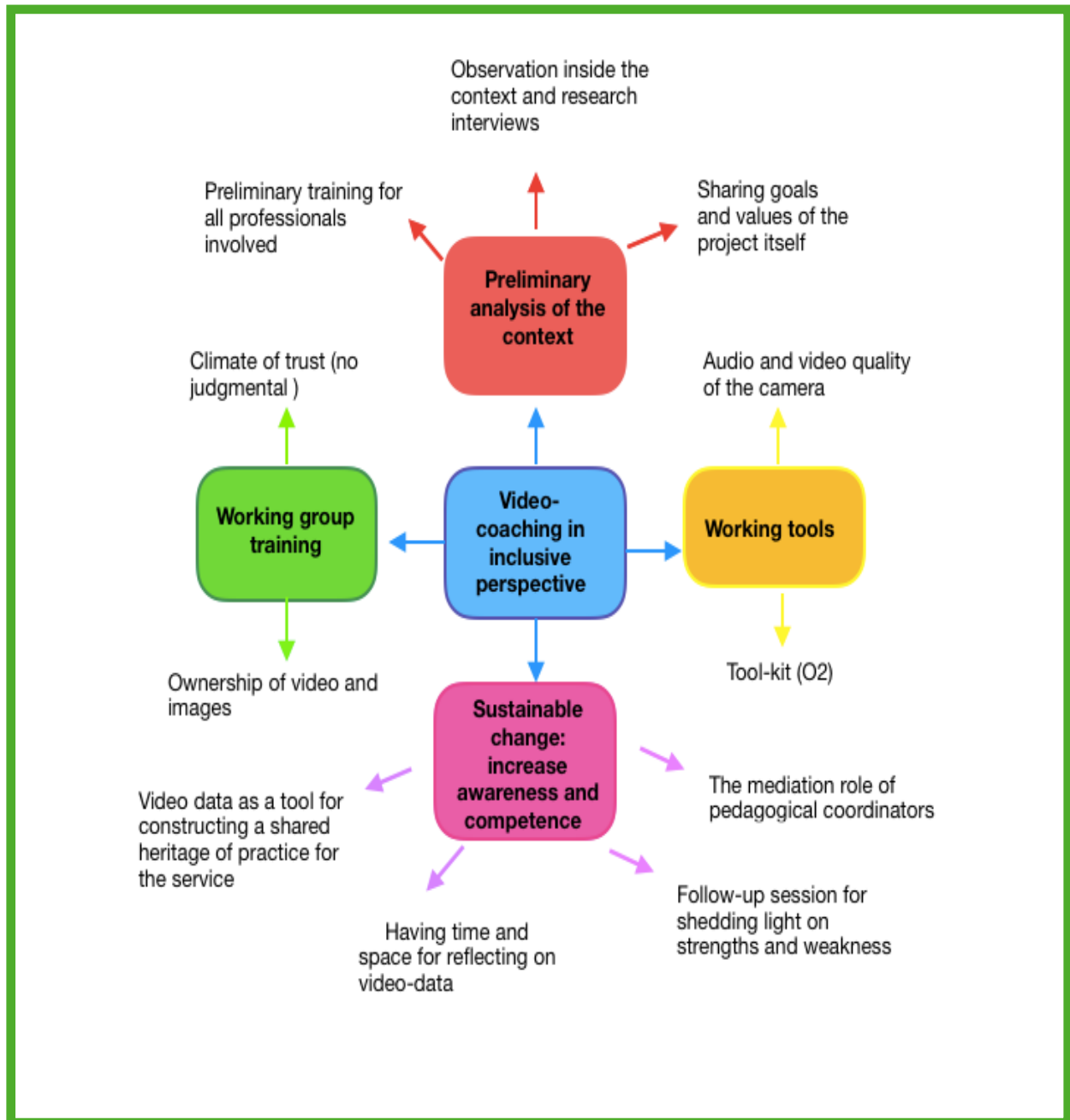
**Foresee a follow-up session at the end of the process** to shed light on the strengths and weaknesses of the activities carried out and to give 'voice' to all practitioners involved in the professional development and research pathway.

#### **4. Providing team-based professional development opportunities**

**Generating and fostering a climate of non-judgmental trust among all professionals involved is a crucial condition for promoting practitioners' meaningful engagement in professional development pathways as well as for ensuring the successful outcome of the latter.** In order to support professional growth and authentic reflexivity within the team, it is important that every actor involved has confidence in, and appreciation for, his/her colleagues: this allows them to overcome barriers and resistance connected with the feeling of being 'questioned' and to allow a greater degree of freedom and confidence in expressing divergent opinions within the group.

**Ownership of videos and images:** since the beginning it has been very important to make clear that video images and analysis are only used for growth- and professional development-oriented activities, not for evaluation. This helps to create the necessary safety within the group of professionals undertaking this professional learning pathway together.

**Fig. 3 The table synthesizing the final recommendations of the TRACKS project**



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