How do we improve the quality of teacher-child interactions in the preschool classroom?

Dr Karuppiah Nirmala
Presentation Outline

• What are *teacher-child interactions*?
• Why are *teacher-child interactions* important to children in the preschool classroom?
• How is the quality of *teacher-child interactions* measured?
• How do we improve the quality of *teacher-child interactions* in the preschool classroom?
What are Teacher-Child interactions?

- **Teacher-child interactions** can be defined as the **social & instructional exchanges** teachers & children have throughout the day & everyday (Pianta & Hamre, 2009).
How can the quality of teacher-child interactions be measured?

- The quality of teacher-child interactions could be measured using the Classroom Assessment Scoring System (CLASS).
What is **CLASS**?

- **CLASS** is an *observation tool* developed to focus, measure & improve teacher-child interactions.
What is **CLASS**?

- **CLASS** assesses the classroom quality through **3 domains** which are:
  - emotional support
  - classroom organization
  - instructional support
CLASS – Domains

Classroom Quality

Emotional Support
Supporting children’s social & emotional functioning

Classroom Organisation
Supporting classroom processes related to organisation & management of children’s behaviour, time & attention

Instructional Support
Supporting children’s cognitive & language development
CLASS – Dimensions

Domain

Dimension

Classroom Quality

Emotional Support
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regards for Student Perspective

Classroom Organisation
- Behaviour Management
- Productivity

Instructional Support
- Concept Development
- Quality of Feedback
- Instructional Learning Formats
- Language Modelling
CLASS – Indicators

Classroom Quality

Domain

Emotional Support

Negative Climate
5 indicators

Teacher Sensitivity
4 indicators

Regards for Student Perspective
4 indicators

Positive Climate
4 indicators

Classroom Organisation

Behaviour Management
5 indicators

Productivity
4 indicators

Instructional Learning Formats
4 indicators

Instructional Support

Concept Development
4 indicators

Quality of Feedback
5 indicators

Language Modeling
5 indicators

Instructional Support

Domain

Dimension

Indicator
Scoring

- A **Score** of **1 to 7** is given to each **Indicator**

<table>
<thead>
<tr>
<th>Indication of Quality Interactions</th>
<th>Score</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>few</td>
<td>1, 2</td>
<td>low</td>
</tr>
<tr>
<td>some</td>
<td>3, 4, 5</td>
<td>mid</td>
</tr>
<tr>
<td>many</td>
<td>6, 7</td>
<td>high</td>
</tr>
</tbody>
</table>
What do we do to improve the quality of teacher-child interactions?

• We would need to review & reflect on our own
  o teaching & learning processes
  o pedagogy & practice
What do we do to improve the quality of teacher-child interactions?

- Teacher Education & Professional Development would need to:
  - highlight domain on **Instructional Support**
  - develop teaching **resources or exemplars**
Thank you!

Dr Karuppiah Nirmala
Head (Education)
Centre for Research in Child Development
National Institute of Education
1 Nanyang Walk
Singapore 637616
nirmala.karuppiah@nie.edu.sg
Panel Discussion
What words come to mind when you think of "teacher-child interactions"?
Book Recommendations by NLB
Session 2: How do we improve the quality of teacher-child interactions in the preschool classroom?

The parent backpack for kindergarten through Grade 5: How to support your child’s education, end homework meltdowns, and build parent-teacher connections by Marylisa Nichols
https://nlb.overdrive.com.media/1219948#

Everyday playfulness: a new approach to children’s play and adult responses to it by Stuart Lester
Call No: English 306.481 LES

Play-responsive teaching in early childhood education by Niklas Pramling
Call No: English 372.21 PRA
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