

Title of the Research:
**Using the ECERS to enhance teachers' understanding of the impact
of classroom quality on children's development**

**A thesis presented to the
BRAC University Institute of Education Development**

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**In partial fulfillment of the requirements for the degree of
MASTER OF CHILD DEVELOPMENT**

April 21, 2010

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Executive summary

Introduction

Over the past decades, child care has become an issue of great concern in the field of early childhood development. The quality of children's early care and education, measured by widely used observational tools, is related to children's academic, cognitive, language, and social skills. To have a proper development for a child we need a child appropriate environment and quality classroom. Quality classroom means a classroom where the overall environments including the teacher would optimize child outcomes. Teachers play a very important role in child development and in their early years. They need to understand the aspects of classroom quality are most important in enhancing child outcomes and in their development. For that we need to have a quality care classroom and education in preschool setting. High quality classroom is not only dependent on the presence of economic and material resources in the classroom, it also depends on the competence and skillfulness of the preschool teachers, a balanced structure, good working conditions and environment. Need for improvement in classroom teaching, if schools are to meet demands for improved education, some changes will have to be made by teachers at the classroom level. In-service teacher training can help teachers change what they do in classrooms. In a recent article, M. Bierly and D. C. Berliner (1982) proposed:

If teachers are the cause of the problem, the logic goes, and then teachers can effect a remedy. The result has been increased pressure for staff

development programs so that teachers may learn how to do their jobs better.

So, it is very clear that our teachers need a proper knowledge and training to enrich children's development in early year's classroom. There are several tools developed around the world to fulfill these requirements, for example, Classroom Assessment Scoring System (CLASS), Environmental Rating Scale (ERS), and Family Day Care Rating Scale (FDCRS) etc. We need to take an attempt to find a measure for quality seen from a professional perspective and we found to use a special scale, "the Early Childhood Environment Rating Scale", Abbreviated as ECERS. The ECERS is developed by Harms and Clifford in 1980. The scale consists of 43 items, each to be rated on a seven point scale. In Bangladesh the Pre-School concept is comparatively new. Only a few school teachers are trained on ECERS. In this study it has been conducted to assess whether the ECERS could be used to enhance teachers' understanding of the importance of classroom quality for children's development.

Methodology

Design and Study Population

A cross-sectional study was designed utilizing both quantitative and qualitative methods, to conduct the study. Participants of the study were teachers who had received prior training on ECERS and were able to apply the knowledge they had acquired to improve their classroom settings and teachers who had not received such training. The study was undertaken in two purposively selected Nursery schools of Bangladesh. One of the schools was the Savar Succeed School which is situated about 20 kilometers from Dhaka, the capital city. The other school was Dhaka Badda School which is within the metropolitan city limits. The teachers of Savar Succeed School had received prior training on ECERS and the teachers of Badda School had not received any training. The study included seven teachers from each school as participants. A structured questionnaire focusing on the seven dimensions of ECERS was used to assess the knowledge of teachers on the value of classroom quality on the development of children. Guidelines for conducting focus group discussions were developed to understand the perceptions and practices of teachers on the different dimensions of ECERS

Nursery schools of Bangladesh were the study settings. Two schools were purposively selected, one having teachers trained in ECERS and in other school teachers did not received ECERS training. A total of 14 teachers were purposively chosen from the two selected schools, seven in each group. A structured questionnaire focusing on the seven dimensions of ECERS was used to assess the knowledge of teachers on the value of classroom quality on the development of children. Guidelines for conducting focus group discussions were developed to understand the perceptions and practices of teachers on the different dimensions of ECERS.

Key Findings:

The study was done in two ways, one was quantitative and the other one is qualitative. There were some major findings those were established from the study.

- The teachers with ECERS training received group scored an average mean score of 3.99 ± 0.07 and the non-ECERS trained group received average score 3.42 ± 0.19 . This difference is statistically significant ($p = 0.001$).

- The main finding was ECERS received trained teachers have got better understanding and knowledge about the classroom quality which enhance children's development rather than the non-received ECERS group.
- The non-received trained group scored higher in Space and Furnishing than ECERS received trained group.
- For space and furnishing the teachers who received and non-received ECERS emphasized that the class room should be airy and spacious. The ECERS training group mentioned that there was need for good ventilation but no need any classroom furniture, such as tables and chairs but the other group feels they need both, good ventilation and furniture as well.
- In personal care routine in both the groups strongly feel about greeting and departing but no time for snacks as they have only three hours schooling but the non-received group has meal, snacks.
- In language-reasoning in some of the areas they have similar opinions, like, using Books pictures but they also differ in some areas, like, using blocks in the corners or having music class everyday.
- In all other four dimensions also they have got some similarities and some different as well. However the finding of the study was positive that the groups who received ECERS training has got better knowledge and understanding about the classroom quality.

Conclusion:

Early learning environment is critically important in children's development. And early years teachers need to have a very good understanding and knowledge about the classroom quality to enrich children's development properly. From both quantitative and qualitative findings it was revealed that the teachers who were trained in ECERS had provided better response than those who were not trained. The trained teachers had better understanding on the importance of classroom environment for child development. Considering the findings it could be suggested that ECERS training should be made available for all teachers of Bangladesh who are engaged in teaching in yearly year's classroom.

INTRODUCTION

A quality classroom environment means a quality learning environment, in which a child can explore his capabilities and attain his full potential. An appropriate environment needs to be ensured in which children are able to enjoy their activities in its entirety thus achieving proper development. Children learn from interactions with the physical environment as well as interactions with people. The physical modifications in the matter of school furnishing is the abolition of desks, and benches or stationary chairs (Montessori, The Montessori Method, chap-4). A classroom's physical characteristics should be favorable to the development of children. A quality classroom environment is defined as a space with complementary play areas and support areas adjacent to each other. This provides opportunities to children with easy access to areas which promote large motor development and adequate facilities for personal care (e.g., bathrooms). In addition to the aforementioned, there should be adequate furniture and play items that children can easily move and rearrange. The classroom should also be conducive to exploration through the provision of circulation paths and sight lines and also, offer a sensory- rich environment by providing variations in color, lighting amounts, floor and ceiling elevations, textures, and the shape of the space. The classroom should also provide space where children can have privacy. The interactions with teachers and children are emphasizes developing (directed towards bringing up) the individual child to meet the curricular expectations rather than grouping all children together and expecting them to learn as a single unit. Finally the use of individual materials permits a varied pace in teaching that accommodates many levels of ability in the classroom. (LACEN Consultant, 2008). The use of the Early Childhood Environment Rating Scale (ECERS) will with certainty improve the overall classroom environment because the seven special components of the scale are very much related to the above mentioned aspects of child development.

In Bangladesh the Pre -School concept is comparatively new as structurally it was adopted by the NGOs in the mid nineties. Before that, the main focus of the Government was on the primary school. After the war of independence in 1971, ensuring access to education for all children was the main challenge and the major focus of the government was to build primary schools, however, adequate

consideration of the standard of the environment or provision of even basic facilities was not ensured. Thus, from the very beginning, the classroom environment was ignored.

As NGOs were the main actors in this field since the mid nineties and all initiatives were donor driven, most interventions on Early Childhood Development (ECD) or pre-schooling were primarily directed towards disadvantaged groups of children. Moreover, the focus of the implementer was mainly on access, teachers, content, materials, and a minimum space and not on the overall environment as a whole. Majority of the program designs was adopted from examples set by different countries and suitable components of the programme were adapted to fit the context of the country instead of taking a holistic the approach. Content, academic part and teaching-learning methodology always received more attention from the program than the effects of classroom environment on children's learning experience and the issue was not addressed in the context of orientation and teacher's training. Hence the knowledge /perception of teachers on the significance of classroom environment is also very low. Cost has always been considered as the main barrier for the provision of appropriate classroom environment. However, without any increase in cost, a space can be made child friendly by improving the knowledge and understanding of the program personnel and teachers about ways to improve the environment and its significance. Nevertheless, ECERS is commonly used by different NGOs playing a lead role in implement pre-school programmes in Bangladesh to measure the impact, outcome or standard of the programme. Thus the present analysis is devoted to evaluate whether the use of ECERS can enhance the knowledge of teachers on the impact of classroom quality on the development of children.

Apart from the aforementioned, there are other important reasons for which this issue is significant in Bangladesh. These are:

- The understanding level of teachers and also program personnel is not up to the mark when it comes to quality classroom environment and its impact on children's development or learning.
- ECERS is being used to measure the standards of programmes and thus is well known by the professional and program people of Bangladesh.
- According to Multiple Indicators Cluster Survey (MICS) – 2006 carried out by BBS (write out), 14.6% children have access of any type to pre-schools in

Bangladesh. The government is taking all initiatives to make pre-school education universal and a series of important actions are being taken. Thus it is high time to focus on classroom quality so that all components of appropriate pre-school education are aligned.

- If ECERS is used to measure program standard it may in turn play a significant role in changing classroom quality and using classroom environment as a whole for better learning. It has already been used by different organizations in Bangladesh mostly to measure the program but it also had an impact on the classroom environment and knowledge of teachers. The organizations that have used ECERS are, Plan Bangladesh, Fulki, Ahsania Mission etc.
- ECERS as a part of teacher's training will have a double effect on program quality.

Therefore, it is expected that a teacher's understanding of classroom environment provides them with an opportunity to contribute significantly, as teachers have the important role of facilitating the learning process.

REVIEW OF LITERATURE

There has been increasing recognition of the effect of pre-school experiences on children's later performance in school (West, Wright & Hausken, 1995). High quality pre-school classroom environment continues to positively predict children's performance well into their school years. A study in 1999 from the FPG Child Development centre, has demonstrated that the children from an inferior quality of classroom environment had scored lower in measures of cognitive and social development than the children who have benefited from a higher standard of classroom environment. Without the necessary cognitive, language and social skills, children are less able to solve problems, cope with novelty, persist in overcoming obstacles and actively engage in social interaction (Aboud, 2003-2004)

The National Association of the Education of Young Children (NAEYC) has published that although 80% of the Kindergarten classrooms claim to be developmentally appropriate, in reality only 20% are actually suitable. It has been firmly established that the environment to which the young child are exposed

influences the development of cognitive and emotional skills due to the rapid growth of brain that occurs in the early years. Studies have shown that high quality pre-schools have both a short and long term effect in improving the outcomes of a child (Schaefer, 2000)

Decisions related to well being and education of children are based on at least three important types of information or knowledge, which are, what is known about child development and learning, what is known about the strengths, interests and needs of each individual child in a group, and knowledge of the social and cultural context in which the children live (Bredekamp & Copple, 1997). Research about learning of children suggests that there is some evidence that a teacher's knowledge on the subject (taught or ECERs?) has an important effect on early childhood teachings (Hedges, 2002, Peters, 2001, Siraj-Blatchford, Sylva, Muttock, Gildew & Bell, 2002). Some researchers have also drawn attention to the requirement for teachers to have a broad General base (not clear) to augment knowledge learning of children (Cullen, 1999, Haynes 200, Kallery & Psillos, 2001 Willer, 1994).

In a pre-kindergarten and kindergarten learning environment children should be able to explore, discover and experiment, Children learn through exploration and discovery using their senses, so a variety of interesting objects must be available to support and encourage their natural curiosity and their desire to learn. Children should be able to avail a rich meaningful learning environment to help meet their development needs. (Early Childhood Assessment for Children from Birth to Age 8, 2006). Structure of the classroom affects the overall development of children significantly. It has an important impact on the learning process. Self regulation is highest in children who have attended medium or high quality pre schools. Children who attend high quality Pre-schools display the highest levels of proper social behavior and the lowest levels of hyperactive behavior. (Institute of education university of London) In the United States pre -school program known as the Head start programme was initiated by President Johnson in 1965. Historically pre-schools have focused on a few issues; which were content, curriculum and methodology. At the time of, inception of head start, environment was not emphasized as an important factor. Maria Montessori first introduced the concept of environment and its impact on child development. Since then people are considering classroom environment as an important issue. The interaction of genetic and environment conditions have been

proved to influence the development of a child. In other words, the environment of a young child influences the development of cognitive and emotional skills significantly as the brain undergoes rapid growth during the early years (0-5 years).

Behaviorally at this age the receptive and expressive language is expanding rapidly, as is trust in social relations and exploration of the environment. Stimulation and responsiveness are two such practices known to foster social, emotional, and cognitive development in children (Isabella, 1993, Tamis Lemonda et al 2001)

Pre school education is the provision of education for children before the commencement of statutory education usually between the ages of three to five. If the approaches are systematic and based on the dynamics of teacher development, the quality of professional development will be enhanced for early childhood teachers. Training programs should be focused on specific content (e.g. early literacy, environment assessment) (Jie-Qi Chen & Charles Chang, 2005). To improve the pre-school classroom quality and teacher-child interaction, teachers play an important role. Several previous research reviews have addressed the relationship of teachers' background and quality (Barrett, 2003; Bowman, Donovan & Burns, 2001; Howes * Brown,). It was observed that a teacher with training of ECERS or any kind of training on quality of classrooms, will be able to attain high quality in classroom environment.

When children are totally engaged in their classroom activity they achieve maturity in their behavior. A quality classroom should provide an environment in which a child is able to blend in entirely thus encouraging the child to be totally engrossed and engaged in his or her classroom activity. A quality classroom should provide the described type of environment. (From Montessori Classroom). A study on "Pre-school classroom Design Effects on Child competency" carried out by Overseas Education consultants, in a multi country context in Australia, USA, UK, Canada and Ireland, focuses on the issue of high quality classroom. From an environment-behavior perspective, competency is the ability to interact effectively with one's surroundings and at a developmentally appropriate level (Bronfenbrenner, 1979; Trancik & Evans, 1995; White, 1959). The ability to interact with one's environment is particularly important to young children's learning. Perceptions and competency

will be higher for children of 3 to 4 years of age if they are exposed to a classroom where they have good adjacent features (e.g. compatible activity areas next to each other and good access for children to gross motor play areas and lavatory facilities).

ECERS has been used in many ways as a program improvement tool in many different settings, including culturally diverse populations and inclusive programs as well. In the last 17 years it has been used in research as well as in program improvement. Evidence shows that the scale is a valid instrument for measurement and its usefulness is amazing. Numerous research projects in USA and abroad used ECERS to assess global quality and discovered very significant relationships between ECERS scores and child outcome measures and between ECERS scores and teachers' characteristics, teachers' behaviors. The measure has been translated a number of languages, including Italian, Swedish, German, Portuguese, Spanish and Icelandic and also has been used in a multi country study (Tietze, Cryer, Bairroio, Poalacos & Wetzel, 1996).

The use of ECERS in the pre-school environment will not only improve classroom quality, it will also prepare a child for formal schooling. There are three main dimensions for school readiness, the first is "family readiness", the second component is "readiness of the schools", and the third is "the child's readiness" which evaluates the child's physical cognitive, social and emotional readiness for school (Dr. Selim Itus, 2007).

To prepare a child for the formal school a teacher needs to provide an appropriate environment, thus it is imperative that the teachers' perception about proper quality classrooms should be clear. An early childhood practitioner should keep all the areas of development in mind and also understand the environment for a quality classroom and should establish a developmentally appropriate classroom environment where children will be evolving in meaningful learning activities with different materials (Pennsylvania Departments at Education and Public Welfare-2004)

According to Early Learning standards task Force and Kindergarten Assessment work group Penn. there are several scales that have been developed around the world for use in the classrooms. These are APEEC: Assessment of Practices in Early Elementary Classroom for K-32 grades, CIS : Caregiver Interaction scale for Pre-K, CLASS: Classroom Assessment Scoring System for pre-K to 3rd grade, ELLCO :

Early Language and Literacy Classroom Observation for 3 to 8 years, ERS : Environment Rating Scale, ITERS : Infant/Toddler Environment Rating Scale Revised for up to 30 months of age, FDCRS-Family day care Rating Scale for Infancy to K, SACERS – School Age Environment Rating Scale for school age, and ECERS: Early Childhood Environment Rating Scale Revised for 2¹/₂ to 5 years.

The ECERS and other environment rating scales are used in many countries and is established as an international tool across the world. The Early Classroom Environmental Rating Scale (ECERS), a quality classroom measurement scale, covers all the dimensions and components of the environment which has an important role on children's development. So it is expected that teachers who are involved in administering ECERS will be in a better position compared to the teachers who are not involved in administering ECERS.

There are various reasons for the importance of carrying out the present study. The first and most important reason is to provide a quality classroom environment for the children which will have a very positive impact in their development. The understanding and perceptions of the teachers of classroom environment will increase and will in turn enhance the quality of teaching. The staff and member acknowledge that it is not only the curriculum and the methodology which provides a good quality education, the other important factor that has an important role in enhancing the quality of education is a nurturing environment. In consideration of the aforementioned issues it can be firmly stated that to improve the quality of classrooms, teachers' understanding and perception plays a significant role in providing worthwhile education and the use of ECERS should have an effective and positive impact on education and finally on the overall development of a child.

Research Questions:

1. What is the perception of teachers about how their classroom environment can enhance the development of the children's development?
2. Does the training of teachers on the use of ECERS as a tool of assessment of their classroom environment improve their understanding of the importance of classroom quality on the development of children's development?

Objective of the study

To assess whether the ECERS could be used to enhance teachers' understanding of the importance of classroom quality for children's development.

METHODOLOGY

Study design: A cross-sectional study was conducted utilizing both quantitative and qualitative methods. In qualitative method focus group discussions were conducted.

Study settings: Nursery schools of Bangladesh were the study settings. Two schools were purposively selected, one having teachers trained in ECERS and in other school teachers did not receive ECERS training.

Study population: Participants of the study were teachers who had received prior training on ECERS and were able to apply the knowledge they had acquired to improve their classroom settings and teachers who had not received any training. The study was undertaken in two purposively selected Nursery schools of Bangladesh. The teachers of one of the schools had received prior training on ECERS and the teachers of the other school had not received any training. The study included seven teachers from each school as participants.

Study duration: 5 months (approximately).

Development and finalization of the tool: By November 30th, 2009

Data Collection: December 1st to February 15th 2009 - 2010

Data Analysis: February 16th to March 7th 2010

Draft Report writing: March 2010

Revision, Finalization and Submission of the report: 21st April 2010

Sampling: A total of 14 teachers were purposively chosen from the two selected schools, seven in each group. One group was chosen from Savar Succeed School where the teachers received ECERS training. The Savar Succeed School is situated about 20 kilometres from Dhaka city. The other group was selected from Dhaka Badda School. Badda is in within the metropolitan city limits of Dhaka. The teachers of the Dhaka Badda School did not receive ECERS training.

Research instruments:

1. A structured questionnaire focusing on the seven dimensions of ECERS was used to assess the knowledge of teachers on the value of classroom quality on the development of children. The seven dimensions of the ECERS had been divided into 43 items. For each item two statements were made. A 5-point Likert scale was developed containing 86 statements which covered the seven dimension of ECERS scale to assess teachers' knowledge on the classroom quality for children's development. Among the 86 statements 43 were positively stated and the rest were negatively stated. In positively stated statements the responses were expected to range from Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) to Strongly Disagree (SD), and the score ranged from 5 through 1, i.e. for SA = 5 , A = 4, U = 3, D = 2, SD = 1 and the scoring of negatively worded statements were reverse, i.e. for strongly agree response the respondent got 1 and for strongly disagree response the score was 5.

2. Guidelines for conducting focus group discussions were developed to understand the perceptions and practices of teachers on the different dimensions of ECERS.

ECERS

ECERS means Early Childhood Environment Rating Scale which is developed by Harms, Clifford and Cryer. It was published in 1980 and from then this scale has been used for programme improvement. ECERS is a measurement tool, assesses process quality and it is a research-based tool. It also has got major program components and it is reliability and validity was also tested. This scale is easy to use and it is easy to use and it has got observational method. To use this scale accurately training is required and also need practice. It can be use in a group at a time. Basically this scale has got 3 main things. They are health and safety, positive relationships and opportunities for learning. There are 43 items organized under 7 subscales. They are:

- Space and Furnishings
- Personal care Routines
- Language Reasoning
- Activities
- Interaction
- Program structure and
- Parents and staff

This scale has a scoring system of 0/1 to up to 7. All items at levels 3, 5, 7 must be 'yes' to receive that rating. And interim levels 2, 4, 6 attained when half of items in next level are yes. Overall ECERS is reliable as an indicator both at the item level and also at the overall level. The scale was designed to be used with one class at a time for children from the age of 2¹/₂ years through 5 years of age. If ECERS is used in the preschool, it will not only improve the classroom quality it will also prepare the children for the formal school setting.

Overview of the sub scales and items of the ECERS

Space and Furnishings

1. Indoor space
2. Furniture for routine care, play learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor play
8. Gross motor equipment

Personal Care Routines

1. Greeting/departing
2. Meals/snacks
3. Nap/rest
4. Toileting/diapering
5. Health practices
6. Safety practices

Language Reasoning

1. Books and pictures
2. Encouraging children to communicate
3. Using language to develop reasoning skills
4. Informal use of language

Activities

1. Fine motor
2. Art
3. Music/movement
4. Blocks
5. Sand/water
6. Dramatic play
7. Nature/science
8. Math/number
9. Use of TV, video, and/or computers
10. Promoting acceptance of diversity

Interaction

1. Supervision of gross motor activities
2. General supervision of children (other than gross motor)
3. Discipline
4. Staff-child interactions
5. Interactions among children

Program Structure

1. Schedule
2. Free play
3. Group time
4. Provisions for children with disabilities

Parents and staff

1. Provisions for parents
2. Provisions for personal needs of staff
3. Provisions for professional needs of staff
4. Staff interaction and cooperation
5. Supervision and evaluation of staff
6. Opportunities for professional growth

Data Collection Procedure

Quantitative method

The instrument was self administered. The instrument/questionnaire was distributed among the respondents and they were asked to return the filled in form on the next day.

Qualitative method

The FGD with the teachers were held at the school premises where the teachers take their regular classes. The number of respondents in each focus group was seven. One of the groups was trained in ECERS and the other group was not trained in the ECERS scale.

A series of prompts (table-1) were used for the focus group discussion, which were the dimensions of the ECERS scale. The discussion sessions were carried out during the month of February 2010. The researcher herself conducted the FGD sessions. The group with ECERS training was asked about their opinion, thoughts and feelings about the training as well as a comparison of their pre and post training experience. Then the facilitator gradually introduced the series of prompts to explore the desired information. Each session was audio taped with the respondents' permission. Transcripts of the audio tapes were prepared and then analysis was done by examining the transcripts and the notes taken during the discussion to identify the range of ways in which the participants responded.

Table -1: Prompts for focus group discussions

No	Area of Discussion	Prompts Used
1	Space and Furnishings	1. Indoor space 2. Furniture for routine care, play and learning 3. Furnishings for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 6. Child-related display 7. Space for gross motor play 8. Gross motor equipment
2	Personal Care Routines	9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices

3	Language- Reasoning	15. Books and pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language
4	Activities	19. Fine motor 20. Art 21. Music/movement 22. Blocks 23. Sand/water 24. Dramatic play 25. Nature/science 26. Math/number 27. Use of TV, video, and/or computers 28. Promoting acceptance of diversity
5	Interaction	29. Supervision of gross motor activities 30. General supervision of children (other than gross motor) 31. Discipline 32. Staff-child interactions 33. Interactions among children
6	Program Structure	34. Schedule 35. Free Play 36. Group time 37. Provisions for children with disabilities
7	Parents and Staff	38. Provisions for parents 39. Provisions for personal needs of staff 40. Provisions for professional needs of staff 41. Staff interaction and cooperation 42. Supervision and evaluation of staff 43. Opportunities for professional growth

RESULTS

The result section is divided into two sections. One is the assessment of teachers' knowledge on the value of classroom quality on the development of children. The other section is on the teachers' perception and practices on different dimensions of ECERS.

1. Assessment of teachers' knowledge on the value of classroom quality on the development of children

The following table shows the difference of average mean scores in all seven dimensions of both the ECERS received and non-received groups.

Table 2: Average mean score of knowledge and understanding of teachers who received ECERS and who did not receive

No.	Name of the seven dimensions	Average mean score ECERS received group	Average mean score ECERS non-received group	p value
1	Space and Furnishings	2.99±0.11	3.22±0.41	p=0.27
2	Personal Care Routines	3.50±0.28	3.40±0.29	p=0.50
3	Language Reasoning	4.10±0.37	3.51±0.48	p=0.01
4	Activities	4.52±0.22	3.32±0.39	p=0.001
5	Interaction	4.80±0.23	3.74±0.57	p=0.06
6	Program Structure	4.28±0.25	3.48±0.61	p=0.11
7	Parents and staff	4.02±0.33	3.53±0.42	p=0.02
	All dimensions	3.99±0.07	3.42±0.19	p=0.001

The teachers with ECERS training received an average mean score for all seven dimension of 3.99±0.07 and the non-ECERS trained group received 3.42±0.19. The difference was found to be statistically with a p value of .001

Except for the dimension of Space and Furnishings, the ECERS trained group scored higher in all of the other dimensions of the ECERS scale than the teachers who had

not received the training. The ECERS trained group had a statistically significant higher score for the language reasoning, activities, parent and staff. The average mean score for ECERS trained group versus ECERS non-trained group for language was 4.10 ± 0.37 vs. 3.51 ± 0.48 ($p=.01$), for activities 4.52 ± 0.22 vs 3.32 ± 0.39 ($p=.001$), for parents and staff 4.02 ± 0.33 vs. 3.53 ± 0.42 ($p=.02$). Which demonstrates that teachers with ECERS training have a better knowledge of at least six of the dimensions of the scale and significantly so for three of the dimensions.

Except for the dimension of “space and furnishings”, the ECERS trained group scored higher in all the dimensions than the teachers who had not received the training. In “language-reasoning”, “activities” and “parents and staff dimensions” the average mean scores in ECERS group were significantly higher than the ECERS non-received group.

Table 3: Mean score in “space and furnishing” by ECERS received and non-received group

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	2.94	Sample 1	3.56
Sample 2	3.19	Sample 2	3.00
Sample 3	2.94	Sample 3	3.00
Sample 4	3.13	Sample 4	3.63
Sample 5	2.88	Sample 5	3.75
Sample 6	2.94	Sample 6	2.69
Sample 7	2.94	Sample 7	2.94

Average mean score in ECERS received group 2.99 ± 0.11 and non-received group 3.22 ± 0.412

Table-4: Mean score in “personal care routine” by ECERS received and non-received group

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	3.67	Sample 1	3.33
Sample 2	3.33	Sample 2	3.42
Sample 3	3.00	Sample 3	3.17
Sample 4	3.33	Sample 4	3.92
Sample 5	3.67	Sample 5	3.67
Sample 6	3.83	Sample 6	3.08
Sample 7	3.67	Sample 7	3.25

Average mean in ECERS received group 3.50 ± 0.28 and non-received group 3.40 ± 0.29

Table -5: Mean score in “language reasoning” by ECERS received and non-received group

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	4.50	Sample 1	3.38
Sample 2	4.38	Sample 2	3.63
Sample 3	4.00	Sample 3	3.63
Sample 4	3.50	Sample 4	3.75
Sample 5	3.88	Sample 5	2.50
Sample 6	4.50	Sample 6	3.75
Sample 7	4.00	Sample 7	4.00

Average mean in ECERS received group 4.10 ± 0.37 and non-received group 3.51 ± 0.48

Table – 6: Mean score in “activities” by ECERS received and non-received group

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	5.00	Sample 1	2.80
Sample 2	4.40	Sample 2	3.60
Sample 3	4.40	Sample 3	3.45
Sample 4	4.50	Sample 4	3.40
Sample 5	4.60	Sample 5	2.80
Sample 6	4.40	Sample 6	3.40
Sample 7	4.35	Sample 7	3.85

Average mean in ECERS received group 4.52 ± 0.22 and non-received group 3.32 ± 0.39

Table – 7: Mean score in “interaction” by ECERS received and non-received group

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	4.40	Sample 1	4.00
Sample 2	4.60	Sample 2	4.30
Sample 3	5.00	Sample 3	4.10
Sample 4	5.00	Sample 4	3.20
Sample 5	4.90	Sample 5	2.70
Sample 6	4.70	Sample 6	4.10
Sample 7	5.00	Sample 7	3.80

Average mean in ECERS received group 4.80 ± 0.23 and non-received group 3.74 ± 0.57

Table -8: Mean score in “programme structure” by ECERS received and non-received group

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	4.50	Sample 1	3.63
Sample 2	4.00	Sample 2	4.00
Sample 3	4.38	Sample 3	3.38
Sample 4	4.50	Sample 4	3.25
Sample 5	4.50	Sample 5	2.25
Sample 6	3.88	Sample 6	3.88
Sample 7	4.25	Sample 7	4.00

Average mean in ECERS received group 4.28 ± 0.25 and non-received group 3.48 ± 0.61

Table -9: Mean score in “parents and staff” by ECERS received and non-received group

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	3.67	Sample 1	3.75
Sample 2	3.83	Sample 2	3.08
Sample 3	4.08	Sample 3	3.67
Sample 4	4.08	Sample 4	3.42
Sample 5	4.67	Sample 5	2.92
Sample 6	4.08	Sample 6	3.75
Sample 7	3.75	Sample 7	4.17

Average mean in ECERS received group 4.02 ± 0.33 and non-received group 3.53 ± 0.42

Table – 10: Average mean score in Total items 86 Statement from 43 Items of ECERS

ECERS received group	Mean score	ECERS non-received group	Mean score
Sample 1	4.08	Sample 1	3.42
Sample 2	3.93	Sample 2	3.51
Sample 3	3.92	Sample 3	3.44
Sample 4	3.99	Sample 4	3.51
Sample 5	4.12	Sample 5	3.02
Sample 6	4.00	Sample 6	3.43
Sample 7	3.94	Sample 7	3.66

Average mean in ECERS received group 3.99 ± 0.07 and non-received group 3.42 ± 0.19

Except Space and Furnishings the ECERS trained group scored higher in each of the dimensions of the ECERS scale than the teachers who did not receive the training.

2. Teachers' perception and practices on different dimensions of ECERS

To understand teachers' perception and practices on different dimensions of ECERS focus group discussions were arranged with two groups of the teachers, one group received ECERS training and the other did not. In each group there were seven teachers. The ECERS trained teachers were within the age range 20 – 40 years. The non-trained teachers age varied between 20 and 45 years.

Focus Group Discussions

The focus group discussions with the ECERS received and non-received teachers revealed that in some of the ECERS dimensions both the groups have got similarities in their opinions and in some areas it differs. But it clearly showed that the ECERS trained group had better knowledge and understanding than the non-received group.

1. Space and Furnishings

Indoor Space :

The teachers who received ECERS emphasized that the class room should be airy and spacious. They discussed the need for big windows and proper doors. It was mentioned that children like open space and feel more comfortable working in that kind of atmosphere. However, one of the teachers said that spacious and big class rooms can be a problem as it may become difficult to control the children. They did not think that there was any need to have chairs and tables in the classroom. Children are fine when they are learning things sitting on the floor.

The teachers who didn't receive ECERS also felt the same way about the classroom. However, they also thought that there should be benches or chairs and tables in the classroom, because children would be more comfortable sitting on chairs and at tables rather than on the mat. (Is this why they scored higher? Also this is a repetition and should belong in the category below) They mentioned the need for good ventilation in the classroom.

Furniture for routine care, play and learning :

For routine care furniture, the ECERS trained group felt that there was no need to have any chairs and tables for the children; they believed that mats were absolutely fine and sufficient for them in the classroom.

But the teachers who did not receive ECERS felt that chairs and tables or benches were important for the children to have a proper sitting arrangement in the classroom. They believed mats were not appropriate or adequate for the children when they want to write and draw. Regarding the use of sand/water tables or easel ECERS trained group was very positive. They felt that the children should play with sand/water and should use easels for painting. However when they were asked about for the use of shelves in the classroom from where children could take the books by themselves, they thought that books and other things should be kept with the teachers. They mentioned that when children need books, teachers can always give them the books they need. However, two of the teachers from this group said that they felt that there should be low shelves with books and children's toys so that children can easily reach for the books and toys and take them by themselves. It was mentioned that this will develop their independence and will also make them more responsible and increase their interest in books.

Regarding the sand/water tables the group which had not received ECERS training felt that it was not appropriate nor practical to keep a sand/water table in the classroom because it may prove to be a huge distraction from studying and would also be messy. However, three teachers from the group thought that the sand/water tables could be placed outside for the children to play under proper supervision; they mentioned that if it was kept inside children could cause a huge problem and in addition, the tables can be dangerous. All of the teachers believed that the children should paint on the easel but this should not be inside the classroom, and that crayons and colors pencils should be enough for their drawing and coloring needs.

Furnishing for relaxation and comfort:

Non-trained ECERS group felt it was absolutely impractical to have soft toys in the classroom and even the provision of a cozy area was unnecessary. Children come to

school to learn and they are only 4 years old. The teachers emphasized that they should concentrate on their education properly. Cozy areas or soft toys will distract their learning minds and they will be unable to pay attention to their work and thus they will not be able to learn any thing. None of the teachers from this group felt that a cozy area for the children with a substantial amount of softness should be there in the classroom. They actually wanted a typical early childhood classroom.

But the group who received ECERS felt exactly the opposite. They believed that a cozy area and soft toys should be there in the classroom and the classroom should provide the a substantial amount of softness because sometimes children need to relax. A child might need to be away from the group at times when they are not feeling comfortable for whatever reason. Thus, it is necessary to provide the softness and comfort for the children who need it at times. All of the teachers in this group felt strongly about this issue in the same way.

Room arrangement for play:

The ECERS trained group suggested that the class room should be arranged in a way that there are different types of things in the each corner of the classroom, which will increase the children's interest in learning. At least 4 to 5 different corners need to be there with blocks and different kinds of toys. These things can be placed on the floor and there is no need to have any shelves as long as it is reachable to the children.

The non trained group, however, believed that there was no need to have any corners in the classroom. If there are corners with toys in the classroom it would only be a distraction in the children's learning process. Toys could be placed outside, so children could play with them during break time.

Space for privacy :

ECERS trained group suggested that there is no need for any private space for the children in the class room. If a child is uncomfortable for any reason for that s/he can be with the teacher for some time and the teachers can take care of the child. They also thought that there should not be more than one activity going on in the classroom. The children should be working in one group. There is no need for any private space for any special activity.

Non received ECERS group also had more or less similar thoughts about the issue. They thought that it was good to have only one activity going on in the classroom, so that the children can be controlled easily and teachers can also teach properly. If there were multiple activities going on in the classroom it will become difficult to control the children. Regarding this item both ECERS trained and non trained groups had the same opinion.

Child related display:

Regarding displays related to children both the groups had the same opinion. Both groups thought that children's group work or individual work should be displayed in the classroom. But both the groups were not very familiar with the three dimensional display. They were mostly discussing the regular work and art work which the children usually do in classrooms. Only one participant from the trained group was knowledgeable about the three-dimensional work with clay .ECERS trained group said, "Yes all children don't learn together, some learn fast and others learn slowly. Those who learn slowly should be given more attention and time". The non trained ECERS group also had similar opinions about techniques for slow learners, they suggested that more time should be given to these children and even then if s/he is not able to learn then they should get assistance from their parents. Both groups said that if the children's work is displayed then other children will also become interested and will be more enthusiastic about being involved in their activities.'

Space for gross motor play and equipment:

The ECERS trained group believed that children should have a proper place to develop their gross-motor skills. The children need to have a variety of surfaces like clamping structural objects, playing with clay and tire and swinging and hanging from objects etc. The ECERS trained group also had similar opinions and mentioned that children should have access to a proper place to help develop their gross-motor skills.

The non trained group on ECERS believed that there should be a gross-motor-play area for the children. The teachers in the group mentioned that they did not have big fields in their school grounds. The children need to have things, so that they can play different types of sports, like climbing jumping etc. When they play outside there is

no need to have shade. They can come to the classroom if they feel hot. To have drinking water available, they need to take their water bottles to the field, so that they can drink whenever they need to. Children definitely need to be supervised when they play outside. They need to have a variety of surfaces like clamping structural objects; playing with clay and tire swinging and hanging from different objects etc

2. Personal Care Routines

Greeting/departing :

Both groups believe strongly about greeting and departure statements for the children. When the children come to school they should be greeted appropriately so that they feel good and comfortable and secure in the presence of their teachers. There is a difference between the groups regarding the issue of greeting and welcoming the children.

The ECERS trained group greets the children from when they are with their parents and also hand over the children to their parents as they are in the classroom at both times.

However, in the non trained group the teachers are not there in the class room to receive the children. Children come to the class and then the teachers come. The non ECERS trained group does not receive children from their parents. During departure time it is also the same. Teachers do not hand over the children to the parents. Children go out with their helpers and parents take them from there. When the teacher comes to the class, she greets them and children greet her too.

Meals/Snacks:

The ECERS School is only for 3 hours, so there are no snacks or meal time but the other school has breaks for snacks and meals. However in the ECERS School they can go to the lavatory. They can also drink water when they want to. The Non ECERS group felt that the children need time when they can eat something, because children need to eat when they are hungry. And they should interact with each other when they eat their snacks. However, snack time should not be for a long time. Two teachers from the group felt, that children should not talk or interact with each other during snack time. If they interact with each other during snack time they will be slow in their eating and they will also lose concentration in their work.

Nap/rest:

The non ECERS group feels that there should not be any facilities for the children to have nap or rest in the classroom. It will be a problem to function in the class during day to day study hours. The learning process will be interrupted. However, one teacher said that if a child is not well and needs to take rest, s/he can take a nap but it should be ensured that s/he finishes the work at home that was done in the school to keep them at par with the other children. ECERS trained teachers felt that there should not be any nap time as they have only 3 hours of school time, but definitely if children need rest they can because it will make them more energetic during school time.

Toileting /diapering:

Both groups said that the children do not wear diapers. The ECERS trained group stated that they promote the self-help skills when children are ready. The non trained group felt children go to the toilet with the assistance of a helper and there is no need to have low basin with amenities because then they will tend to spend more time in the toilet and might play with water. Children enjoy playing with water and when they will see there are more attractive toiletries such as soap, they might wash their hands many times, spill water at each other and accident can occur during this time. That is why these teachers believed that it is not safe for the children to go to the toilet alone.

Health Practices :

ECERS trained teachers say that they talk a lot about healthy/hygiene and nutrition behavior/ practices with the children, so that children are able to manage or make healthy choices independently. They encourage brushing of teeth, washing of hands etc. They also involve their parents to instill healthy behaviors in their children. Even the non-trained ECERS teachers said that they discuss hygiene and health with the children, mainly about brushing teeth; cutting nails and other things like playing safe.

Safety Practices:

Both groups said that children should play carefully and that they need to be supervised constantly. They believed that the play area should have boundaries so that children can not go outside. ECERS teachers said that young children and older children should not play together in order to avoid accidents. But one of the teachers

said that sometimes they need to play alone to develop their independence, however they should be supervised by the teachers all of the time. Non ECERS group said that the younger and older children can play together if they are supervised carefully. Two teachers from the group thought differently and insisted that, "No, there should be separate timing for play for the younger and older children".

3. Language Reasoning

Books and Pictures :

ECERS trained teachers felt that at first children need to learn and then they should learn to write. For language learning skills, books, materials which are related to language development should be easily accessible to the children to increase their interest. "We don't have a library available for the children; otherwise books could have been borrowed from the library. One teacher said "they are too small to borrow books; they may not be able to take care of the books. So it is better that they don't borrow the books because they will not be able to handle and keep the books carefully". Classroom activities should be related to current topics. The teachers who didn't receive ECERS training believed that at first the children should be taught the alphabets. "First they should learn orally and then in writing, first vowels and then the consonants. We put the dots and then they write". Furthermore, all teachers felt that the above way was the appropriate or right way to teach children.

Encouraging children to communicate:

Both groups have emphasized the importance of communicating with the children because it helps to develop their language skills. Listening to children was also acknowledged as very important for their development. Both groups were aware of that, but the trained group was found to encourage children to communicate and the non trained group did not do so. They felt that talking and interacting were good for them but not in the classroom, it should be outside the classroom. The trained group encourages children to communicate through drawings, scribbling, etc. Children usually draw and talk about the picture and are encouraged to talk about that. But one of the respondents of the non trained group believed that in the classroom whatever the children do and say, the teacher should listen carefully to the children.

Using Language for development of reasoning skills:

The ECERS trained group believed in developing reasoning skills through language skills. The teachers encourage children to develop reasoning skills throughout the day. They also learn to express in words their daily routine, or the sequence of an event or a story. ECERS non trained group also follows a routine through out the day. They think talking to the children while they are playing will encourage to develop their language and reasoning skills. If they communicate more while playing, they develop more language skills and sometimes they argue when they play. In this process they develop their reasoning skills.

Informal use of language:

ECERS trained teachers believe that the informal use of language is a very important factor to develop children's formal language skills through engaging them in conversation with their peers as well as the teachers. While children are playing or actively participating in any activity in the classroom, they should be talking with each other and even they need to ask questions during activities such as why and how, these questions will make them think more deeply. However, a teacher from the group had a different opinion, "If we encourage children to talk too much then they will not be able to complete their work in the classroom. So it is better that they are not encouraged in the classroom". The teachers who did not receive ECERS training are not for talking to the children in the classroom in fact they said "there is no time for children to talk thus encouraging them to talk is not possible, If they ask questions it will make them slow in their learning".

4. Activities**Fine motor:**

ECERS trained group were able to give an account of their activities, i.e. what they do during school time. They said materials are necessary and are useful for the development of the fine motor skills but when children loose interest they put them away and give them new things. Different objects are also placed in the different corners so that they are accessible to the children. The Non ECERS group did not support that children should have any toys in the classroom; they believed that children should play out side. The non-trained group did not have any shelves to keep

the toys, one teacher said that after their lessons they can draw and color pictures to develop the five motor skills.

Art:

The ECERS trained group encourages activities in art in a different way. They encourage making things with clay and other different materials from nature like leaves, twigs and branches. They perform art activities which are related to the current topic they are learning. But some mentioned that playing with clay needs supervision and sometimes it is difficult to handle so many children at one time and it is messy as well. As such it is better not to do it often. The non trained group believed that there is no need for or time to play with clay. It was mentioned that there should be a special day when they can do this type of special activity keeping it separate from regular class time. Even though some of the teachers felt that it was good, they did not have any choice in the matter.

Music/Movement:

The ECERS trained and non-trained group both believe music is important and good for children. ECERS trained group has music class everyday and they also encourage children to engage in different type of music activity. But the non trained group feels music should be provided once a week and they learn songs as well. "They are too small to handle instruments so it is better that we don't give the instruments to the children".

Three out of seven from the non-received training group feel that music class should be more than once a week because children really enjoy it.

Blocks:

The ECERS trained group provide different types of blocks and place them in the different corners which is easily accessible to the children, however, they are encouraged not to take the blocks outside to play. The children of the non trained group of teachers did not have access to blocks and were not allowed to play outside with blocks. The reason mentioned was there is no time in the classroom to play and children are easily distracted if they have access to blocks. They will lose interest in their studies. The teachers thought that there should be no question of taking the blocks outside because the children will lose them.

Sand/water:

The ECERS trained teachers were positive about sand /water activities and they also had the facilities outside the classroom. But they all responded that it should not be inside the classroom. The Non ECERS group thought that there is no need to play with sand/water because it of the mess. But two teachers from the group agreed that it would be good for children as it would help them in their learning of science and will also develop the imagination of children.

Drama and Play:

ECERS trained group provide opportunities for drama and plays, and also provide the children with cues/props as well. Children play in their free play time. To encourage the children they use pictures and story books etc. The non trained ECERS groups however do not support the positive impact of drama and play. They believe that there should not be any opportunities in the classroom to play because it will tamper with the class schedule completely. Definitely, they can play when they are playing outside but not inside the classroom.

Nature/Science:

Regarding nature/science the ECERS trained group believes in hands on activities like cooking, growing plants, seeing different things from the nature. But the cooking facilities are not there and as it is dangerous they encourage imaginary cooking. The non received ECERS group does not believe in cooking because it is impractical. They do observe things from nature, how a plant grows and also talk and write about the whole thing in their books. However, few of the teachers felt the need for additional books and senior and more experienced teachers who could show and talk about the books to children.

Math/Number:

The ECERS trained group use materials for the Math/Number activities. They also make charts of numbers, as well as height and weight charts for the children. Children learn to count with a counting instrument and also with materials through play. No materials or counting instrument are used by the teachers who did not receive training on ECERS, they teach mathematics and numbers verbally and then in writing "The children learn Math/Numbers very nicely this way, there is no used to waste time

using materials when they can learn like this” However one of the seven teachers differed in her opinion, “No, I think children should learn numbers with materials”.

Use of TV, Video and /Or computers :

The ECERS trained group felt that children should have access to TVs, videos, and computers; however, they do not have the facilities for these things. The children hardly get the opportunity to watch TV and do not have access to computers. However, their thoughts and attitude towards such visual aids were quite positive. The non trained groups have access to TV and computers but on very rare occasions. The teachers however do not support that these are important for children. They believe that there are many ways to learn. If they are allowed to watch movies and do things on the computer they will become addicted and will have no interest for studies.

Promoting acceptance of diversity:

ECERS trained group said that children were not actually capable of being aware of any diversity. It was stated that the children were too small to understand. However, if there is any diversity in the group the teachers claimed to treat them equally and ensure that s/he is not isolated or treated differentially. The non trained ECERS group said that children understand religion as such, they know about who belongs to which religion. The teachers talk to them if someone is different, because during snack time they eat together and if there are some restrictions about food even other things, the children will understand. They need to know that there are different people in the world.

5. Interaction

Supervision of gross motor activities:

Both groups said that there should be proper supervision when the children are playing outside. The ECERS trained group supervises and talks to the children and make them take turns to try to generate more ideas while they are playing. The non trained ECERS group does not believe in interacting with the children during their play time “When children are playing outside for their gross motor development they should be free and no interruptions should take place from the teachers, they should

be able to solve their problems. However, two of the teachers from the group felt that if there is a problem the children should be able to talk to the duty teachers if needed.

General supervision of children (other than gross motor) :

For general supervision both groups responded that children should be supervised properly. Teachers are required to talk to children, ask questions and support them to increase their thinking capabilities; however they also need to be encouraged to be independent.

Discipline:

Discipline is a very important issue in the development of children. Both groups said that the teachers generally talk to the children about discipline like not fighting with each other, to share with others and they also encourage them to solve their problems by themselves or amicably. The ECERS trained group said that a child with behavioral problems should not be kept with the other children. They believed that this would disrupt the class and affect the other children. However, one of them felt that teachers should provide support for the child, or at least try to do so.

Staff-child interactions:

The ECERS trained group believed that they should enjoy being with the children. "The said, that teachers and children should have mutual respect for each other. Teachers should listen to the children and respond to their needs. The non ECERS trained group also felt positively, and supported that they should have mutual respect. However they said that as there is not much time in the classroom we can not give time to listen to children and also talk to them. Actually children need to listen to and follow the instructions of teachers, otherwise their studies will be interrupted, and the children can talk later. Teachers mentioned that during the class time, we should give time to the children and help them in their work. They can come and talk after they have finished there classroom activities or before they go home.

Interactions among children:

Interactions among children are important. Peer interactions have a very positive impact on children. Both groups felt that it was important in the same way but believed that too much interaction should not take place in the classroom. This again

was believed to have disruptive effects on the children's work. A teacher from the non trained group said, if they are given too much freedom in the classroom they tend to become more talkative

6. Program Structure

Schedule:

Teachers who received ECERS said that they have smooth transitions in their daily activities. Materials and activities are always prepared beforehand for the children to work with, variation are made in the schedule if needed. The teachers realized that if a child has short attention span s/he needs more time to complete or if someone is working on a project s/he might continue with the previous work. A teacher said, "With the younger children we don't need to be too tight with their schedule, we need to understand and consider their capabilities and act accordingly. Teachers who had not received ECERS felt the same. .

Free Play:

ECERS trained teachers believed playing was good for the children. However children need to be supervised. Children develop their thinking capabilities during play; they try to solve their conflicts as well as problems. They should have new materials which should be rotated, so that all children get a chance to play. The non trained ECERS group also believed that children should have free play time but materials should not be given at that time. They said that children get bored playing with the same things and as such there is no need for any materials to play with. In addition, if they don't have any toys or materials to play with, then children will be creative and will make their own game, thus having more interaction with each other. However, they need to be closely supervised, so that there are no accidents.

Group time:

The ECERS trained group believed that groups were very important, as well as group time. Sometimes children learn when they are grouped differently; sometimes they like to choose their own groups. Teachers feel that grouping is a very effective process of learning. The non-trained ECERS group said that, 'We don't have any group time. When they come they start their lessons after the assembly. There is no group time for them. And when teachers are involved in activities the children are

participating in the activity with the teacher. . Thus, there is no need to form any groups in the classroom. However, three teachers from the non-trained group felt that they should have group time. 'There should be groups among the children and they should be working in their groups.'

Provisions for the children with disabilities:

The ECERS trained teachers make attempts to meet the requirements of special need children. They assess the need of the child and treat the child accordingly and also ensure that the child is involved in all activities, so that he does not feel different from others. But two teachers from this group feel that it is not very practical to have a special needs child in the classroom, as s/he needs more attention and it is difficult to give that during class and also maintain the daily schedule. The non-trained ECERS group was of the opinion that say special needs child should not be a part of a regular class. Because these children need one to one attention and it is not possible for the teachers to pay that much attention for one child as well as cater to needs of the other children. So, there should not be any provision made for disabled children in a regular classroom.

7. Parents and staff

Provision for parents:

Teachers who received ECERS believed that parents should be involved in their program. There should be a representative from parents in the board. Parents should be able to evaluate the program and can provide advice for improvement. However, a teacher said that too much freedom given to parents is not good, and then they may interfere too much. So, there should be a limit to their involvement. The ECERS non-trained group teachers also agreed that parent's involvement should to be there but within limits, so that too much interference does not take place.

Provision for the professional needs of staff:

The teachers, who received and did not receive ECERS, both believed that there should be a break time for the teachers and that break time also needs to be flexible. They also felt that there should be a place where they can have privacy and meetings, conferences etc. during that time.

Staff interaction and cooperation:

Both groups felt that staff interaction and cooperation is important. Among the staff there should be interpersonal relationships so that they all are aware about the situation of the children. They suggested that at least twice in a month, staff should have meetings to formulate lesson plans and other events. However, two teachers from the non trained ECERS group said that interactions, working together, planning among the teachers is good but all teachers is not same. The teachers who are not hard working will benefit and some teachers will always work hard. So, teachers should first do their individual work and then work together.

Supervision and evaluation of staff:

Both groups believed that there should be supervision and evaluation not annually, but at least twice a year. And after the evaluation feedbacks should be given, so that shortcomings can be rectified. This provides a chance for improvement. From both groups some teachers said that there should be ongoing assessment by the supervisor.

Opportunities for professional growth:

The ECERS trained group definitely believed that there should be training, workshops, conferences from where they would have the opportunity to learn more. "Actually, we get the basic training about how to use and apply ECERS scale in the classroom and also get refresher training so that we don't forget anything". Non-trained ECERS group also believed that there should be training and workshops organized regularly so that the teachers can update their knowledge. But some of the teachers from the non trained group felt that there was no need for much training in order to teach the children of early years.

Discussion

The purpose of the study was to see whether the teachers who had received ECERS training had better understanding and knowledge about the classroom quality on children's development than the teachers who did not received the ECERS training. The study used FGD with the teachers who received and didn't the ECERS training. Focus group has been used in other studies with considerable success to examine the knowledge of education related matter.

In the discussion section if we see the overall result and discuss then the study shows that the ECERS received group has a very good concept about the scale but has got limitations and the non-received group do not have any concept about the scale but applying things from their experience.

It is described according to the seven dimensions of the scale. It has been found that in **space and furnishings** the score is higher for the ECERS non-received group rather than the received group. The received group doesn't have the concept of having chairs-tables or benches in the classroom, according to them mat is fine for doing activities and learning. The succeed school which I have visited at Savar is in a village and running by the community people and actually can't effort to get these furniture and even don't have the concept too. They don't even have the concept of **space for privacy** as well and neither have any practice. For **child-related display** the children's work is displayed in the classroom which is good but the displayed work is not at child's eye level. So, again they have the concept but not really done accurately.

For the seven dimensions of ECERS scale what I have found from my study is that it is good that the teachers who have received ECERS have the concept about it but they have limitations. And they also scored high for all the dimensions except one. But I was surprised to see that with the limitations with 25 children the way teachers were taking the class. The teachers are not very much qualified but they are trying their level best. The potential they have got is tremendous. If they are given the proper facilities for the classroom they will be the best in their task.

On the other hand the non received group has no concept about ECERS. They also do not have understanding and knowledge about classroom quality and their environment. Children must be afforded a rich meaningful learning environment to help and meet their developmental needs (Early Childhood Assessment for children from Birth to age eight September, 2006) except the space and furnishing in all the other dimensions this group scored less than the other group. And the teaching method is also not very much applicable and appropriate for the early year's classroom. Development is enhance if classrooms are child focused and well-organized with teachers playing a facilitative rather than a dictates role (Howes & Olenick, 1986; McCarney, 1984). Even in teachers interactions also this group has

different concept. They don't encourage interactions while the children are engaged in their activities. High quality classrooms are those in which teachers interact with children in a responsive and informative way, encourage verbal interaction and are not harsh with children (Arnett, 1989, Clarke-Stewart & Gruber, 1984). It is good that no groups have scored less than 3. So we can assume that teachers in both the groups have some level of understanding about the classroom quality. One of their big limitations was no facilities for TV, Video, and Computer etc. which is very effective to improve the classroom quality.

The teachers who received ECERS emphasized that the classroom should be airy and spacious. However, one of the teachers said that spacious and big classrooms can be a problem as it may become difficult to control the children. They did not think that there was any need to have chairs and tables in the classroom. The teachers who did not have ECERS training mentioned that there was need for good ventilation as well as classroom furniture, such as tables and chairs as children might find it difficult to write sitting on mats. Use of sand/water tables, easels were encouraged by the ECERS trained group. However low level easier to reach shelves for books were thought to be unnecessary by both groups of teachers. The group without ECERS training did not approve of sand/water tables inside the classroom as children might be distracted, however they accepted that these can be placed outside the classroom. They approved of easels for painting but thought that children should use crayons or color pencils for coloring. Teachers without training thought it was absolutely unnecessary to have soft toys or a cozy area for the children as it would distract the young children. Conversely, all teachers in the ECERS trained group felt strongly about the need for soft toys and a cozy area for a child to encourage relaxation and a quiet time away from the group. The ECERS trained group supported having different types of things, for example blocks and toys, in 4 or 5 corner arrangements. The non-trained group was against having corner arrangements based on the belief that it would distract the children.

The ECERS trained group suggested that there was no need for a private space for a child as a child can be with the teacher when needed. Both groups thought that only one type of activity should be going on in the classroom so that the students are more in control and more capable of learning. Both groups believed the work of children

should be displayed in the classroom but were not very familiar about three dimensional works with clay. ECERS trained group were aware that all children do not have the same ability, and unlike the non-trained group were knowledgeable about different ways in which children with different needs, such as slow learners and children with short attention spans, can be motivated to learn. The ECERS trained group believed that children should have a proper place to develop their gross-motor skills and a variety of surfaces like clamping structural objects, playing with clay and tire and swinging and hanging from objects etc. The ECERS non-trained group also had similar opinions and mentioned that children should have access to a proper place to help develop their gross-motor skills. Both groups believed strongly about greeting and departure statements for the children. However, the ECERS trained group greet and take as well as handover the children to the parents, but the ECERS non-trained group did not receive or handover the children from there parents. Nonetheless, they greeted them in the classroom. As the school timing for the ECERS trained teachers was only three hours snack or meal time did not exist. However they could drink water when needed. The non-ECERS trained group agreed that there was need for snack time, but two of the teachers thought that children should not be allowed to talk or interact with each other during this time.

The ECERS group thought as school was only for three hours nap times were not necessary but definitely if children need rest they should be able to as it would make them more energetic. The non-ECERS group felt that it would be disruptive for the normal school routine. The ECERS trained group promoted self helps skills for cleanliness among the children when children are ready. The non trained group said that the children usually go the lavatories with the assistance of a helper and if they are allowed to go alone they would stay longer in the bathroom and play with water and that it was not really safe for them to go alone to the toilet alone. Both ECERS trained and non-trained group promoted healthy behavior (hygiene and knowledge on nutrition among the children. Both groups emphasized that children should play safely. ECERS trained group did not believe in the older and younger children playing together but the non-trained group did not have any problem with the issue. ECERS trained teachers felt that at first children should learn and then write. For language learning skills, books, materials which are related to language development should be easily accessible to the children to increase their interest. The teachers who didn't

receive ECERS training believed that at first the children should be taught the alphabets, orally and then in writing. Both groups have emphasized the importance of communicating with the children because it helps to develop their language skills. Listening to children was also acknowledged as very important for their development. Both groups were aware of that, but the trained group was found to encourage children to communicate and the non trained group did not do so. The trained group encouraged children to communicate through drawings. The ECERS trained group believed in developing reasoning skills through language skills. The teachers encourage children to develop reasoning skills throughout the day and express in words their daily routine, or the sequence of an event or a story. ECERS non trained group also follow a routine, however, they think talking to the children during play time will encourage development of the children.

ECERS trained teachers believe in the importance of engaging in conversation on an individual basis and they usually do so while children are playing or actively participating in any activity and also encourage them to ask questions in the classroom. The teachers who did not receive ECERS do not support any sort of talking in class as it was believed to be disruptive. ECERS trained group were able to give an account of their activities, i.e. what they do during school time. They said materials are necessary and are useful for the development of the fine motor skills. The Non ECERS group did not support that children should have any toys in the classroom, they believed that children should play out side. The ECERS trained group encouraged activities in art in a different way. They encouraged children to make things with clay and other different materials from nature like leaves, twigs and branches. The non trained group believed that there was no need for or time to play with clay. It was mentioned that there should be a special day allocated for special activities and it should be kept separate from regular class time. The ECERS trained and non-trained group both believe music is important and good for children. ECERS trained group has music class everyday, but the non trained group had music once a week. ECERS trained group provide opportunities for drama and plays, and also provide the children with cues/props as well. Children play in their free play time. To encourage the children they use pictures and story books etc. The non trained ECERS groups however do not support the positive impact of drama and play. Regarding nature/science the ECERS trained group believes in hands on activities like cooking,

growing plants, seeing different things from the nature. But the cooking facilities are not there and as it is dangerous they encourage imaginary cooking. The non received ECERS group does not believe in cooking because it is impractical. They do observe things from nature, how a plant grows and also talk and write about the whole thing in their books.

The ECERS trained group use materials for the Math/Number activities. They also make charts of numbers, as well as height and weight charts for the children. Children learn to count with a counting instrument and also with materials through play. No materials or counting instrument are used by the teachers who did not receive training on ECERS, they teach mathematics and numbers verbally and then in writing. The ECERS trained group felt that children should have access to TVs, videos, and computers; however, they do not have the facilities for these things. The non trained group has access to TV and computers but on very rare occasions. The teachers however do not support that these are important for children. ECERS trained group said that children were not actually capable of being aware of any differences but the non-ECERS group said that children are aware of religious diversity and should be talked to about the differences in order to be understanding. Both groups agreed that if there is any diversity in the group the teachers claimed to treat them equally and ensure that s/he is not isolated or treated differentially. Both groups said that there should be proper supervision when the children are playing out side. The ECERS trained group supervises and talks to the children and make them take turns to try to generate more ideas while they are playing. Both groups said that the teachers generally talk to the children about discipline like not fighting with each other, to share with others and they also encourage them to solve their problems by themselves or amicably. Both groups believed that teachers and children should have mutual respect for each other. Both groups supported that peer interactions have a very positive impact on children but believed that too much interaction should not take place in the classroom.

Teachers who received ECERS said that they have smooth transitions in their daily activities. Materials and activities are always prepared beforehand for the children to work with, variation are made in the schedule if needed. ECERS trained teachers believed playing was good as children develop their thinking capabilities during play;

they try to solve their conflicts as well as problems. They said that children should have new materials which should be rotated, so that all children get a chance to play. The non trained ECERS group also believed that children should have free play time but did not support provision of materials. They said that children get bored playing with the same things and if they don't have any toys or materials to play with, they are more creative. The ECERS trained group felt that grouping and group time was a very effective process of learning. The non trained group did not support this and thought that children should interact with the teacher.

The ECERS trained teachers make attempts to meet the requirements of special need children. The non-trained ECERS group was of the opinion that any special needs child should not be a part of a regular class, because these children need one to one attention. Teachers who received ECERS believed that parents should be involved in the program. The ECERS non-trained group teachers also agreed that parent's involvement should to be there but within limits, so that too much interference does not take place. The teachers, who received and did not receive ECERS, both believed that there should be a break time for the teachers. Both groups felt that staff interaction and cooperation is important. Both groups believed that there should be supervision and evaluation not annually, but at least twice a year. And after the evaluation feedbacks should be given, so that shortcomings can be rectified. The ECERS trained group definitely believed that there should be training, workshops, conferences from where they would have the opportunity to learn more. Thus, there were many differences between the groups but some areas of agreement as discussed above.

After description of the results and the discussion it has been shown very clearly that It would be beneficial for teachers if ECERS training is made available for all teachers of Bangladesh who are engaged in teaching nursery children or in early year's classroom.

Conclusion

Children must be afforded a rich and meaningful learning environment to help and meet their developmental needs. Research evidence indicates that purposeful teaching and learning occurs when teachers have the understanding and the knowledge about

the quality classroom especially in Early Years. As an early childhood practitioner it is important to assist children in the classroom to reach their full potential, and one way is watching for signs of language growth, physical growth, social growth, emotional growth and cognitive growth. In our country usually the teachers who are teaching in Early Years are not trained to teach in the classroom. Their concept is that to teach the small children there is no need for any training.

But the research shows that this concept is not right, there is a need to have a training to teach in early years. And among the several tools and trainings ECERS is one of the most effective training all over the world including Bangladesh.

The observational measure in this study was to see whether ECERS training improve the teachers understanding and knowledge about the classroom quality. The result shows yes, it does. The finding of this study was positive.

In my study, I also saw that how significant is a role of a teacher in the early years classroom. The environment not only improves children's attitudes towards learning it also encourages and improve their understanding. As an early childhood practitioner they need to keep all the developmental areas in mind, so that it will assist them in establishing a developmentally appropriate classroom environment where the children will be engaged in meaningful learning activities.

In conclusion, I would like to say that the classroom quality of the early years needs to be improved in teachers' knowledge and understanding about the classroom quality. It is possible to overcome the problem through the teachers training program, like ECERS. Resourceful teachers can transform classrooms into creative play and learning environments even with minimal funding and support.

Recommendation:

To accelerate pre-school children's development classroom environment plays an important role. The study explored that the teachers who received ECERS training were more knowledgeable on the importance of classroom quality for children's development than those who were not trained. It could be recommended that ECERS training should be made available for all teachers of Bangladesh who are engaged in teaching nursery children.

Acknowledgements:

I would like to thank to the Brac University for giving me the opportunities to do this study and also the Succeed ECERS school and the teachers to allow me to visit and doing the FGD with their teachers.

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Annex 1

Questionnaire for the teachers to understand their concept about child development

SA – Strongly Agree, A – Agree, U- Unsatisfied, D-Disagree, SD- Strongly Disagree

No.	Statement	Scale				
		SA	A	U	D	SD
	Space and Furnishings :					
01	Indoor Space					
	Space and furnitures are very important factors for early years classrooms +					
	Natural light /ventilation of the classroom need not be control. -					
02	Furniture for routine care, play and learning :					
	Sand / water table easel used or brought painting brushes, these equipments help in children's development +					
	Insufficient basic furniture such as chairs, tables, shelves for routine care, play and learning affect children's proper development in the classroom -					
03	Furnishings for relaxation and comfort					
	A cozy area with soft toys and pillows need to be accessible to children +					
	No soft toys and soft pillows should t be accessible to children like, rugs, bean bags, chair etc. -					
04	Room Arrangement for play					
	At least three to five different interesting corners should be provided with a variety of learning experiences. +					
	Corners should not be organized for independent use by children, ex- open shelves -					
05	Space and privacy					
	Sometimes it is very effectives to have activities set up in the classroom for one or two children in the Private space away from the group +					
	Children should not be allowed to play alone or alone with					

No.	Statement	Scale				
		SA	A	U	D	SD
	friends, should not be protected from the group life. -					
06	Child related display					
	Children's individual papper work should be displayed in the classroom as well as three dimensional work with day play dough etc. +					
	Some children are advanced in learning and for them sometimes materials should be displayed which are designed for the older children that can enhance their development. -					
07	Space for Gross motor play					
	A parking lot or a field can be used as children's play area as gross motor space. -					
	Outdoor gross motor space need to have variety of play area considering safety issues like soft mat on the ground, shade for the saw etc +					
08	Gross motor equipment					
	Both stationary and portable gross motor equipment need to use in play area to stimulate children's skills on different levels. +					
	There should be very few equipment in the gross motor space to encourage children's free play. -					
	Personal Care Routine :					
09	Greeting/Departing					
	Children need to be involved in their work till the departure. +					
	Greeting and departing is important but parents should not be allowed to come to the classroom to bring and receive the children. +					
10	Meals / Snacks					
	Children should help themselves during the sracus and meal time like washing hand set up and cleating up the tables etc. +					
	During meal/ snack time children should not much interact with each other, so that they can concentrate in their food and eat properly.					

No.	Statement	Scale				
		SA	A	U	D	SD
11	Nap / Rest					
	Nap /rest time should be flexible to meet individual's need and also provision should be made for early risers and non-rappers. +					
	Nap /rest time will be inappropriate during the class time, children should not be encourage to take nap or rest in the classroom. -					
12	Toileting / diapering					
	The child size toilet sink are not only continent for children to use them, it also enhances their independency and interest to go wash room. +					
	Teachers presence in the toilet can make the children feel uncomfortable at times, so children should be allowed to go to washroom by themselves. -					
13	Health Practices					
	To learn about health and hygiene age should not be the barrier so teachers should encourage the children to learn how to keep ourselves clean from early years. +					
	Using the toothbrush and brushing teeth everyday need to take care by mothers not by teachers.					
14	Safety practice					
	Safety rules should be followed by children and play area need be arranged in a way to avoid safety problem. +					
	Only supervision cannot prevent the safety issues when children play indoor and outdoor					
	Language Reasoning :					
15	Books and pictures					
	Books should be used related to current theme to enhance children's interest. +					
	Books should be accessible to children even if it is not read regularly. -					
16	Encouraging children to communicate :					

No.	Statement	Scale				
		SA	A	U	D	SD
	To encourage children's communication teachers should be appropriate listening and talking activities time using appropriate materials. +					
	Materials don't have much impact do develop children's communication. -					
17	Using language to develop reasoning skills :					
	Language should be used to develop reasoning skills and to introduce the concept of different like reasoning. +					
	Children's questions should not be encouraged all the time, then they will be habituated to do that . -					
	Worksheets with different activities could be a good way using language to develop reasoning skills. -					
18	Informal use of Language					
	To develop the informal language skills teachers need to make informal conversation with children and also need to ask simple questions. +					
	Asking questions and talking during activity time should be discouraged for not to make children indiscipline. -					
	Activities :					
19	Fine motor					
	Materials should be rotead and accessible to the children to encourage their interest towards the activities. +					
	Sometimes messing parts of puzzle or missing one or two toys from the box encourage children to develop their thinking. -					
	Old boys help to build up children's patience and controlling power.-					
20	Art					
	If the art activity is related to the current theme then children's learning is more interested and meaningful. +					
	Art is very important to develop children's creativity and for that children should have the variety of activities including the project work and three detentional work but need to have					

No.	Statement	Scale				
		SA	A	U	D	SD
	proper instructions from the teachers and help as well. -					
21	Music and Movement					
	Music and movement enhance children's creativity and increase their interest towards school and also settle them more easily in the classroom . +					
	Loud background music encourage children towards music and movement. -					
22	Blocks					
	Children should be given different types of blocks and also they should use them outdoor play. +					
	Variety of blocks will make the children confused and indiscipline. -					
23	Sand /Water					
	There should be a provision for sand and water play, both indoors and outdoors. +					
	Children should play with sand/water as free play. -					
24	Dramatic play					
	Dramatic play should be done with children's imagination, no materials should be set up for that. -					
	To enrich the dramatic play the pictures, stories and trips can be used can accessible and variety of materials and props will enhance their interest in playing. +					
25	Nature/Science					
	Nature/Science activities should be done more frequently to develop children's thoughts, like cooking, field trip etc. +					
	Books, pictures and audio/visual materials need to be used to encourage children's learning in Science/Nature but not any games.-					
26	Math/ Numbers					
	Math/Number activities and be done by children through worksheets.-					

No.	Statement	Scale				
		SA	A	U	D	SD
	For Math/Number activities materials should be rotated and variety of materials should be given to the children to encourage their interest. +					
27	Use of TV, Video or computers					
	We need have supported materials to extend the classroom themes and activities, like video, computer, CD Rom etc +					
	There should not be any other activity going on in the classroom while children are watching video or using computer. -					
28	Promoting acceptance of diversity					
	Materials which will be use in the classroom shows no diversity of culture. -					
	There should be some activities in the classroom which will promote the understanding acceptance diversity. +					
	Interaction					
29	Supervision of gross motor activities					
	Supervision is not necessary when children are playing in gross motor area. -					
	Teachers need to talk with children related to their play like, slow-fast, run-stop. +					
30	General supervision of children other than gross motor					
	A balance need to be maintained between child need to explore the independency. +					
	Supervision should be controlling for the children. -					
31	Discipline :					
	Teachers need to use activities to help and develop children's social skills. +					
	Children should be quiet at their lunch time. -					
32	Staff child interactions					
	Teachers should not be responsive towards children all the time. -					

No.	Statement	Scale				
		SA	A	U	D	SD
	Teachers should build up a mutual respect between children and adults, like listen to children talking and asking questions. +					
33	Interaction among children					
	Teachers guidance need not be there to help per interactions it should be done by themselves. -					
	Teachers should encourage peer interactions positively, like sharing working with older children. +					

	Program Structure					
34	Schedule					
	Smooth translation should be there in the daily routine, like the next activity should be ready while the current activity is going on. -					
	Schedule should be maintained very strictly with children to maintain discipline in the classroom. +					
35	Free play					
	Children should be involved in free play most of the day. -					
	New materials need to be added in free play, like materials should be rotated and added in response to children's activity. +					
36	Group time :					
	Children are more interest doing their activities when the grouping is different like big group, small group, self-selected group etc. +					
	Children need to kept together as a whole group during activity time, like, story reading watching video or doing project work. -					
37	Provision for children with disabilities					
	If there is a child with disability in a normal classroom, then that child needs to be treated differently. -					
	Children with disabilities should be integrated into the group and should participate in the activities with other children. +					
	Provision for parents					
38	Provision for parents					
	Parents can have an important role by involving themselves in program and evaluation of the program.+					
	If parents are involved in children's program, they might interfere unevaluated. -					
39	Provision for personal needs of staff					
	No special areas and separate time or any break should be allowed for staff when the children are in the classroom. -					
	Teachers should have a brake and need to have some space to take rest or for having a real time. +					

40	Provisions for professional needs of staff					
	Staff need to have well equipped office which can be used for individual conferences, meeting +					
	Classroom can be used for meetings and conferences and classroom can be used to keep teachers materials for activity. -					
41	Staff interaction and cooperation					
	There should be any communications between teachers regarding children. +-					
	Teachers responsibilities should be defined clearly for the class.					
42.	Supervision and evaluation on staff					
	Supervision and evaluation should be done once in a year, not less than that. -					
	Supervision and evaluation should be done regularly and need to give a feed back as well to rectify the problem. +					
43	Opportunities for professional growth					
	Support should be available for the teachers to attend the course, conference workshop and training to develop and update their knowledge and staff meeting needs to discuss children's progress. +					
	No orientation or in service training and staff meeting make no development in staff but in this kind of situation also some teachers takes initiative and develop themselves and come out as a good teachers. -					

Annex 2

Focus Group Discussion Guidelines

Questionnaire of teacher understandings and perception using and not using ECERS in the early years class room.

1. Space and Furnishing and 2 Personal Care routines :

- Indoor space:
- What do you mean about good environment of the classroom?
Give two examples.
- What do think is more important in children's development,
environment in the class room or teachers?
- Furniture for routine care, play and learning:
- What is your perception about sufficient furniture routine are, play
and learning.
- How can you use the sand, water table and easel to enhance
children's development?
- Furnishing for relaxation and comfort.
- What you think about using soft toys and make a cozy are a in the
class and do you think it will have any effect on children's
development?
- Room Arrangement to play.
- If you have been told to arrange a classroom for the early years
what would be main important things to you?
- Do you think there should be any additional materials to add to the
interest centre?
- Space and privacy
- Do you set up activities for one or two children, away from the
group, if so, please give examples.
- Child related display
- What is your concept regarding children's display related to their
development?
- Space for Gross motor play.

- What indoor space do you use for gross motor play especially in a rainy day?
- Gross motor equipment
- How can you stimulate children's gross motor development-using stationary and portable equipment?
- Personal care routine
- Give examples of situations when the children and parents arrive and go.
- Meals/Snacks
- What will you do when you see that children have food allergies or family have dietary restrictions?
- Nap/rest
- How do you handle a child when he/she needs nap or rest and also how do you supervision during that time?
- Toileting/diapering
- Give me three examples that you will do for good toileting and diapering
- Health practices
- Why do you think health and hygiene practices are important to learn what affects do they have in children's life. Give examples how you ensure the good practice.
- What do you talk about safety issues with children? Give three examples that you practice for safety rules.

3. Language-Reasoning :

- Books and pictures
- What are the things you keep in your mind when you choose book for children and how do you promote their language development. Give 3 examples.
- Encouraging children to communicate:

- Do you do any kind of activity or work to help children see that what they say can be written down and read by others? Give examples.
- Using language to develop reasoning skills:
- How do you develop a poisoning thought to the children? Give 2 examples.
- Informal use of language
- What do you do to encourage children's language development informally? Give three examples.

4. Activities:

- How do you develop children's fine motor skills, what are the materials do you use and how do you handle?
- Art
- What kind of art activity do you choose to offer the children? Give Example.
- Do you choose any activity which will go for several days?
- Music and Movement
- Can you think of any special music activity for the children where there are opportunities for children to do music activity on their own.
- Blocks
- How long do you allow your children to play with the blocks and what area of development you want to see in their play?
- Sand, water
- What kind of activity do you offer sand and water play and describe the toys that you use for sand and water?
- Dramatic play
- What are the things that you use to extend in children's dramatic play? Give example.
- Nature, Science
- Can you give some examples of nature and science activity which you do with your children and what kind of materials do you use for that?
- Math, Number
- Please give me some examples of math activities what you do with your children and the material you use for them.
- Uses TV, video and computers.
- How do you choose the TV, video or computers materials to use with children, how long you continue and how do you handle the children?
- Promoting acceptance of diversity
- What kind of activities do you do with the children to make them understand the variety of people in our country and in the world?

5. Interaction:

- Supervision of gross motor activities
- How do you supervise the children during their gross motor activities and what happens when children have difficulties using equipment?
- General supervision of children other than gross motor
- What are the things you keep in your mind when you do the general supervision for the children other than gross motor,
- Discipline
- How do you handle a child with difficult behavior problem? Do you feel it's necessary to be strict at times with the children to enhance discipline to them?
- Staff-child interactions
- How do you encourage teachers –child interactions? Give Examples.
- Interaction among children
- Do you have any kind of activities that encourage children to work together? Give examples.

6. Program Structure:

- Schedule
- What are the things you consider when you make your schedules for the children.
- Free-play
- What you think about the free-play for children. What opportunities do you offer and where and what children play with.
- Group time
- How do you address all the children during group time?
- Provision for children with disabilities
- Do you have any separate space when the parent- teacher interviews are done and where does your staff meeting takes place? If you don't have any particular space then how do you manage?

7. Parents and staff

- Staff interaction and cooperation
- Do you talk about children with another staff? When and how often does this happen? What kind of things do you discuss?
- Supervision and evaluation on staff
- Do you have any assessment system for teachers' evaluation or you do the self evaluation? If so how often.
- Opportunities for professional growth
- If any training provided for staff, if done then what is the topic.
- Do you have any regular staff meeting? Any resources given to you ever?

**Pictures of the Schools were I
have visited for my study**

VISIT TO BADDA SCHOOL WHERE TEACHERS ARE NOT TRAINED WITH ECERS



Children are at the assembly in the morning



Picture with teachers

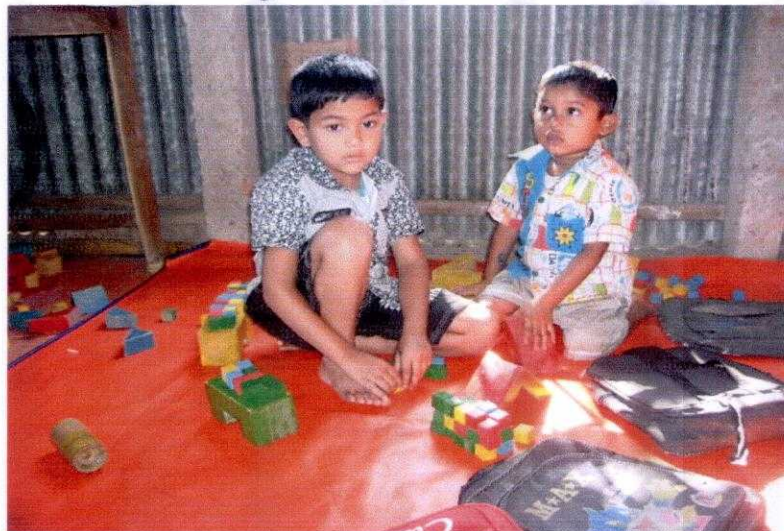


Meeting with teachers and principal

**VISIT TO SAVAR SUCCEED SCHOOL (SAVE THE CHILDRENUSA)
WHERE TEACHERS ARE TRAINED WITH ECERS**



Signboard of the School



Children are playing with blocks



Children are playing with sand and water

**VISIT TO SAVAR SUCCEED SCHOOL (SAVE THE CHILDRENUSA)
WHERE TEACHERS ARE TRAINED WITH ECERS**



Sometimes children like to play alone



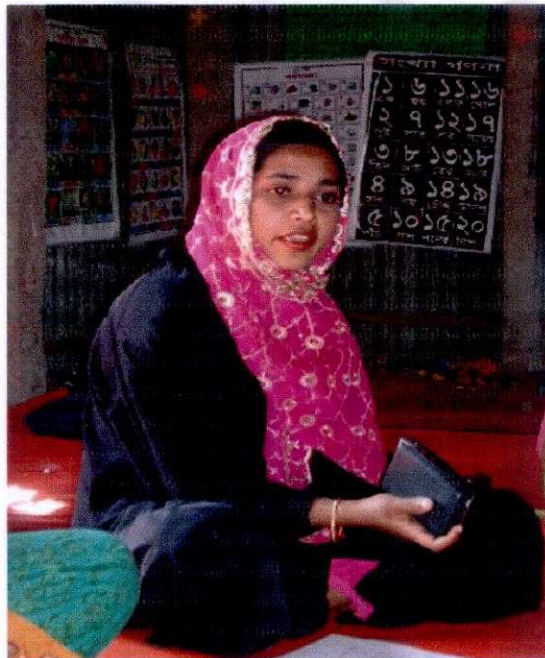
Playing with animals which is related to their lesson



VISIT TO SAVAR SUCCEED SCHOOL (SAVE THE CHILDRENUSA) WHERE TEACHERS ARE TRAINED WITH ECERS



Focus group discussion (FGD)



Interview with a teacher



A Quality Classroom needs

1. Enough materials



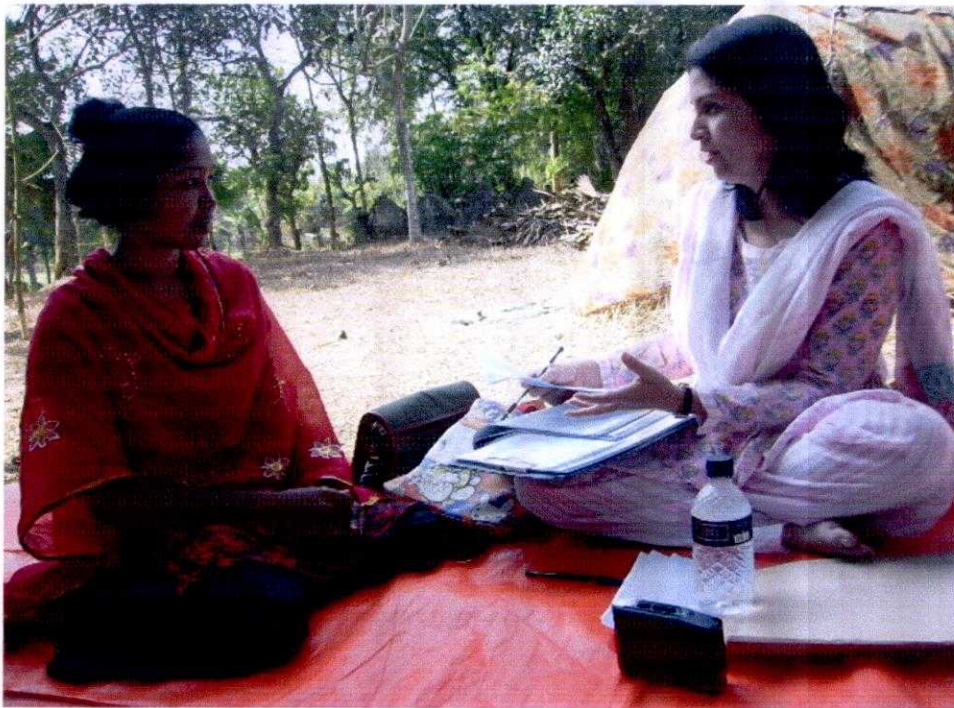
2. Different corners



3. Appropriate charts to the children's eye level



And a good teacher



Thank you