



Bildung und Kultur

Leonardo da Vinci
Pilotprojekte



Video analysis tool to analyse personal pedagogical practice

Detailed description of the Video analysis tool to analyse personal pedagogical practice

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A teacher is the game leader. The game is based on Idol, the tv- programme, and the children perform in turn childrens' songs they have chosen, in their own way. One remark on the pedagogue's leadership is that he is rougher in his interaction with some of the boys, and more careful and attentive towards the less noisy and cautious girls.

It is winter and the teacher is helping four children to get ready to play outside after their nap. The two boys, aged two, receive a lot of help getting dressed. The two girls, who is a bit older, get less help, but more oral response and attention. These are two of many observations in "Pilotprosjektet observant og rettferdig" in Bjerkealleen and Myrer-Kanvas- play centers in Norway. This was a project where all the employees at the play centers video recorded and analyzed themselves. The two most important questions we made the employees ask themselves was:

- What are the terms of reference they prepare for their children?
- What do the children learn within this framework about being boys and girls?

We also tried to see it from a child's point of view. What do I learn as a boy in the situation where the male pedagogue is harder on me? Do I learn that I am one of the boys, or that boys can put up with more than girls?

What do I learn as a girl? What do the children learn from the scene in the wardrobe? that boys need more help getting dressed? The main purpose with the project was that the employees were to develop a certain awareness, an attention toward the gendered role sets they give boys and girls in the play centers (aim: observant). This would, at the same, time, make ground for a more fair gender -conscious practice . (Aim: gender justice). The project were to contribute to thought and competence to change practice. Should the male pedagogue who lead the play-act, done it differently? Should the employee in the wardrobe have changed the terms of reference?

We used the world gender justice because it is well suited for disclosing discriminating practices which affect both boys and girls.

How did we proceed?

How did we proceed when the employees were going to learn about the role sets they give girls and boys? There is plenty to think of when you are going to use video recording as a method in play centers. The project demanded that the employees were given training on

equality, video recording and observational techniques.

(The play center got help from Reform- the male resource center, a Marte Meo - therapist and the project gender Loops. The play center got inspiration from, among others, the project Bjørntomten og Tittmyran Play centers in Sweden . The play center received financial support from the Ministry of education and Kanvas)

We wished to study the framed structures/ guidelines the employees give the children as leaders. That was one of the reasons for focusing on situations where the children were under the management of an adult , like in the wardrobe, at meals, during guided games among others. In addition, we knew that outside such structured and half structured situations, it would be difficult to follow and analyze the activity. We wished to record all interaction, movements and conversations between teacher/assistant and the children. The teacher or the assistant who wanted to learn about themselves, placed a video camera where it could record everything that happened in the room where the interaction were to take place, either it was during a meal or . Normally the camera was placed in a corner on a shelf, a rack or a cupboard. The camera was, as it turned out, placed as a surveillance camera. We used a wide angle to get the whole room, an external microphone to obtain a clear sound for analysis. The camera was turned on before the situation began to get it from the start. The camera was turned off after the situation was over, or 10 to 20 minutes after start.

The employees filmed themselves in at least two situations, and that was the actual material which was subject to analysis. When teachers and assistants filmed themselves and knew that this would be watched by their colleagues, it was obvious that they wanted to make a good impression by giving children of both sexes equal and adequate possibilities. Since the objective was exactly to make the employees more aware of their own pedagogical practice and change it for the better, we did not look upon this staging as a problem. Besides, the children did not seem affected by the camera, the camera was not even directed at them. Certain experiments on controlled self presentation was in this manner challenged by unpredictable children in "unguided games".

The analysis meeting

The information flow about interactive situations in play centers have reached its limit. Therefore it is crucial to have clear objectives for the analysis and a structured plan. We held meetings in one division at the time, lead by a teacher from the outside who knew the drill, and used an observation form which you can read on www.genderloops.no. The teacher who were to be analyzed, came to the meeting with her co-workers and the pedagogical leader of the play center with a video sequence of a guided interaction. Usually, we analyzed the first 5 to 7 minutes and let the rest pass. It took up to 2 and 2 and a half hour. Even if it is the teachers' pedagogical practice which is being studied and not the person, it can lead to stress on a personal level. It is important that the participants feel safe, and have confidence in each other. Honesty, openness and humor is both the cause and effect in a trustful professional environment, and for us an essential sentiment to make the meetings constructive.

A description of goals and context.

Which aims do you have as a teacher/ assistant in this situation? What have you and the group of children been doing before the five minutes we are about to watch? How old are the children involved? These are the first questions the group leader asked the participants. It was necessary to get a general idea of the context so the colleagues and the group leader could ask relevant questions within the framework given in this situation, for example if something

special had happened with the children among other things before the shoot. Regarding the interaction in the wardrobe, the pre-school teacher could express that he or she did not have set goals for the situation apart from going out, but the children are to a certain extent, supposed to get dressed on their own.

Later on goals like this would be an interesting study. Do boys and girls have the same opportunities to learn to get dressed? When it came to a meal, normally the teacher's purpose was that everybody should experience to be part of a community, including to learn how to take part in a community. Which role sets the different children are given to take part in this community, would be interesting to study.

After this "interview", we watched the first 5 to 7 minutes of the whole video sequence. The teacher or the assistant on tape, were first given the opportunity to describe the scene.

A description of the "protagonist" and the general framework

The first question we tried to find an answer to after seeing the sequence was a common one, to describe the conceptual framework which the teacher and the assistant give the children. We observed the teacher/assistant as the "protagonist" who we followed throughout the sequence, and watched how this person's actions determined how the interaction with the children was implemented. Is there a general pattern in the way the person act? Which role does the person play? How is he /she as a leader? How does the "protagonist" use body language, their voice and express themselves through their outfit? In the example with the wardrobe as mentioned above, the general pattern in the interaction was that the younger children, aged 2, took turns in sitting on the lap, and was dressed while the assistant was talking to the older children. In the Idol- example, the general pattern is that the pre-school teacher enters the role as a tv-host for the programme Idol, chooses the participants, introduces them, and supports them during and after the performance.

The production of situation related gender statistics

Do boys and girls get an equal amount of body contact, self affirmation, correction, lines in a conversation or personal response from the teacher or assistant? To force ourselves to discover details or get the whole picture, we produced a gender statistic for all situations which were analysed. The situations which were analysed varied a lot, and to be able to understand, we decided to count different things in various situations. We watched the recordings several times to get it all. In the wardrobe situation we chose, for example, to count the physical or verbal interaction, which can be said to be positively self-affirmative. The two girls took a lot of initiative regarding their winter clothes, which lead to response. The physical contact received from help getting dressed, was interpreted as positive for the boys. The girls, though, received a bit more than twice as much affirmative response than the boys.

In the Idol- example we produced statistics regarding how many girls and boys who was given the opportunity to sing. We also counted to see if all the girls and boys were introduced and was given a response from the "tv-host" when they were done. We found no discrepancies regarding any differences between the sexes. In the Idol- and wardrobe examples, we succeeded in producing statistics which we meant gave a complete view of the situation. We experienced, however, that the quantification lead to limited knowledge about gender frameworks, apart from helping us to see and catch details. On the other hand was the gender statistics very valuable. It disclosed children of both sexes who had little or no interaction with the teacher/assistant. This was important information to study further.

Describe gender patterns

The gender statistics was one of the incitements to study the clip to describe and try to describe gender patterns and genders roles and gendered frameworks which the assistant or the teacher express/display through action, attitude among other things. Many different gender patterns were observed, and most of the time we did not notice it when the meeting began. The gender patterns which we noticed and described, was multi-dimensional. We saw teachers using different forms of patterns working with the same children in the same situation. We noticed different gender patterns in various situations. This is a small selection of patterns:

- A teacher is sitting on the floor where two kids, aged 1, are playing. We describe the pattern based on what the male adult is wearing, his body language, his gestures. The physical nearness and safety he is for the children, represents a frame, and it is gendered.

- It is meal time and the girls are sitting closest to the adults, they talk the most and they know the social codes to get the adult's attention. They are, at the same time, the oldest.

It is meal time. The children are sitting on their own chairs. The 4 oldest ones in this division, among others a boy aged 4, are sitting together with the three smallest kids, and have been given the role of a caretaker for one child each. In this example they are outside this setting, and the children and the assistant enter the gender specific roles where the girls intuitively play the part of the caretaker, but not the boys.

The work with outlining descriptions of gendered frameworks lead to some interesting discussions. What is male, female, girly, boyish? Is this all about gender? Or is it about mirroring the child and give the child response as a person in relation to age and maturity?(a question discussed in the Idol- example)

What do the children learn about being girls and boys, men and women?

We tried to raise our view and conclude the gender analysis by looking more completely at the five minute long sequence we jointly had analyzed. How do you think the children experience the situation? What could we assume that the children learned about being a man or woman, boy or girl, in the situation? Here is an example from a situation which gave basis for evaluation and discussion about what children learn directly as a result of the frameworks the teacher gave.

The teacher helps children of both sexes to perform a short shadow play in front of the rest of the children. Three children perform the story, which they know well, and then three other children try. During the play the boys which are performing are more off task from the story, and are more insecure than the girls. But all of them get a good feeling of mastering the situation. The boys get more help from a prompter and control from the teacher. In shadow play the boys make more fuss and are more insecure than the girls, and get more help, prompting and control.

The question we asked here was if the boys should have had more space and by that greater responsibility? That a greater degree of space would have given possibilities for another kind of learning for the boys?

When we took this more complete view, about what children learn about gender in the

situation, it was also necessary to view the children and the parents' contribution in the situation. On such matter is a meal is a boy, aged 3, that enthusiastically proposes to buy a Spiderman- t-shirt in a birthday present to the girl aged four which is seated next to him. She is clearly happy and hopes she will get it. Later the staff at the department got to know that the parents of the boy had bought a pink princess-dress on behalf of their son.

Quality and needs for change

At the end we summarized what we meant was especially good from the sequence and what we meant the grown-ups could have done differently. This summary did not necessarily have a gender based perspective. None of the sequences were without gender, but what we wanted to bring with us further of good quality or the need for change did not necessarily have a "gendered" quality.

Evaluation of the method

Is the method proper when it comes to making teachers and assistants in early childhood centers more observant and just? The method and the use of video is a very suitable means in order to get teachers and assistants to take a closer look at their own pedagogic practices. Video is a forceful and suitable means in order to get to know materialized practices one otherwise seldom are aware of.

During the feedback the staff also pointed out that the use of video contributed towards an increasing awareness about self observation, and the consequences of their own pedagogical practice.

When it comes to justice, the answer is more ambivalent. To be aware of your own pedagogical practice is an important step towards a contribution to establish more just conditions. The shooting of the location scenes and the shaping of the project contributed to more gender justice. The assistants and the teachers tried to shape up and give equal opportunities for girls and boys at the set. In the joint situations of analysis they were forced to reflect and be aware of which goals they had in the different situations and their intentions in the same situations. This way the method and the implementation itself can contribute towards a more materialized competence, which probably increases the possibility of gender justice.

If the children after the project experienced a more gender just pedagogical leadership is hard to tell. That would require that the observations about what the children learned with a tougher approach by the teacher, that the youngest boys get more help when dressing, have to be followed up afterwards. This particular matter slipped away during the implementation of the project.

Even though the staff at the two early childhood centers were close and knew each other well, the shooting of the location scenes was hard to handle for many amongst the staff. That their own pedagogical practices were subject of joint analysis, was experienced as scary. However, this was also the case in the project which gave the best feeling of mastering the situation, to openly put forward their own practice in front of the others. The staff meant that such open criticism was positive, since the children experienced this everyday.

The shooting of the set, and the analysis is a very time-consuming method, and requires good planning, and it will in many cases be necessary with extra financial resources/funding.

Project resources

Practice report from the project written by Rasmus Kleppe: *Pilotprosjektet observant og rettferdig - en erfaringsrapport om bruk av video i barnehagen*. Kanvas. Reform – ressurscenter for menn 2008

Information booklet about gender equality efforts and the video project: *Vil du lære mer om egen pedagogisk praksis?* Kanvas. 2007.

Observation form developed in the project.

Illustrating video scene of male teacher who organizes the kids' performance of the tv-show Idol.

Lecture about the method along with illustrating examples, by early childhood center leader Pia Friis and teacher Rasmus Kleppe.

Observation form

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	Time and situational framework When? Who? Situation before Goals for the day	Put up situation-oriented goals Describe teacher/assistant Main-pattern His/her role, movements and speak Situation-oriented goals	Gender statistic What counts Girls/boys Other Result
Example Dept 1 Wardrobe Teacher Male	Tuesday March 28, time 14:00 pm 4 children, 2 boys aged 2,5 and 2 girls aged 3 Spontaneous decision to leave the room after the children are asleep The oldest children are at the five-year club	Is situated in the middle of the wardrobe and dresses one of the two boys at a time, while he talks to the other children, he does also provide the boys with clothing, and provides some cloths for the three years old/the girls. Give lots of directions: We are going to get dressed now, I put your cloths here, Do you guys know-we will wait with that, I will help you later. Give lots of approval to what the girls manages of dressing	Affirmations of self, vocal or by touching 8 girls aged 3 8 girls aged 3,5 2 boys age 2,5 4 boys aged 4 ♀ (gender-discrepancy in favour of the girls)

	Description of gender pattern Which assistant/leader who participate in...(words missing..)	Conclusion: What do the children learn about gender in the sequence? Being a girl or boy? How men and women can be?	Quality and needs for change What was especially good? Things to take a closer look at
	<p>There is a lot of dialog, especially about clothes between the teacher and the girls: My hat was at the back-Yes (teacher), Do you want to wear sunglasses?, Do you have a hole in your clothes?</p> <p>The two girls interact in the situation, where also the teacher is involved. One of the girls is helping the other to find suitable outfit.</p> <p>The boys/the youngest ones get an approval by being dressed by the staff.</p>	<p>When you are a little boy you can't get dressed on your own</p>	<p>Give lots of acknowledgment to the children.</p> <p>As the rules of interaction works, the boys/the youngest do get physical non- verbal help getting dressed, while the girls get verbal help while getting dressed and informal social company.</p>