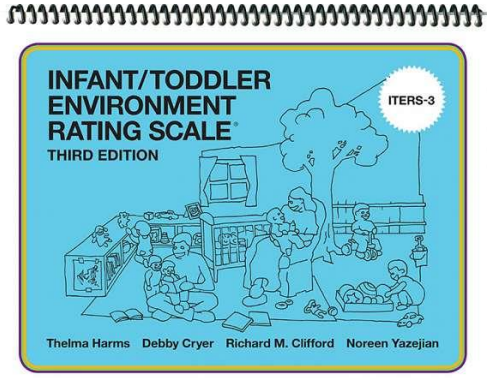
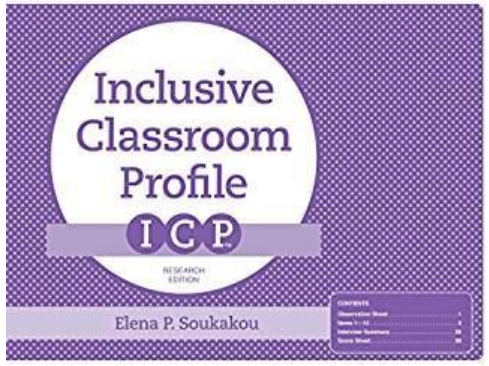
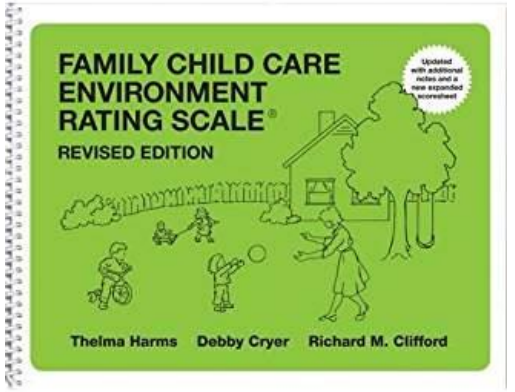
Welcome to the ECERS UK Network

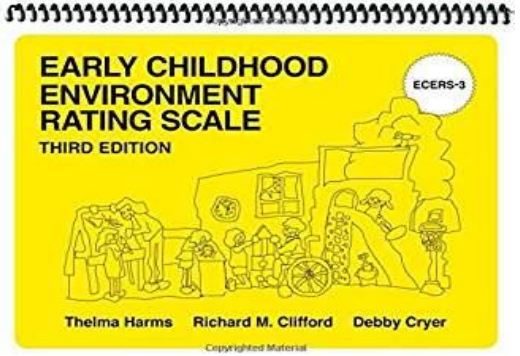
October 2018

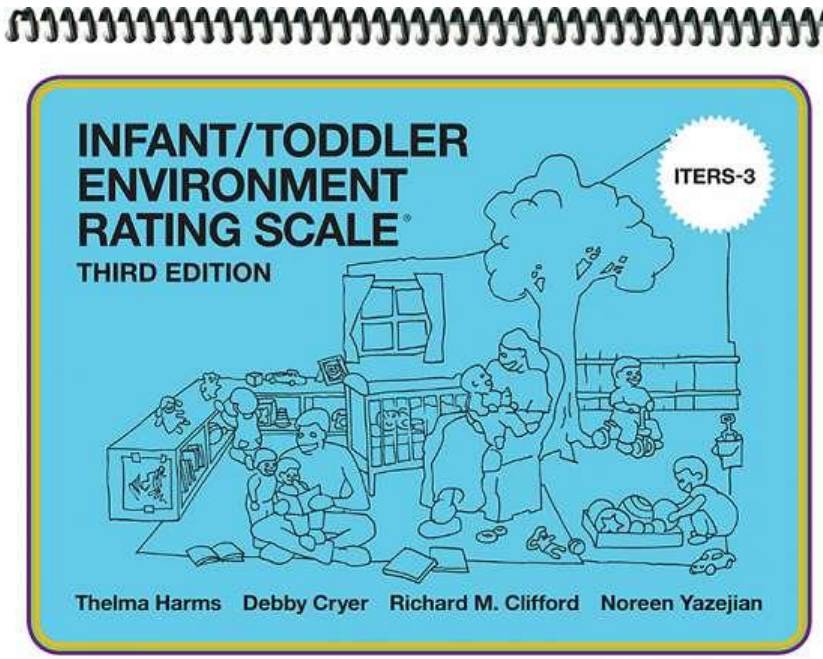




Environment Rating Scales Update



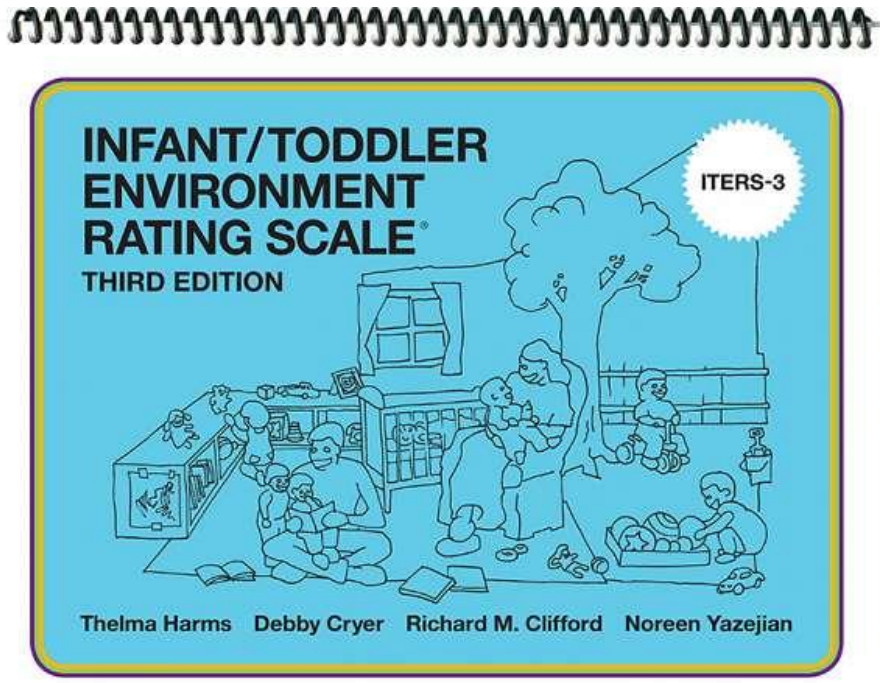




The Infant Toddler Environment Rating Scale Third Edition (ITERS-3)

2017

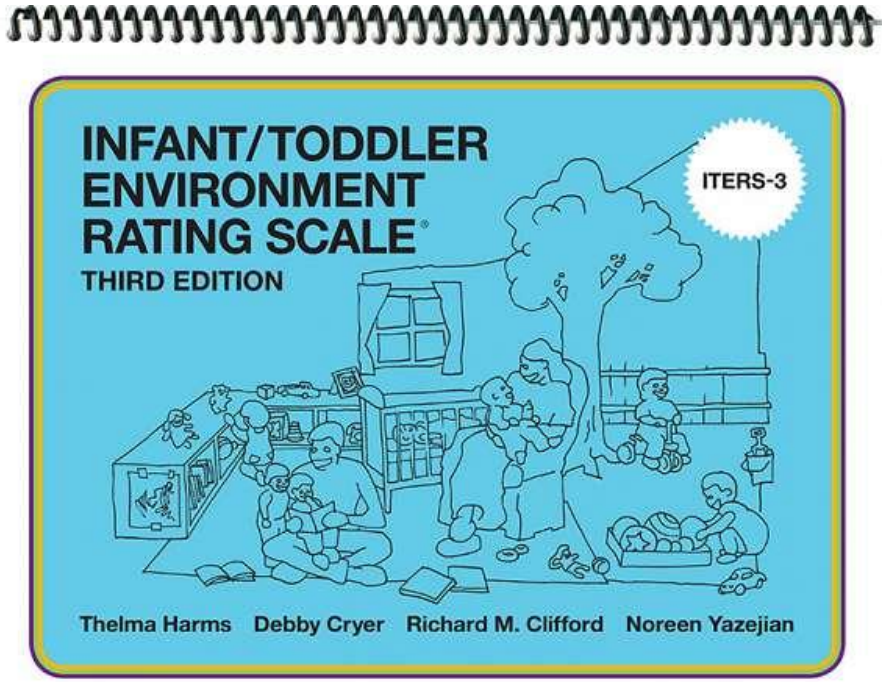
Why the need for this revision?



Page 2

The Third Edition of the ITERS is a major revision that introduces **innovations in both the content and the administration** of the scale, while still retaining continuity of the two primary characteristics of the ITERS-its **global definition of quality** and its reliance on **observation as the primary source of information** on which to base assessment of classroom quality.

Why the need for this revision?



Pages 4 -6

The new edition, ITERS-3, is **designed to improve the prediction of child outcomes through an increased emphasis on language interactions** in ongoing activities, while maintaining the focus on the importance of a wide range of developmental outcomes for children.

The ERS Indicators – building blocks of quality

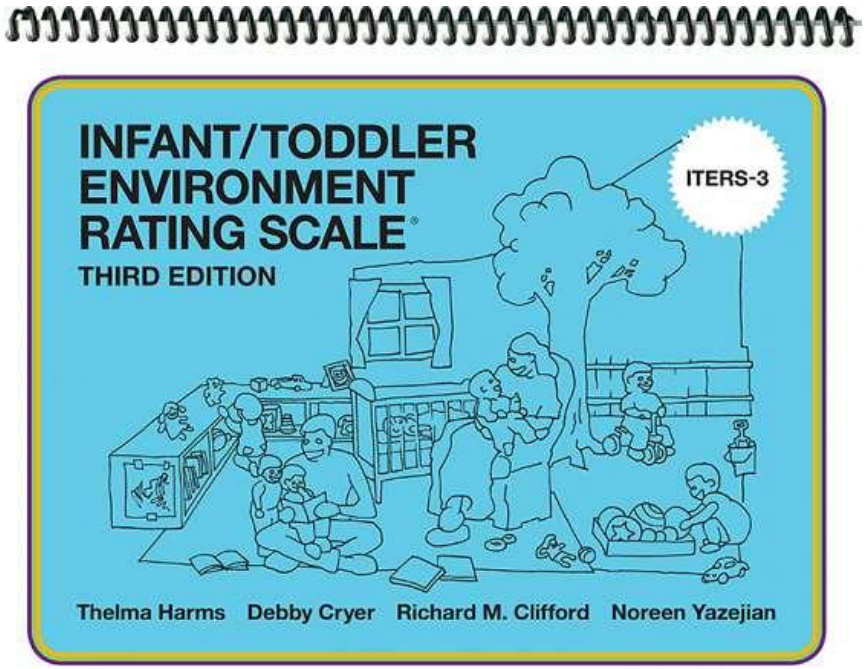
7s Intentional and relational practice which meets the needs of all children as individuals and is consistent across staff members. Goes above and beyond expectations for good quality.

5s Intentional and relational practice.

3s Minimal requirements are met - ensuring children's welfare, meeting basic needs.

1s Minimal requirements not met.

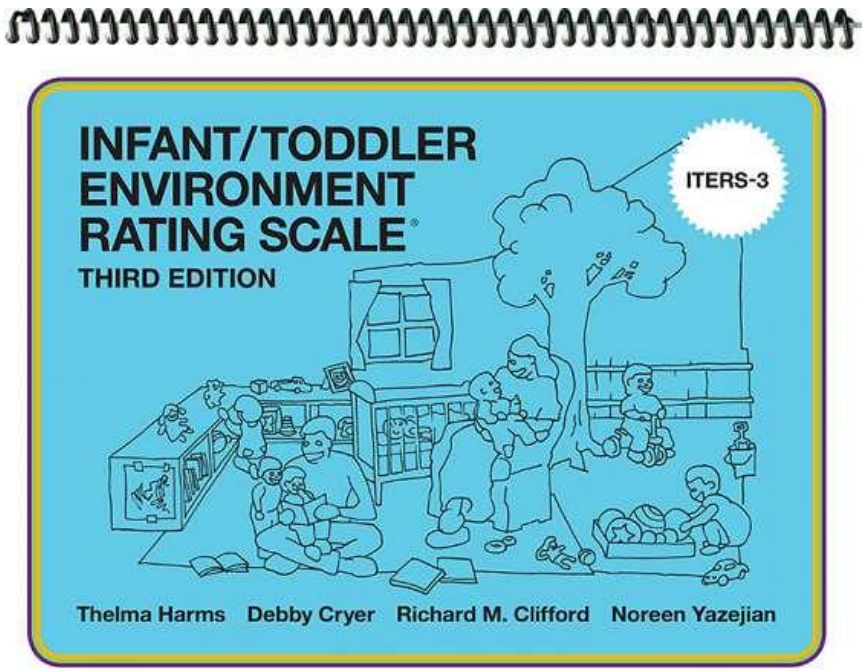
What's different?



Page 3 What is substantially different in the ITERS-3 (2017) from the ITERS-R updated (2006)?

- Age range
- Observation
- Items and subscales
- Role of the adult
- Importance of language interactions
- Positive relationships

Exploring ITERS-3 key themes



1. Role of the adult
2. Importance of language interactions
3. Positive relationships

Theme 1: Role of the adult

ITERS-R

19. Blocks*

1.1 No materials available for block play.*

3.1 At least 1 set of blocks (6 or more blocks of the same type) accessible daily.*

3.2 Some accessories for blocks accessible daily.*

3.3 Blocks and accessories accessible much of the day.

5.1 At least 2 sets (10 or more blocks per set) of different types accessible daily for much of the day.*

5.2 Blocks and accessories sorted by type.

5.3 Space used for toddler's block play is out of traffic and has a steady surface.

7.1 At least 3 sets (10 or more blocks per set) of different types accessible daily for much of the day.*

7.2 Variety of accessories including transportation toys, people, animals.*

7.3 Staff do simple block play with children.*

ITERS-3

18. Blocks*

1.1 No blocks are accessible during the observation.*

1.2 Staff show no interest in children's block play or structures (Ex: do not place blocks near non-mobile children; do not encourage block play; do not interact to stop quarrels or inappropriate use of blocks; do not talk to children about their block structures; discourage children's block use).*

3.1 Some blocks are accessible.*

3.2 At least 5 accessories for blocks accessible for children 24 months and older.*
NA permitted

3.3 Some positive involvement by staff when children use blocks (Ex: stop quarrels; stack blocks along with children; make positive comments about what children are doing with blocks).*

5.1 Enough blocks are accessible for each age group being observed.*

5.2 Blocks and accessories organized by type.*

5.3 Special block interest center for older toddlers/twos set aside, with storage and suitable building surface (Ex: flat rug or other steady surface; area of out traffic).*
NA permitted

5.4 Staff talk with interested children about their block play (Ex: talk with infants about what they are doing with blocks; ask older children questions about what children are building; talk about how blocks fall down).*
Observe for 2 different children

7.1 Blocks required in 5.1 are accessible throughout the observation.*

7.2 Large hollow blocks are accessible for use in a suitably large area where play for older toddlers/twos can be very active.*
NA permitted

7.3 Staff talk about age-appropriate concepts related to block play in a way that interests children (Ex: compare block colors or shapes; sizes of structures such as tall/short, big/little, wide/narrow; count blocks while stacking or cleaning up; discuss texture of blocks such as hard/soft).*
Observe once

7.4 Staff model creating simple structures, such as towers, roads, or bridges, while describing what they are doing.
Observe once

An example of the adult role within the activities subscale of ITERS-R and ITERS-3

Theme 1: Role of the adult – intentional practice

Item 4 Display
1.1 Staff do not talk to children about the displayed materials during the observation.
7.3 Staff provide extended talk about displayed materials.

Item 15 Fine motor
5.3 Staff frequently talk to children as they use fine motor materials.
7.3 Staff use comments/questions to help children understand concepts.

Item 28 Staff child interaction
5.4 Staff show playfulness or appropriate humour with children

Item 17 Music and movement
1.3 Staff not observed singing with children during the observation, either formally or informally.

Item 16 Art
7.3 Staff talk extensively with children individually about their art work.

Item 19 Dramatic play
5.4 Staff sometimes interact positively, and never negatively, while children engage in dramatic play

Item 33 Group play
7.3 Staff meet needs of children to support participation

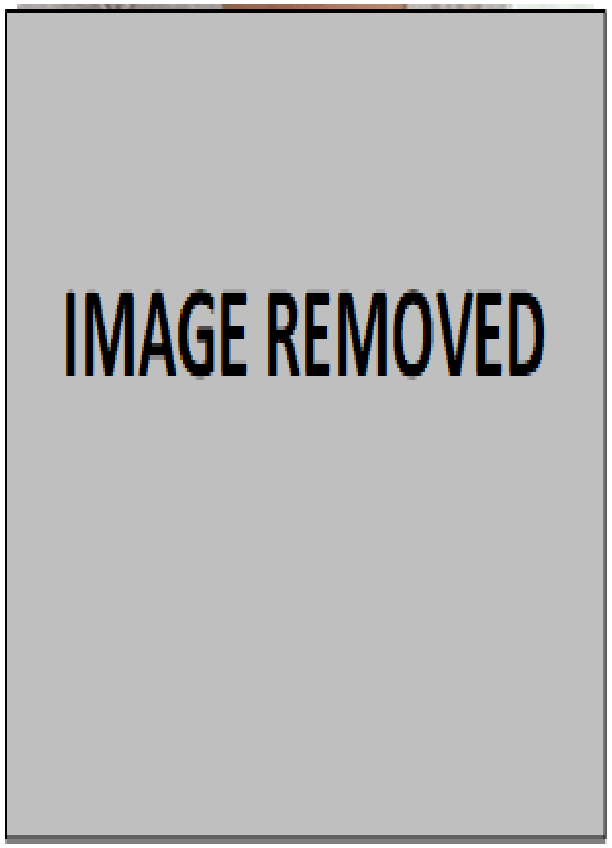
Item 32 Free play
7.3 Staff frequently interact positively with children during free play.

Theme 2: Importance of language interactions

ITERS-3 Language and books subscale

9. Talking with children
10. Encouraging vocabulary development
11. Responding to children's communication
12. Encouraging children to communicate

13. Staff use of books with children
14. Encouraging children's use of books



Theme 2: Importance of language interactions – intentional practice

Item 9 Talking with children

5.1 Frequent pleasant talking with children throughout the observation during both play and routines.

5.3 Staff talk to children is usually responsive to child's interests, engagement, or mood.

7.1 Most talk with children is personalised, with frequent one to one communication for children.

Item 10 Encouraging vocabulary development

5.1 Staff frequently use specific names for people, places, things, and actions as children experience them in routines *and* play throughout the observation

7.2 Staff sometimes verbally explain meaning of words.

Item 11 Responding to children's communication

5.3 Staff show much positive interest in what children communicate to them.

7.2 Staff show sensitive individualised attention and response to children's communication throughout the observation.

7.3 Staff add more words or ideas to expand what children say.

Item 12 Encouraging children to communicate

5.1 Staff initiate engaging conversations with children throughout the observation

7.3 Staff ask children appropriate questions, wait a reasonable time for a child response, and then answer if needed.

Theme 2: Importance of language interactions – intentional practice

Item 13 Staff use of books with children

5.3 Staff point out and name some pictures in book for child

7.2 Staff usually encourage children to be actively involved in use of books with them

Item 14 Encouraging children's use of books

5.3 Staff often give positive attention to a child using book independently

7.2 Staff provide extended positive interaction when child uses book independently.

Theme 2: Importance of language interactions – intentional practice

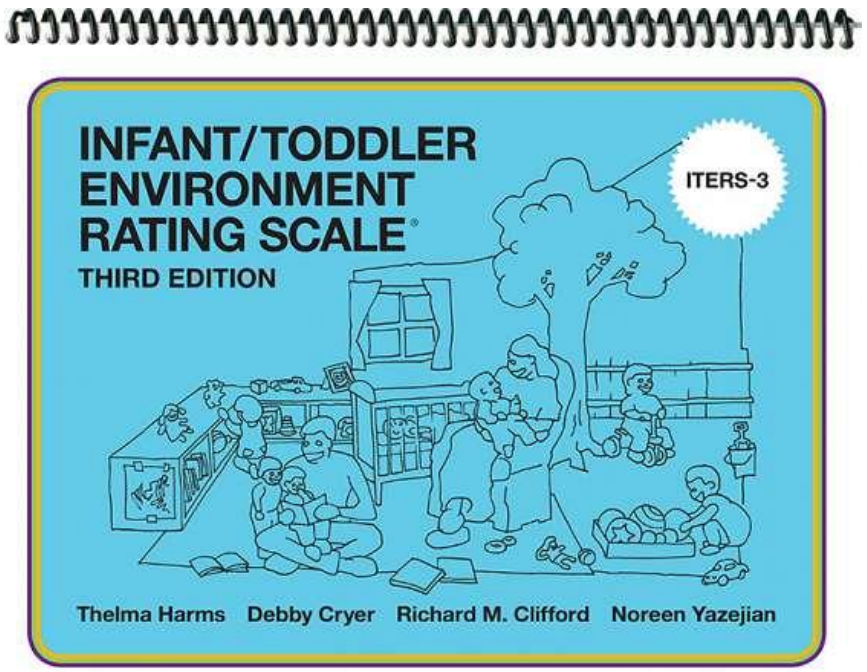
Item 4 Display
5.4 Staff point out and talk to the children about displayed materials

Item 5 Meals/snacks
7.5 Staff use maths talk during feeding times

Item 16 Art
7.2 Staff use words and actions to teach children to use art materials

Item 19 Dramatic play
7.3 Staff frequently join in the children's play, adding language appropriately

Theme 3. Positive relationships - interactions



Page 13

Interactions: Negative, Positive or Neutral

Verbal, physical contact and other non verbal communication.

Negative interactions should be given more weight because it takes many more positive interactions to offset the effect of one negative interaction.

Theme 3. Positive relationships - interactions

ITERS-3 Interaction subscale

25 Supervision of gross motor play

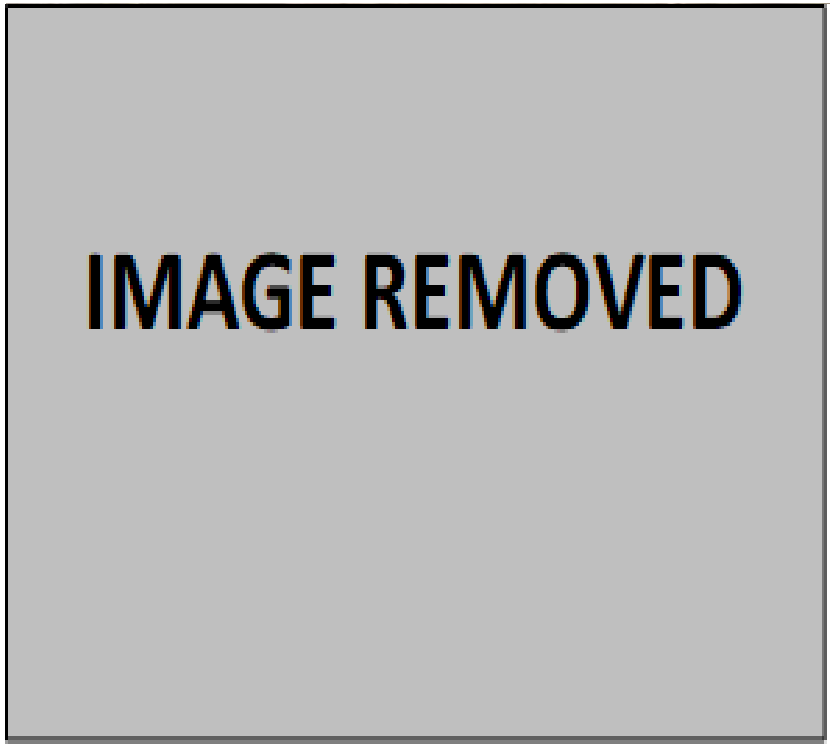
26 Supervision of play and learning

27 Peer interaction

28 Staff-child interaction

29 Providing physical warmth/touch

30 Guiding children's behaviour



Theme 3: Positive relationships - intentional practice

Item 28 Staff-child interaction

5.1 Frequent positive staff-child interaction observed throughout the observation, with no long periods of no interaction

5.2 Staff are usually observant of and receptive to children's attempts to initiate interactions

Sensitive and responsive adults who interact in a range of contexts throughout the day

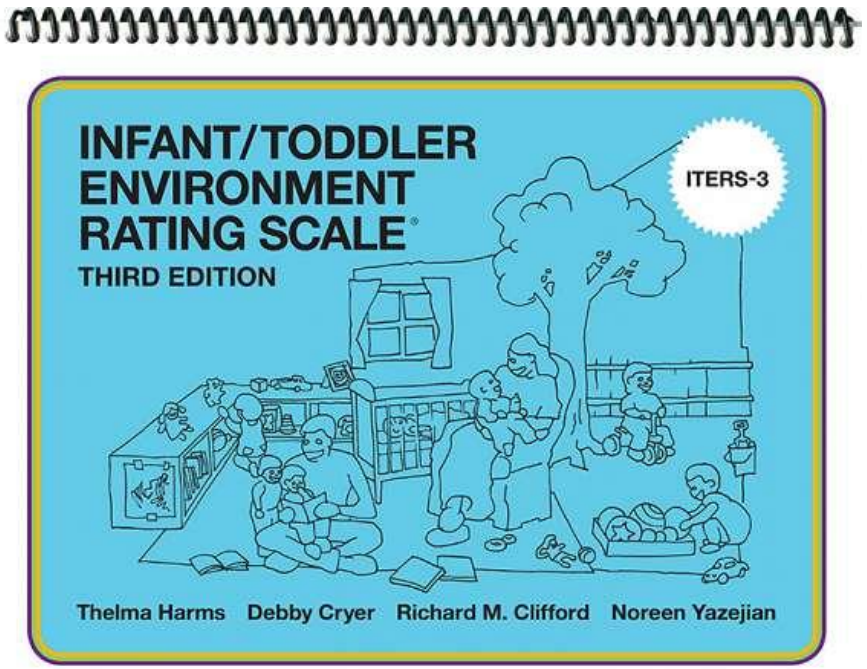
Item 5 Meals/snacks

7.2 Interaction is personalised for each child, with much pleasant responsiveness and talking observed

Item 25 Supervision of gross motor play

5.1 Staff frequently provide encouragement for children's gross motor play

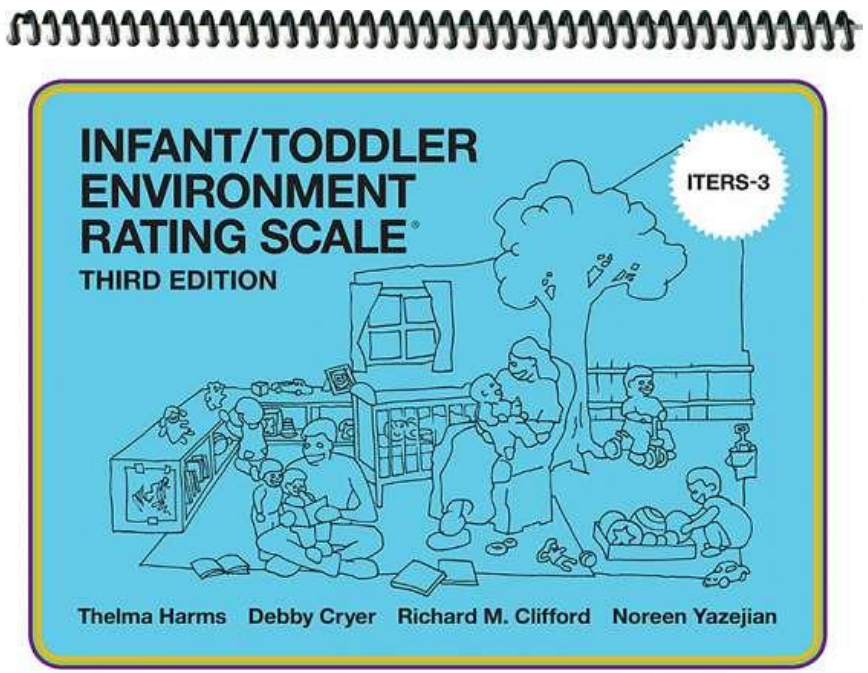
Theme 3: Positive relationships - intentional practice



Individualised approach

Item 23 Promoting acceptance of diversity
7.1 Staff recognise and support children for their own individuality.

Item 28 Staff-child interaction
7.1 Positive individual interactions are observed with *all* the children in the group.


INFANT/TODDLER
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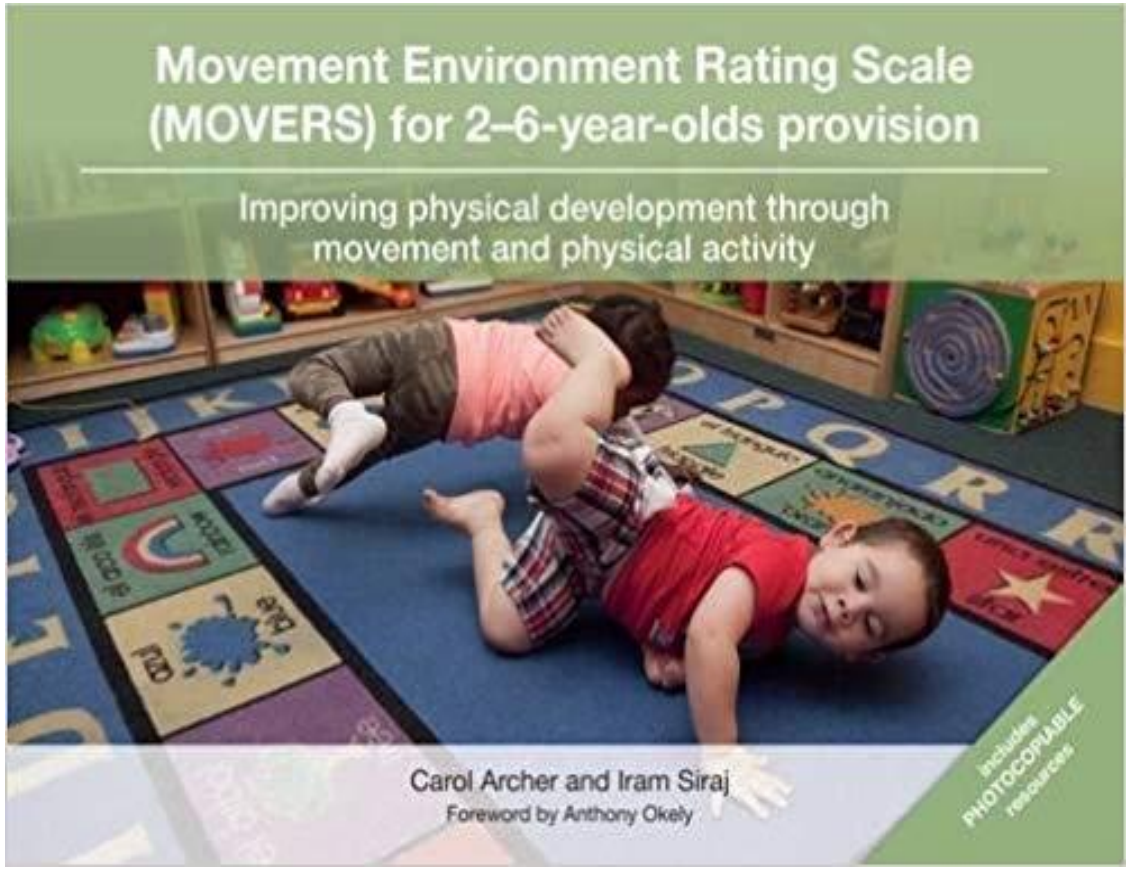
RATING SCALE®
THIRD EDITION
ITERS-3
Thelma Harms
Debby Cryer
Richard M. Clifford
Noreen Yazejian


Movement Environment Rating Scale
(MOVERS) for 2–6-year-olds provision
Improving physical development through
movement and physical activity
Carol Archer and Iram Siraj
Foreword by Anthony Okely
includes
PHOTOCOPIABLE
resources

MOVERS

2017

Subscale 1: Curriculum, environment and resources for physical development

1: Arranging environmental space to promote physical activity
2: Providing resources including portable and/or fixed equipment
3: Gross motor skills
4: Body movement to support fine motor skills

Subscale 2: Pedagogy for physical development

5: Staff engaging in movement with children indoors and outdoors
6: Observation and assessment of children's physical development indoors and outdoors
7: Planning for physical development indoors and outdoors

Subscale 3: Supporting physical activity and critical thinking

8: Supporting and extending children's movement vocabulary
9: Encouraging sustained shared thinking by communicating and interacting through physical activity
10: Supporting children's curiosity and problem solving indoors and outdoors

Subscale 4: Parents/carers and staff

11: Staff inform families about children's physical development and the benefits to their learning, development and health

The five areas of early childhood development linked to MOVERS are:

1. **Physical development** (Item 3 Gross motor skills and Item 4 Body movement to support fine motor skills)

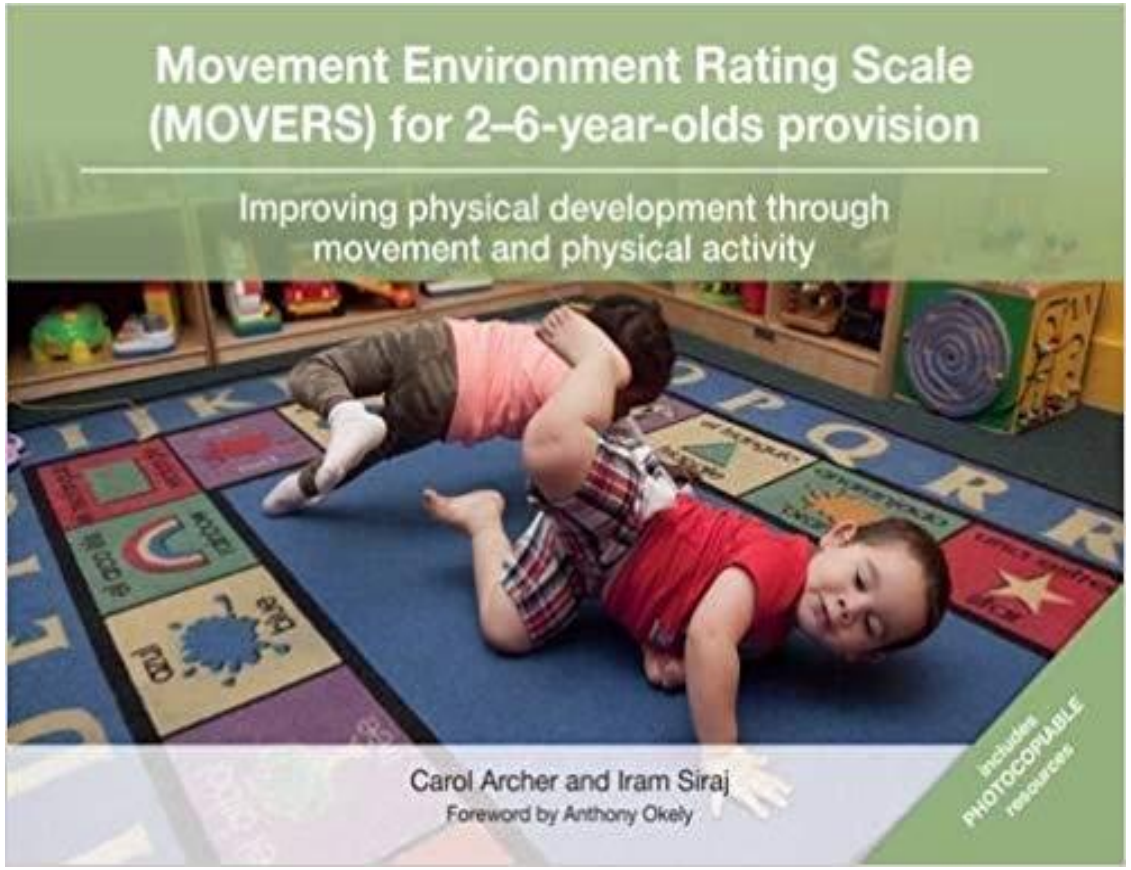
2. **Communication and language** (Items 8 Supporting and extending children's movement vocabulary and Item 9 Encouraging sustained shared thinking by communicating and interaction through physical activity)

3. **Self-regulation** (Items 3, 4 and Item 5 Staff engaging in movement with children indoors and outdoors)

4. **Cognitive development** (Items 3,4,8,9, and Item 10 Supporting children's curiosity and problem solving indoors and outdoors)

5. **Social and emotional development** (Items 3,4,8 and 9)

Item 9: Encouraging sustained shared thinking by communicating and interacting through physical activity			
1.1 Staff communication by discouraging movement. 1.2 Staff make little or no attempt to communicate with children through either moving with them or through verbal interaction.	3.1 Staff respond to some children's movement activities with relevant and appropriate language and tone of voice, giving children time to talk and think. 3.2 Staff invite some children individually or in small groups to record their movement experiences using paper and paint or pencils etc or through photos and videos.	5.1 Children are encouraged to communicate with each other during physical play activity. Staff extend children's verbal communication and interaction. 5.2 Staff encourage children to talk about their previous movement experiences and the feelings and emotions attached to them while looking over photos, videos and/or drawings. 5.3 Staff talk to parents about strengthening movement and play in the home learning environment.	7.1 All children are encouraged to interact with others during movement activities. Sustained shared thinking is supported while helping children to explore ideas and make links in their learning. 7.2 Staff feedback to children about their physical development, reviewing their progress. 7.3 Parents and staff exchange observations of the child's movement activities, vocabulary and discussions at home and at the setting.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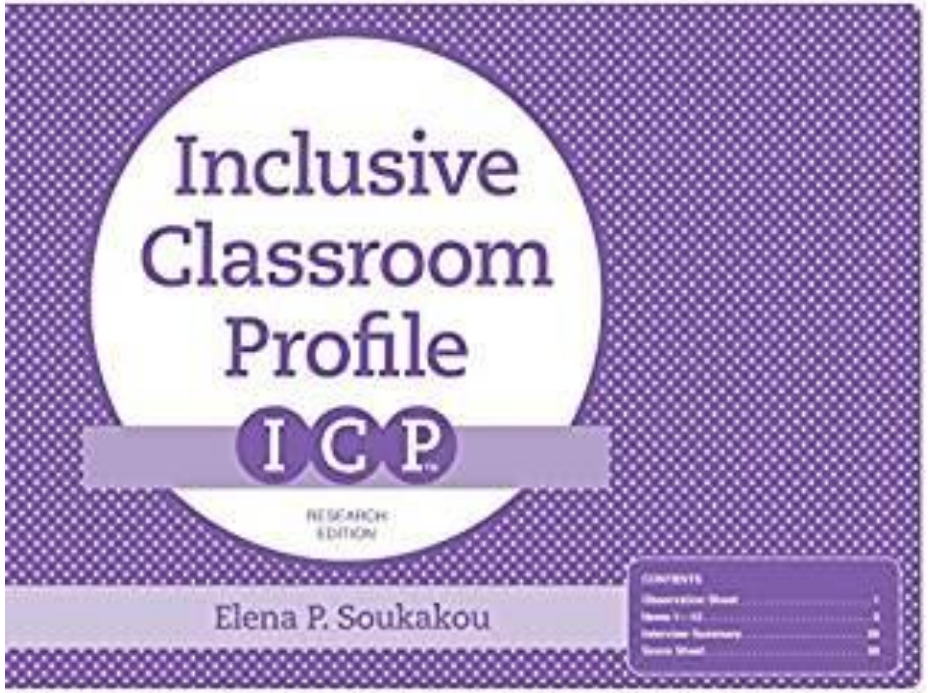
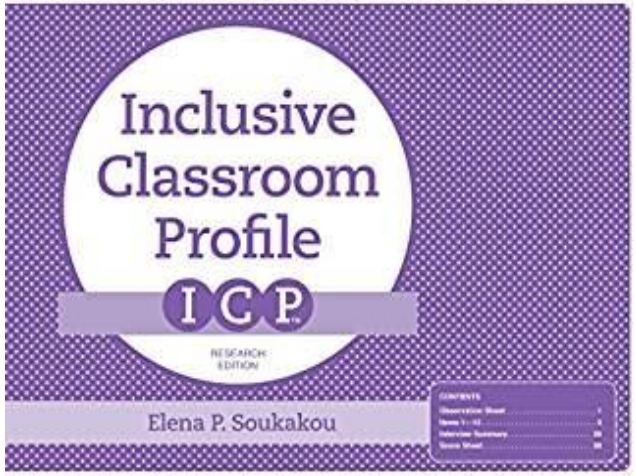


Inclusive Classroom profile

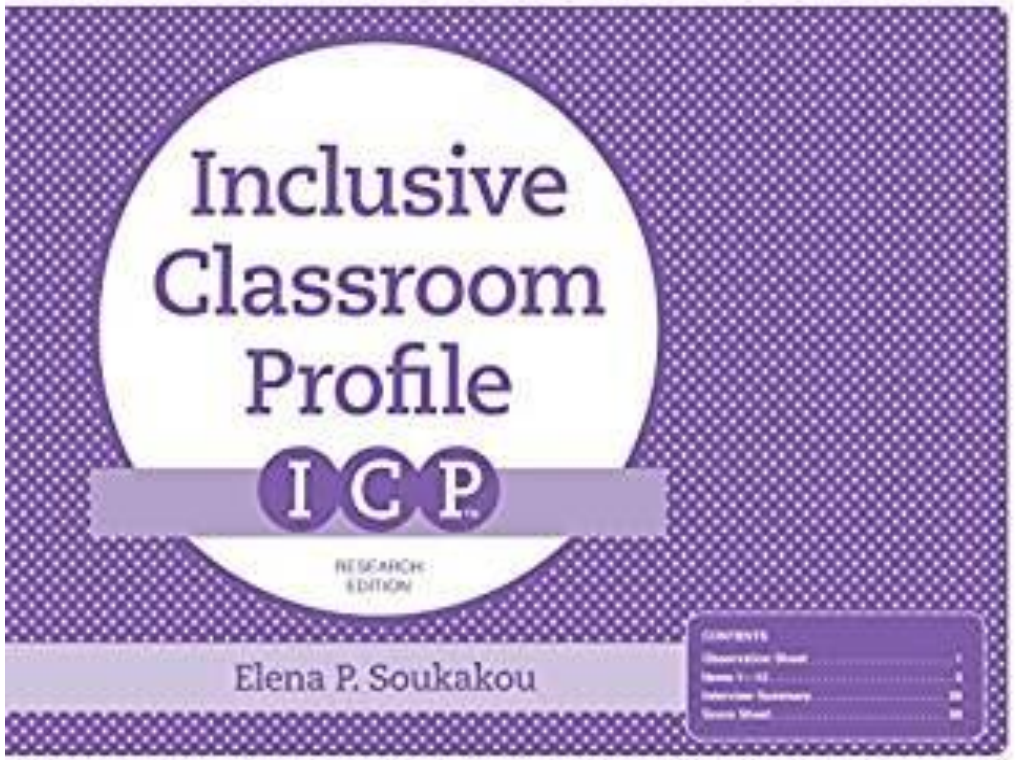
2016

It is designed for use in inclusive classrooms serving children ages 2-5.

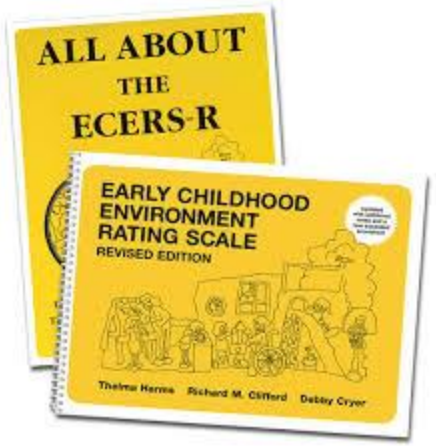


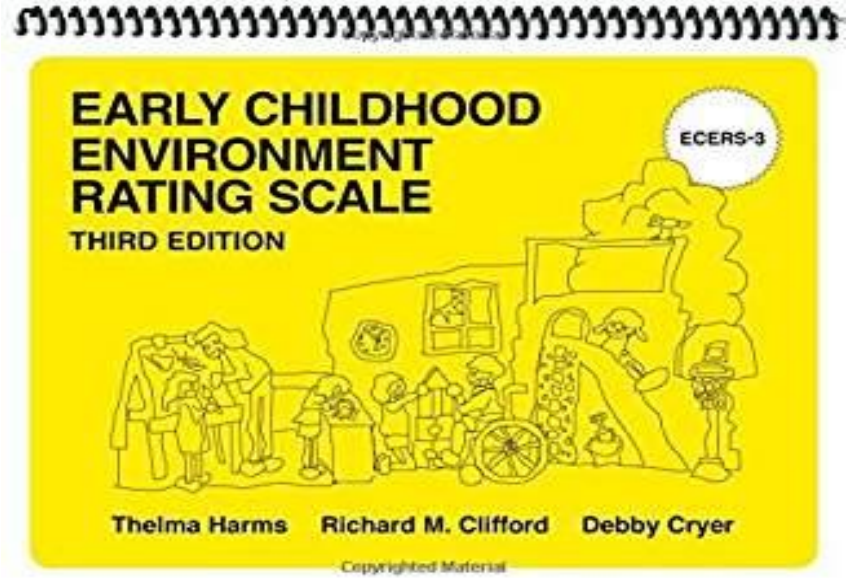
1. Adaptations of space, materials and equipment
2. Adult involvement in peer interactions
3. Adult's guidance of children's free choice activities and play
4. Conflict resolution
5. Membership
6. Relationships between adults and children
7. Support for communication
8. Adaptations of group activities
9. Transitions between activities
10. Feedback
11. Family-professional partnerships
12. Monitoring children's learning

Item 5 Membership			
1.1 No opportunities for children to assume social roles and responsibilities are observed in the classroom, whereas other peers are expected and encouraged to assume such roles. 1.2 Frequent bullying and persistent teasing toward children are observed in the class. 1.3. Adults do not intervene to stop the bullying or persistent teasing toward children.	3.1 When adults provide opportunities for children to assume social roles and responsibilities all children are encouraged to assume such roles and responsibilities. 3.2 Adults intervene most of the time to stop bullying or persistent teasing between children in the classroom. 3.3. Some books, materials and visuals displayed in the classroom describe and reflect individual differences in positive ways. 3.4 When children's photographs or work is displayed in the classroom examples completed by children with and without disabilities are present.	5.1 Peers behaviours, attitudes and responses show understanding and respect for children's individual differences. 5.2 When presented with an opportunity, adults respond to children's comments/questions about individual differences in supportive and constructive ways. 5.3 Adults acknowledge children's strengths and individuality through their social interactions, provision of feedback and instructional support.	7.1 Adults consistently and intentionally promote a sense of belonging and membership by encouraging children's participation in the group, focusing on their strengths and modelling for all children positive responses and inclusive behaviours toward individual differences. 7.2 In addition to a variety of accessible books, visuals and materials, adults embed activities to promote understanding of individual differences.

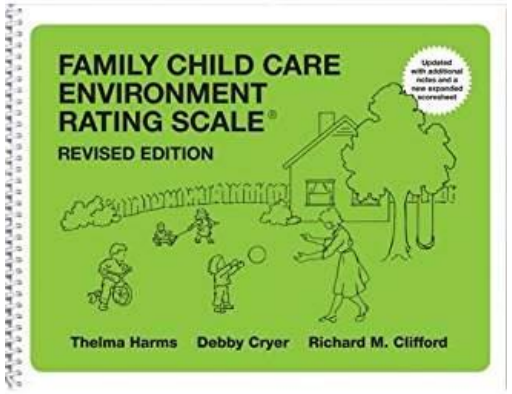
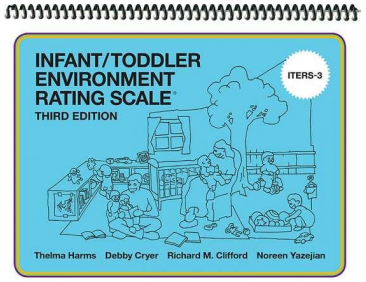
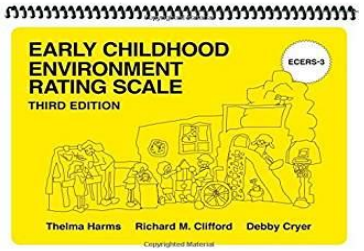
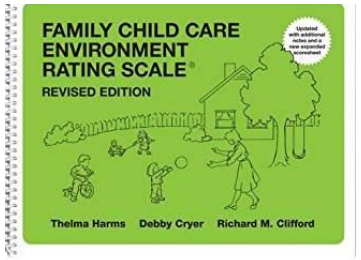
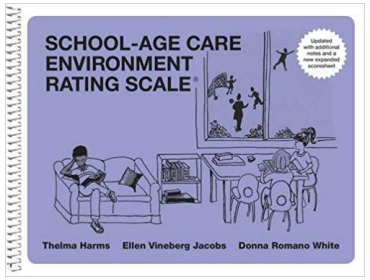
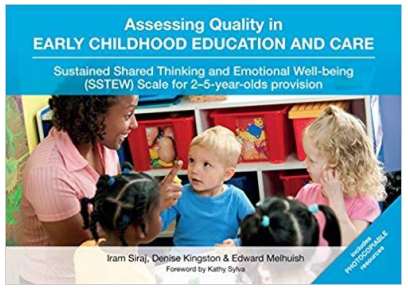
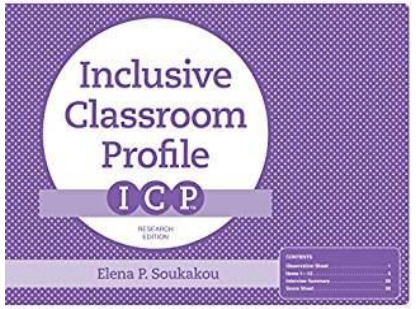

Inclusive
Classroom
Profile
ICP
RESEARCH
EDITION
Elena P. Soukakou

All About ECERS-3 is on it's way….





Family Childcare Environment Rating Scale 3rd edition is on it's way…



Environment Rating Scales