EFFECTS OF THE VIDA PROGRAMME – Effects on Children of Interventions in Danish Preschools

Closing conference
VIDA KNOWLEDGE-BASED INTERVENTIONS IN DANISH DAYCARE

AN INTRODUCTION TO DESIGN AND METHODS OF AN INNOVATIVE APPROACH TO EARLY CHILDHOOD EDUCATION AND CARE (ECEC)

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Outline of presentation

• Objectives and motivation
• Effects of ECEC-research
• The VIDA programme for professional development
• Effectiveness of VIDA – design and methods
• Conclusion
Objectives

Can the quality of (universal) daycare be improved by better training to the daycare teachers in a new way (VIDA) and thus improve child outcomes?

• Does improving pedagogical education and training based on learning and knowledge sharing among daycare teachers directly affect children in daycare?

• If yes: Does the effect vary among groups of children? (high/low SES families, gender, age of children, educational level of professionals, …)

• Differences based on the type of daycare

• And differences based on region or municipality of residence

• Which factors reduce or increase the effects (e.g. teachers, parental background, parental involvement…)?
ECEC as Investment

Motivation

- **Child development** (Heckman, 2008; Cunha and Heckman, 2007; Cunha et al., 2006; Heckman and Kautz; 2012)
  - Early investments
  - Non-cognitive development
  - Interactions between child and adult -> self-control and social relations (Vygotsky (1935/1978), Bronfenbrenner (1979) and Bronfenbrenner and Morris (2006))

- **Social exclusion** and reproduction of inequality (Bourdieu & Passeron, 1998)
VIDA’s three perspectives

(1) A resource perspective
(2) A perspective of learners as active participants
(3) An organizational learning perspective
Effects of High Quality ECEC

• **Effects of ECEC. Several surveys of ECEC-programmes**

• **Effects of large-scale publicly funded interventions, e.g. and longitudinal studies**
  (see e.g. Blau and Currie, 2006). Head Start

• **Scandinavian studies of universal day care systems**
  (Bauchmüller et al., 2011, Havnes and Mogstad, 2011, Gupta and Simonsen, 2013)
Professional development

• Evidence of the impact of daycare teachers’ qualification and effective teaching in early childhood education (Pianta et al, 2009, p. 50)

• High percentage of BA educated staff positively associated with child development (Bauchmüller et al, 2011; Gupta and Simonsen, 2013)

• Evidence of the impact of teacher qualifications on child socio-emotional development – The ASP Programme (Jensen et al., 2009, 2013)
VIDA interventions
VIDA Curriculum

- Adult-initiated learning activities with a range of selected themes based on the Danish national curriculum (Ministry of Social Affairs, 2004)
- Child-initiated learning activities exploring the same range of themes based on the same Danish national curriculum (ibid.)
- Supporting activities that train children’s language and motor skills, stimulation of children’s learning and wellbeing through active involvement and inclusion
- Stimulation of children’s curiosity and concentration through educational games
- Recognition of child-progressions through VIDA -tools for reflection: Encouraging the child to explore new aspects of his/her personality in the peer group and to embark on new activities independently.
- Supplemented (VIDA-basis+) by parental involvement
VIDA Intervention

- **VIDA Basis**: 17 educational sessions offered to the leaders and one daycare teacher from each centre (seven per year for two years and three practice based sessions) and one workshop per year (for all)

- Managers are also offered one two-day course and one workshop per year for two years on facilitating implementation of the intervention

- **VIDA+**: As VIDA Basis but also includes parental intervention (separate educational sessions for each intervention)

- Daycare teachers develop practices **at a local level**

**VIDA Basis / VIDA+**

- Preschool teachers and managers
- (Parents)
- Children -> outcome
The professional development

PROFESSIONAL DEVELOPMENT - 5 STEPS

1. KNOWLEDGE AND REFLECTION
2. ANALYSIS AND ACTION
3. ORGANIZATIONAL LEARNING
4. EXPERIMENTS IN PRACTICE
5. INNOVATION - SHARED

EFFECTS OF THE VIDA PROGRAMME
- a knowledge-based intervention in Danish daycare

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Effect and case studies

- The VIDA effect study is a RCT (randomized controlled trial), (successfully) randomized at the institutional level (129 daycare centres)
- Two interventions (VIDA Basis, VIDA+). Control group (no treatment) for each of the four participating municipalities: Randers, Horsens, Gentofte, Brøndby
- Three waves of data; March 2011 (baseline), March 2012 (mid-way), March 2013 (final). Data on child outcomes – socio-emotional (SDQ) and learning
- Combined with case studies of organizational learning (case 1) and parental involvement (case 2)
VIDA – a social innovation
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The project website:
http://edu.au.dk/en/research/research-projects/vida/
Thank you

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http://edu.au.dk/en/research/research-projects/vida/

http://edu.au.dk/forskning/projekter/vida/