

# Welcome

” What I really think about sitting straight, golden time and reward charts”: Gathering 4-year-olds views on behaviourist pedagogy in reception”.



# Background to the study

Young children's voices are important and that is why I feel we need to look differently at the current educational approach.





## ❖ The research questions

RQ1- What do 4-5 –year olds identify as their favourite times in their reception class?

RQ2- What do 4–5-year-olds identify as their least favoured times in their reception class?

RQ3- From the perspective of the child, what value and significance do they place on rewards?

RQ4- What are 4-5-years-olds experiences of rewards and reward charts?



## Brief outline of the project, the rationale, aims and expected outcomes

- Views of young children
- Hurried, rushed and outcome driven educational agenda.
- Sharing the child's voice
- Understanding the impact of behaviourist approaches both positive and negative.
- Presenting and publishing findings.



# Methodology

- A quick overview of the methodological approach.



# The research to date

- Phase one

Two bees.

OLPVPQ

I don't like spell



I love rain because it gives us water.

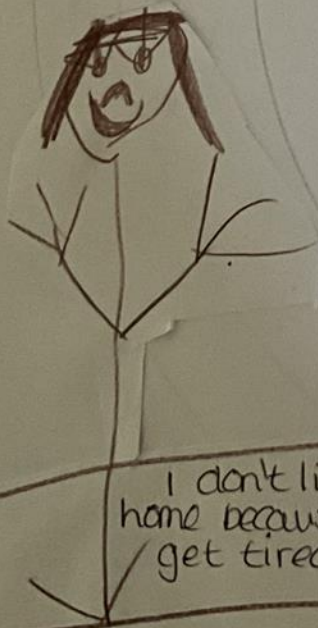


I don't like sit on the mat because it is boring

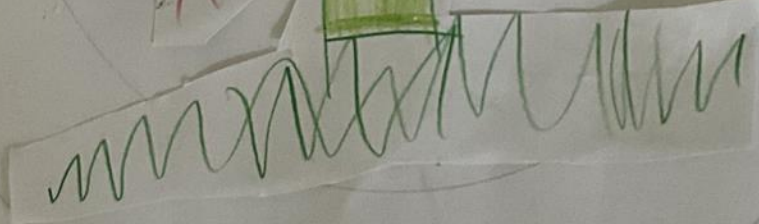
I like speaking Welsh.



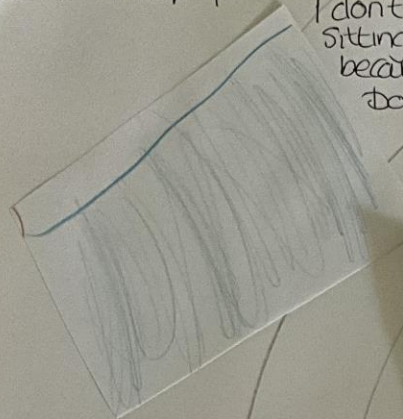
I like Learning about flowers and butterflies.



I don't like walking home because my legs get tired.



Bee with purple flower.



I don't like sitting on the mat because it is boring.

I like my teachers



I like being in school with my friends



I don't like walking



I don't like spellings

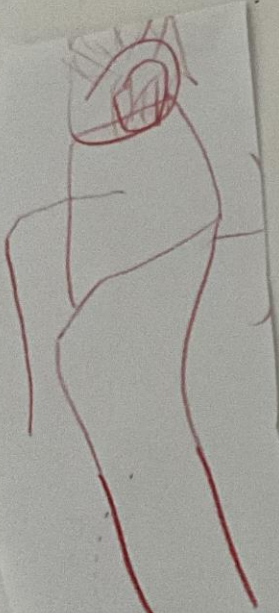


I like speaking Welsh.

I like playing with toys in class.







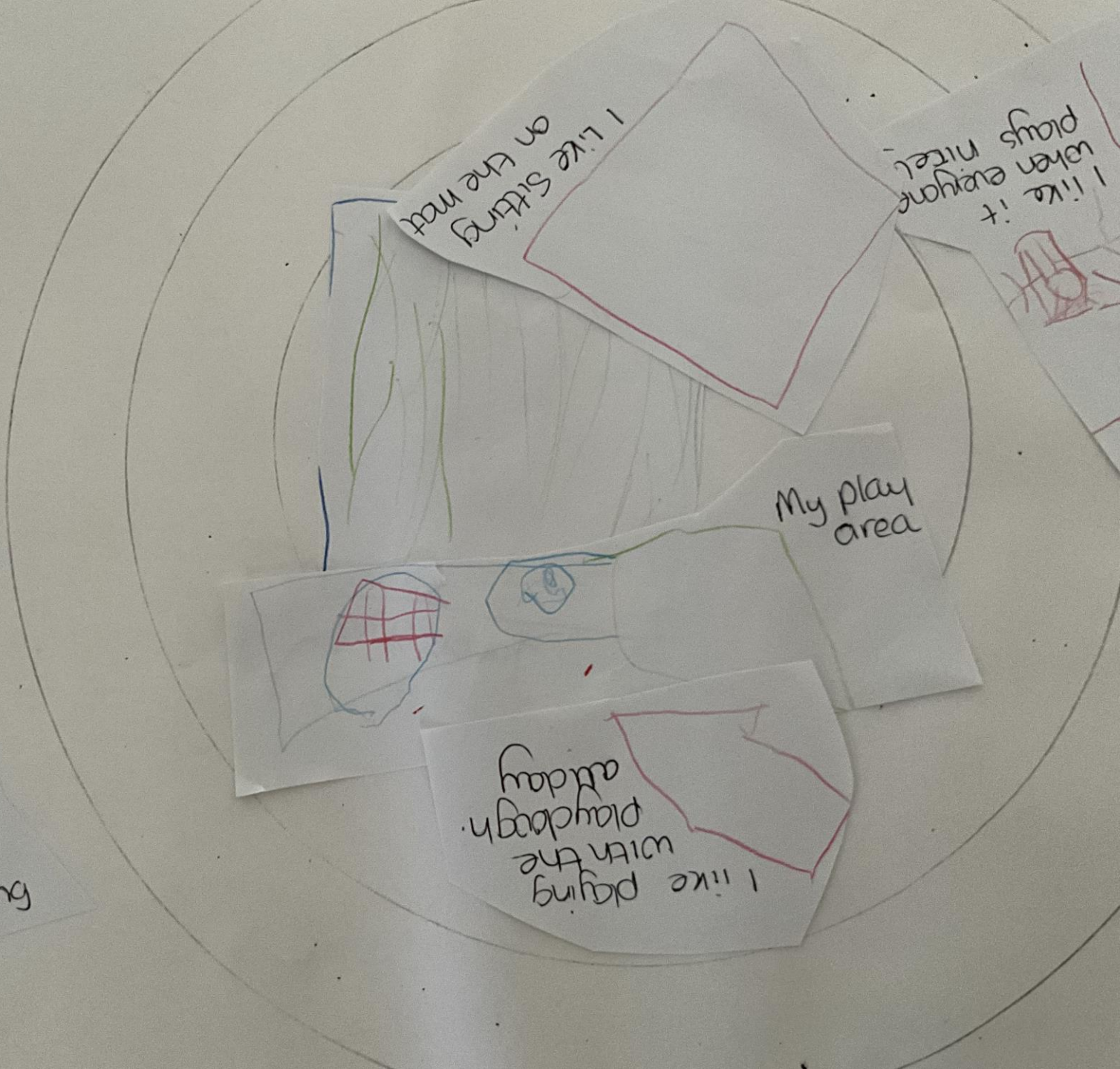
I don't like shating in class.

I like sitting on the mat

I like it when everyone plays nice!

My play area

I like playing with the playdough aaday





## Phase two - Cameras



- A selection of pictures taken by ladybird aged
- 4.9 months









## Phase three

- The children will have opportunity to discuss their pictures and drawings, this will be video recorded.
- The framing of the questions will be discussed by the research team beforehand, so as much as is possible leading comments will be avoided.



## What next

- Discussing and writing up our findings.
- Sharing the research



So you pull me  
from my play, my  
all consuming play  
to *learn* maths with  
you at a table with  
brightly coloured  
bits of plastic.

Whilst I sit there,  
*learning* with you,  
all I can think  
about is getting  
back to my play...  
my all consuming  
play where I was  
measuring, using  
shapes, making  
patterns, counting,  
solving problems  
and THINKING - until  
I got pulled away  
to come and *learn*  
maths with you.

*Elaine Bennett*  
Artist: Heather Torres







# References

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- Lyndon, H. Bertram, T. Brown, Z. & Pascal, C. (2019). 'Pedagogically mediated listening practices; the development of pedagogy through the development of trust', *European Early Childhood Education Research Journal*, 27:3, 360-370, DOI: [10.1080/1350293X.2019.1600806](https://doi.org/10.1080/1350293X.2019.1600806)
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# Further reading

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