

# Observation Notes

## ROUTINE AND STRUCTURE

- 1.Group Structure.
- 2.Groupings of Children by Gender
- 3.Hygiene
- 4.Classroom Space
- 5.Outdoor Space
- 6.Clean Up

## SUPERVISION AND LIMIT-SETTING

7. Attending to Children's Immediate Health, Emotional, or Behavioral Needs
8. CG supervision (are children on their own without any supervision for their safety?)
9. Supervision of Child Safety
- 10.Amount of time children were left unsupervised

## CAREGIVER ENGAGEMENT

- 11.How long was the CG engaged with the children?
- 12.When Caregivers are engaged with children, what is the quality of that engagement?

## DEALING WITH CHILDREN'S BEHAVIOR

- 13.Negative Attention (or lack of any attention?) from CG during all activities (ex. Scolding)
- 14.Use of Physical Methods to Control
15. Use of Yelling to Control Behavior
16. Use of Other Punitive (nonverbal and nonphysical) Methods to Control Behavior
- 17.Use of Positive Methods to Control Behavior

## COMMUNICATION (Verbal communication across ALL activities)

18. CG creates speaking opportunities for children (note that this item refers to CG-child communication only)
- 19.Use of Languages When Giving Instruction

## NUMERACY, LITERACY AND PROBLEM SOLVING

- 20.Style of Teaching Numbers
- 21.Frequency of COUNTING across all activities
22. Style of Teaching Alphabets
23. Reading with children
- 24.Frequency of identifying and sorting SHAPES across all activities
- 25.Frequency of identifying and sorting COLORS across all activities.
- 26.Role playing and make-believe
- 27.Creativity (apart from role-playing or make-believe).

## FINE AND GROSS MOTOR SKILLS

- 28.Nature of Fine Motor Activities
- 29.Children's Participation in Fine Motor Activities
- 30.Nature of Gross Motor Activities

## MUSIC AND MOVEMENT

- 31.Musical Movement – Type
- 32.Traditional activities (this can include games, songs, stories, riddles, etc.)

## SCIENCE AND NATURE

33. Caregiver teaches some concepts about science and nature.

## SOCIAL DEVELOPMENT

34. Social interaction (including during free play and outdoor activities. Not limited to verbal communication)
- 35.Individual attention (includes during free play, formal activities)
- 36..Positive Attention from CG (during all activities)

## SPIRITUALITY

- 37.Religion or spirituality

## CBCC Classroom Observation Cover Sheet

1. CBCC Name:		2. CBCC Code: [ ___   ___   ___ ]		
3. Number of Caregivers present:  [ _____ ]		4. Name of Caregiver(s) present:		
		a. _____		
5. Enumerator initials: a) _____ b) _____		b. _____		
		c. _____		
		6. Enumerator code: a) _____ b) _____	7. Date (dd/mm/yy): ___ / ___ / ___	
8. Start time (observation):	(hh:mm) ___ : ___	9. End time (observation):	(hh:mm) ___ : ___	10. Was the visit unannounced? (circle) Yes No
11. CBCC Activities occurring during Obs (check all that apply):		<input type="checkbox"/> Instructional Activity (incl. activity corners) <input type="checkbox"/> Free Play <input type="checkbox"/> Clean Up Time <input type="checkbox"/> Snack <input type="checkbox"/> Other, Specify: _____	12. Where were the children during the observation period? (check all that apply)  <input type="checkbox"/> Inside the classroom <input type="checkbox"/> Outside	13. How many children were present? (count at very end of observation)  <input type="checkbox"/> Girls <input type="checkbox"/> Boys

Directions: Both enumerators will arrive at the CBCC before it opens on an unannounced visit. After introducing themselves to the CG(s), they will prepare to observe the CBCC activities for **1 hour (continuous)** before then completing the questionnaire together. The following protocol should be followed:

- Observation starts after the CBCC has opened and when a majority of children have arrived. Enumerators should ask the CG(s) for total number of expected children beforehand. When more than half have arrived, enumerator may begin the observation. In the case that there is very low attendance that day, the enumerator should begin the observation when the CG appears to start the planned activities for the day.
- Enumerators should position themselves to be out of the way of classroom activities, but still able to see what is going on at the CBCC. This may require that the enumerators move around during the observation to stay out of the way or get a better understanding of what is going on. However, the enumerators should move around as little as possible, as this is disruptive to the class and may call more attention to them.
- The observation form should only be completed AFTER the observation period is over and should be a collaboration between both enumerators.

### INTRODUCTION:

*Good morning, our names are \_\_\_\_\_ and we are conducting research for an independent consulting firm on behalf of Ministry of Gender on early childhood education in Malawi. During our visit today, we would like to observe some of the activities at this school, interview you about the CBCC, and ask for your help in getting some information on some of the children here. Tomorrow, the rest of my research team will visit your school to work with some of the children and interview their mothers or guardians.*

*The first thing we would like to do is observe the activities at your CBCC once the majority of children have arrived this morning. This observation is not an assessment of your teaching; rather, we would like to just get a better idea of what happens in a CBCC on a typical day. We will be collecting the same information across many CBCCs in Malawi in order to help the Ministry of Gender understand teaching and learning at CBCCs. Please feel free and act as you would normally at the CBCC today.*

*Is it okay if I continue with the observation today? YES NO*

# CBCC Classroom Observation Questions

## ROUTINE AND STRUCTURE

### 1. Group Structure.

- 1 The CG(s) only works with the children as one collective group
- 2 The CG(s) facilitates predominantly collective activities and occasionally splits children into small-groups.
- 3 Throughout the observation period the CG(s) facilitates a mix of collective, small-group, and individual activities.

### 2. Groupings of Children by Gender

- 1 Children tend to be separated by gender
- 2 There is little to no separation of children by gender

### 3. Hygiene practices (not hygiene in lessons)

- N/A Didn't observe children eating or using the toilet in the observation period.
- 1 CG never encourages or helps children wash hands after using the toilet or before eating .
  - 2 CG sometimes encourages or helps children practice good hygiene.
  - 3 CG always helps and encourages children practice good hygiene.

### 4. Classroom Space

- N/A Didn't observe children in the classroom during the observation period.
- 1 The available space impedes the movement of children and CGs and the flow of activities observed.
  - 2 The available space impedes flow of activities observed but does not impede movement of children and CGs
  - 3 There is enough space for comfortable movement during most or all activities observed.

### 5. Outdoor Space

- N/A Didn't observe children using outdoor space during the observation period.
- 1 The available space impedes the movement of children and CGs and the flow of activities observed
  - 2 The available space impedes flow of activities observed but does not impede movement of children and CGs
  - 3 There is enough space for comfortable movement during most or all activities observed

### 6. Clean Up

- N/A No clean up is observed
- 1 Clean-up is primarily done by the CG (only)
  - 2 Clean-up is done by the children with support from the CG

## SUPERVISION

### 7. Attending to Children's Immediate Health, Emotional, or Behavioral Needs

- 1 Children's immediate needs (e.g., child needs comforting, nose blown, clothes changed) are not recognized or responded to by CG(s)
- 2 Children's immediate needs are occasionally responded to by CG(s) OR responded to by annoyed or irritated CG(s).
- 3 Children's needs are usually responded to by CG(s) in a caring way

### 8. CG supervision (are children on their own without any supervision for their safety?)

- 1 ONE OR MORE children are left unsupervised for more than half of the time observed
- 2 ONE OR MORE children are left unsupervised on a few occasions (once or twice)
- 3 ALL children are supervised by CG(s) the entire time

### 9. Supervision of Child Safety

- 1 No attention to children's safety (no actions taken or verbalization on safety by CG)
- 2 Supervision is provided but is too much
- 3 Supervision is provided but is too little.
- 4 Provides appropriate supervision to ensure safety without restricting children's behavior unnecessarily

10.Amount of time children were left unsupervised

- 1 Never left unsupervised
- 2 5 minutes or less
- 3 6-10 minutes
- 4 11-20 minutes
- 5 Greater than 20 minutes

**CAREGIVER ENGAGEMENT**

11.How long was the CG engaged with the children?

- 1 Does not interact with children for **15 minutes or more (cumulative)**.
- 2 Does not interact with children for **10 minutes to 15 minutes (cumulative)**.
- 3 Does not interact with children for **less than 10minutes (cumulative)**.

12.When Caregivers are engaged with children, what is the quality of that engagement?

- 1 CG mainly fails or does very little to engage MOST children. *If children are not engaged they appear bored, distracted, uninterested, unresponsive to CG, etc. This may happen when the CG doesn't involve them in some type of play or activity for at least some of the observation period or if the CG engages children in activities that are either too easy or too difficult for their age/developmental level.*
- 2 CG mainly engages younger children (under 3 years) but fails to engage older (3 years and above) children.
- 3 CG mainly engages older children but fails to engage younger children.
- 4 CG mainly engages ALL children.

**DEALING WITH CHILDREN'S BEHAVIOR**

13.Negative Attention (or lack of any attention?) from CG during all activities (ex. Scolding)

- 1 More directed towards boys
- 2 More directed towards girls
- 3 Neutral

14. Use of Physical Methods to Control Behavior

- 1 Children's behaviors were mostly controlled by the CG(s) with physical methods (spanking, slapping hands, pulling child roughly by arm).
- 2 Children's behaviors were occasionally controlled by the CG(s) with physical methods (spanking, slapping hands, pulling child roughly by arm).
- 3 Children's behaviors were never controlled by the CG(s) with physical methods.

15. Use of Yelling to Control Behavior

- 1 Children's behaviors were mostly controlled by the CG(s) with yelling.
- 2 Children's behaviors were occasionally controlled by the CG(s) with yelling.
- 3 Children's behaviors were never controlled by the CG(s) with yelling.

16.Use of Other Punitive (nonverbal and nonphysical) Methods to Control Behavior

- 1 Children's behaviors were mostly controlled by the CG(s) with isolation (longer than 3-4 minutes), denying snacks, threatening them, making them squat, stand on one leg, etc
- 2 Children's behaviors were occasionally controlled by the CG(s) with one or more of these punitive methods.
- 3 Children's behaviors were never controlled by the CG(s) with one of these punitive methods.

#### 17. Use of Positive Methods to Control Behavior

- 1 Children's behaviors were never controlled by the CG(s) through positive methods (discussing reasons why a behavior is inappropriate; using 3-4 minutes (only) for isolation; re-directing child when engaging in inappropriate behaviors; preventing situation to reduce child-child conflict, such as having duplicate objects available for play (more than 1 ball, etc.) or helping children resolve disputes).
- 2 Children's behaviors were occasionally controlled by the CG(s) with one or more of these positive methods.
- 3 Children's behaviors were never controlled by the CG(s) with one of these positive methods.

#### COMMUNICATION (Verbal communication across ALL activities)

#### 18. CG creates speaking opportunities for children (note that this item refers to CG-child communication only)

- 1 Children speak a lot, but it is **formal or routine** (responding to questions in rote manner) and the CG does not use games and/or activities to encourage communication outside of repetition; children have few opportunities to ask questions or elaborate on a topic in group activities, etc.
- 2 Children are given lots of natural speaking opportunities but do not speak for some reason (e.g., subject matter is not appropriate or interesting to children; environment is not conducive for speaking, etc.).
- 3 Children have lots of **natural speaking** opportunities (includes responding to and asking questions) and the CG uses games and/or activities to encourage communication (eg talking about games or objects, sharing stories or ideas)

#### 19. Use of Languages When Giving Instruction

- 1 CG communicates mostly in English
- 2 CG communicates mostly in Chichewa or other local language
- 3 Caregiver uses both home language and English

#### NUMERACY, LITERACY AND PROBLEM SOLVING

#### 20. Style of Teaching Numbers

- 1 No teaching of numbers is observed, either verbally or written.
- 2 When teaching occurs, (More than half of the) children recite and/or copy numbers without relating to number of objects.
- 3 When teaching occurs, Counting and/or writing of numbers under 10 (by more than half of the children) is done in relation to seeing or handling the appropriate number of objects.

#### 21. Frequency of COUNTING across all activities

- 1 Children are never encouraged to count objects.
- 2 Children only count objects when that is the focus of the activity.
- 3 Children are encouraged to count objects during a variety of activities..

#### 22. Style of Teaching Alphabets

- 1 No teaching of alphabets is observed, either verbally or written
- 2 When teaching occurs, (More than half of the) children recite and / or copy alphabet without relating to sound (e.g. "a for apple)
- 3 When teaching occurs, (More than half of the) children are encouraged to recognize alphabet in relation to initial sounds of common objects (object neither shown to nor handled by children)
- 4 When teaching occurs, majority of children are encouraged to recognize alphabet in relation to initial sounds of common objects which are shown to and / or handled by the children (can be a picture or actual object)

23. Reading with children

- 1 CG never reads with or to children in the observation period.
- 2 CG reads to children, children sometimes involved/participate
- 3 CG reads to children and children are encouraged to participate (conjecture, link to other experiences, discuss story)

24. Frequency of identifying and sorting SHAPES across all activities

- 1 Children are never encouraged to identify or sort shapes.
- 2 Children only identify or sort shapes when that is the focus of the activity.
- 3 Children are encouraged to identify or sort shapes during a variety of activities.

25. Frequency of identifying and sorting COLORS across all activities

- 1 Children are never encouraged to identify or sort colors.
- 2 Children only identify or sort by color when that is the focus of the activity.
- 3 Children are encouraged to identify or sort by color during a variety of activities.

26. Role playing and make-believe

- 1 CG does not promote or facilitate role play or make-believe
- 2 The CG promotes/facilitates role play or make-believe at specific moments during the observation but without much elaboration or connection of role play with learning
- 3 CG facilitates role play or make-believe activities, and often joins the children's games as one more player AND/OR there are diverse materials used by children during the activity; CG elaborates or uses role play as an opportunity to expand children's experience or knowledge in some way.

27. Creativity (apart from role-playing or make-believe). *Individual creativity can be expressed in music, arts, gross motor skills, fine motor skills, etc.*

- 1 CG does not promote children to be creative (ie. express their individual ideas, interests, and abilities) in music, arts, or other activities.
- 2 The CG promotes/facilitates individual creativity at specific moments but without much elaboration or connection with learning
- 3 CG promotes individual creativity in connection with learning.

## FINE AND GROSS MOTOR SKILLS

28. Nature of Fine Motor Activities

- 1 **No** opportunity for **fine motor** activities like writing drawing etc are provided
- 2 Children engage in one kind of fine motor activity only (eg writing)
- 3 A **variety of fine motor** activities occur.

29. Children's Participation in Fine Motor Activities

- 1 Children do not engage in fine motor activities like writing, drawing etc.
- 2 **Some but only half or less than half** of the children participate in the fine motor activities.
- 3 **More than half** of the children participate in fine motor activity

30. Nature of Gross Motor Activities

- 1 **No** opportunity for **gross motor** activities or physical play is provided.
- 2 Gross motor activities happened only once or twice during the observation period.
- 3 A variety of gross motor activities (more than just clapping & jumping) occur during the observation period.

## MUSIC AND MOVEMENT

31. Musical Movement – Type

- N/A No music observed
- 1 Singing with no actions and no clapping.
  - 2 Children only clap or dance freely with some songs, but no other action.
  - 3 Children do at least 2 of these with some songs: clap, dance freely, or other actions

32. Traditional activities (this can include games, songs, stories, riddles, etc.)

- 1 CG does not encourage or facilitate any activities such as songs, stories, etc.
- 2 CG encourages/facilitates activities (such as songs, games, stories, etc) but they are rarely or never traditional ones
- 3 CG often encourages/facilitates traditional activities such as games, songs, storytelling, etc.

## SCIENCE AND NATURE

33. Caregiver teaches some concepts about science and nature.

- 1 **No** teaching on science and nature topics.
- 2 Children recite, repeat, or sing information on science/nature topics but there is no elaboration.
- 3 CG teaches on science/nature topics without using learning materials or handling objects.
- 4 CG teaches on science/nature topics using learning materials or handling objects.

## SOCIAL DEVELOPMENT

34. Social interaction (including during free play and outdoor activities. Not limited to verbal communication)

- 1 CG does little or nothing to encourage positive interaction and does nothing or very little to discourage or prevent hurtful peer interaction (teasing, name calling).
- 2 CG does little to encourage positive interaction between children. Usually only intervenes to prevent negative and hurtful peer interactions (Eg. stop name calling, fighting)
- 3 CG deliberately **encourages** positive social interaction (turn-taking, sharing, etc.) during free play/other activities. The CG helps children to develop appropriate social behavior with peers (Eg. help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others). Peer interactions usually positive (Eg. Older children often cooperate and share; children generally play well together without fighting)

35. Caregiver Positive Individual attention (includes during free play, formal activities) This would be paying attention to kids outside of meeting those immediate needs in Q6 (e.g. offering help with an activity, complimenting a child's behavior in some way, such as "I like your drawing" or "I like how you are sharing," etc) and nature.

- 1 CG does not give individual attention to any of the children.
- 2 CG gives individual attention to half or less than half of the children.
- 3 CG gives individual attention to more than half of children

36. Positive Attention from CG (during all activities)

- 1 More directed towards boys (GROUP)
- 2 More directed towards girls (GROUP)
- 3 Neutral

## SPIRITUALITY

37. Religion or spirituality

- 1 The CG(s) does not incorporate any religious or spiritual elements (including prayer, religious stories, etc) in observed activities.
- 2 The CGs includes some religious or spiritual elements into the observed activities but do so in a rote manner, with little elaboration, explanation, meaning, etc.
- 3 The CGs includes some religious or spiritual elements into the observed activities and elaborates on their meanings and how they may be present in the child's life.