

# Dundee Attainment Challenge Toolkit

## Using video as a tool for staff reflection

The use of video as a tool for professionals to reflect on and improve their practice has a long history. Video has also been used to help parents to reflect on their parenting in much the same way.

These approaches have been called lots of different things including: Video Interaction Guidance (VIG), Video Enhanced Reflective Practice (VERP), Video Home Training, Video Self-Modelling, video feedback, video-based supervision, etc. Whilst there may be slight variation in how video is used in these approaches, there is a secure evidence base for its effectiveness as a tool to help teachers, early years practitioners and adults working with children to improve the quality and nature of their interactions with the children and the quality of the learning conversations. This is important because it is the quality and nature of interaction between adults and children that is the foundations of learning and development.

Video is a really helpful tool to look in detail at your own interaction skills. It is particularly helpful if you watch film clips of your own **successful** interactions to see what works, in collaboration with a facilitator (also sometimes called a guide or coach) and/or colleagues, and if you use an observation framework to help you know what to look out for. The observation framework you use will differ depending on what you want to achieve. If you are aiming to increase nurturing interactions you will use an observation schedule that highlights attuned interactions- things like nice eye contact, positive body language and tone of voice, looking friendly, adult down at the child's level, adult showing genuine enjoyment of being with the child (laughter, affection, paying attention, saying 'I really like spending time with you'), taking turns and following the child's lead. If you want to focus on learning conversations you will also look for nurturing interactions as these are the basis for positive learning conversations, but in addition you will also look for examples of things like open ended questions, allowing the child time for thinking and speaking, coaching or problem solving, encouraging curiosity and persistence, judging how much to help and how much to observe, etc.

Video reflection also helps adults to develop or fine tune "mind- mindedness", the ability to 'read' how another person is feeling and say it out loud to help THEM notice how they are feeling, for example "Oh, you want the teddy?" when child points to teddy, or 'I can see you are feeling really cross, let me help you' to a child who is crying with anger or about to hit someone. This helps develop children's self regulation skills, and is also very helpful when using scripts to coach self regulation.

## How do I get started?

- Identify something in your communication or quality of learning conversations (in general or with a particular child) you want to improve.
- Get a colleague to take a short film of you interacting (max. 10 minutes)
- Watch your film and choose **micro-moments** of 'better than usual' interaction (15-30 sec. clips)
- Watch the clips with a facilitator, often in a group, so you can learn from each other
- based on what you see set a new goal or plan to extend your working points
- take another clip
- Repeat the process at least three times over 2-4 months