Small voices, big impact: Children's experiences in integral child centres in the Netherlands

And a plea for the utilization of children's agency in the classroom

Name:	Lotte Hendriks (6288068)
Course:	Master's Thesis Contemporary Social Problems
Supervisor:	Rob Franken
Second supervisor:	Marco van Leeuwen
Submission date:	24-6-2025
Ethics number	25-0619

Table of contents

Table of contents **2**
Abstract **3**
Ethical statement **4**
Introduction **5**
Current research *6*
Theoretical framework **9**
Definitions *9*
Theories *9*
Bronfenbrenner's theory 9
Piaget's Theory of Cognitive Development 10
Vygotsky's Sociocultural Theory of Cognitive Development 11
Philosophical perspectives *12*
Similar research *13*
Synthesis *14*
Expectations *14*
Methods **16**
Research context *16*
Participants *16*
Data collection *17*
Data analysis *17*
Coding process per type of data *18*
Results **19**
Socioemotional experiences *19*
The importance of self-recognition 19
Children intrinsically show prosocial behavior 19
Rule- internalization and -externalization 20
Environmental experiences *21*
Diversity of environment catering to all needs 21
Activities matching capabilities to negate boredom or demotivation 21
Children prefer free play over prefabrication 22
Discussion **24**
Context *24*
Limitations *25*
Future research *26*

Policy advice **27**
Environment as the third teacher *27*
Application *28*
References **29**
Appendices **34**
Appendix A – Codebook *34*

Abstract

Children's agency has historically been underutilized in the school environment. The school curriculum and space are generally rigid and stable. The way school children experience the school environment and curriculum has been studied increasingly in recent times. The way a school operates could be more tailored to the children's wants and needs, once there is a clearer overview of their experiences. This could have a positive impact on their well-being and academic performance. The theories of Bronfenbrenner, Piaget and Vygotsky provided better understanding of young children's wishes and needs and formed the basis for subdividing the resulting themes into socioemotional and environmental experiences. This current study uses qualitative data from the Actief Fundament project, where data was gathered at integral child centres (IKC's) in the Netherlands. The participants consisted of young children ages 2-7, as their voices specifically are not often heard or appreciated. The 'mosaic-method' was used as a research method: not only interviews, but also drawings, photographs and observations were obtained to create a comprehensive overview of how children experience the IKC. This data was then coded using software for qualitative data analysis to find recurring themes in the data. The following themes were found: self-recognition, prosocial behavior, rule internalization and externalization, diverse environment, activities matching capabilities and free play over prefabricated play. These themes were derived from the data both implicitly and explicitly, which leads to a possible issue described in the discussion: there is a risk of over-interpretation when analyzing the data. Lastly, policy advice is given regarding the way children's agency can be utilized in the future in schools. Suggestions are inspired by the Reggio Emilia approach and include utilizing diverse materials, including children in decision-making and making sure activities match the children's capabilities.

Ethical statement

Now, ethical concerns that might be associated with this thesis will be discussed. For the Actief Fundament project, advice was asked from Fontys' ethical committee. While reviewing the project, no noticeable ethical concerns came up. The obvious concerns like consent and anonymity were dealt with appropriately: all parents of participating children have given their consent. Before publishing anything regarding the project, the participating children's names must be excluded. Their names were included in the dataset after collecting the data and before analyzing the data, because it makes it easier to make connections between what child goes to what integral child center etcetera. School names and any location markers will be removed before publishing.

Introduction

Dutch Emeritus professor Micha de Winter writes about ‘de pegagogie van hoop’ (the pedagogy of hope) in his 2024 book ‘Medemenselijk Opvoeden’ (raising children in a human way) (Dam, 2024). He posits that children and young people have wrongly been labeled as ‘changemakers’ who should fix the societal problems that they have been burdened with by earlier generations. De Winter opposes this sentiment by stating that children should instead be taught agency; school environments are then tasked with improving children’s ability and consciousness of being able to change their surroundings. He recognizes this might be daunting for many adults, as young people might make different choices than what is expected of them, but he poses we owe them this freedom as human beings. Instead of pumping them full of knowledge, teachers and children should work together to explore the possibilities of societal change. As author Alfie Kohn (1993) has also said: giving children a say in the classroom not only relates to better academic performance but is also beneficial for children’s psychological well-being and allows teachers to let constant governing of children’s activities go. However, in most school environments this sentiment of children’s agency and pursuing change is not utilized. Which is not only an issue in the Netherlands, but extends further.

A scientific study including primary school children conducted in Iceland, found that children generally do not experience democracy in school and that they do not have influence on the school curriculum (Einarsdottir, 2010). The meaning of democracy in this context is derived from John Dewey’s interpretation of democracy being a way of life and not just a form of government. His vision emphasizes the value of considering listening to every individual’s opinion. He views schools as tiny simulacra of governmental democracies, where the teacher should govern the curriculum, but children’s input should then be considered, which is rarely the case in schools today. Devine (2002) corroborates this sentiment by stating that there is a noticeable absence of children’s choice in how they spend their time and use the space in school. These findings point to a larger, systemic issue: the top-down and hierarchical nature of schools often overlook the voices of children, as decision-making is mostly reserved for the teachers and other adults (Horgan et al., 2015). Although the studies shown above are part of a steady increase in research about the seldom heard voices of children and their well-being, there remains a gap between this theory and practice. Children’s experience of school and its environment is often discussed, but mostly at a meta level; researchers and policymakers often communicate about

children, schools and what would be best, without truly engaging with these same children (Biggeri & Arciprete, 2022).

This lack of inclusion of children's voices is rather problematic, on a small scale as well as a broader one. As Jane Murray (2019) writes: ignoring children's voices communicates to them that we as adults do not value them as humans, which can greatly impact their self-esteem. This sentiment is also undemocratic, which points to a more global problem. The current approach contradicts the core principles of the participatory rights outlined in the UN Convention on the Rights of the Child. Article 12 of this Convention states that "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child." (*Convention on the Rights of the Child*, n.d.). Although schools and other childcare facilities are places where children spend a large amount of their time, they still often miss opportunities to understand and engage with children and what they need from their physical surroundings, as well as their social relationships.

Current research

This thesis is derived from the Actief Fundament project developed by Fontys University of Applied Sciences in collaboration with multiple other organizations. The initial goal of this project was to conduct research regarding children's physical movement. Data was gathered at 'integrale kindcentra' (integral child centres) also called IKC's. As these centres combine school, childcare as well as well-being activities, they provide an almost all-encompassing environment for the children when they are not home. This makes these centres suitable places to gather data from, as the children spend a generous amount of time here and they offer a context where children's day-to-day experiences take place.

However, while gathering the data for the project, the researchers noticed the emergence of another perspective besides those that focused on physical exercise only; the children mentioned a lot about their experience of play, how they view their surroundings and how their social relationships look. For example: by showing and describing the place in the hallway of the IKC where their jacket is kept, they inadvertently acknowledge their individualism and their sense of belonging. As Clark & Moss (2011) mention in their extensive research about children's voices: in a considerable amount of research focused on children in schools, children are being talked

about but not talked with and listened to. The Actief Fundament project aims to view young children as competent actors in the world with their own thoughts and experiences, making it a participatory action research project (Cornish et al., 2023).

Viewing children as individuals with agency and active participating roles is a relatively recent development (Elsley, 2004), even though this new development is not yet thoroughly embedded in current western society. Before, they were seen as citizens in development, not yet fully complete or adults-in-training, so to speak. Although children are as affected as adults by social interactions and their surroundings, they do inherit a less prominent role in the form and design of these concepts. Philosopher Miranda Fricker (2007) created the term 'epistemic injustice' which touches on discounting someone's perspective based on their perceived lack of knowledge. This concept can certainly be ascribed to children, Like Elsley (2004) also notes: children's experiences of their geographical environment can reach further than their trusted adults', but they're rarely asked for their own input. As shown, there have been studies conducted on the topic of the current study, but they are few and far between, especially in the Netherlands with Dutch schoolchildren.

This study focuses on a specific age group: the children that participated are all aged between 2 and 7 years old (*Actief Fundament*, n.d.). This choice was made deliberately, as previous research and discourse largely revolves around older children, likely due to their advanced verbal language skills compared to younger age groups (Murray, 2019). Regarding democracy in schools, older children are more likely to participate in a student council or try to make sure their voices are heard, for example. However, gaining insight into these young children's human experiences is not impossible although seemingly being more difficult. As Murray (2019, p. 2) describes: understanding the ways in which young children communicate "...requires the adult and child to co-create a context characterized by reciprocity, reflexivity and intersubjectivity." In short: some form or rapport and mutual understanding is important for children to open up to you. The researchers of the Actief Fundament project aimed to create this context by introducing themselves and explaining why they are at the IKC. Afterwards they had conversations, provided the children with drawing materials, cameras and a matching prompt and observed the children during their natural playtime.

This study addresses three important gaps: the described socio-emotional and environmental experiences of children in IKC's has rarely if not never been researched in the

Netherlands. Next, there has not been much research done particularly about young children and their voices, likely due to their lack of verbal skills and adults' attitudes; this study also aims to fill this gap (Murray, 2019). The third gap is a methodological one. The data this study will be using will consist of four types of qualitative data: observations, interviews, photographs and drawings. This is also called the mosaic-method, a term originally coined by Clark & Moss (2005), because of every type of data coming together to form a big picture. This method of collecting data is a relatively new one and should be further developed if it is deemed to be useful. After thematically coding the data, the results will be integrated into policy advice. This way, the results serve as practically applicable in Dutch IKC's, instead of only being theoretical.

This study will have a qualitative nature. The descriptive research question is as follows: 'How do children experience their place in the environments of integral child centers in the Netherlands?'. The explanatory question reads: 'How do the main themes/factors shape the children's experiences in integral child centers?' The policy question is as follows: 'What are the main factors that must be considered when creating new policies for the IKC's to utilize children's agency and ensure positive experiences for children in integral child centers in the Netherlands?'

Theoretical framework

This section will have the following structure: keywords are defined, then relevant theories, other perspectives and similar research will be discussed and finally the research questions and matching expectations will be formulated.

Definitions

The rather abstract term 'experience' used in the research question will now be defined to gain a better understanding of what the question is aiming to answer, especially since the recent emergence of research *with* children instead of solely *about* children. This definition will be used provisionally, since the results of the collected data will also inform the ultimate definition. In the book 'Researching children's experiences: Approaches and Methods', Greene & Hogan (2005) use the following definition of the term 'experience': "The fact of being consciously the subject of a state or condition or of being consciously affected by an event." (p. 4). The book calls into question the conditional use of the term "consciously" because this possibly undermines the lived experiences of pre-verbal children. However, since the current thesis provides young children with ways to express themselves both verbally as well as non-verbally, this rough definition can still be upheld until further notice.

Theories

Bronfenbrenner's theory

Arguably the most all-encompassing theory of pedagogical sciences is the ecological systems theory by Bronfenbrenner (2000), which is a good place to start exploring the theoretical side of this study. This theory utilizes a contextual framework wherein different so-called 'systems' all impact a child differently. In the middle of Bronfenbrenner's theory sits the individual: a child that is constantly developing in their (in)direct environment (Bronfenbrenner, 2000). In their early years, children start to develop a sense of self, also called self-concept (Rosenberg, 1990). The school environment can provide the space for a child to adequately develop their self-concept by providing the right materials. For instance: the books, pictures and other types of media used in schools often include portrayals of child characters (Filipović, 2018). This representation of children in different types of media shapes their earliest view of themselves as well as others, making it of utmost importance that children recognize themselves in these

media. Often however, materials used in schools depict stereotypical characters, undermining the positive effects of self-recognition of children (Filipović, 2018). For example: a young girl could make different life choices regarding her later academic career related to female characters not being present in the media she consumes early in life. Stereotypical representations create biases that children tend to also ascribe to themselves, like girls thinking they won't be capable of doing stereotypically male jobs (Lindsay, 2024). The same problem applies to other characteristics like race or disabilities. Research indicates that children consuming media with positive portrayals of characters with disabilities and different races are more likely to have positive attitudes towards potential friendships with children with disabilities and of other races (Vaandering & and Rosenzweig, 2024).

The microsystem, consisting of a child's direct contacts like parents and good friends, generally has the most impact on a child's development, as children spend the most times with these people (Preece, 2021). School falls under the microsystem, generally serving as an environment meant to enrich children's knowledge about the world. Recently, however, the sense of belonging that school environment brings, has come to the forefront of the zeitgeist in the western world (Riley et al., 2020). This change in perspective was only exacerbated more by the COVID-19 pandemic (Riley et al., 2020). The sense of belonging of preschool children is also related to their academic motivation, meaning that children's sense of belonging in school should be guaranteed to achieve a smooth academic career (Over, 2016).

Piaget's Theory of Cognitive Development

It is useful to gain a better understanding of the children of the specific age group in this study and their abilities along with their needs. This study aims to analyze children's experiences in the IKC's, encompassing both environmental experiences and socioemotional experiences. The Theory of Cognitive Development by Swiss psychologist Jean Piaget will be utilized to gain a better understanding of children's environmental experiences, as this theory places more emphasis on the child's abilities related to their physical environment, rather than social relationships. The children that participated in this study were between 2 and 7 years old, meaning they were in the 'preoperational stage' of cognitive development, according to this theory (Piaget, 1964). This is the second developmental stage of a child's life and it's one that is characterized by symbolic thinking. For example: children participate in pretend-play by acting as a parent or using their doll

as a baby. Their drawings also transform from scribbles into figures presenting their family members, toys and other components from their reality. In this stage, children can describe events and experiences verbally instead of only reacting to their surroundings. They are not yet able to detach their own perspectives from those of others and mostly act from their own viewpoint, also called egocentrism.

These attributes of the preoperational stage are strongly related to the mosaic-method used in this study; children's manner of play, drawings and verbal descriptions will all be observed and analyzed. If the results of this study coincide with Piaget's theory, children are expected to engage in fantasy play, draw figures resembling people they know and act relatively egocentrically because of their inability to place themselves in others' shoes.

Vygotsky's Sociocultural Theory of Cognitive Development

Another important developmental theory is Lev Vygotsky's Theory of Sociocultural Cognitive Development (Vygotsky & Cole, 1978). While this one is similar to Piaget's theory, they are not one and the same. The most relevant difference between the two involves Vygotsky's focus on learning as a social process, while Piaget suggests the learning process is mostly independent (Huang, 2021). In brief: children do not exist in a vacuum according to Vygotsky. For this reason, Vygotsky's theory will be used to create expectations surrounding children's developing socioemotional experiences.

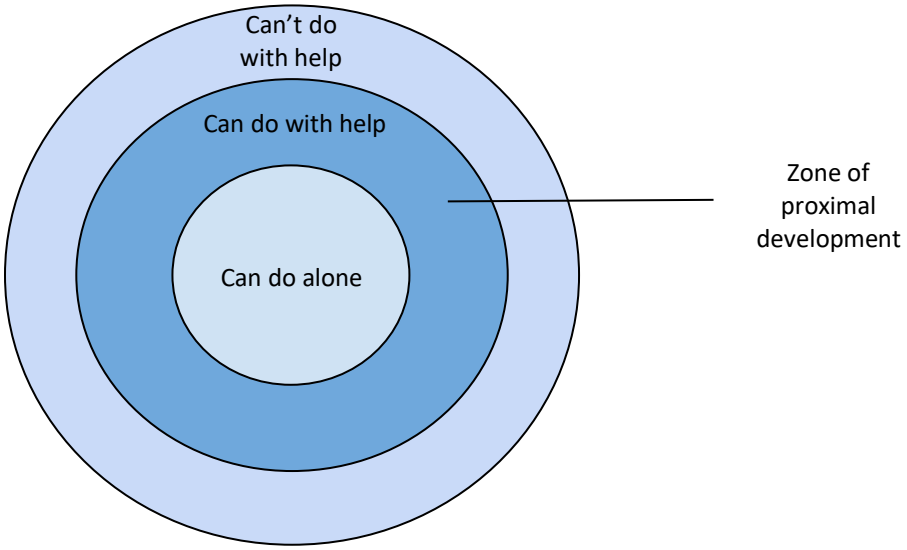
The Sociocultural Theory of Cognitive Development suggests that children's social interactions cannot be separated from their cognitive development. Vygotsky claims that children learn the most from others who have more knowledge than them: the More Knowledgeable Other (MKO). This person is often a teacher or a parent but can also be a peer. Adjacent to this concept is the Zone of Proximal Development (ZPD), which describes the child being able to do an activity slightly above their ability-level with the help of another person. These activities have a motivating effect on the learner and help speed up the learning process. Figure 1 shows a model representing the way the Zone of Proximal Development works. An MKO aiding a child is also called scaffolding. Ideally, most activities children participate in should exist in this zone, according to Vygotsky.

Regarding the current study, Vygotsky's theory is relevant for better understanding children's social experiences in the classroom and creating matching expectations. If the results of

this study coincide with the Sociocultural Theory of Cognitive Development, teachers and children will help their peers with certain tasks as this will improve their cognitive development. This contradicts Piaget's thoughts about young children in the pre-operational stage mostly acting egocentrically as the feeling and behaviors of empathy have not fully developed yet. The findings of this study will likely be in accordance with what one of these theories says about prosocial or asocial behavior of the children.

Figure 1

The Zone of Proximal Development



Philosophical perspectives

School often utilizes a lot of power over the child and their microsystem. Sociologist Basil Bernstein explores this in his language code theory: a school and its employees hold power over its curriculum and parents' school visits (Bernstein, 2000). Foucault (1995) corroborates this sentiment of asymmetrical power relations and even goes the extra mile. The French philosopher describes the way that school disciplines children in such a way where they internalize these disciplinary actions, so they become natural. Besides authoritative figures in school, the physical space also determines the way people experience their school-life (Gilman et al., 1989).

Children are controlled in the space of the school and their agency in choosing how the space looks is often not respected or utilized (Michel Foucault, 1995). The interior design of the

classroom environment is mostly set in stone prior to students attending school and is rather rigid and often not open to change (Jackson, 2019). A multi-level analysis by Barrett et al. (2013) studied the impact of classroom design on pupils' performance. It found that multiple factors such as lighting, temperature, sound and most importantly for this thesis: the flexibility of the furniture had an impact on student's performance in school. Many studies on similar topics, however, neglect to adequately mention the perspectives of the students and teachers on their experiences of different learning environments (Granito & Santana, 2013).

While this perspective on the role of schools in children's life might seem radical to laymen, it has been a prevailing sentiment in the social sciences for years. One of the most prominent educational educators and philosophers is Paolo Freire. Freire (1968) explores the way that adults often view children as "piggy banks" meant to absorb as much knowledge as possible, like the "tabula rasa" concept by Immanuel Kant, a blank page waiting to be written on (Kant, 2004). Freire champions the idea of instead viewing children as active actors in their environments. In short, multiple philosophers and scholars advocate for young students to be viewed as co-creators of knowledge and included in school processes, ensuring their agency and creating a more democratic school environment.

Similar research

Circling back to the current research, an extensive study by Vicky Preece (2021) found that the physical school environment matters to young children and that some materials and objects are not catered to their needs. For example: the water taps are often too high for the children to properly reach without assistance. Harking back to Bernstein's and Foucault's writings, children and their bodies internalize the expectations from the school, like sitting still, having to listen and often not listening to your body's needs. This often results in children finding it difficult to sit still during carpet time due to hunger or having to go to the toilet, for example. On a brighter note: children also attached significant meaning to seemingly mundane objects like chairs; where and when they could sit on the chairs partly determined their experience of their place in the school as opposed to the adults in the classroom. The way children experience their surroundings may seem irrelevant, but it provides a look into their psyche and should thus not be overlooked.

Synthesis

Before formulating concrete expectations, the information above will now be integrated to create the lens through which the data will be analyzed. Bronfenbrenner's theory provides an ecological perspective about the multiple systems children exist in, with this thesis focusing on the systems that are most relevant: the individual inside of the school environment. Next, multiple child development theories were used. Piaget outlines children's development in phases, more so focusing on children's wishes and needs regarding their physical surroundings. Vygotsky, on the other hand, emphasizes the role of social interactions in children's development. Both theories view children as active participants rather than passive recipients of knowledge. Philosophers Foucault, Bernstein and Foucault bring a more sociological lens to this study, looking at the skewed power dynamics between children in school and their environment and strict curriculum. Lastly, a recent study by Vicky Preece (2021) was briefly described and shown to support the theories and philosophical perspectives: children's agency is often underutilized as seen by the environment not matching with the abilities of the children, like the sinks being too high for the children to reach. In conclusion, the lens through which I will be analyzing the data is one of contextual awareness, developmental sensitivity and takes a critical stance on existing school structures and norms. Children are viewed as active agents that have a reciprocal influence on their surroundings and have a right to be heard.

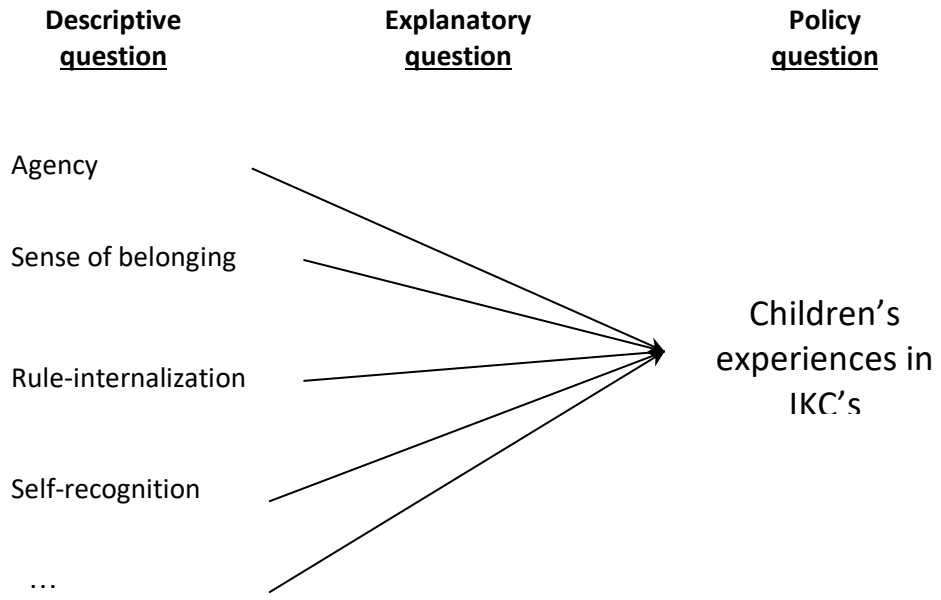
Expectations

Based on the discussed literature and theoretical framework, two expectations for this study will now be formulated based on the posited research questions. To reiterate, the preliminary descriptive research question reads: 'How do children experience their place in the environments of integral child centers in the Netherlands?'. The matching expectation is that the following themes will be found in the data to describe the children's experiences: agency, sense of belonging, rule-internalization and self-recognition. More themes and factors will likely be found when coding all the data. The explanatory question reads: How do the main themes/factors shape the children's experiences of the environments in integral child centers?'. The matching expectation is that both socioemotional and environmental factors play a significant role in how a child experiences their place in the IKC. Lastly, the policy question reads: 'What are the main factors that must be considered when creating new policies for the IKC's to utilize children's agency and

ensure positive experiences for children in integral child centers in the Netherlands?' Policy suggestions will be given based on the findings of this study. Figure 2 was made to create a comprehensive overview of this research project and the questions it aims to answer, as seen below.

Figure 2

Research questions presented in a model



Methods

Research context

The thesis is derived from the Actief Fundament project developed by Fontys University of Applied Sciences in collaboration with other organizations like the Mulier Institute and the Knowledge center Sport & Bewegen. The initial goal of this project was to conduct research regarding children's physical movement, as almost half of Dutch children that are 4-12 years old, do not get enough exercise to conform to the exercise guidelines (*Cijfers over Beweging | Nederlands Jeugdinstituut*, n.d.). Data about the children's movement was gathered at IKC's by placing motion detectors on them.

All data for this study was collected at IKC's in the Netherlands, as briefly described in the introduction. These organizations, also called 'alles-in-1-scholen' (all-in-one-schools) in Dutch, are places where education, childcare and well-being activities are combined to provide an all-encompassing location where children go from ages zero to thirteen (Sariwating, 2025). The centres are based on the pedagogical and didactic approach where multiple domains of children's lives are reciprocally integrated (Veen et al., 2019). The data was collected at nine different IKC's in three regions in the Netherlands (so three per region): Amsterdam, Eindhoven and Zuid-Limburg, covering not only the Randstad, but also the south of the country, making it a representative sample. These regions all face their own challenges regarding their demographic, although most relate to the contrast between a highly educated population with a high income and the areas with people of lower socioeconomic backgrounds.

Participants

While the data for this research was gathered at IKC's, the specific demographic group of young children was the center of this research project. As alluded to in the previous sections, young children's voices are often not heard or listened to. That is why this study aimed to enhance these children's voices using the mosaic-method, as this method does not only rely on verbal exercises like interviews, which could be difficult for young children to participate in due to their lack of verbal skills. By asking these children to draw pictures and take photographs, we could still gather insight about their perspectives while also making their participation more fun for them.

Data collection

The way the data for this research was collected was rather unique. Building upon the same term coined by Clark & Moss (2005), it's called the 'mosaic-method' (mozaïek-methode). This approach consists of multiple different qualitative data-collection methods: photographs, drawings, interviews/conversations, observations and tours. This way, a comprehensive collection of data was gathered with each method serving as a different piece of a bigger mosaic "puzzle", if you will. I did not collect data myself, as this had already been done by professionals from Fontys, University of Maastricht, Mulier Institute as well as other actors on behalf of the Actief Fundament research project. This data was then provided to me by my supervisors from Fontys University of Applied Sciences.

Data analysis

A qualitative data analysis approach logically followed from the kinds of data that were collected for this study. Atlas.ti was used to analyze all the data, as this program supports the importing of text as well as images. The researchers who gathered and then provided me the data, had already made a first step in coding and described their codes in a separate document from the actual data. I chose to take these codes as inspiration rather than a replacement for my own coding.

As for the actual coding, I used Braun & Clarke's (2006) thematic analysis approach. In short, this method consists of finding recurring themes in qualitative data and creating a thematic framework wherein the data can be categorized. Mostly inductive coding was used as I did not want to miss any meaningful information that I might not have noticed if I had used deductive coding. Some codes followed from the theoretical framework in this study, like belonging and agency, which were some of the only deductive codes that were used in the analysis. I used value coding to identify and describe the perspectives and opinions of the children. Lastly, a thematic analysis was used to create a comprehensive analysis of all the data.

It is important to mention that there were some discrepancies in my manner of coding per type of data; I used a different method of coding for the drawings and matching descriptions of the children as opposed to the other data, to avoid over-interpretation as much as possible. First, I used a basic set of codes to categorize the drawings and stay as close to the empirical truth as possible. For example, I used codes like playing outside, with friends, fantasy-play, game with rules etcetera. Afterwards, in the 'second wave' of the coding, I carefully began to analyze the drawings and their

descriptions to stay as close to the source material as possible. The textual data from the observations and conversations, on the other hand, were value coded almost immediately. Table 1 below shows a comprehensive overview of the coding process, including the prompts that the children were given before gathering the data. The codebook can be found in Appendix A.

Table 1

Coding process per type of data

Coding process per type of data			
		Coding steps taken	
Type of data	Prompt	Step 1	Step 2
Photographs	"Can you take a picture of your favorite place to play at school?"	Frequency analysis: counted the number of pictures taken of each area	Deciding the common patterns in the children's favorite places to play
Drawings	"Can you create a drawing of your favorite place to play?"	In vivo coding of children's descriptions of their drawings	Deciding the common patterns in the children's favorite places to play
Conversations	"Why did you take a picture of this particular place?" and other conversation prompts	In vivo coding of children's words	Thematic analysis involving interpretation
Observations	N.a.	N.a.	Thematic analysis involving interpretation

Results

In this section, the results of this study will be described in detail. Per theme, a couple of quotes pulled from the dataset will be used to present examples of the theme in question. They will be translated from Dutch to English, but the direct quotes can be found in appendix A. Names will also be excluded for anonymity. Afterwards, the themes that were found will be presented in a model that makes a distinction between socioemotional experiences and environmental ones. The socioemotional themes mainly concern the inner perspectives and feelings of the child that originate from their relationships with other children and their teachers. Environmental themes focus more on the way the children experience play and the navigation of their physical environments and where their preferences lie.

Socioemotional experiences

The importance of self-recognition

The first and most often recurring theme involves the way the children recognize aspects of themselves in their surroundings and the apparent fulfillment this brings them. After gathering some of the photographs the children took of their favorite places to play at school, the researcher printed them out and asked the children to choose a little figurine. The children would then be asked to place their figurine on the picture of their personal favorite place shown to play in the picture. One child remarked how her figurine wore the same shirt as her, which is presumably why she chose it: *"I got the girl with the pink t-shirt. My shirt is like that too."* For ease, this phenomenon can be called self-recognition. Many times, the choices children make and the things they notice about their surroundings and other people seem to stem from seeing that subject in relation to themselves. Besides inanimate materials and visuals, children also seemed to gravitate to the ways other individuals were like them and where they differ. After the researcher entered the classroom in the IKC, she described her experience: *"They ask me some questions (name, age, number of children...) and compare that with the teachers and themselves."*

Children intrinsically show prosocial behavior

One recurring theme that caught my eye was the amount of prosocial behavior exhibited by both the children as well as the teachers. While the researcher observes play-time, she notices

this: *"Another girl steps off the bench and grabs her hand. This way they help each other, and the girl can step over the traffic pawns and on the bench."* There are multiple other instances of similar behaviors, like a boy helping a classmate: *"A boy falls from the chair but climbs back up with his neighbor's hand."* so they could complete the gym course together. The children appear to show this kind of behavior intrinsically, without any form of direct push from their surroundings like teachers asking them to assist or other children asking for help. A more specific theme also stood out: scaffolding. Children seem to help their friends by providing just enough support to make the task more manageable. This strongly relates to the Zone of Proximal Development mentioned in the theoretical framework. This theme of scaffolding was also experienced differently, when the teachers showed their flexibility in the adjusting of the program, which is reiterated in the upcoming theme 'Activities matching capabilities'. It is worth mentioning that there were some instances of children showing more asocial behavior, but the number of instances pales in comparison to them being helpful to others.

Rule- internalization and -externalization

In similar research to the current thesis, Preece (2019) observed rule-internalization in the children that participated in her research. This manifested in the children struggling to sit still due to them ignoring and suppressing their body's need to go to the toilet, for example. The expectations from school to sit still and listen to the teacher when they are speaking, has thus been internalized. This theme was also found in the current data: children struggling to keep still: *"Some rocked on their chair and others were strolling through the classroom. They had to sit still and eat."* the researcher notes after observing break-time. In one drawing, a child describes how her mother also prohibits her: *"[Name] would rather play with candy, but mommy won't let her."*

The current study additionally found rule-externalization to be a recurring theme in the data. Besides having these rules firmly in their heads, they also explicitly talk about them to their classmates to remind them of these rules. They seem to echo the rules set by the teachers or school as whole: the researcher observed four children all echoing the sentiment that running is forbidden inside the school: *"When asked where you can best run at school, two girls gave the answer. That is not allowed! You are only allowed to run outside. Two boys nodded in confirmation."* This shows two children mentioning how they are not allowed to do something even if this is not an explicit subject that was asked about by the researcher.

Environmental experiences

Diversity of environment catering to all needs

While coding the data I expected a pattern to show up; maybe the children liked playing outside the most, maybe they more so enjoyed fantasy-play instead of active play. The pictures and photographs made of the play environments where the children had to choose their favorite place to play were especially useful for analyzing this. However, what I mostly found while analyzing the data was a lack of patterns: the children seemed to favor a wide array of different types of play and play environments, with no specific one standing out. This was also corroborated by the notes of the researcher's observations: *"The last 5 minutes, the children were allowed to choose where they would play. The distribution was fairly equal, but most children were in the balancing."* The children also seemed to switch relatively frequently between activities: *"I noticed that there was a rapid change of activity."* the researcher noted after observing playtime. After thematically coding the data, fantasy-play was mentioned the most by children as being their favorite types of play, although other kinds of play were also mentioned many times (see Appendix A). This theme accentuates the need to provide a diverse school environment that caters to every child's interests in some way. "Voor elk wat wils" (something for everyone) as the Dutch would say.

Activities matching capabilities to negate boredom or demotivation

When observing the children during playtime, the researcher noticed significant differences between the children's abilities: *"What strikes me: big differences in level between the children, which makes the balancing course also a waiting course. Wrestling is also not fun when the opponents are not evenly matched."* Activities that are too easy for the children will often lead to boredom, whereas activities that are too difficult are likely to lead to demotivation. Some children will be a lot further into the game while others are more likely to be left behind. The researcher noted the following while observing playtime: *"The older children could easily hold on at the top, but it was much more difficult for the little ones to step over the ladder."* This phenomenon was also noticed when analyzing the children's conversations: *"The large differences between children in terms of language skills are striking."* Adapting an activity to the capabilities of the children that are participating could also be called scaffolding, akin to the zone of proximal development

concept, coined by Lev Vygotsky (1978). This concept describes how children learn best when the thing they're learning/doing is just within the reach of their capabilities. In other words: an activity should not be too easy, nor should it be too difficult for them. This goes hand in hand with the flexibility principle formulated by Reggio Emilia, which will be described in the upcoming policy advice. A game or activity that is too far removed from a child's capabilities will likely result in the children not wanting to participate.

Children prefer free play over prefabrication

The last recurring theme concerns the preference many children seemed to have for free play and using objects in different ways than they intentionally should be used, over more rigid and prefabricated forms of play. Prefrabricated play refers to play-structures like hopscotch courts or swings, for example. While observing the children playing outside, the researcher notes the following: *"The slide is also used intensively. Not so much to slide on but children stand on both sides on top of the hill. The tube above the slide is used to spin around."* The slide is not used for its original intention, but rather for other activities that the children preferred to do. Some objects are even seemingly rejected by the children, with them preferring to stand or sit on the ground rather than sit down on the chairs in the classroom: *"I noticed that all children are standing or playing on the floor. Most tables do not have chairs, and if there are any, they are not used."* Lastly, decorations that ask for attention and subsequent behavior, are often not obeyed or given any attention: *"On the way, I immediately noticed that there were stickers stuck on the ground everywhere that were supposed to encourage movement. However, the children hardly or never use them."* All themes are presented in figure 3 below, divided in socioemotional- and environmental experiences.

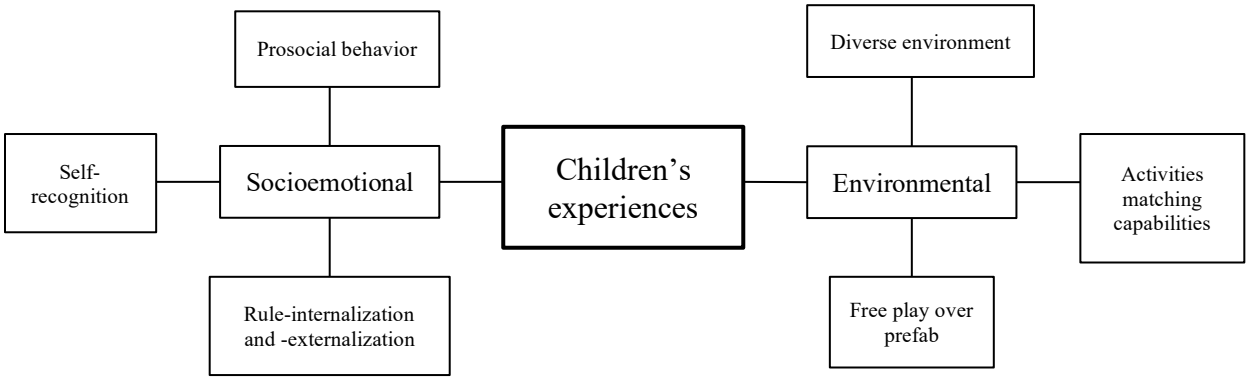
This study aimed to conceptualize the experiences of children in Dutch IKC's. The first, descriptive research question read: 'How do children experience their place in the environments of integral child centers in the Netherlands?'. The matching expectation was that the following themes will be found in the data to describe the children's experiences: agency, sense of belonging, rule-internalization and self-recognition would be found. When coding the data, multiple new themes also appeared. The following themes were found after thematically coding the data: self-recognition, prosocial behavior, rule-internalization & -externalization, diverse environment,

activities matching capabilities and a preference of free play over prefabrication. Multiple quotes from the data are used to expand upon the explanatory research question.

The following, explanatory question read: How do the main themes/factors shape the children's experiences of the environments in integral child centers?'. The matching expectation includes the themes being both social and environmental in nature. Figure 3, shown below, gives an overview of the themes that are described above.

Figure 3

Resulting themes represented in a model



Discussion

In this section, I will describe the way the results fit in with the existing research, theories and expectations and where they differ. Afterwards, multiple limitations that serve as weak points of this research will be discussed. Lastly, recommendations for future research will be conceptualized.

Context

Multiple themes from existing research were found in the data, while some new themes also emerged. I expected the following themes to show up in the data: agency, sense of belonging, rule-internalization and self-recognition. Two of these four themes showed up when analyzing the data: rule-internalization and self-recognition. Four new themes were also identified: diverse environment, a preference for free play over prefabrication, prosocial behavior and activities matching capabilities. This means that I did not find the themes of agency and sense of belonging and my expectation was not fully substantiated by the data.

The main reason for finding more new themes than expected themes could be due to the open-mindedness I decided to adapt when analyzing the data, as I did not want to miss any information that I may have overlooked when viewing the data using a specific lens. This broad perspective has its consequences. It is more likely to lead to newer findings, but it also often leads to vastly different results than expected, like what happened in this study. Another reason involves the themes agency and sense of belonging being broad themselves: whereas rule-internalization and self-recognition are much clearer and more concrete. Due to the abstract nature of the first two themes, I did not ascribe these to any of the data, especially since this requires thorough interpretations bordering on overinterpretation. This risk of incorrect interpretations will be discussed further in the next section about limitations of this study.

Putting the resulting themes and the theoretical framework side by side reveals both deviations and similarities between the two. First, according to Piaget (1964) children aged 2-7 years would be expected to show egocentric behavior that does not consider other people. The theme of children intrinsically showing prosocial behavior contradicts this assumption and corroborates Vygotsky's theory. I feel that this discrepancy could be explained by the atmosphere that is created in most school environments, which is one of mutual respect, following certain rules and helping others when they need it. This sentiment could be instilled in young children in the

school environment, even if they're developmentally not expected to behave empathetically at this age. This discrepancy and the potential reason for it could be an interesting subject for future research. However, the data also supported Piaget's theory with a different theme. Like mentioned in the diversity of environment theme, fantasy-play was the most frequently mentioned type of play by the children in this study. This corroborates Piaget expecting children in the preoperational phase engaging in a lot of fantasy-play.

Out of the four types of qualitative research methods, I found the conversations and the researcher's observations to be the most useful. I do have an idea as to why the drawings and photographs were less relevant to this specific study. The children were prompted to draw the pictures and take the photographs based on the question: 'What is your favorite place to play?' As this question is not exactly related to this thesis, I found these methods to be of less use. They were mostly utilized for the 'diverse environment' theme, as the children described different types of places. My aim is not to discredit the mosaic-method, however, as I think the method would be more suited with a different prompt given about children drawing or photographing the things in the classroom that they enjoy the most and the things they struggle with.

Limitations

The limitations of this study will now be discussed, as these could possibly have influenced the results. Likely the most relevant limitation includes the possible over-interpretation of the data. The children included in this study were rather young and were not asked literal questions to answer the research questions as this would inquire on their developing verbal language skills. Instead, they were given indirect prompts to gather insight into their experiences. This approach resulted in data that included statements and pointers that were often not able to literally answer the research question. Some form of interpretation done by me was thus needed to gain useful answers, which is not an uncommon phenomenon in qualitative research. These interpretations unavoidably include some form of biases held by the researcher, even though they attempt to look at the data with an open mind. Of course, the researcher cannot literally look inside a children's mind; meaning that the data must be taken at face value. As the data from this study is not longitudinal but rather a snapshot of single moments in time, conclusions drawn from the results must be taken with this consideration in mind.

The data being collected by another researcher than myself, can also be a limitation of this study. Verbal communication was likely paired with certain facial expressions, implications and tones which got lost in translation when the researcher noted their findings down. These more subtle social cues are difficult to pin down when jotting down notes of your observations. Thus, when analyzing the data, I was at a disadvantage in terms of understanding the full context in which the children's responses were given. This risk of me interpreting the data skewedly must be considered when drawing conclusions from this study.

Future research

The limitation of possible over-interpretation leads me to suggest future research. A similar study of longitudinal nature instead of a snapshot could partly counter the chance of over-interpreting the data. By repeatedly gathering data at the same IKC's, the researcher can start to notice patterns of the children's experiences or the lack thereof. Besides, the researcher would also be able to create a better rapport with the children because they repeatedly return to the same locations, which could possibly lead to the children communicating more openly and honestly. This would likely lead to results that are more substantive than the current results.

Another suggestion for future research is based on adapting the Reggio Emilia approach in Dutch IKC's. An idealistic research project would encompass the creation of such an IKC, but this is far from realistic to conduct in a short time. Therefore, my suggestion includes researchers contacting existing Dutch schools that claim to be based on the Reggio Emilia approach of the environment as the third teacher (which will be explained later) and conducting the same kind of qualitative study as Actief Fundament. An example of such a school is primary school de Buitenkans in Heerenveen, a school and after school care facility that adapts this same strategy (*Het onderwijs - Basisschool De Buitenkans (Heerenveen) | Scholen op de kaart*, n.d). After conducting such research, the two studies can be compared. Multiple questions can then be asked: to what extent does de Buitenkans offer more enriching and fulfilling experiences for the children, compared to the IKC's that participated in the Actief Fundament project? What are challenges that are faced in this different environment, and do they differ from the ones in the IKC's? How can other schools environments possibly learn from the approach that Buitenkans uses?

Policy advice

The policy question read: 'What are the main factors that must be considered when creating new policies for the IKC's to utilize children's agency and ensure positive experiences for children in integral child centers in the Netherlands?' This question will be answered in this section.

Environment as the third teacher

Clark & Moss (2005), who conducted detrimental research that was cited in this thesis, utilize a similar framework to the Reggio Emilia approach. Loris Malaguzzi, the creator of the Reggio Emilia approach, named his method after the Italian city with the same name (Cagliari et al., 2016). The Italian Educator and Psychologist sees children as born explorers and made the Reggio Emilia approach around the sentiment that children are competent and active actors in their development. One aspect of the Reggio Emilia approach identifies the environment as the 'third teacher' next to the teacher and the peers of a child (Strong-Wilson & and Ellis, 2007). While environments are generally not seen as active agents but rather visual components, they do shape a large part of the experiences of children. The school-environment can create affordances or challenges for the choices children make during play: when a child sees an angled wall with steps on it, they will likely attempt to climb the wall. The core idea of the environment as the third teacher is to view one's surroundings as formative instead of static entities.

The Reggio Emilia approach conceptualizes eight different principles to identify the environment as the third teacher: aesthetics, transparency, active learning, flexibility, collaboration, reciprocity, bringing the outdoors in and relationships. Flexibility is a principle that clearly came forward in the results of this thesis. Both the themes 'Activities matching capabilities' 'Free play over prefab' suggest the wish, or even need, for children to see some semblance of flexibility from their teacher. Children should be able to participate in activities with help from others and they should have a voice and a choice in the way the school environment is designed. The Reggio Emilia approach underscores the need for materials to be physically accessible and able to be manipulated by the children, referring to the 'Free play over prefab' theme as well (McArdle, 2021). The 'Diverse environment' theme also relates to the Reggio Emilia approach. Multiple different characteristics of the environment and its materials are described in the approach: open-ended materials, repurposing of resources and investigation areas are some examples.

Application

Having briefly explained the concept of the environment as the third teacher, its application in Dutch school environments demands a realistic approach. By making small adjustments to the classroom environment and the behavior of teachers, the wishes, needs and agency of young children in school environments can be safeguarded and improved upon. Using Bronfenbrenner's Ecological Systems Theory leads me to the school board as a potential stakeholder for this advice (Bronfenbrenner, 2000). Besides schools themselves, these suggestions could also be applicable for policies on a municipal level that exists inside the exosystem characterized by Bronfenbrenner: the system that has a more indirect but still important influence on the individual. Combining the environment as the third teacher with the findings of this study brings me to the following suggestions.

First, teachers should be made aware of the existence of the Zone of Proximal development and the importance of being flexible regarding the activities in schools. As the results show, once activities are too difficult or there is a big discrepancy between the abilities of children to participate, children are likely to get bored or demotivated. It would be helpful to adjust activities where needed and possibly even per child because of the difference between capabilities.

Next, children should be encouraged to participate in the decision-making for how the classroom and even the school should be designed. Not only does this empower them, but it also means that the classroom reflects their wants and needs. As this study has shown, children often seem to prefer free-play and using objects for things other than their original purpose over prefabricated play. The Reggio Emilia approach calls for open ended materials that can be used in multiple different ways, which increases children's need to think creatively during play. While the children's safety should be a priority, adjusting the physical space where it is possible is a good way to adhere to the children's needs and support their creativity.

Finally, materials and activities encouraging children's self-recognition should be present in the classroom. For example: dolls of different skin-colors and diverse dress-up clothes can contribute to the children feeling more at home because they can identify themselves within the atmosphere and environment that exists in the classroom. Children's sense of self can also be improved upon with social interactions with others. Like the Reggio Emilia approach describes, environments should encourage collaboration by providing materials and activities where children must work together.

References

Actief Fundament. (n.d.). Retrieved May 14, 2025, from https://www.actieffundament.nl/

Alison Clark & Peter Moss. (2005). *Spaces to Play: More Listening to Young Children Using the Mosaic Approach*. National Children's Bureau. https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=399184&site=ehost-live

Barrett, P., Zhang, Y., Moffat, J., & Kobbacy, K. (2013). A holistic, multi-level analysis identifying the impact of classroom design on pupils' learning. *Building and Environment*, *59*, 678–689. https://doi.org/10.1016/j.buildenv.2012.09.016

Bernstein, B. (2000). *Pedagogy, Symbolic Control, and Identity: Theory, Research, Critique*. Rowman & Littlefield.

Biggeri, M., & Arciprete, C. (2022). Children as Capable Agents and Citizen: Empowering Children and Youth. In G. H. Tonon (Ed.), *Social Justice for Children in the South* (pp. 157–175). Springer Nature. https://doi.org/10.1007/978-981-19-5045-2_9

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Bronfenbrenner, U. (2000). Ecological systems theory. In *Encyclopedia of Psychology, Vol. 3.* (pp. 129–133). American Psychological Association. https://doi.org/10.1037/10518-046

Cagliari, P., Castagnetti, M., Giudici, C., Rinaldi, C., Vecchi, V., & Moss, P. (Eds.). (2016). *Loris Malaguzzi and the Schools of Reggio Emilia: A selection of his writings and speeches, 1945-1993*. Routledge. https://doi.org/10.4324/9781315778631

Cijfers over beweging | Nederlands Jeugdinstituut. (n.d.). Retrieved January 20, 2025, from https://www.nji.nl/cijfers/beweging

Clark, A., & Moss, P. (2011). *Listening to Young Children: The Mosaic approach*. Jessica Kingsley Publishers.

Convention on the Rights of the Child. (n.d.). OHCHR. Retrieved April 23, 2025, from https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

Cornish, F., Breton, N., Moreno-Tabarez, U., Delgado, J., Rua, M., de-Graft Aikins, A., & Hodgetts, D. (2023). Participatory action research. *Nature Reviews Methods Primers*, *3*(1), 1–14. https://doi.org/10.1038/s43586-023-00214-1

Dam, J. van. (2024, December 9). Micha de Winter: Bombardeer jongeren niet tot changemakers. *Sociale Vraagstukken*. https://www.socialevraagstukken.nl/interview/micha-de-winter-bombardeer-jongeren-niet-tot-changemakers/

Devine, D. (2002). Children's citizenship and the structuring of adult-child relations in the primary school. *CHILDHOOD-A GLOBAL JOURNAL OF CHILD RESEARCH*, *9*(3), 303–320. https://doi.org/10.1177/0907568202009003044

Einarsdottir, J. (2010). Children's experiences of the first year of primary school. *European Early Childhood Education Research Journal*, *18*(2), 163–180. https://doi.org/10.1080/13502931003784370

Elsley, S. (2004). Children's experience of public space. *Children & Society*, *18*(2), 155–164. https://doi.org/10.1002/chi.822

Filipović, K. (2018). Gender Representation in Children's Books: Case of an Early Childhood Setting. *Journal of Research in Childhood Education*, *32*(3), 310–325. https://doi.org/10.1080/02568543.2018.1464086

Freire, P., & Macedo, D. P. (1968). *Pedagogy of the oppressed: 30th Anniversary Edition* (M. B. Ramos, Trans.; 30th anniversary edition). Bloomsbury Publishing.

Gilman, S. L., Deleuze, G., Guattari, F., & Massumi, B. (1989). A Thousand Plateaus: Capitalism and Schizophrenia. *Journal of Interdisciplinary History*, *19*(4), 657. https://doi.org/10.2307/203963

Granito, V. J., & Santana, M. E. (2013). *Psychology of Learning Spaces: Impact on Teaching and Learning: (623792013-001)* [Dataset]. https://doi.org/10.1037/e623792013-001

Greene, S., & Hogan, D. (2005). *Researching Children's Experience: Approaches and Methods*. SAGE.

Het onderwijs—Basisschool De Buitenkans (Heerenveen) | Scholen op de kaart. (n.d.). Retrieved April 23, 2025, from https://scholenopdekaart.nl/basisscholen/heerenveen/24251/basisschool-de-buitenkans/het-onderwijs/

Horgan, D., Forde, C., Parkes, A., & Martin, S. (2015). *Children and young people's experiences of participation in decision-making at home, in schools and in their communities*. Department of Children and Youth Affairs. https://hdl.handle.net/10468/6826

Huang, Y.-C. (2021). *Comparison and Contrast of Piaget and Vygotsky's Theories*. 28–32. https://doi.org/10.2991/assehr.k.210519.007

Jackson, J. (2019). Balancing prescriptiveness and flexibility in the school curriculum. *NSW Curriculum Review*. https://research.acer.edu.au/nswcurriculumreview/4

Kant, I. (2004). *Immanuel Kant: Prolegomena to Any Future Metaphysics: That Will Be Able to Come Forward as Science: With Selections from the Critique of* Pure Reason (G. Hatfield, Ed.; 2nd ed.). Cambridge University Press. https://doi.org/10.1017/CBO9780511808517

Kohn, A. (1993, September 2). Choices for Children: Why and How to Let Students Decide (*). *Alfie Kohn*. https://www.alfiekohn.org/article/choices-children/

Lindsay, J. (2024). Where Have All the Girls Gone? Examining Gender Representation Within Children's Picture Books. *Journal of Research in Childhood Education*, *38*(3), 433–458. https://doi.org/10.1080/02568543.2023.2280790

McArdle, J. (2021, September 20). *Environment as the Third Teacher*. My Teaching Cupboard. https://www.myteachingcupboard.com/blog/environment-as-the-third-teacher

Michel Foucault. (1995). *Discipline and Punish: The Birth of the Prison: Vol. Second Vintage books edition*. Vintage.

Murray, J. (2019). Hearing young children's voices. *International Journal of Early Years Education*, *27*(1), 1–5. https://doi.org/10.1080/09669760.2018.1563352

Over, H. (2016). The origins of belonging: Social motivation in infants and young children. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *371*(1686), 20150072. https://doi.org/10.1098/rstb.2015.0072

Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, *2*(3), 176–186. https://doi.org/10.1002/tea.3660020306

Preece, V. K. (2021). *Young children's bodies: Multiple perspectives on the embodied experience of starting school*.

Riley, K., Coates, M., & Allen, T. (2020, November 5). *Place and belonging in school: Why it matters today | National Education Union*. https://neu.org.uk/latest/library/place-and-belonging-school-why-it-matters-today

Rosenberg, M. (1990). The Self-Concept: Social Product and Social Force. In *Social Psychology*. Routledge.

Sariwating, K. (2025, February 27). Wat is een Integraal Kind Centrum (IKC)? *OCO*. https://www.onderwijsconsument.nl/wat-is-een-integraal-kind-centrum-ikc/

Strong-Wilson, T., & and Ellis, J. (2007). Children and Place: Reggio Emilia's Environment As Third Teacher. *Theory Into Practice*, *46*(1), 40–47. https://doi.org/10.1080/00405840709336547

Vaandering, A. G., & and Rosenzweig, J. W. (2024). Every color of the rainbow: A framework for analyzing LGBTQIA + representation in children's picture books. *Journal of LGBT Youth*, *21*(1), 150–179. https://doi.org/10.1080/19361653.2023.2182395

Veen, A., Ledoux, G., Emmelot, Y., & Gevers Deynoot-Schaub, M. (2019). *Integrale kindcentra over wat hen kenmerkt*. Kohnstamm Instituut.

Vygotsky, L. S., & Cole, M. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press.

Appendices

Appendix A – Codebook

◈ Basic analysis (wave 1)
24 Codes:
○ Activities
34 Quotations
○ Activities: Active play
6 Quotations
○ Activities: Building
4 Quotations
○ Activities: Creative activitiy
6 Quotations
○ Activities: Fantasy-play
13 Quotations
○ Activities: Game with rules
2 Quotations
○ Activities: Playing outside
5 Quotations
○ Activities: Swimming
3 Quotations
○ Gender
33 Quotations
○ Gender: Boy
12 Quotations
○ Gender: Girl
21 Quotations
○ Where?
29 Quotations
○ Where?: Fictitious place
2 Quotations
○ Where?: Home
9 Quotations
○ Where?: On vacation
2 Quotations
○ Where?: Outside
12 Quotations
○ Where?: School
8 Quotations
○ Where?: Schoolyard

2 Quotations
○ Where?: Swimming pool
1 Quotation
○ With who?
37 Quotations
○ With who?: Alone
8 Quotations
○ With who?: Family members
11 Quotations
○ With who?: Friends
17 Quotations
○ With who?: No specifics
6 Quotations

Interpretations (wave 2)
6 Codes:
○ Rule internalization and externalization
7 Quotations:
1:10 195 × 560, 195 × 560 in tekeningen met toelichting kind.pdf
PDF Quotation
1:11 205 × 570, 205 × 570 in tekeningen met toelichting kind.pdf
PDF Quotation
1:31 302 × 748, 302 × 748 in tekeningen met toelichting kind.pdf
PDF Quotation
1:35 554 × 436, 554 × 436 in tekeningen met toelichting kind.pdf
PDF Quotation
382:1 ¶ 3, De andere kinderen blijven in de kring zitten en worden een beetje wiebelig. in 5. Observatie Loedoes + beschrijving gesprekken 240606.docx
Text Quotation
382:6 ¶ 11, Sommigen wipten op hun stoel, en anderen drentelden door de klas. Ze moesten stilzitten en eten. in 5. Observatie Loedoes + beschrijving gesprekken 240606.docx
Text Quotation
382:7 ¶ 11, Op de vraag waar je het best kan rennen op school, gaven 2 meisjes het antwoord. Dat mag niet! Je ma… in 5. Observatie Loedoes + beschrijving gesprekken 240606.docx
Text Quotation
○ Self-recognition
10 Quotations:
1:6 145 × 683, 145 × 683 in tekeningen met toelichting kind.pdf

PDF Quotation
- 370:1 ¶ 24, Mijn t-shirt is ook zo in 1. Duiding Amby.docx

Text Quotation
- 370:2 ¶ 25, Ja, daarom heb ik die gekiest in 1. Duiding Amby.docx

Text Quotation
- 370:4 ¶ 48, Ik heb ook zo eentje thuis in 1. Duiding Amby.docx

Text Quotation
- 373:1 ¶ 13, - Wat vind je mooi om een foto van te maken hier? - mijn tas - wil je een foto van je tas maken? - j… in 1. gesprekjes tijdens foto's maken Amby.docx

Text Quotation
- 374:5 ¶ 12, al waren de eigen foto’s wel het interessantste. in 1. Observatie Amby 240625 en 27062024.docx

Text Quotation
- 376:1 ¶ 5, Een van de ouders komt op krukken omdat hij zijn been bezeerd heeft. Dit vinden de kinderen interess… in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation
- 376:2 ¶ 5, Ouders willen allemaal even kijken en de kinderen die op de foto staan zijn erg trots. Ze mogen de k… in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation
- 376:3 ¶ 7, De kinderen vertellen dat ze met de fiets of te voet naar school gekomen zijn. in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation
- 376:9 ¶ 7, Ze stellen mij enkele vragen (naam, leeftijd, aantal kinderen,..) en vergelijken dat met de juffen e… in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation

○ Free play over prefab

4 Quotations:
- 374:3 ¶ 6, De kinderen van de drie andere groepen ½ mochten omwille van het warme weer het eerste deel van de d… in 1. Observatie Amby 240625 en 27062024.docx

Text Quotation
- 380:2 ¶ 5, Het valt op dat bij alle kinderen rechtstaan of op de grond spelen. Bij de meeste tafels staan geen… in 4. Observatie Korenbloem 29 november 2024.docx

Text Quotation
- 382:2 ¶ 4, Onderweg viel direct op dat er overal stickers op de grond plakten die moesten uitnodigen tot bewege… in 5. Observatie Loedoes + beschrijving gesprekken 240606.docx

Text Quotation
- 384:1 ¶ 5, De glijbaan wordt ook intensief gebruikt. Niet zozeer om op te glijden maar kinderen staan aan beide… in 6. Observatie_De ontmoeting 8 oktober 2024.docx

Text Quotation

○ Activities matching capabilities

3 Quotations:

376:4 ¶ 9, Wat me opvalt: grote niveauverschillen tussen de kinderen, waardoor het balanseerparcours ook een wa… in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation

382:3 ¶ 6, De grootste kinderen konden zich bovenaan vlot vasthouden, voor de kleintjes was het veel lastiger o… in 5. Observatie Loedoes + beschrijving gesprekken 240606.docx

Text Quotation

384:2 ¶ 9, De grote verschillen tussen kinderen qua taalvaardigheid vallen op. in 6. Observatie_De ontmoeting 8 oktober 2024.docx

Text Quotation

○ Prosocial behavior

5 Quotations:

376:4 ¶ 9, Wat me opvalt: grote niveauverschillen tussen de kinderen, waardoor het balanseerparcours ook een wa… in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation

376:5 ¶ 15, De juf die op de groep staat pakte sommige kinderen hun hand vast om te helpen. in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation

376:6 ¶ 17, Ook hielp er één kindje een ander kindje met het lopen op de balken. in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation

376:7 ¶ 19, Een ander meisje stapt van de bank en pakt haar hand vast. Zo helpen ze elkaar en kan het meisje ove… in 2. Observatie De Belhamel 14 november 2024.docx

Text Quotation

380:1 ¶ 2, Een jongen valt van de stoel, maar klimt er met een hand van zijn buurman weer op. in 4. Observatie Korenbloem 29 november 2024.docx

Text Quotation

○ Other

6 Quotations:

1:7 214 × 553, 214 × 553 in tekeningen met toelichting kind.pdf

PDF Quotation

1:23 193 × 514, 193 × 514 in tekeningen met toelichting kind.pdf

PDF Quotation

370:6 ¶ 66, Neen met Jip in 1. Duiding Amby.docx

Text Quotation

374:2 ¶ 4, Elke 10 minuten mochten de kinderen een nieuwe activiteit kiezen. De opzet zorgde voor veel spel en… in 1. Observatie Amby 240625 en 27062024.docx

Text Quotation

374:4 ¶ 6, Al merkten de kinderen op dat vooral de ‘snelle’ fietsen veel rondreden en de duofietsen die moeilij… in 1. Observatie Amby 240625 en 27062024.docx
Text Quotation
382:4 ¶ 7, Het viel op dat er snel van activiteit gewisseld werd. in 5. Observatie Loedoes + beschrijving gesprekken 240606.docx
Text Quotation