

Wie ben ik?

- Onderzoek in academische context
- Lerarenopleider in opleiding kleuteronderwijs
- Onderzoek aan hogeschool Odisee
- MaBa – Onderwijs aan het Jonge Kind

Expertisecentrum Taal- en Onderwijspraktijk (TOP)

de leesscan

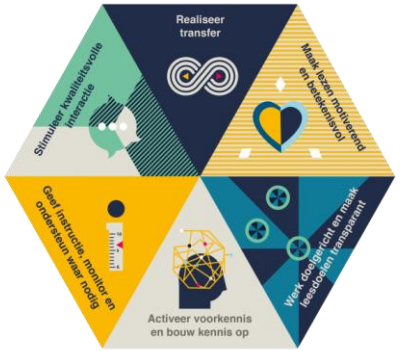
Elodie
Effectief Leesonderwijs Doet Iedereen Excelleren



Taalactief
in de stille periode

tacos
taalstimulerende competenties





ORION
Observatie-Instrument Rijke Interactie in de ONderbouw

Mijn wenslijstje

- ✓Idd onderzoeksmiddelen
- ✓Ouders ondersteunen en de brug tussen school en ouders
- ✓Balans in de kleuterklas bewaken met een handelingsgericht (gevaloriseerd) kindvolgsysteem.
- ✓Inspectie heeft ook aandacht voor de combo wetenschappen+taal of attitudes+taal.
- ✓Heldere, genuanceerde boodschappen uitsturen.
- ✓Meer handen, harten en hoofden bij de allerjongsten.

Dim jouw verwachtingen!



Fade-out is de regel.
Zowel voor cognitieve als voor socio-emotionele vaardigheden.

Hart, E. R., Bailey, D. H., Luo, S., Sengupta, P., & Watts, T. W. (2024). Fadeout and persistence of intervention impacts on social-emotional and cognitive skills in children and adolescents: A meta-analytic review of randomized controlled trials. Psychological Bulletin, 150(10), 1207–1236.



Moderne Perry Preschool => REDI. Bierman, K. L., Heinrichs, B. S., Welsh, J. A., Jones, D. E., & Crowley, D. M. (2025). How a Preschool Intervention Affected High School Outcomes: Longitudinal Pathways in a Randomized-Controlled Trial. *Child development*.



https://educaflagship.fi/en/publications-1/educa-policy-briefs-1/educa-policy-briefs

Boekstart.be
iedereenleest.

Zoeken

Boekstart wil ouders met hun kleine kinderen laten genieten van boeken.



Op verschillende momenten tijdens de voorschoolse leeftijd, geven we ouders met jonge kinderen een boekenpakket en informatie over voorlezen en de bibliotheek cadeau.

Zo kan Boekstart ouders aanmoedigen om hun kinderen zo vroeg mogelijk boekjes én de

Help leerkrachten om evenwicht te zoeken



- Dickinson, D. K. (2011). Teachers' language practices and academic outcomes of preschool children. Science, 333(6045), 964–967. https://doi.org/10.1126/science.1204526
- Neuman, S. B., Krieger, L., Kaefer, T., & Gonzalez-Villisanti, H. (2025). Preschool Teachers' Child-Directed Talk: Unlocking Opportunities for Language Learning and Knowledge-Building. *Early Education and Development*, 1-22.
- Chambers, B., Cheung, A. C., & Slavin, R. E. (2016). Literacy and language outcomes of comprehensive and developmental-constructivist approaches to early childhood education: A systematic review. *Educational Research Review*, *18*, 88-111.

Taal de hele dag?



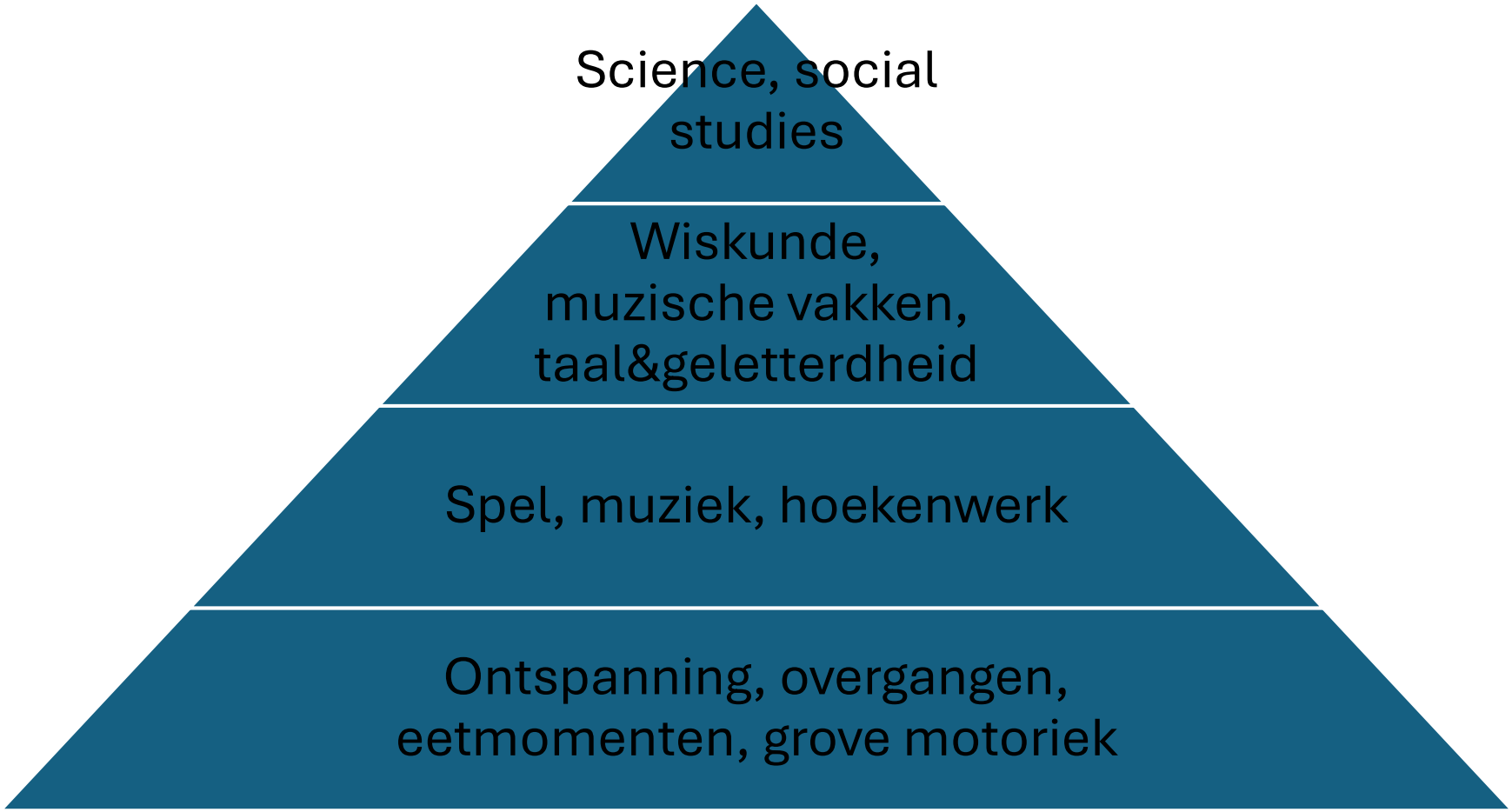
Rijke gesprekken



[The preschool classroom linguistic environment: Children's first-person experiences | PLOS One]

Taal vraagt om een rijke inhoud!

CLASS-score
educatieve
kwaliteit



Thorpe, K., Rankin, P., Beatton, T., Houen, S., Sandi, M., Siraj, I., & Staton, S. (2020). The when and what of measuring ECE quality: Analysis of variation in the Classroom Assessment Scoring System (CLASS) across the ECE day. *Early Childhood Research Quarterly*, *53*, 274-286.

Alle ontwikkelingsdomeinen in balans

DRDP (2025) — **Rating Record**

An Early Childhood Developmental Continuum

PTK View
Preschool - Transitional Kindergarten - Kindergarten

Child's Name (First and Last): _____
Agency ID or SSID: _____
Assessment Period (e.g., Fall 2025): _____
Date DRDP (2025) was completed (e.g., 09/07/2025): _____/_____/____ (month / day / year)

The Rating Record is to be used with the DRDP (2025) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Not yet	EM	UR
ATL 1	Engagement, Attention, and Persistence	○	○	○		○	○	○	○	○	○	○		□	□
ATL 2	Curiosity, Interest, and Initiative	○	○	○		○	○	○	○	○	○	○		□	□
ATL 3	Problem-Solving	○	○	○		○	○	○	○	○	○	○		□	□
ATL 4	Planning					○	○	○	○	○	○	○	○	□	□
SED 1	Self-Awareness	○	○	○		○	○	○	○	○	○	○		□	□
SED 2	Social Awareness	○	○	○		○	○	○	○	○	○	○		□	□
SED 3	Relationships and Reciprocal Interactions with Familiar Adults	○	○	○		○	○	○	○	○	○	○		□	□
SED 4	Relationships and Interactions with Peers	○	○	○		○	○	○	○	○	○	○		□	□
SED 5	Emotional Knowledge and Regulation	○	○	○		○	○	○	○	○	○	○		□	□
FLD 1	Understanding Language (Receptive)	○	○	○	○	○	○	○	○	○	○	○		□	□
FLD 2	Using Language (Expressive)	○	○	○	○	○	○	○	○	○	○	○		□	□
FLD 3	Shared Communication and Conversation	○	○	○	○	○	○	○	○	○	○	○		□	□
FLD 4	Foundational Literacy Skills				○	○	○	○	○	○	○	○	○	□	□

○ Child is emerging to the next developmental level.
○ Unable to rate this measure due to extended absence.

child has mastered:

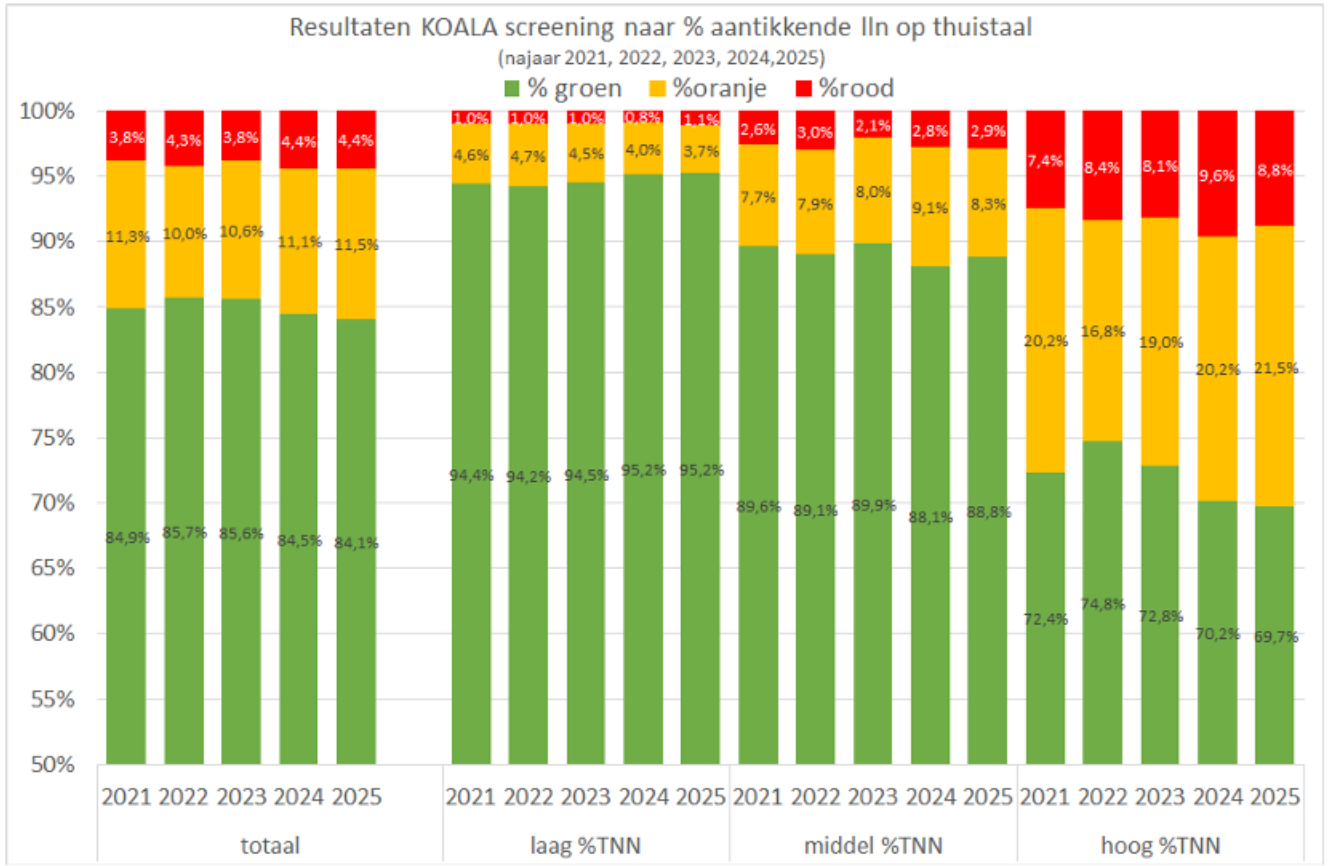
tegrating		Extending		
Middle ○	Later ○	Earlier N/A	Middle N/A	Later N/A
s understanding onverbal cues (e.g., ge, tone of voice) e how they feel	Celebrates others' success and offers peers solutions to problems, sometimes with adult encouragement	Demonstrates one of the following: (1) Anticipates others' wants or needs based on their individual characteristics, consistent preferences, or past experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another	Demonstrates two of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another	Demonstrates all three of the following: (1) Anticipates others' wants or needs based on their individual characteristics, preferences, or experiences (2) Encourages and helps others, without prompting (3) Identifies instances of injustice or unfairness in their social environments or in how people treat one another
• Communicates, "Loud noises don't bother me, but my friend wears headphones because they like it quiet." • Communicates, "I'm not scared when I go to the barbershop, but Miles was nervous because it was his first time." • Sits near a quiet peer in the reading corner to read their favorite train book, when the adult suggests they read together, and notices the peer is looking at a book about ships.	• Communicates that it seems like there is too much noise for a peer when they notice the peer holding their hands over their ears. • Notices a peer put their head down on the table, and uses their communication board to ask, "Friend tired?" • Notices a peer watching them play a game and communicates, "Creo que quiere jugar con nosotros." ["I think he wants to play with us," in Spanish]."	• Offers to bring a peer their headphones when they notice the peer with their hands over their ears and looking upset. • Cheers for a peer who makes it across the monkey bars, after an adult mentions that the peer has been working hard on doing that. • Pauses their drawing to help a peer find a specific color crayon they were looking for after an adult said to the peer, "Maybe one of our peers can help you."	• (1) Brings a peer their headphones before they play outside, where it may be loud. • (2) Communicates, "You can do it!" when a peer is working to climb to the top of the climbing structure. • (3) Points out that a few peers always get to the swings first during recess and that other kids don't get a chance to use them.	• (1) Communicates to a new peer in class, "You can sit next to me at lunch." • (2) Brings two small pillows to a peer who has noise sensitivity and forgot to bring their headphones, so the peer can cover their ears when they need to. • (3) Communicates, "It is not right to judge someone by the color of their skin. Everyone should be treated equally," after a read-aloud book about Rosa Parks.	• (1) Offers that a peer go first in the game because they were looking sad. • (2) Helps a peer spell a word after they notice their peer struggling. • (3) Notices all the games outside are loud and asks the teacher if they can set up some quieter games, so a peer with noise sensitivity can feel included in outside games too.



DRDP (2025): An Early Childhood Developmental Continuum - 2025/2026 - CDSS/CDE - All rights reserved

Maak de kracht van kleuteronderwijs zichtbaar

Figuur 5: Resultaten KOALA screening, evolutie 2021 tot 2025 naar % aantikkende lln op TNN



"Wat ik ook doe, het maakt niets uit."

"Dat dit echt wérkt, merk ik elke dag."

Maak de kracht van kleuteronderwijs zichtbaar



Cohortonderzoek, ontwerponderzoek, interventie-onderzoek.

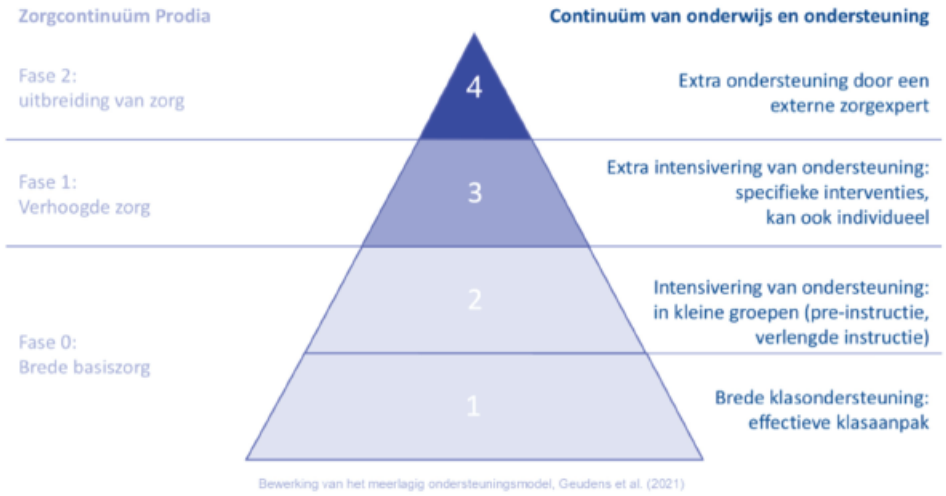
Ontwikkel voor en met de praktijk. Geef tijd om te groeien.

Mijn wenslijstje

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- ✓Ouders ondersteunen en de brug tussen school en ouders
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- ✓Meer handen, harten en hoofden bij de allerjongsten.


Oei, ik groei!
De tien sprongen in de mentale ontwikkeling van je baby
Oei, ik groei!

Convergente differentiatie vindt zijn weg…



Vanuit beginsituatie-analyse

Hoge verwachtingen richting doelen

Focus op doelen die moeilijker te realiseren zijn op laag 1 (of 2)

Doelgroepgerichte interventies die doorsijpelen naar laag 1

Hagen, Å. M., & Rydland, V. (2026). Preserving pedagogy, promoting language: Implementation challenges and possibilities for structured language interventions in Nordic early childhood education. Early Childhood Education Journal, 54, 3057–3069. https://doi.org/10.1007/s10643-025-02076-6

Taalactief in de stille periode

- Een boek **in een klein groepje!**

- Taalplezier: liedjes en versjes, expressief kunnen meezeggen.
- Sensitieve houding
- Boekje op school – boekje thuis
- Kennis én gedrag
- Vorderingen zien!

