



## Young Leadership Pedagogy Used In Eskimo Kindergarten Kera To Promote Six-Years-Old Wellbeing And Involvement In Learning

Oyebola Oluwatoyin, Kimambo Sia



**LAUREA**  
UNIVERSITY OF APPLIED SCIENCES

*Prime Mover*

2016 Unit



Degree Programme in Social Services  
Bachelor's Thesis  
Month, 2016  
Otaniemi



## Contents

1	Introduction .....	6
1.1	Background Of The study .....	7
2	Working life Partner .....	8
2.1	Aims Of Eskimo Kindergarten .....	9
2.2	Thesis Support And Target Group .....	10
3	THEORETICAL FRAME WORK .....	11
3.1	Leadership, Early Childhood Education And Care .....	11
3.2	Early Childhood Education And Care.....	12
3.3	Leadership And children In Early Childhood Education.....	13
3.4	Leadership And Learning In Team Work.....	14
3.5	Leadership Skills And Social Development .....	16
4	THEORETICAL FRAME WORK OF THE STUDY .....	18
4.1	Young Leadership Pedagogy .....	18
4.2	Young Leadership Pedagogy And Group learning .....	20
4.3	Assessing Method Used In Young Leadership Pedagogy In Eskimo .....	23
4.4	Young Leadership Pedagogy And Involvement .....	23
4.5	Young Leadership Pedagogy And Wellbeing .....	25
5	STUDY DESIGN .....	26
5.1	Methodology.....	26
5.2	Quantitative And Qualitative Observation Methods.....	26
6	Data Collection .....	28
6.1	Focuses For Observaation.....	30
7	Leuven Scales .....	31
7.1	Leuven Scales For Involvement .....	31
7.2	Leuven Scales For Wellbeing .....	31
8	Observation And Implementation .....	32
8.1	Data Analysis.....	33
9	Findings .....	36
9.1	Involvement .....	37
9.2	Wellbeing .....	38
9.3	Children’s Leadership Skills .....	39
9.4	Social and Cognitive Skills .....	40
10	Ethical Considerations.....	41
11	Trustworthiness .....	42
12	Discussion and Outcomes of the Observation .....	44
12.1	Leadership.....	44
12.2	Social Skills .....	45

12.3 Wellbeing .....	46
12.4 Involvement .....	46
References: .....	48
Appendixes .....	51

## 1 Introduction

Early childhood involves special social development, cognitive skills and social skills. It is therefore important to examine how these skills can boost children development. However, in order to learn these skills, children need to interact and engage with their peers in their learning environment. That brings us to the method applied in Eskimo kindergarten called "young leadership pedagogy". In this study, we examine the young leadership pedagogy method and its impact on children's involvement and wellbeing in an individual and group learning environment. The case study is focused on Eskimo Kindergarten Kera

The main theoretical framework in this study is leadership, involvement, wellbeing, collaborative learning, and social skills. The findings from the thesis could provide the case company (Eskimo Kindergarten) a better understanding of the effectiveness of this method in children's learning. According to Hillarie Owen (2007), leadership contains components of inspiration and motivation that collaboration does not essentially include, and hardly do teams/groups only require collaboration without leadership to work effectively. Leadership role in-group learning supports children in developing their skills by working together with their peers. Lambert Linda (2003) states learning is a social activity that is enhanced by shared inquiry, students learn with greater depth and understanding when they share ideas with others, engage in dynamics and synergistic process of thinking together, consider other points of view and broaden their own perspectives. Similarly, to Judith, Robert and Ellen (2000,3) defined learning as the process of acquiring knowledge, skills, habits and values through experiences, experimentation, observation reflection or study and instruction

The main idea behind this research work is to study how young leadership pedagogy support involvement and wellbeing in children's learning. and also to examine how the pedagogy helps in enhancing leadership skills as children work in teams in form of a collaborative learning or group learning to enhance effective learning.

This thesis will further employ the use of observation by applying the Leuven 5-point scale for measuring involvement and wellbeing in order to obtain appropriate result and findings. The observation will be carried out during the preschool lesson activities. The research is limited to Eskimo Kindergarten Kera; the expected results will contribute to a better understanding of the effectiveness of this method in children's learning.

The research questions are:

- 1) How leadership skill is developed by six-year-old in Eskimo kindergarten?
- 2) How young leadership pedagogy support involvement and wellbeing in Childs learning?
- 3) How group learning or collaborative learning support social skills

## 1.1 Background Of The study

Encouraging leadership from early childhood education could nurture young children's skills that would enable them to have a positive impact in a society (Hillarie Owen, 2007). The influence of a leader is important in the society, organization and family. The importance of leadership role governs family and strengthens the success of an organization. However, according to David Johnson & Frank Johnson (2013) a leader is a person who can influence others to become more effective, to work and achieve a mutual goal or objective and maintain effective working relationship among members.

Although leadership skills and qualities are important skills every individual needs to have in order to function effectively in their leadership role or position. When leadership skills are built or developed during an early childhood stage, the skills will lead individuals to achieve good goals in school and everyday life and also assist them to become better citizen to the society. Early childhood years encompass special social, developmental and cognitive experiences that have the potential to significantly influence leadership.

According to Professor Ferre Leavers, involvement focuses on the extent to which pupils operate in their full capabilities, in particular it refers to whether the child is focused, engaged and interested in various activities. Measuring a child's involvement using the Leuven scale 5 pointing rating, answers the question of how interested a child is in a particular setting, group learning or teamwork. Therefore, it can be applied in measuring involvement scale in learning activity in the young leadership pedagogy approach among children.

Tina Bruce (1997,43) claims that the involvement scale helps adults to see when children are deeply involved in their learning and this also helps adults working with young children to take a deep look at what they are offering the children. If children are in a conducive and a well-structured learning environment that is suitable for their needs, they will devote more energy in their learning abilities and the development of their skills.

Lastly, involvement is a very practicable and stimulating principle to improve the quality of teaching and learning. The higher the level of involvement of each child in the group's learning or teamwork, the higher the success chances success in accomplishing the goals of the group or task as well as individual learning development.

Wellbeing refers to the degree to which children feel at ease, act spontaneously, are open to the world, express inner rest and relaxation, show vitality and self-confidence, and are in touch with their feelings and emotions; thus, indicating that their mental health is secured. Ferre Leavers (1994)

Leaver also defines the key signals or characteristics of emotional wellbeing as follows: feeling at ease, acting spontaneously, free of emotional tensions crucial to good mental health linked to self-confidence and a good degree of self-esteem and resilience. In order to support individual child's deep level learning in-group learning or in teamwork, it is highly essential to watch out for wellbeing signal or characteristics that will boost their learning outcome as a group and individual.

## 2 Working life Partner

Eskimo Kindergarten is a Finnish speaking kindergarten in Espoo, which is a part of the Espoo Christian School; they provide early childhood education for children ages 3-6 years old. Espoo Christian School and Eskimo kindergarten jointly provide children and young people of various ages a safe and inspiring place to grow and learn. The kindergarten follows the Finnish early childhood educational curriculum and young leadership pedagogy incorporated with Christian values and teachings alongside the early childhood education. The kindergarten atmosphere supports the development of every child, it and built a school community where everyone is valuable and can feel that they are accepted. One of its important values is learning how to adapt respectful attitude and good behavior. The activities and teachings in the kindergarten support children holistic development, well-being and leadership skills. Through, implementation of young leadership pedagogy in every lesson, such as walking outside in a queue for lunch. Social development is achieved through interaction with other children and adults.

Activities in the kindergarten are characterized by creativity and the joy of working together with special emphasize is on encounters, rejoicing in diversity and being valued within a group. The working method promotes inclusive diversity and social relationship among the children. The teachers offer many different activities to children, such as free play, experimenting science, mathematics, language, games, discussion, music and bible study. The kindergarten also stresses the importance of teaching the children in a creative approach which simply implies having fun while learning.

The kindergarten have attained training on early childhood education, the children in the kindergarten are divided into two groups the preschool group of children age 6years old (23 in total) referred to as Eskarit, and the kindergarten group aged between 3-5 years. Team Eskarit is further divided into two groups, blue and green, which are individually divided into 3 groups. The 3-5years group is divided into two groups named as Kyyhkysel and aarteet groups. The day care is opened from Monday to Friday between 7:30 a.m. and 5 p.m. Every Thursday



at Eskimo kindergarten, there is bible study "raamattu piiri" where the children are taught the bible and Christianity values including the importance of love for one another. It as well, helps the children to feel harmony within themselves and encourage one another.

## 2.1 Aims Of Eskimo Kindergarten

The kindergarten's aim is to provide a loving and supportive environment in which the full potential of each child can be developed and expressed and also to tutor the children about Christian values.

Secondly, the aim of the school is to develop leaders for the future, leaders who have roots in God's word, the capacity to think logically and the talent to lead the people around them with wisdom and honor in the society through implementation of the young leadership pedagogy.

Thirdly, it aims to promote togetherness and unity in building teamwork. It also instills the ability to help each child love and appreciate his or her own uniqueness. As well as, introducing basic academic and practical life skills to children during their time in kindergarten

The kindergarten's goal is also to support children to become confident, outgoing and increase sense of belonging through the use of young leadership pedagogy. This method enhances team work, self-discipline, togetherness, leadership skills, good self-esteem, and problem solving, listening to one another, moral development and taking initiatives.

When children take responsibility and are inspired to make decisions, they think about what they have to do as a team, which helps to reduce the involvement of adults. By doing so, the child is given an opportunity to be seen and heard, it also boosts team support by encouraging each child to help each other to achieve a collective goal.

Lastly, it aims to promote natural unquenchable curiosity of the child to expand his or her mind with the feeling of inventiveness.

The children at Eskimo Kindergarten in Kera start their day by arriving at the kindergarten between 7:30 and 8:30 in the morning, after their arrival they disinfectant their hands, acknowledge the teacher in charge, who in return marks their names in the attendance paper. From 8:30 am to 9 am there is free play time indoors, after which they dress up at 9am for their outdoor play, which involves walking in the forest, if the weather is warm and conducive. After the outdoor play the children go back inside to undress and put their outdoor wears in the right places.

Each child goes to their designated seat and the teacher narrate a story, sing, discuss their weekend, special event, and sometimes talk about what happens in each team.

Subsequently other activities for the day and preschool session follow. Lunch follows at 11:15am and after lunch there is free plays time or needlework or poem. Relaxation starts at 12:30 pm, during the relaxation time children lie down on their bed and listen to stories played from the CD player or books read to them by the teacher.

At 1p.m. there is free play until 2 p.m. when they have their snack time. After the snack time the children play inside until 3 p.m., at 3:15p.m the children start to get ready to go outside for their parents to pick them.

The teachers are responsible for preparing the lesson plan and activities. The activities are designed to suit the young leadership pedagogy teaching approach. However, during the activities planning by the teacher, the teacher ensures there is a team challenge for each group and the tasks are challenging enough in order to achieve learning. For instance, the activities involve teamwork, creativity, math, science, language, writing, drama, story, rhymes, songs, physical education, art and craft.

The children are given the opportunity to use their creativeness, after each lesson of the day. The teacher writes what is done, what they have learnt and the lesson description is paste on the notice wall for the parents to see. Also on the notice wall is how the lesson went for each team's work. The teacher in charge gives more information and feedback on how the day was spent to each parent when they pick up their children from the kindergarten.

## 2.2 Thesis Support And Target Group

The Manager of the kindergarten Maritta lamponen accepted our proposal to conduct this study at their kindergarten. The kindergarten also supported the study by providing us with guidance in term of needing additional information and literature.

Young leadership pedagogy, which is also called children's team leading is applied and implemented within the pre-school group. There are 23 preschool children, two pre-school groups and in each group there are 3 teams. The observation was carried out during the kindergarten lesson activity sessions.

### 3 THEORETICAL FRAME WORK

#### 3.1 Leadership, Early Childhood Education And Care

To nurture children to be future leaders capable of being a positive force of change in the society we must all take responsibility for shaping the world and this begins in our school and communities. Let us capture it and create a generation of young people who can practice leadership while at the same time develop our school as learning communities that shapes values (Hillarie Owen 2007).

A leader is a person who influences others to be more effective to achieve a mutual goal or objective and maintain effective working relationship among members (David Johnson & Frank Johnson 2013). Leadership is the ability to decide what to be done, when and how.

Hillarie Owen (2007) also explains leadership as a state of being and a state of doing. The being state has to involve authenticity, integrity, courage and self-knowledge, the doing state has to involve challenging what is, taking responsibility and action, taking people with you and knowing that even if you don't know what may be at the end of it, you know it is the right path to take.

The significances of leadership are co-operation among individuals in pursuit of common goals and objectives.

The definition of leadership is useful because it captures the essence of leadership without limiting the manifestation of leadership dynamics. David Johnson and Frank Johnson (2013) describe the main theories of effective leadership as; genetic traits, style of leadership, ability to influence others, occupying a position of authority and ability to provide situational leadership.

Every individual has a leadership potential in them when opportunities are given to nurture the skills it awakens the potentials in them. *"Throughout history people have believed that a leader is born, not made and great leaders are discovered not developed"*.

John C. Maxwell (1993) explains that leadership is not an exclusive club for those who were born with it rather the traits of leadership can be acquired, link them up with desire and nothing can keep you from becoming a leader. Though leadership skills can be acquired yet every leader needs to have the commitment to work with the team members. A leader is the driving force that support the collective effort or contribution of all it members in order to achieve a collective goal.

Carlyle (1849), Galton (1869 and James (1880) cited in David Johnson & Frank Johnson (2013) defined leadership as a unique aspect of extraordinary individuals whose actions and decisions are sometimes capable of radically changing the flow of history, since the quality of leaders are indisputable, leaders cannot be trained or developed.

Renewed interest in leader's traits proposed that leadership potentials are based on multiple traits not selected few that operate in an integrated coherent way. From this perspective, traits do not only refer to personality attributes but also motives, values, cognitive abilities, social and problem solving skill and expertise. Hence, leadership skills are based on individual potentials.

According to Hillarie Owen (2007) two people express leadership in the same way. We can admire and sometimes learn from others as role models but we can never become another Churchill, Mother Teresa, Nelson Mandela or our grandmother. Hence, leadership styles are expressed differently and every leader has different leadership attribute in them. Some leaders take a laissez-faire approach, they do not participate in various collective goals as a leader. It is evident that such leadership style affects group productivity and the attitude of the team members.

### 3.2 Early Childhood Education And Care

Early childhood education and care differs in name given by countries and different stakeholders. For instance, the UNESCO (United Nations Educational Scientific and Cultural Organization) refers to early education as early childhood care and education (ECCE). According to OECD (Organization for Economic Cooperation and Development) early childhood education is called early childhood education and care (ECEC). The World Bank and UNICEF named it early child development (ECD) and in Finland it is called early childhood education and care (ECEC).

Early childhood education and care includes various forms of education before compulsory schooling and they are provided in different kinds of settings, nurseries, crèches, childcare centers, day care centers, kindergartens, preschools and other similar institutions (Educational International 2010)

The United Nations Educational Scientific and Cultural Organization (2012), early childhood refers to the period between birth and 8 years. Early childhood education and care (ECCE) refer to a range of processes and mechanisms that sustain and support development during early years of life: it encompasses education, physical, social and emotional care, intellectual stimulation, health care and nutrition. It also includes the support families and communities need to promote children's healthy development (United Nations Educational, Scientific and Cultural Organization & United Nations Children's Fund; Education for All 2012).

In Finland early childhood education and care which preschool education form apart and basic education form an integrated whole that ensures consistency and continuity in the child's de-

velopment. Early childhood education in Finland is from 0-6 years and preschool for 6 years old, the services are available in all municipalities.

According to the National curriculum guideline on early childhood education and care in Finland, early childhood education and care is defined as educational interaction taking place in young children's different living environment, aimed at promoting their balanced growth, development and learning. The early childhood education and care (ECEC) comprises of care, education and teaching, which is built on a holistic view on children's growth, development and learning, drawing on a wide range of pedagogic knowledge, particularly ECEC knowledge, cross disciplinary information and research and expertise on pedagogic methodology.

The ECEC emphasized the importance of the intrinsic value of childhood that supports a child develop as a human being in all areas, such as physical, social, cognitive, emotional, moral that comprises of all holistic development. The National guidelines also analyze the ECEC as a systematic goal-oriented interaction and collaboration where the child's spontaneous play is important. It also address the wellbeing of each child, is not just about the educational learning but more on how individual child's wellbeing are meet in development and learning. It is also a combination of care education and teaching that promote the child's positive self-image, expressive and interactive skills and the development of thinking.

It is important that children grow up into adults and be able take care of themselves, to make decisions and choices concerning their own life and learn in holistic way. Children practices and learn various skills when they are encouraged to do new things, they make use of all their senses in the process of learning and interacting with the environment and people. ECEC contributes in providing conditions favorable for the creation of a good society and a common world. Though, it is possible to point out the curriculum and approach to early childhood education and care. Through, favors of holistic development of each child and learning of various skills. The child is able to learn, take responsibility for his or her self and people around, make decision, encourage others, play together, explore, respect and develop a healthy self-esteem (National curriculum guidelines on early childhood education and care in Finland 2004).

### 3.3 Leadership And children In Early Childhood Education

Leadership is a state of being and a state of doing. The being state has to involve authenticity, integrity, courage and self-knowledge, the doing state has to involve challenging what it is, taking responsibility and action. Taking people with you and knowing that even if you don't know what may be at the end of it, you know it is the right path to take (Hillarie Owen 2007). He also suggests that encouraging leadership from early childhood could nurture in young children the skills that would enable them to have a positive impact in society. Early

childhood years involve special social development and cognitive skills, which have the potentials to significantly influence leadership. It is important to nurture leaders that can take responsibility, contribute, influence in the society, family, and organization.

Yet it is amazing at a young age children exhibit leadership skills, just as children learn other skills, such as painting, drawing. Children can learn and develop on leadership skills through the opportunity given to them to lead and experiences. And, Maria Montessori one of the pioneers of early childhood education and care in UK said a child should be allowed for practicing of maturing skills during the sensitive period. According Maria Montessori sensitive periods occurs when an irresistible impulse urges the organism so that, will enable the child to develop leadership skills, relationship, self-confident, decision making, team work, motivation, ability to resolve conflict etc. that will be later useful in their life.

#### 3.4 Leadership And Learning In Team Work

Leadership among children involves collaboration with two or more individual's working together to contribute ideas and knowledge. Leadership among children involves members teaching each other or learning together, engage in joint task, motivate, encourage, support and organize each other to achieve a goal. This support the view of Hillarie Owen (2007), leadership contains components of inspiration and motivation that collaboration does not essentially include, and hardly do teams/groups only require collaboration without leadership to work effectively. Leadership role in-group learning supports children in developing their skills by working together with their peers.

According to Lambert Linda (2003) learning is a social activity that is enhanced by shared inquiry, students learn with greater depth and understanding when they share ideas with others, engage in dynamics and synergistic process of thinking together, consider other points of view and broaden their own perspectives.

Similarly, according to Judith, Robert and Ellen (2000,3) defined learning as the process of acquiring knowledge, skills, habits and values through experiences, experimentation, observation reflection or study and instruction.

Learning in teamwork is a joint contribution. It is important that all the group members / team members have equal access to materials that is able to structure learning experience that promote learning equity and value when children work together. This amplified the view of Lev Vygotsky's of Zone of Proximal Development (ZPD); Vygotsky suggested we learn through social interaction, in which he described ZPD, ZPD is the area between a child's ac-

tual level of development and the potential level of development that can be achieved with the help of a more knowledgeable other (Seth Chaiklin, 2003). Hence means, "The distance between the most difficult task a child can do alone and the most difficult task a child can do with help".

On the other hand, the common conception of the ZPD presupposes an interaction on a task between a more competent person and a less competent person, such that the less competent person becomes independently proficient at what initially a jointly accomplished task (Seth Chaiklin, 2003, 41).

Learning happens from the ability to communicate, interact, and share ideas and collaboration. Leadership in learning arises from group learning or cooperative learning. This form of learning promotes positive peer interactions, problem solving capabilities, social competence, shared responsibility that contribute to children physical, emotional and leadership skills development. According to National Scientific Council on the Developing Child (2004, 2) young children also learn a great deal from each other. They learn how to share, engage in reciprocal interactions (e.g. taking turns, giving and receiving), to take the needs and desires of others into account and positive relationship with peers builds self-confident, social competence, verbal skills and work skills.

The national scientific council on developing child (2004) also emphasized the importance of positive relationship with peers in learning. The children who develop positive relationship with peers are more excited about learning, self-confidence and achieve more in classroom. A child with severely limited peer involvement is at considerable risk for significant adverse developmental consequences such as low self-esteem and social incompetence. The benefits of the positive relationship with peers in learning and team work is important, in building leadership skills and it can be justified in relations to group learning or cooperative learning.

The term cooperation means working to accomplish shared goals. In cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. This further explains the *term* cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other's learning members are split into small groups (Johnson et al 1994,3).

Class members are split into small groups after receiving instruction from teacher. They work through the assignment until all group members' benefit from each other's effort. In cooperative learning the team members recognized that all members share a common fate to achieve their goals.

Johnson et al (1994, 5) Johnson and Johnson's model on cooperating learning there are five essential components involved in cooperating learning:

Positive Interdependence - is successfully structured when group members perceive that, they are linked with each other so that one cannot succeed unless everyone succeeds. The group members/ team members must realize that each member's efforts benefit not only the individual, but all other group members as well. Team members' vested interests, in each other's achievement and results in sharing their resources, helping and assisting each other's effort to learn, providing mutual support and celebrating their joint success.

Face -to -face Primitive and Interaction -Team members promote each other's success by helping, assisting, supporting, encouraging and praising each other's effort to learn. There, are cognitive activities and interpersonal dynamics that only occur when students get involved in promoting each other's learning. Primitive interaction includes oral explanations, how to solve problems, discussing what to be learned and connecting what was learned in the past and what to be learnt in the present.

Individual accountability - individual accountability exist when the performance of each individual's team member is assessed and the results are given back to the team individually. Individual accountability ensures that group /team members know who need more assistance, support and encouragement in completing the assignment. And aware that they are held accountable for doing their share cannot hitch -hike on the work of others.

Interpersonal and small -group skills - Team members/ group members helped and encouraged in developing various skills. Such as, leadership, decision-making, trust building, communication and precisely academic skills.

Group processing - group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships or identify changes they will make to function more effectively in the future.

Cooperative experiences promote greater social support and leadership promotes achievement, productivity, physical health, and psychological health. When, team member/ group member cooperate with each other, the positive interdependence and Primitive interaction result in members' accurate communication, accurate perspective taking, development of multidimensional view of others, feelings of psychological acceptance and good self- esteem.

### 3.5 Leadership Skills And Social Development

Since leadership is learned over time through involvement with others, developing social skills and social competence is an integral part of leadership skills building. From early childhood to adulthood we spend a lifetime actively engaged with others through social interactions, gain companionship, stimulation and a sense of belonging, obtain knowledge of who we are and how the world works, develop personal and interpersonal skills and become familiar with the expectations and values of the society which we live and this is a vital aspect of human de-



velopment or experience that much of children's attention during early years centers on and how to navigate the social environment effectively (Kostelnik et al 2012,2).

Vygotsky in his theory on social constructivist believed that social interaction with others precede development and it is vital in children's learning. The theory gives much more room for active involvement with teachers, peers, or older children and others would be more knowledge. He also emphasized the critical importance of social context for cognitive development and culture. Vygotsky argue that learning awakens a verity of internal development process that is developed when the child is interacting with people in his environment and in co-operation with peers (Vygotsky 1978, 90; Tina Bruce 2004). In addition, building social skills in children cannot be done in isolation it involves social relationship or interactions with others, working in-group or team. Children have a perfect atmosphere for practicing and developing a wide variety of social skills such as language, oral communication, self-control, problem solving, sharing, decision making, planning, organizational skills, confidence, collaborative skills and many more. This further buttress the view of Ladd (2005) cited in Lynch & Simpson (2010, 3) that many social behaviors are better learn among peers. Hence teachers of young children are in a unique position to promote social learning and building social skills.

To elaborate further, on the need for social skills in leadership skills development, an effective leader needs to socialize, communicate, organize, problem solving, decision making and collaborate with others. Social skills are vital as an integral part of leadership skills and all children need to learn appropriate social skills. The social skills that children learn during their early childhood will form the basis for social relationship and skills needed as they develop into adulthood that will support their leadership skills.

Social skills comprise of variety of abilities from emotional intelligence to cooperation. According to Lynch & Simpson (2010, 3) social skills are behaviors that promote positive interaction with others and the environment some of the skills include negotiating, problem solving, and participation in-group activities. Keltikangas-Järvinen (2012) states that being social is often associated with social skills. Social and social skills are two different components with different meaning, being social is the willingness to be with others, a social skill is the ability to use necessary skills and behavior in a social environment.

This further reinforces the viewpoint of, Spence (2003, 84) which state that social skills represent the ability to perform those behaviors that are important in enabling a person to achieve social competence. These skills include a range of verbal and non-verbal responses that influence perception and response of other people during social interaction. Social competence according to Kostelnik et al (2012, 2) comprises of social, emotional and cognitive knowledge and skills children need to achieve their goals and to be effective in their interaction with other. Typically, the behavior associated with social competence includes; social

values, personal identity emotional intelligence interpersonal skills, self-regulation, planning, organizing decision-making and cultural competence.

Since leadership skills can be learned, Lynch & Simpson (2010,4) claims that providing children with learning material that encourages cooperative play and toys, activities that promote cooperation, helpfulness and generosity rather than those that are competitive. Children learn immeasurable array of skills during play opportunities. For example, children develop skills such as planning; decision making this is a part of leadership skills. Play also provides a means and opportunity for children to learn and improve their social skills and each type of play stimulates different types of social interactions. For instance, a well-stocked pretend play center is filled with real object, writing materials, play telephones and dress up clothing these items promote children's social skills development as they begin to interact with other using social skills such as communication skills, (listening) organizational skills, confidence and the use of appropriate words. In addition, children learn social skills from adult. Teaching children appropriate social behaviors everyday events or interaction with an adult often become teachable moments. Also provides opportunities for children to learn about the feelings of others. Kostelnik et al (2012) also stress the importance of adults in helping children achieve desirable standards of behavior rather than simply restricting or punishing them for inappropriate conduct. Social stories can also be use by teachers in supporting or learning social skills. Through the use of social stories teacher can address specific behaviors such as communicate nicely with one another, taking turns, planning, sharing toys, encouragement and motivation. After the target skill is identified, the teacher along with the children can demonstrate a story on how to use the skills (Lynch & Simpson (2010).

#### 4 THEORETICAL FRAME WORK OF THE STUDY

##### 4.1 Young Leadership Pedagogy

The young leadership pedagogy is based on leadership training; practical experience, trails and children's team leading pedagogy, is to foster or develop good leadership quality in every child and future leaders who have roots in God's words, capacity to think logical and talent to lead the people around them with honor and wisdom in order to be a good and a valued respected citizen in the society. Social development is achieved through interaction with other children and adult by practicing a leadership role the holistic development of every child is supported.

The kindergarten manager created the young leadership pedagogy method in the preschool group of the Eskimo Kindergarten in autumn 2013 and it has been in use till date. Therefore, the method is limited to Eskimo kindergarten.

The children in the preschool group are divided into groups of four children. The groups are called teams. Each team decides a name for their team and chooses a leader within the team. The team sits together, they stand in line with their team, they eat lunch and they take care that each member of the group is involved in games, activities and transitions during the school day. It is the responsibility of the team leader to ensure that everyone has the equipment needed for different assignments. The teacher calls all the team leaders where they are given assignment, a problem to solve or a team challenge as well as instructions to share with the team. The meetings are short and down to the point. During the active the class teacher calls the team leaders to share experiences about what works well in their team by discussing different ways to complete an assignment and to get hints on how to give new information to the team.

The class teacher provides the team leaders with simple instructions and they are encouraged to try experimental ways of approaching the assignment in hand. The leaders are encouraged to ask important and essential questions regarding the assignment or task. The team leader explains the assignment to the team and the team finds its own way of solving it instead of direct teaching up front. The team leaders are not given direct answers, this way they are encouraged to work and think together as a team. When there is a solution in the task the team has to present the result or solution to the preschool group that way everyone gets to see that there are several ways to solve and complete an assignment. The teams are encouraged with stickers after finding the answers or solutions to the team challenge or task (Maritta, lamponen 2013).

According to Maritta Lamponen (2013), the role of the teacher is to encourage and coach the team leaders and team member. The aims of the young leadership pedagogy is to prevent loneliness among children, to promote and courage to lead fairly, ability to work in a team creatively and effectively, to promote leadership skills by experiencing leadership role in belonging to a group. The children realize that leading is challenging and one cannot push through one's own point of view but one has to listen to others. A good leader carries responsibility for the team member's feelings, learn self-control, motivate, listening to others, communication skills and problem solving skills including planning. The children become inspired in learning, researching and creating unique solutions.

#### 4.2 Young Leadership Pedagogy And Group learning

A group is a collection of persons who are emotionally, intellectually, and aesthetically engaged in solving problems, creating products and making meaning an assemblage in which each person learns autonomously and through the ways of learning of others. By group, we refer both to the learning of individuals that is fostered by being in a group and to a more distributed kind of learning that does not reside inside the head of any one individual. Rather than focusing only on what the individual knows, the goal is to build a collective body of knowledge; learning groups strive to create publicly shared understandings. By learning, we refer to the learning processes and outcomes involved in solving problems and creating products that are considered meaningful in a culture (Gardner, 1983). Rather than focusing on discrete bits of information that can be produced via simple-answer questions, this type of learning is situated in real-world problem solving and engages students cognitively, emotionally, and aesthetically.

Collaborative learning is grounded into Vygotsky's views on social nature of learning and his theory of Zone of Proximal Development (ZPD); as here the group members provide the scaffolding. Undoubtedly, the 'Group Dynamics' in terms of process and outcomes becomes a significant factor to monitor and assess the effectiveness of collaborative learning. Under the collaborative situations, the members often have to justify their action to each other. The verbalization of this knowledge seems to have a positive effect on partners.

The mechanism of learning by participating into conversations has been called 'internalization' by Vygotsky. Interestingly, in the group learning contexts thinking is viewed as a discussion that one has 'with oneself' and which develops on the basis of discussions one had with others. However, internalization only occurs if some conditions are met. One condition is that subjects can only assimilate concepts that are within their 'zone of proximal development', i.e. within the neighborhood of the current cognitive level.

Another condition is that the less able peer is not left as a passive listener, but participates into the joint problem solving strategy. When students collaborate, they often share the cognitive burden implied by the task. Spontaneously the group distributes the cognitive sub-tasks over individuals. During collaborative problem solving, one often has to justify why we did something. These justifications make explicit the strategic knowledge that would otherwise remain implicit through these discussions; the members regulate mutually their activities.

These mechanisms illustrate a new theoretical perspective inherited from the situated cognition approach, and referred to as 'socially shared cognition'. This theory views a group as a single cognitive system distributed over individuals. It does not focus on individual contributions, but on the shared representation built by the group. Within this perspective, the main

reason why collaborative learning is efficient is that members learn to think interactively: thinking is not only manipulating mental objects, but also interactions with others and with the environment (Dillenbourg & Schneider 1995).

According to Johnson and Johnson (1987) the situation of peer collaboration enlarges one's worldview and that one needs to learn to view others perspectives, "one of the most critical competencies for cognitive and social development," through interacting with other peers. Davidson and Workshare (1992) agree claiming student's perspectives are broadened by other's viewpoints. Student see how others think, feel, their talents and dreams. Webb contends that the perception of the group members about the task being performed as well as prior education, and variance in group work prior contribute to variation of success of group work (Fall, Trooper, & Webb 1995). Besides the cognitive dimensions the affective dimensions are also integral to the context of collaborative learning. Regarding self-efficacy/ self-esteem, greater achievement is typically found in collaborative situations where the peers work together than in situations where individual work alone.

When a child is unmotivated or does not study well, a group-based interaction with peers has good effects on productivity (Johnson & Johnson 1987). Kagan et al. (1985) add that group interaction based learning creates positive effects on self-esteem because student feels more liked by classmates and feels more successful academically

Furthermore, many researchers believe that small group work increases higher-order thinking skills and a higher ability to reason. Berk and Winsler (1995). Claim, that peer interaction stimulates cognitive development when, children merge perspectives and truly cooperate in problem solving. While, working towards a common goal

Johnson & Johnson (1987) agree that more elaborative thinking, more frequent giving and receiving of explanation, and greater perspective taking in discussing material seem to occur in heterogeneous groups, all of which increases the depth of understanding, the quality of reasoning and accuracy of long-term retention.

However, there are concerns that the high-achiever will not be challenged, will be slowed down, or do all the work. Research, according to Johnson and Johnson, shows no loss, but often higher-achiever performs better in groups than alone, especially when looking at retention and strategy instead of just correct answers. Peer collaboration can help high-achiever have a more positive attitude about learning, become more motivated, and feel better about themselves. They are also seen as resources to their peers instead of competitors.

This allows high-achiever to perfect collaborative skills (Johnson & Johnson 1987, 170). Kagan et al (1985) add that high-achievers are usually better off working with low and medium ability student rather than other high achievers, but at times when no academic improvement is

made, high-achievers retains level. Lower achiever can be benefited from peer collaboration by increasing achievement. "There can be little doubt that the low and medium-ability student especially, benefit from working collaboratively with peers from the full range of ability differences" (Kagan et al 1985, 118).

Generally, low achievers work better if they are taught collaborative skills before group work begins and if their responsibility is assigned. Collaborative learning becomes less intimidating (Johnson & Johnson 1987).

Considering the social aspect, many researches contend that peer collaboration can improve student relations among different races, improve achievement, and overall personal relationships. Luther, (2000) interjects that students who use collaborative learning improve on learning working with others, developing respect and friendship among majority and minority students, and helping depressed and apartheid students Johnson and Johnson add, cooperative learning helps students to develop attitudes, value skills and things not learned from adults. Students do this through imitation of one another's behavior and admired competencies, shaping social behaviors, attitudes and perspectives.

The young leadership pedagogy "Children's team leading pedagogy" involves collaborative teamwork or peer collaboration learning together as a team or working together. As the team work together learning become desirable, the team learn new ways to tackle a problem from others and discuss. Sometimes given instruction by the team leader may fail but they are encouraged to try again, the team and the leader realize that falling is not bad but is a learning experience and each team helps its leader to become a better leader in the same way the team leader helps the team members to become better member, everyone's one input is needed. Hence the team members and the team leader build cooperation.

According to Maritta lamponen (2013), after completing an assignment the teams are given feedback. Each team has its own board, which has been divided into sections, and each member has their own area marked with his/her name. When presenting stickers to the teams the teacher point out the activity that went well or an example of effective teamwork in the given task or assignment. The team leader gets the sticker and decides whether she/he gives it to the whole team or individual member of the team. This is a great opportunity for the team leader to develop his/her ability to share, give feedback and motivate others .The rewards practice builds confidence in the children also builds effective cooperation among them. This way the children value the importance of working together as a group or team.

#### 4.3 Assessing Method Used In Young Leadership Pedagogy In Eskimo

Tina Bruce (2000,191) assessment help early childhood workers to find out about the child's progress based on observation made on the child either in natural situations or adult led tasks. Maritta Lamponen (2013) emphasized that leadership training is an emotional education, the children learn how to lead they also acquire experience in leadership, in different roles belonging to a group. The team leader encourages and praises others for work well done and builds up the spirit of the team. The teams change when needed, for instance every few months. Maritta Lamponen (2013) also stressed the importance of not mixing the members of the teams too often. In forming new teams, the group process starts from the beginning or at least goes backwards, it is good for the group leader to prepare themselves and the grouping process does start quickly through assignment and working together. The teacher of the class gives instructions in a way that includes the whole team for example " you can form a line as soon as everyone in your team is ready". However, in this type of instructions the whole team takes responsibility for all the members of the team and helps each member to get ready because it is everyone's individual goals as well as the team's common goal. If the team leader notices that someone is missing from his/her team, the team asks him/her to join the team. The children feel the importance of belonging in a group this embraces acceptance, encounter, safety and they practice love.

The role of the class teacher is to have an encounter with the children and help them to think and come to solutions independently, give less instruction and the presence of teacher offers safety. Bowman et al (2000,39) claims that when learning is the product of the child's guided construction rather than the teacher's transmission and child's absorption, what is learned becomes very individualized.

In addition, Maritta Lamponen (2013) states that learning starts when children belief in his/her self. An adult is not allowed to give instructions all the time and be involved in everything. When responsibility is given to the child he/she carries the responsibility together with others, if one fails or the team does not function, the team explains what happened. The situation in hand is not the problem of one child who failed but it is a concern for the whole team because it is a task that involves the team. Children are good with creative solutions when they are not given ready answers.

#### 4.4 Young Leadership Pedagogy And Involvement

Involvement plays a significant role in young leadership pedagogy approach in relation to learning among children in teamwork.

According to professor Ferre Leavers on experiential Education research (1976) the concept of involvement refers to a dimension of human activity. Involvement is not connected to specific types of behavior or to specific levels of development. Involvement focuses on the extent to which pupils are operating to their full capabilities. Especially it refers to whether the child is focused, engaged and interested in various activities. Involvement plays an important role in measuring how individual child's deep learning can be supported.

Csikszentmihayli (1979) cited in Leavers and Heylen (2003) speaks of "the state of flow", of which one of the most predominant characteristics is concentration and involvement. Involvement goes along with strong motivation, fascination and total implication. There is no gap between a person and activity, and no calculation of the possible benefits because of that, the perception of time is distorted (time passes by rapidly). There is openness to (relevant) stimuli and the perceptual. The cognitive functioning possesses an intensity that is lacking in activities of another kind. The meaning of words and ideas are felt more strongly and deeply. Further analysis reveals a manifest feeling of satisfaction and a bodily felt stream of positive energy. People seek the "state of flow" actively. Young children find it most time in play. One could describe a variety of situations where we can speak of satisfaction combined with intense experience, but not all of them would match our concept of involvement.

Also, according to Leavers and Heylen (2003) Involvement is not the state of arousal, arousal is easily obtained by the entertainer the crucial point is that the satisfaction stems from one source; the exploratory drive, which entails the need to get a better grip on reality, the intrinsic interest in how things and people exist in the world, and the urge to experience and figure things out.

Only when we succeed in activating the exploratory drive then we get the intrinsic type of involvement and not just involvement of an emotional or functional kind.

Involvement only occurs in the small area in which the activity matches the capabilities of the person in Vygotsky's "zone of proximal development" (Leavers, 1993) cited in Leavers and Heylen (2003). Involvement entails an intense mental activity, that a person is functioning at the very limits of his or her capabilities, with an energy flow that comes from internal sources or intrinsic sources, one cannot think of any condition more favorable to real development. If we want deep level learning, we cannot do without involvement. According to Leavers et al (1997) cited in Forbes (2004) involvement in deep learning are characterized by signals when children are Concentrated and engaged Interested, motivated, facial expression and posture, language (verbal expression) captivated Mentally active, Fully experiencing sensations and meanings, eager to continue with the activity and the activity falls within what they want to learn and know. The description of the signals can be used to establish how the child really feels and how involved they are.



Measuring of Involvement using the Leuven scale 5 pointing rating answers the question of how interested a child is in a setting, group learning, and teamwork. It can also be applied in measuring involvement level of each child in learning activity in the young leadership pedagogy. Tina Bruce (1997,43) claims that the involvement scale helps adults to see when children are deeply involved in their learning and this also helps adults working with young children to take a deep look at what they are offering children. Involvement is a practicable and stimulating principle to improve the quality of teaching.

#### 4.5 Young Leadership Pedagogy And Wellbeing

How a child learns is equally important as what s/he learns. Since young leadership pedagogy involve children's team leading and working together in teams in various task and activity. Individual child's self-esteem clearly influences learning disposition.

Katz (1995:62) cited in Waller (2005) explains disposition as a relatively enduring habits of mind or characteristic ways of responding to experience across different types of situations. Fostering positive dispositions leads to children becoming more purposeful and successful learning. Leavers (1994) cited in Waller (2005) argue that when children are engaged in deep level learning they have a positive disposition and which is displayed through high level of wellbeing. According to National quality standard professional learning program (2012), a strong sense of wellbeing is fundamentally connected to children's sense of belonging, being and becoming. When, children feel well, happy, secure and socially successful they are able to fully participate in daily routines and learn. Such as play, interactions, teamwork and experiences in their early childhood settings.

According to Leavers (1994) emotional wellbeing refers to the degree to which children feel at ease, act spontaneously, are open to the world, express inner rest and relaxation, show vitality, self-confidence, and are in touch with their feelings and emotions. Thus, indicating that their mental health is secured. Leavers also defines the key signals or characteristics of emotional wellbeing as follows: feeling at ease, acting spontaneously, free of emotional tensions crucial to good mental health linked to self-confidence and a good degree of self-esteem and resilience. In order to support individual child's deep level learning in group learning or in team work it is highly essential to look out for wellbeing signal or characteristics that will boot their learning outcome as a group or individual. Clegg (2015) claims that children who feel positive engaged and involved will learn better in a setting where children's sense of well-being is nurtured. Well-being is essential in ensuring high quality outcomes in children.

Maritta Lamponen (2013) lay emphasizes on sense of belonging, feeling happy, self-esteem, self confidence in belonging to a group or team work enhances individual's child learning and wellbeing.

## 5 STUDY DESIGN

### 5.1 Methodology

In early childhood research observation are used as a way of gathering primary data as part of both qualitative and quantitative methodologies. Although, they may appear similar to the observation practitioners undertake in the work place, there are profound differences not least because in research observation will be shared with others in the publication and report produced. However, is such a commonplace practice in early practitioners undertaking research it can be difficult to distinguish ones research practice from ones everyday practice. This is an ethical consideration that is worth reflecting upon (Albon and Rosen.2014). The observation research that was taken in Eskimo kindergarten for the children's age 6, the aim of observation was to find out how young leader team method used, promote children's wellbeing and involvement level. By, gathering information using Leven point 5 scales. Moreover, observation have different focus that of promoting children's learning and development either to inform planning or assessment or to supply information that will improve the quality of the work within the setting. Observation for research purposes may be of no direct benefits to individual children or the work of the setting. Although, this may be of the case, observations used in research are designed to supply data related to overall aim of the study or answer research question.

Observation type used in collecting data was observer as a participant, refers to when the researcher spend only limited amount of time with the group they are observing, in seeking permission from participants to join only in activities that they wish to observe. The advantage of this is that it is easier to remain objectives but a complete understanding of what is happening, may be difficult to attain because the observer remains an outsider (Johnson and Christensen 2012). In this regards, we participated only for one hour during preschool activities of weighing out objectives on the observation day. By using checklist approach where all that was required is to compare the well-being signals and involvements based on Leuven scale 5point and give a mark to each individual child observed.

### 5.2 Quantitative And Qualitative Observation Methods

These can either be quantitative in nature or qualitative, we have looked at this classification in our research study as it is one of the main methodological distinctions in planning research.

Quantitative observation sometimes known as structured observations are designed to give standardised, numerical data in an effort to reduce the number of variables and improve reliability of the findings. Johnson and Christensen (2012). Suggest that the following variables could be standardised in quantitative observation: who is observed, what is observed, when observations are to take place, where observations are to be carried out and how the observations are to be done. All these, were taken into consideration beforehand when planning for the observation, we planned for the age group that we wanted to observe, where the observation was going to take place, and how to carry out the observation. Together with the help from our thesis partner who was an Eskimo kindergarten for seeking permission beforehand.

Conducting the study Quantitative method was used, as the primary interest of this study was to find out how the young leadership pedagogy supports involvement and wellbeing in children's learning by measuring the level of wellbeing and involvement. To achieve the above objective, quantitative research method used for recording checklist. Quantitative research refers to empirical research where the data are in forms of numbers or measurements. The use of quantitative data in social research has its attractions. It carries an aura of scientific respectability because, it uses numbers and can present findings in the forms of graphs and tables it conveys a sense of solid and objective research. Quantitative research is often conceptualized by its practitioners as having a logical structure which theories determine the problems to which researchers address themselves in the forms of hypotheses derived from general theories. In this regard the observation was recorded on a 5-point scale, the two observers recorded numbers between 1-5 based on children's level of involvement and wellbeing observation, during small tasks which was given to children in a team work.

However, quantitative research gives researcher additional credibility in terms of the interpretation and confidence they have in their findings. Our focus was to use a 5-point scale to measure both involvement and wellbeing with Checklist style reporting sheets based on Bertram and Pascal's will give us an opportunity to be alert, to be active by observing the signal by recording data systematically and thoroughly in the observation chart. When there are high levels of wellbeing and involvement then deep level learning is taking place.

Qualitative observation are often undertaken for exploratory purposes and exactly that, will be observing and is not specific beforehand. Qualitative observations are usually undertaken in a naturalistic situations with what the researcher record being guided By overall aim of the research and interesting things they see at that time. Qualitative Research Is a part of social research, which is part of research, Research is the systematic investigation of a phenomenon and it is the process of searching investigating or discovering facts through scientific inquires such as observation, questioning, collecting information, and analysis. The philosophers of science remind that ideally, research produces knowledge through the discovery of new facts, theories, methods, and ideas. (Holosko, 2006a).

In this regards, conducting an observation of children aged 6 years old (preschooler group at Eskimo's kindergarten). The qualitative research methods implied through observation method of collecting Data by recording and gathering the information. By using Leuven scale point 5 in measuring individually child well-being and involvement level during groups tasks. However, the description methods do not examine the impacts of a phenomenon or intervention and do not explain or confirm the relationship between the independent variables in conducting descriptive research, observation, investigations, rather determine how the variables are distributed or how the sample can be characterized. Furthermore, Qualitative method emphasize being inductive over being deductive. They, favor naturalistic emphasize observation and interviewing over the decontextualizing approaches of quantitative research. As such, they imply a degree of closeness and absence of controlled conditions that stand in contrast to the distance and control of traditional scientific studies. Qualitative is predicated on an "open systems" assumption where the observational context and the observer is part of the study itself (Manicas & Secord, 1982). In contrast quantitative research favors a closed or controlled system approach in which every effort is made to neutralize the effects of the observational context (including the observer).

## 6 Data Collection

Observation is about watching children's actions, expressions, gestures and behaviours, and listening to their talk and interactions. Sometimes it is about joining in with their play or conversations and sometimes about asking and responding to questions. Always, it requires a sensitive and respectful approach to children's play and an attitude of openness to the individual's learning agenda.

Observation also can be defined as the key to understanding young children as learners and a vital tool in finding out more about them as individuals. It is an integral part of the assessment and planning cycle and a firm basis for reflection.

Observation data collection method was used to collect the data by using leaven scale point 5 in measuring children's level of wellbeing and involvement of 6 years old at Eskimo's kindergarten for the preschoolers group, in a team work of 4 to 5 children in a group.

Observation is a systematic method of data collection that relies on a researchers' ability to gather data through his or her senses. The observation used is structured observational studies which collected both qualitative and quantitative data. These kinds of observation are highly systematic: and often rely on predetermined criteria related to the people, events, practices, issues, behaviors, actions, situations and phenomena being observed. (Agroisino, M.V & Petez, K A.2000 `Rethinking observation method to context)

Why do we observe children in early childhood while in pre- school?

To begin with, we observe children in early childhood education for a number of reasons e.g. to know the child's physical, social, emotional, language, cognitive development. The most important reason for performing observations and assessments is to ensure that every child's needs are met (Bruce, T. 2006). According Sharman et al (2006) one of the reasons identified for doing an observation is to meet children's needs. Children and young people are unique and to be aware of their qualities we need to take an interest in what they are doing, listen to what they are saying and learn from what they are telling us.

Secondly, Children and young people may communicate their needs in a variety of individual ways. Older children may be able to tell, what they want but could also behave in a way that suggests there is a need for support. Young children usually demonstrate their need using more primitive methods. For instance, one child may scream for attention while a second bite another person has to express his or her needs. However, both behaviors are essentially anti-social but we might understand the reasons, if we observe how it happens. Furthermore, Observation is essential to the evaluation and assessment of young children's strength and needs. If, there is a delay in development growth are suspected. Specialist who diagnoses children abilities, use observation to compare children's current abilities to what typically observed in other children at the same age and stage (Supporting inclusion in early childhood education, 1998).

Lastly, Observation can give information about the learning environment. For example, how children use the resources in the kindergarten if they are accessible and safe. Observation also provides knowledge about the layout if it is suitable for children in order to enable proper supervision from the workers. Observing the settings in the kindergarten can also help workers to find out ways in which children learn and how learning can be promoted. In addition, Observation gives information about individual children in the form of development, health, well-being, personality, response and behavior in different contexts and environments. When observing a group of children, the staff can find out differences between indi-

vidual children (e.g. growth, response to adults) how the children interact between each other, how conflicts arise and how the children are able to deal with them. It can also give knowledge of how children learn from each other and how the whole group functions (Bruce, T. 2006).

#### 6.1 Focuses For Observaation

According to Sharman et al (2006, 12) children need to develop a variety of skills that enables them to fulfill their individual potentials. There are numerous aspects that can be observed and it is important to know what we want to find out before the task starts. Observing the development and skills of a child provides information about whether s/he is developing according to his/her age and whether there is a need to give him/her more support in some areas.

Skills can be divided into physical (gross and fine motor skills), intellectual (e.g. memory, concentration), communication and literacy, emotional (e.g. self-esteem) and social skills. These can be observed by giving the child a small task. For instance, intellectual skills can be evaluating through solving puzzles. Free play provides knowledge of how the child interacts in a peer group.

The social context in which the child is can give information about how she or he acts in different settings. How does she or he behave alone or together with an adult, does s/he need the support of an adult or is she independent? Is there a difference when the child is with a familiar child compared to an unfamiliar one?

How does s/he interact in a small group compared to a large one? The social context can be varied in many ways depending on what the aim of observation is. For example, a child with special needs (e.g. speech impairment) could benefit from attending a small group in a different kindergarten.

Observation can give information whether this change is necessary. Also Sharman et al (2006, 12) emphasized the important of individual child's development by observing their skills we will be able to provide activities that will enable them to progress.

## 7 Leuven Scales

## 7.1 Leuven Scales For Involvement

Level	Well-Being	Signals
1	Extremely Low	Simple, repetitive and passive activity. Seems absent, no energy. Might stare off into space or look at what others are doing.
2	Low	Activity is interrupted frequently. Engaged for periods when observed combined with non-activity and staring off into space as well as getting distracted.
3	Moderate	Mostly continuous activity. Child is busy but at 'routine' level, limited signs of involvement. Some progress in task but not much energy and easily distracted.
4	High	Always seem to be involved in task with good intensity at times. Concentration is very good.
5	Extremely High	High concentration, highly creative and energetic and solid persistence at almost all times. Continuously involved in task.

## 7.2 Leuven Scales For Wellbeing

Level	Well-Being	Signals
1	Extremely Low	Clear signs of discomfort – crying or screaming Look angry, frightened, sad or dejected Doesn't respond to environment, is withdrawn, avoids contact Possible aggressive behaviour, hurting themselves or others
2	Low	Posture, facial expression and actions imply child is not at ease Signs are less explicit than level 1 Sense of discomfort not always expressed
3	Moderate	Neutral posture Little or no emotion from posture or facial expression No indication of sadness or pleasure, comfort or discomfort
4	High	Obvious signs of satisfaction Intensity of signals not always present
5	Extremely High	Child looks happy, smiles, cries out with pleasure Possibly lively and energetic Child may talk to themselves, hum, sing Appears relaxed, no signs of stress or tension Self-confidence and self-assurance are expressed

## 8 Observation And Implementation

The assessment started with measuring children's level of well-being and involvement using the Leuven scales. The children's were observed individually in their group, since the young leadership team or group is made up of four children in a team. The observation took place during teamwork lesson activity. The lesson activity involves experimental science of weighing an object and comparing weight of object. The findings were recorded down in a paper for each observed child. The lesson began at 10:00 and lasted for an hour.

The two observers started their observation at the same time observing child A and child B involvement level by allocating 12 minutes for each child. After that the observer switched to the measurement of wellbeing of child A and child B and repeated the same process for child C and D.

Child A (Involvement) was observed for 2 minutes and three times per session a total of six Observation and twelve minutes for him.

Child B (Involvement) was observed for 2 minutes and three times per session, a total of six observation and twelve minutes for child B

Child A (Wellbeing) was observed for 2 minutes and three times per session a total of six Observation and twelve minutes for child C.

Child B (Wellbeing) was observed for 2 minutes and three times per session a total of six Observation and twelve minutes for child B

Child C (Involvement) was observed for 2 minutes and three times per session a total of six Observation and twelve minutes for child C.

Child D (Involvement) was observed for 2 minutes and three times per session a total of six Observation and twelve minutes per D.

Child C (Wellbeing) was observed for 2 minutes and three times per session a total of six Observation and twelve minutes for child C

Child D (Wellbeing) was observed for 2 minutes and three times per session a total of six Observation and twelve minutes for child D.



### 8.1 Data Analysis

The important step is to analyze the data obtained from the checklist style report observation sheet which is used to record the observation. The observers have recorded the observation and also their level of wellbeing and involvement using the Leuven scale number 1-5 while observing each child during their lesson activity. The level of wellbeing and involvement observed was to analyze an involved child concentrates his/her attention on a specific focus want to continue the activity and to persist in it. Well-being shows one is doing well emotionally, is feeling comfortable with oneself as a person and a low level of wellbeing signals shows that a child does not succeed in fulfilling his /her basic needs.

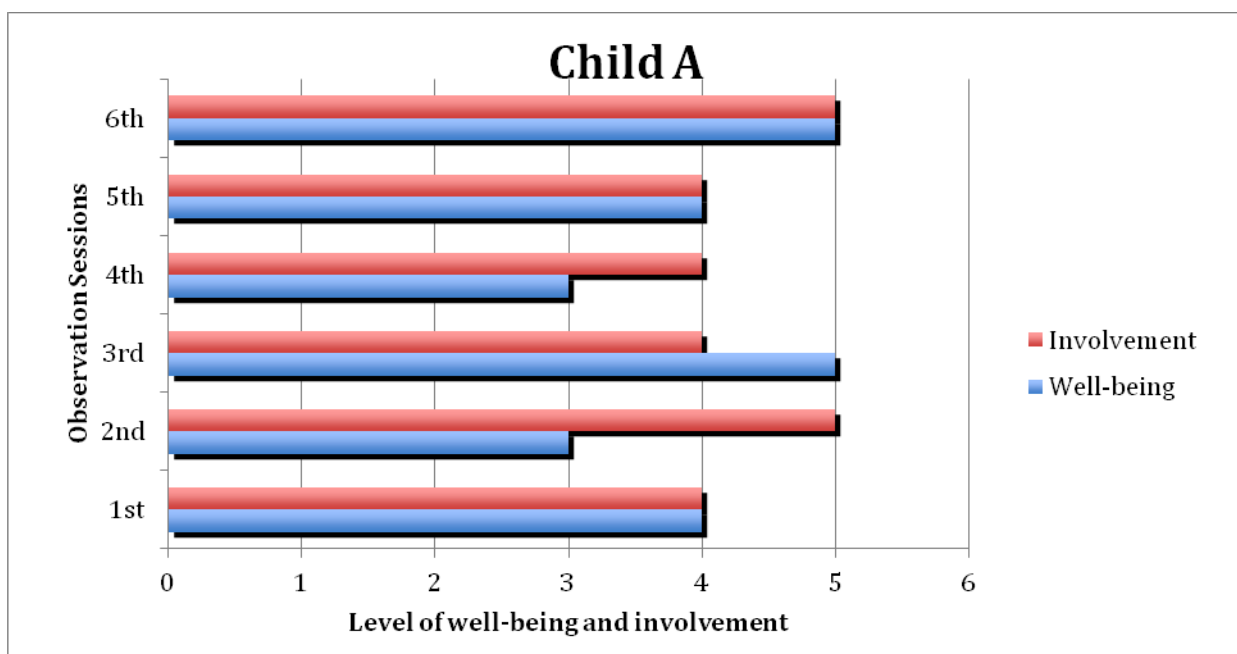
The result is indicated from the table below, for four different children who were observed.

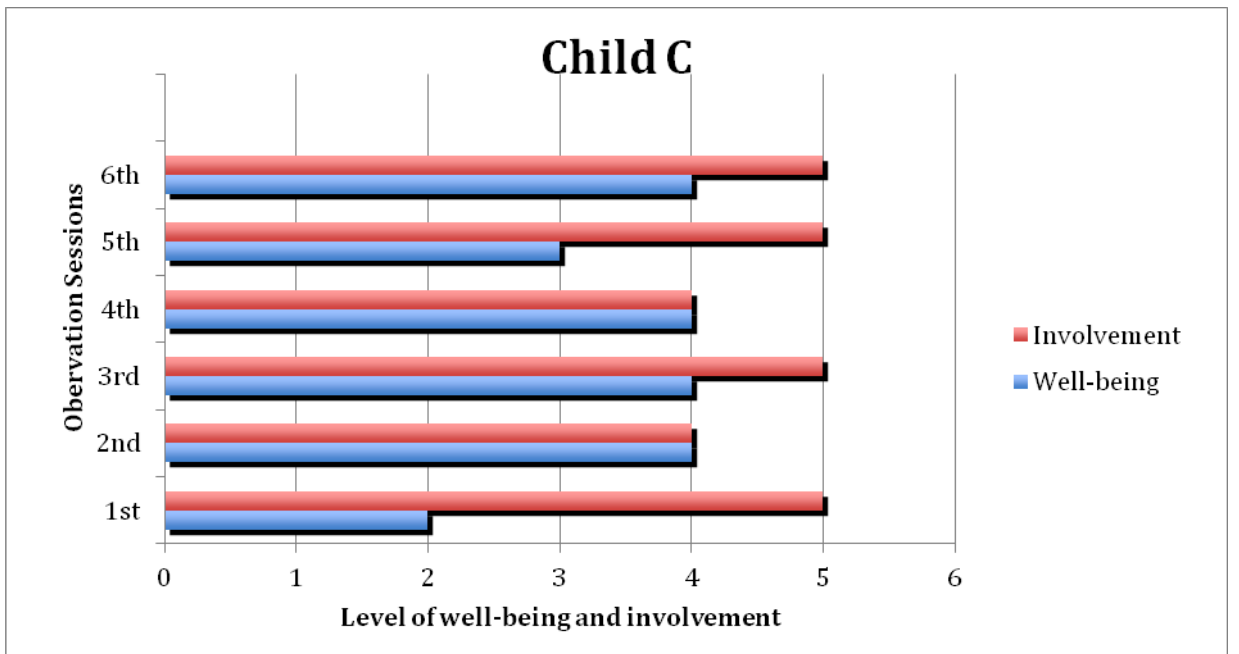
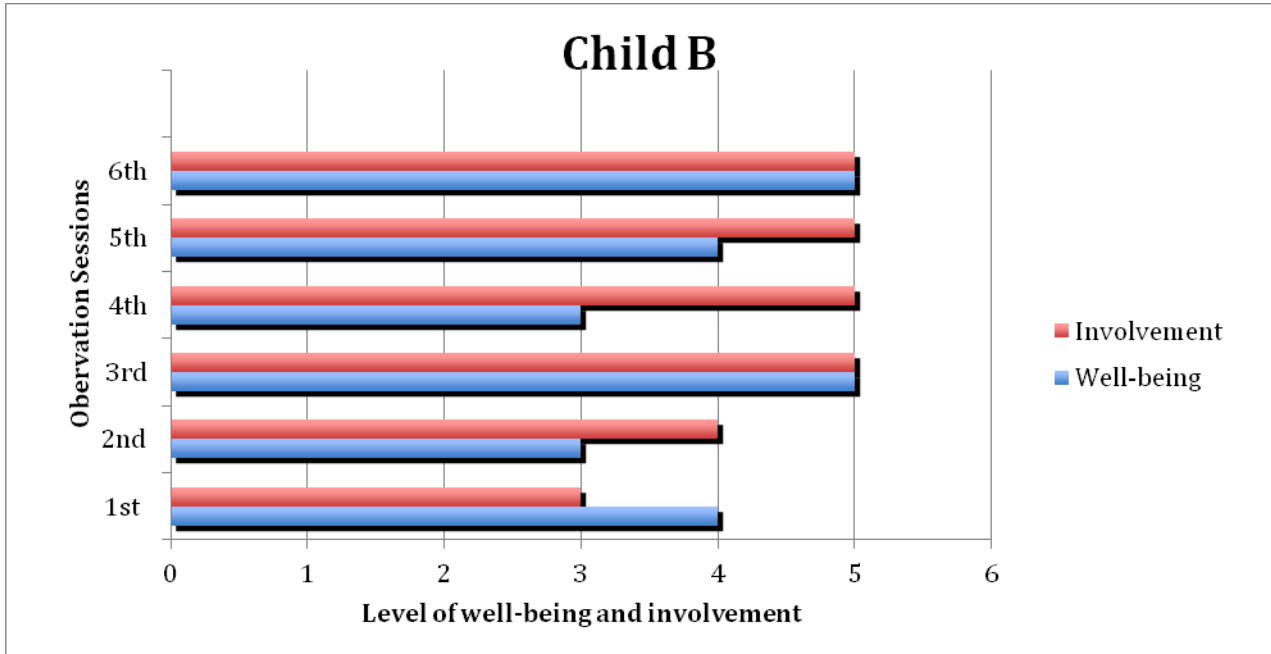
		OBSERVATIONS						Total out of 30
		1st	2nd	3rd	4th	5 <sup>th</sup>	6th	
Child A	Well-being	4	3	5	3	4	5	24
	Involvement	4	5	4	4	4	5	26
Child B	Well-being	4	3	5	3	4	5	24
	Involvement	3	4	5	5	5	5	27
Child C	Well-being	2	4	4	4	3	4	21
	Involvement	5	4	5	4	5	5	28
Child D	Well-being	4	2	3	3	4	3	17
	Involvement	2	3	3	3	3	3	17

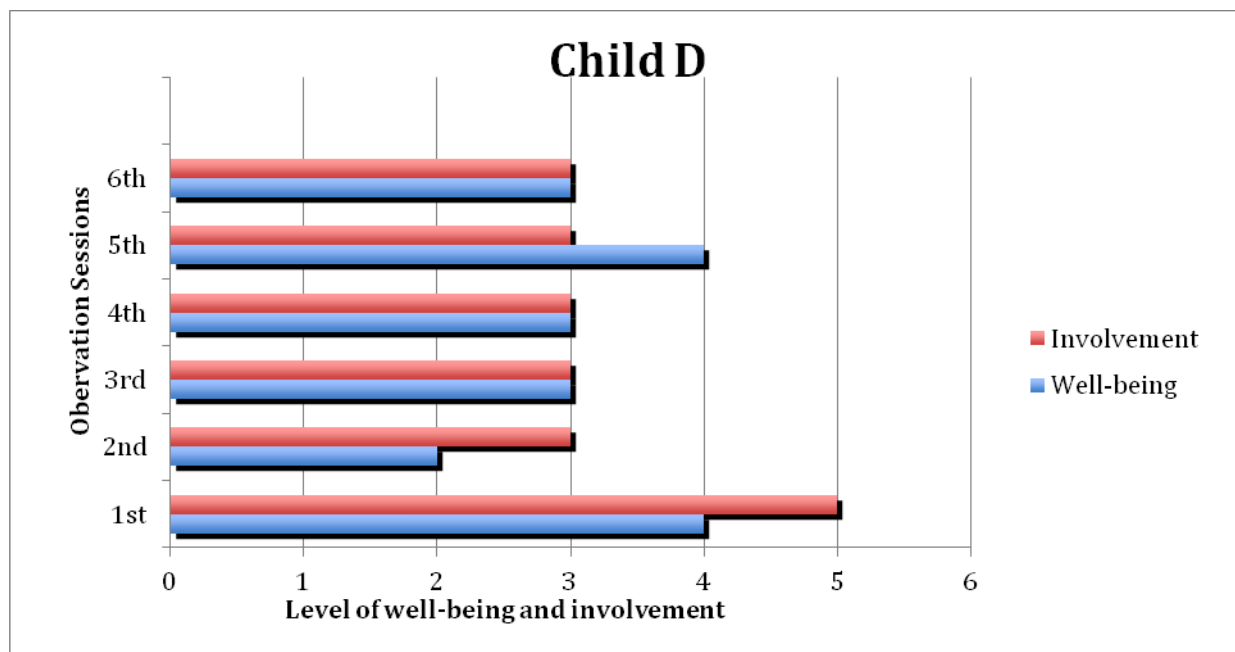
From the above table, each child was observed 6 times and each time was two minutes observation and a total of 12 minutes in wellbeing and 12 minutes for involvement level. To begin, with child A wellbeing level was changing each after two minutes and sometimes was at the same level. Moreover, child B, C, and D level of wellbeing and involvement were indicated to be changing for each two minutes while observing. Therefore, every number which was recorded down, it is based on the Leuven scale point 5 charts. In this case, a number two wellbeing lever illustrates clear signs of discomfort-crying or screaming, look angry, does respond to environment. While, the involvement level 2 ranged on simple repetitive and passive activity, seems absent and no energy. Furthermore, level 3 wellbeing the kids showed to be

busy but at routine level, limited sign of involvement, less energy and easily distracted. Whereas involvement level 3, kids showed neutral posture, little or no emotion from posture or facial expression. The involvement level 4, shows the kid involvement in a task and good concentration while, level 4 wellbeing, the child indicated sign of satisfaction while doing mathematics. In level 5 wellbeing the child looks extremely happy, conversing in a group, and there were no signs of tension or stress appeared. While, level 5 involvement, a child showed high concentration, creativity, and high level of involvement in a task.

The following are the findings showed in histogram chart, to emphasize the observation findings in wellbeing and involvement level.







## 9 Findings

The observation was completed during the preschool lesson activity; the observation was conducted over one day in total acquired 2:30 hours, 1 hour for observation, one hour before the observation for preparation and 30 minutes discussion with the preschool teacher concerning the observation. Observer as a participant method was used which refers to limited time spent by observers with the group that was observed. Four children were observed by using the Leuven scale together with the checklist style report sheet of involvement level and wellbeing and each child was observed in their teamwork.

The people present were two preschool teachers, two observers and the preschoolers group. The observation group consisted of 4 children in a team and a total of 22 children and four teams. The observation took place in the classroom environment. The lesson activity involved group learning and this method of learning is used in the young leadership pedagogy. The group age which observed were all 6 years old. During the observation and after the following themes emerged, children involvement, wellbeing, leadership skills, social skills and cognitive skill

## 9.1 Involvement

Involvement is important in children's learning. According Laver (1994) involvement does not occur when the activities are too easy or when the task is too demanding. Involvement is situated at the edge of child's capability or in the zone of proximal development. During our observation it was observed and recorded the involvement level of each child in the team activity varied and also a child level of involvement is supported by the teamwork or peer collaboration. During the teamwork it was also observed that teamwork promotes sense of belonging and high self-esteem among children Further the quality of their individual learning outcome and team-learning outcome is high. This way they are able to think and experiment ways of solving problems and the joy of finding solutions.

Child A and Child C their involvement level was high in the teamwork they had deep concentration in the activity.

Child A level of involvement signals ranges from 4 to 5 point. He was very creative in weighing and comparing the weight of the object in the team work. Child A showed constant zeal and interest in the teamwork by gathering various objects to use for the experimental weighing. "Child A" when he or she was comparing the weight of the object he/she decided to use Legos and building wooden blocks in comparing the weight. Firstly, he or she took the Lego and placed it on the weighing pan of the scale, the child discovered that the object weight is the same and there is no difference in the scale. The child suggests to his or her team member to put all the Legos in a nylon bag and on the other side of the scale they decided to put two small size wooden building blocks. Child A and his/her team members discovered that the weight of the Legos in the nylon bag weigh more than the two wooden small size blocks.

From the overall observation based on the involvement level of child A, the total number of the involvement level is 24 out of 30. It reveals that child A was energetic and he/she showed solid persistence at almost all times involved in the lesson activity.

Child C the involvement level ranges from 4 to 5 point. The child showed responsiveness, interest and focus toward the lesson activity. From the child's facial expression and oral expression during the lesson activity it reveals high level of energy also the child showed prolonged interest in the lesson activity by working together with his or her team member in weighing object. The child also took the responsibility to record the result in the group team sheet. From the overall observation based on the involvement level child C was watchful and response to stimuli introduced during the lesson activity.

Child B involvement level signal ranges from 4 to 5 point refer to high and extremely high. He was very creative in weighing and comparing the weight of the object given to team. Child A showed a constant zeal in team task. Meaning that, his reaction of accomplishing the task was

at higher level. He supported the group members by asking questions and making decision all the time. However, his wellbeing level did not match with the involvement. There was a time during the observation he showed neutral posture such as limited sign of involvement as he was not doing anything for few minutes he was laying down and look others. It might be that the boy was already tired due to the effort he put from the beginning of the task. Although, it was not bad either, as he got mark 3 to 5 still in involvement level during the 12 minutes observation.

Child D level of involvement was average and low at a time as she showed no emotion, neutral posture whereas, there were times that she interacted at higher level by asking questions from the teacher. And some other time she felt discouraged and disappointed for a while. Until the teacher showed initiative hence her carried out with the activity and reached to their goal. However, In this group there were only two children on that day, as two members were sick, so it might be that the situation lowered the group motivation on that day. Moreover, the teacher interaction enhanced goal accomplishment as they were motivated to continue with their task because they got help from the teacher and it ended up very smoothly and this was during the 12 minutes observation for child D involvement level.

## 9.2 Wellbeing

Wellbeing is important in nurturing quality outcome in children's learning. According to National quality standard professional learning program (2012), a strong sense of wellbeing is fundamentally connected to children's sense of belonging, being and becoming. Wellbeing is an important factor in a child's-learning atmosphere. A good emotional wellbeing supports a child sense of belonging and self-esteem in teamwork or peer collaboration. There are signals shows a child's wellbeing is either high or low.

The level of wellbeing measured varied. Child A and Child B showed high level of intensity and energetic with their teamwork.

Child B wellbeing level indicated to be moderate, high and extremely high, whereby he got points 3, 4 and 5 based on wellbeing signals on the Leuven scale 5point. Where, he got 4 point he showed sign of satisfaction, intensity and not always present, in this case there was a time that his face indicated happiness, energetic while doing the activity and emotional satisfied. While, 3 point given he indicated neutral posture, he did not show any emotion from posture or facial expression, or indication of him being sad. Instead he was laying down with his tummy and looking what others were doing and he showed surprised face for a while he was looking at me. It is possible that he was surprised to see a new adult sited besides and watching what they were doing. But, again he continued with his task till the end by showing high level

of wellbeing and he got 5point. Such as he looked happy, there was no sign of stress indicated and at lastly he proved to be self-confident during the presentation.

Child A wellbeing level at the beginning of the task was high and it dropped to 3 “moderate level” this reveals that the child was happy and joyful while working and completing the task with his or her team members. Also his/her facial expression reveals no signs of sadness or discontent with team member.

Further on, the wellbeing level increases to level 5 “extremely high level” at this level the child look extremely happy, lively and energetic while weighing and experimenting various object and comparing the weight. When. During the task child A expressed himself-herself by shouting or jumping as an indication of finding a solution to the task. At the end of the task child A was able to present their group result to the class member without stress or tension and the total number of wellbeing level of child A is 24 out of 30.

Child D wellbeing level indicated to be 2, 3, and 4 refers to low, moderate, and high. At the beginning her facial impression indicated that she was not at ease and showed a sense of discomfort whereby she got point 2 based on wellbeing signals. As, she showed less motivation in doing the task and it might be that she did not understand what she was supposed to do despite the fact that she was the group leader and two members from the group were missing from their group. As the time went on her wellbeing level was rising and reached point 4. By showing signs of satisfaction it when her team member took initiative and went to ask some question from another group, while he returned they started with discussion and involving in their task. At the same time the teacher interacted and helped them with ideas; enhance the achievement of the task. At this time her face was happy, she was more talking and showed satisfaction on what they did. Generally, her wellbeing level was ranging from low to high level due to team working. May be if she was alone she would have not accomplished her assignment.

### 9.3 Children’s Leadership Skills

Leadership skills and qualities are easily developed or acquired if children are given the opportunity as suggested by Tina Bruce (1997). Children learn best when they are given responsibility allowed to make errors in decisions and respected autonomous learner. Therefore, in the finding, we observed that, the children can learn leadership skills as adults when there is an opportunity for that. As the preschool group in Eskimo are given opportunities to be leaders in their teams. In this case, they have a chance to practicing leadership skills such as, leading others, making decision, problem solving, and communication skills as well as respecting one another. All these qualities were indicated during their activities as the leaders

were able to lead their group, communicating nicely and respecting one another, plus solving problems within their group. It might be that these skills were well mastered due to the children's age group as; they were all 6 years old. Another reason it might be that they have been practicing the leadership skills from younger age at the kindergarten.

#### 9.4 Social and Cognitive Skills

The critical importance of social context for cognitive development and culture. Vygotsky argue that learning awakens a verity of internal development process that is developed when the child is interacting with people in his environment and in co-operation with peers (Vygotsky 1978, 90; Tina Bruce 2004). In addition, building social skills in children cannot be done in isolation it involves social relationship or interactions with others, working in-group or team. The findings showed that group learning teach and enhances social skills and cognitive in children's learnings as children get opportunity to practice these skills while working in a team. Such social skills are cooperation, problem solving, negotiating, and taking turn. The children observed indicated these skills throughout their task, as we could not see any problem that arouse during the observation time. And, cognitive skills were at good level as the children had to think and come up with a solution.



## 10 Ethical Considerations

Ethical issues are essential for all research to maintain scientific quality. Denscombe (2004, 134) points out that social researchers should be ethical in the collection of their data, in the process of analyzing the data and in the dissemination of findings. The ethics in this research were taken into an account, according to Denscombe (2004); three ethical principles of research. The ethical principles are divided into three areas:

1. The interest of participants should be protected, 2. Researchers should avoid deception or misrepresentation and 3. Participants should give informed consent.

### Principle 1: The interest of participants should be protected

According to Denscombe (2004), people should not suffer as a consequence of their involvement with a piece of research. Those who contribute to research findings as informants or as research subjects should be no worse off at the end of their participation than they were when they started. Nor should there be longer term repercussions stemming from their involvement that in any sense harm the participants. In accord with this principle, researchers have a duty to consider in advance the likely consequences of participation and to take measures that safeguard the interests of those who help with the investigation. They need to ensure that participants do not come to any physical harm as a result of the research and disclosure of information collected during the research. Also, researchers need to protect the interests of the participants by ensuring confidentiality of information that is given to them and care need to be taken not disclose the personal identities of individuals who have contributed to the findings.

In order to safe guard the children during the observation personal identities of the children who contributed to the research were not used instead the children were represented with codes as child A, child B, child C and child D. Careful precaution was also taken into account as, the research target group are pre-scholar age 6 by ensuring the information collected and findings during the research does not place any psychological harm or sensitive issues that might cause trauma or affect their wellbeing and their academic achievement.

#### Principle 2: Researchers should avoid deception or misrepresentation

According to Denscombe (2004), researcher should avoid deception or misrepresentation in their dealings with informants or research subjects. they are expected to be open and explicit about they are doing and let people know that they are researchers and they intend to collect data for the purpose of an investigation into a particular topic. Also, they are expected to tell the truth about the nature of their investigation and the role of the participants in that research.

As this research involves children and the working life partner the thesis contract was signed and agreed upon. In addition, the thesis plan was sent to the kindergarten head teacher to read and a meeting was held with the kindergarten head teacher for further explanation and discussion in details. To avoid deception and misrepresentation in the research study, necessary permission was taken to carry out the observation and the observation was done carefully without imposture on the participants involved in the observation and without gender discrimination.

#### Principle 3: Participants should give informed consent

According to Denscombe (2004,138) people should never be forced or coerced into helping with research their participation must always be voluntary and they must have sufficient information about the research to arrive at a reasoned judgment about whether or not they want to participate.

Since, the research involves children in the kindergarten and the teaching method used in the kindergarten. The children consent or permission in the research was endorsed by the head teacher of the kindergarten also the working life partner was not forced into helping in the research rather the working life was happy and willing to provide material and support for the thesis since the outcome of the research will be beneficial to the working life partner and the head teacher that developed the young leadership pedagogy.

### 11 Trustworthiness

According to Denscombe (2004, 137), there is a general expectation that researchers should operate in an honest and open manner with respect to their investigation. To achieve trustworthiness in this research, processes, findings and role of the participants in this study the data collected is used only for the purpose of this research. Shenton (2003), states that trustworthiness of qualitative research generally is often questioned by positivists because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. One of the key criteria addressed by positivist researcher is that of internal validity in which they seek to ensure that their study measures or tests what is actually intended.

Denscombe (2004), further reinforce that validity means that the data and the methods are right in terms of research data, the data reflect the truth, reflect reality and the method used in obtaining the data addresses the question and the accurate result.

Therefore, in this study the method used in obtaining the data is observation using Leuven scale of wellbeing and involvement with carefully application of the checklist style, this method applied to support measurement of involvement and wellbeing base on 5-point scale level and is the most suitable method used when observing children based on learning outcome in relation to their individual wellbeing or involvement in group learning.

Another ethical issue is reliability according to Denscombe (2004, 273); the classic meaning of reliability is whether the research instruments are neutral in their effect and would measure the same result when used on other occasions. The issue of reliability is transformed into the question; if the research is re-conducted with the same parameters, the conclusions should be the same. Researchers need to feel confident that their measurement are not affected by research instrument that gives one reading on the first occasion it is used and different reading on the next occasion when there has been no real change in the item measured. This is why they are concerned with the reliability of a research instrument. A good level of reliability means that the research instrument produces the same data time after time on each occasion that is used and that any variation in the results obtained through using the instrument is due entirely to variation in the thing measured.

In this study the reliability method use showed no variation in method applied although this would have been more justified if the research is done repeatedly for a long period of days or months but to a larger extent this method of observation used in the collections of data is reliable and measurement obtained is trustworthy. To also justify the reliable of the study the method was used by Ferre Leavers (1994) to improve quality of any educational outcome in any educational settings by measuring the degree of emotional wellbeing and the level of involvement through the critical reflection of twelve Flemish preschool teachers assisted by two educational consultants.

## 12 Discussion and Outcomes of the Observation

The thesis focused on observing how young leadership pedagogy promotes wellbeing and involvement in children's learning at Eskimo kindergarten. This method of teaching is implemented at Eskimo kindergarten. In order to achieve this study, the observation was conducted by observing how the leading teams promote the level of involvement and wellbeing. Therefore, the analysis of the study showed that to a larger extent, this method of teaching works very effectively, and the children's level of wellbeing and involvement is improved significantly as compared to learning individually. According to Johnson, cooperative learning is the instructional use of small group that allows students to work together to maximize their own and each other's learning members are split into small groups (Johnson et al 1994, 3).

Furthermore, when kids are paired with one another, they acquire different social skills from each other as stated by Johnson and Johnson (1987). Peer collaboration broadens one's worldview and that one learns to view things from others' perspectives. And this forms "One of the most critical competencies for cognitive and social development." Davidson and Wors-harn (1992) agree that student's perspectives are broadened by other's viewpoints. Student see how others think, feel, their talents and dreams. Webb contends that the perception of the group members about the task being performed as well as prior education, and variance in group work prior contribute to variation of success of group work (Fall, Troper, & Webb 1995).

Besides the cognitive dimensions, the affective dimensions are also integral to the context of collaborative learning. Regarding self-efficacy and self-esteem, greater achievement is typically found in collaborative situations where the peers work together than in situations where individual work alone.

### 12.1 Leadership

In the long run, good leadership skills and qualities are easily developed or acquired if children are given the opportunity as suggested by Tina Bruce (1997). Children learn best when they are given responsibility and allowed to make errors in decisions and respected as autonomous learner. Vygotsky suggested we learn through social interaction. He described ZPD, as the area between a child's actual level of development and the potential level of development that can be achieved with the help of a more knowledgeable partner. (Seth Chaiklin, 2003). From the findings we identified that, any child can be a leader if, she/he is given an opportunity to try and with some encouragement. We found this to be true with the four teams observed. The group leader for the day put in so much effort. For instance, in team A, the leader showed higher level of involvement by asking questions from team members, and

listening to others, communicating effectively to group members, and making decision as a team leader hence accomplishing assigned tasks.

Since leadership skills can be learned, Lynch & Simpson (2010, 4) suggested that children should be provided with learning material that encourages cooperative play such as toys. Also, activities that promote cooperation, helpfulness and generosity rather than those that are competitive should be encouraged. Children learn immeasurable array of skills during play and group activities. For example, children develop skills such as planning and decision making which are important facets of leadership skills.

## 12.2 Social Skills

Play or group activities provides a means and opportunity for children to learn and improve their social skills and each type of play stimulates different types of social interactions. For instance, a well-stocked pretend play center is filled with real object, writing materials, play telephones and dress up clothing and these items promote children's social skills development as they begin to interact with other using social skills such as communication skills, (listening) organizational skills, confidence and the use of appropriate words. In addition, children learn social skills from adult and the people around. Teaching children appropriate social behaviors at everyday events or interaction with an adult often become teachable moments. Also, such social event provides opportunities for children to learn about the feelings of others. Kostelnik et al (2012) also stress the importance of adults in helping children achieve desirable standards of behavior rather than simply restricting or punishing them for inappropriate conduct. Social stories can also be use by teachers in supporting or learning social skills. Through the use of social stories teacher can address specific behaviors such as communicate nicely with one another, taking turns, planning, sharing toys, encouragement and motivation. After the target skill is identified, the teacher along with the children can demonstrate a story on how to use the skills (Lynch & Simpson (2010).

From the findings, the team work for children of six years old indicated high social competence in working in a team of four children. Also, we observed that there was high level of cooperation among team members, for instance when the task was given to each group the first indication the group showed was communication and dividing the task for each group member. After, they shared their opinion and started working together as a team. Such skills as negotiating, taking turn and cooperation was showed to the larger extent. This indicated that collaborative learning has positive effects on improving children's social skills and cognitive skill such as, problem solving skills in team work.

### 12.3 Wellbeing

Katz (1995:62) cited in Waller (2005) explains disposition as a relatively enduring habits of mind or characteristic ways of responding to experience across different types of situations. Fostering positive dispositions leads to children becoming more purposeful and successful learners. Leavers (1994) cited in Waller (2005) argue that when children are engaged in deep level learning they have a positive disposition and which is displayed through high level of wellbeing. According to National quality standard professional learning program (2012), a strong sense of wellbeing is fundamentally connected to children's sense of belonging, being and becoming. When, children feel well, happy, secure and socially successful they are able to fully participate in daily routines and learn. Such as play, interactions, teamwork and experiences in their early childhood settings.

The observation research findings have proven that, the children in Eskimo kindergarten have high level of wellbeing and this is promoted through group learning. The children indicated a sense of belonging, relaxation, happy faces and socialization from one another. While, working in a team moreover there was no indication of bad feeling toward any of the children that were observed. However, in some situations a child showed neutral posture. She did neither indicated negative feeling either positive one, for a while. Then, suddenly during the last minutes the wellbeing signals was showed by her. This is further justified theoretically according to Leavers (1994) emotional wellbeing refers to the degree to which children feel at ease, act spontaneously, are open to the world, express inner rest and relaxation, show vitality, self-confidence, and are in touch with their feelings and emotions. Thus, indicating that their mental health is secured. Leaver also defines the key signals or characteristics of emotional wellbeing as follows: feeling at ease, acting spontaneously, free of emotional tensions crucial to good mental health linked to self-confidence and a good degree of self-esteem and resilience. In order to support individual child's deep level learning in group learning or in team work it is highly essential to look out for wellbeing signal or characteristics that will boot their learning outcome as a group or individual. Clegg (2015) claims that children who feel positive engaged and involved will learn better in a setting where children's sense of well-being is nurtured. Well-being is essential in ensuring high quality outcomes in children.

### 12.4 Involvement

The findings showed that, the young team leaders mostly succeeded in their given task because there was high level of involvement from the group members. For instance, child A showed full capability during the task, he was fully engaged in the activity with good intensity and concentrating on finding out the result from the weighing of objectives which they finally achieved. That contributed to goal achievement as he was a group leader on that day.

According to professor Ferre Laevers on experiential Education research (1976), the concept of involvement refers to a dimension of human activity. Involvement is not connected to specific types of behavior or to specific levels of development. Involvement focuses on the extent to which pupils are operating to their full capabilities. Especially it refers to whether the child is focused, engaged and interested in various activities. Involvement plays an important role in measuring how individual child's deep learning can be supported.

Csikszentmihayli (1979) cited in Leavers and Heylen (2003) speaks of "the state of flow", of which one of the most predominant characteristics is concentration and involvement. Involvement goes along with strong motivation, fascination and total implication. There is no gap between a person and activity, and no calculation of the possible benefits because of that, the perception of time is distorted (time passes by rapidly). There is openness to (relevant) stimuli and the perceptual. The cognitive functioning possesses an intensity that is lacking in activities of another kind. The meaning of words and ideas are felt more strongly and deeply. Further analysis reveals a manifest feeling of satisfaction and a bodily felt stream of positive energy. People seek the "state of flow" actively. Young children find it most time in play. One could describe a variety of situations where we can speak of satisfaction combined with intense experience, but not all of them would match our concept of involvement.

Leavers and Heylen (2003), states that Involvement is not the state of arousal, arousal is easily obtained by the entertainer the crucial point is that the satisfaction stems from one source; the exploratory drive, which entails the need to get a better grip on reality, the intrinsic interest in how things and people exist in the world, and the urge to experience and figure things out.

Only when we succeed in activating the exploratory drive then we get the intrinsic type of involvement and not just involvement of an emotional or functional kind.

In this regards, our findings for children's involvement level in collaborative learning contributed to extreme level of satisfaction and learning. Child A, B, C and D involvement level showed that they enjoyed the team learning and they engaged fully throughout their task.

To conclude, in this study using involvement and wellbeing measured, a child's high level of wellbeing and involvement lead to a child's high level in deep learning outcome and the child's total development, including learning and the building of various skills.

13 References:

Alistair Bryce -Clegg.2015. Best practice in the early years: Guide to the early years, turning theory into good practice, UK: Bloomsbury

Asia-Pacific end of decade notes on education for all: early childhood education care, education.2012.UNESCO, and UNICEF. Accessed 9 July 2015.

<http://unesdoc.unesco.org/images/0021/002171/217145e.pdf>

Agroisino, M.V & Petez K.A 2000) ` Rethinking Observation Method to Context.

Barthold, k.2014.The emergence of leadership in children: The role of play, Athletics and school. Scholarship. Claremont, 28 April. Accessed 14 July 2015.

[http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1886&context=cmc\\_theses](http://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1886&context=cmc_theses)

Bruce Thyer, Second Edition, 2010) Social Work Research Methods

Bruce, T. 2006. Early Childhood Education. London: Hodder Education

Bruner, J. (1985). Vygotsky: A Historical and Conceptual Perspective. In J. Wertsch (Ed.), Culture, Communication and Cognition: Vygotskian Perspectives, (pp21-34). London: Cambridge University press

Bowman, Barbara t..., Donovan, M. 2000. Eager to learn: educating our preschooler. National Research Council Staff: National academies press

Berk, L., & Winsler, A. (1995). Vygotsky and Early Childhood Education. Washington D.C: National Association for Education of Young Children

Deborah K. Padgett, Second Edition. 2008) Qualitative Methods in Social Work Research

Davidson, N. & Worsham, T. (Eds) (1992). Enhancing Thinking through Cooperative Learning, New York: Teachers College press

Dillenbourgh, P., Baker, M., Blaye, A. & O'malley, C (2005). The Evolution of Research on Collaborative Learning. In E. Spada & P. Reimans (Eds) Learning in Humans and Machines



David, W. Johnson & Holubec, E. Johnson (eds.) 1994. *New circles of learning: Cooperation in the Classroom and School*. Association for Supervision and Curriculum Development

Dilenbourg, P. & Schneider, D. Collaborative learning and the Internet TECFA (unit of Educational Technology), School of Psychology and Education Sciences, University of Geneva, Switzerland. Accessed 10 August 2015  
<http://tecfa.unige.ch/il>

Denscombe, M. 2004. *The Good Research Guide*. Open University press: Berkshire England

Elmore, T. & Maxwell. 2008. *Nurturing the Leader within Your Child: What Every Parents Needs to know*. Nashville, Tennessee: Thomas Nelson.

Early childhood education a global scenario: A report on a study conducted by the educational international ECE task force. 2010. Accessed 9 July 2015  
[http://download.ei-ie.org/Docs/WebDepot/ECE\\_A\\_global\\_scenario\\_EN.PDF](http://download.ei-ie.org/Docs/WebDepot/ECE_A_global_scenario_EN.PDF)

Fall, R., Tropper, J., & Webb, N. (1995). Constructive Activity and Learning in Collaborative Small Groups. *Journal of Educational Psychology*, 87(September), p406-423.

Ferre Laever: emotional well-being and involvement scales. 2011. *Early learninghq*, 23 May. Accessed 10 August 2015  
<http://www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/>

Ferre Laever: Deep level learning in early childhood and primary education. 2005. vorming. Accessed 7 September 2015

Ferre Laevers and Iudo Heylen (eds.) 2003. *Involvement of Children and Teacher Style: Insights from an International Study on Experiential Education*. Blijde-Inkomststraat: Leuven university press

Forbe, R. 2004 *Beginning to play* Mc Graw -Hill education, McGraw-Hill house Shoppen hangers Road Maiden Head Berkshire England: Open University Press

Hillarie Owen 2007. *Creating Leaders in the Class room: How teachers can develop a new generation of leaders*. New York: Routledge

Judith I, Evans, Robert G, Myers & Ellen M. Iifeld .2000. *Early childhood counts: a programming guide on early childhood care for development*: World Bank

Kostelnik, M., Gregory, K., Soderman, A. & Whiren, A. 2011. *Guiding Children's Social Development and Learning*. 7th edition. USA: Cengage Learning

Lynch, A. & Simposon, G. 2010. *Social Skills: Laying the Foundation For Success*. Southern Early childhood, Spring/Summer 2010. Accessed 28 July 2015

[http://southernearlychildhood.org/upload/pdf/Social\\_Skills\\_Laying\\_the\\_Foundation\\_for\\_Success\\_Sharon\\_A\\_Lynch\\_and\\_Cynthia\\_G\\_Simpson\\_Volume\\_38\\_Issue\\_2\\_1.pdf](http://southernearlychildhood.org/upload/pdf/Social_Skills_Laying_the_Foundation_for_Success_Sharon_A_Lynch_and_Cynthia_G_Simpson_Volume_38_Issue_2_1.pdf)

Lambert, L. 2003. *Leadership capacity for lasting school improvement*. Association for supervision & curriculum Development

Lamponen, M. 2013. *Young leadership Pedagogy: Eskimo kindergarten*. Espoo

National scientific council on the developing child. 2004, *young children develop in an environment of relationships*. Centre on the developing child: Harvard University

Publications of the Ministry of Social Affairs and Health. 2004. *National curriculum guidelines on early childhood education and care in Finland*. 2004.thl, 26 August. Accessed 9 July 2015.  
[https://www.thl.fi/documents/605877/747474/vasu\\_english.pdf](https://www.thl.fi/documents/605877/747474/vasu_english.pdf)

Seth Chaiklin. 2003. *The zone of proximal development in Vygotsky's Analysis of learning and Instruction*. Vygotsky Educational Theory in Cultural Context (ed.) Cambridge: Cambridge University Press

Spence, H. 2003. *Social Skills: Training with Children and Young People, Theory, Evidence and Practice*. Association for Child Psychology and Psychiatry's: Black well publishing

Vygotsky, L. 1978. *Mind in Society*. Cambridge, M.A: Harvard University Press

Waller. 2005. *An introduction to early childhood: a multidisciplinary approach*. SAGE publications Inc.us

14 Appendixes

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

----- Observations -----

Level	well-being	Signals	1st	2nd	3rd	4th	5th	6th
1	Extremely Low	Clear signs of discomfort – crying or screaming. Look angry, frightened, sad or dejected. Doesn't respond to environment, is withdrawn, and avoids contact. Possible aggressive behavior, hurting themselves or others.						
2	Low	Posture, facial expression and actions imply child is not at ease. Signs are less explicit than level 1. Sense of discomfort not always expressed.						
3	Moderate	Neutral posture. Little or no emotion from posture or facial expression. No indication of sadness or pleasure, comfort or discomfort.						
4	High	Obvious signs of satisfaction. Intensity of signals not always present						
5	Extremely High	Child looks happy, smiles, cries out with pleasure. Possibly lively and energetic Child may talk to themselves, hum, sing Appears relaxed, no signs of stress or tension. Self-confidence and self-assurance are expressed						

Level	Involvement	Signals	1st	2nd	3rd	4th	5th	6th
1	Extremely Low	Simple, repetitive and passive activity. Seems absent, no energy. Might stare off into space or look at what others are doing.						
2	Low	Activity is interrupted frequently. Engaged for periods when observed combined with non-activity and staring off into space as well as getting distracted.						
3	Moderate	Mostly continuous activity. Child is busy but at 'routine' level, limited signs of involvement. Some progress in task but not much energy and easily distracted.						
4	High	Always seem to be involved in task with good intensity at times. Concentration is very good.						
5	Extremely High	High concentration, highly creative and energetic and solid persistence at almost all times. Continuously involved in task.						