

ESSENTIAL RESOURCE FOR EARLY CHILDHOOD EDUCATORS

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includes PHOTOCOPIABLE resources

Assessing Quality in EARLY CHILDHOOD EDUCATION AND CARE

Sustained Shared Thinking and Emotional Well-being
(SSTEWS) Scale for 2–5-year-olds provision



Iram Siraj, Denise Kingston & Edward Melhuish
Foreword by Kathy Sylva

includes
PHOTOCOPIABLE
resources

‘The SSTEWS Scale is set to make a real contribution to EC professionals wanting to improve their pedagogy in support of advancing children’s learning, as well as serving researchers interested in early education method and the behaviours of adults as they bring everyday early childhood program experiences to life with groups of young children. The subscales and items each highlight important aspects of sustained shared thinking and emotional wellbeing with the background summary – ‘Aspects of child development relevant to the SSTEWS Scale’ – serving as a clear marker of the underpinning rationale and logic of the subscales and items within the tool.’

– **Collette Tayler, Professor of Early Childhood Education and Care,**
University of Melbourne

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More about the SSTEW Scale and authors



The Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale is designed to consider some of the intentional and relational pedagogical strategies strongly associated with child outcomes. It considers practice that supports children aged between 2 and 5 years of age in developing skills in sustained shared thinking and emotional well-being, as well as developing strong relationships, effective communication and aspects of self-regulation. It is designed to be used for research, self-evaluation and improvement, audit and regulation.

Using the SSTEW Scale alongside other environment scales (including ECERS-E, ECERS-R or ITERS-R) gives users a more complete picture of what high-quality early childhood education and care can look like. It is aspirational in that it considers high quality pedagogy and practice. It can be used by researchers, heads of centres, managers, teaching staff and practitioners, as well as advisory staff and in professional development.

Iram Siraj, Denise Kingston and Edward Melhuish are leading figures at universities in the UK and internationally. **Iram** co-led on the Effective Pre-school, Primary, and Secondary Education (EPPSE) longitudinal study, and the highly influential Researching Effective Pedagogy in the Early Years (REPEY) study; **Denise** is a qualified educational psychologist and teacher and has extensive experience of training on environment rating scales. **Edward** co-led the National Evaluation of Sure Start, and is currently undertaking the Study of Early Education and Development (SEED) project. His work has influenced policy on childcare, early education, child poverty, and parental support in the UK and other countries.