

**Job Shadowing Visits**

**March 2017**

Dear ToWe colleagues,

A very warm ‘Welcome!’ to Kingston and to our Achieving for Children settings!

We are so pleased to be working with you in this project and look forward to sharing our practice with you and also to learning so much from you as we share reflections through the week.

We are always keen to learn more from others – so welcome and ‘thank you’ in advance for your ideas and expertise!

We really hope that you enjoy your time here – that you learn about our expected best practice in accordance with our ‘Early Years Foundation Stage’ framework and also discover how we strive to ensure that we support our toddlers (particularly those considered ‘disadvantaged’) to have the very best start in life, and of course how ToWe is supporting this.

We are keen that you gain as much as possible from the week, in addition to us learning from you, so please do feel free to ask as much as you like when it is convenient during each day.

We do hope that you feel very much at home – please let us know if we can help with anything at any time.

We are very excited about the week ahead and sincerely hope that you enjoy it.

Wishing all a productive ToWe week!

*Ali, Janette, Tom, Kat, Rachel, Jo and all team colleagues.*

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| **Aims of Job Shadowing Experience**  The aim of the job shadowing is to enable the early years practitioners from the partner settings to work together, learn from each other and reflect upon how they support toddlers’ wellbeing and the different strategies they are using and developing through:           Job shadowing in a setting partner’s setting and observing each other’s practice to gain a better understanding of the role of the early years practitioner in relation to their educational system, curriculum and provision;           To gain a better knowledge and understanding of how the setting partners are supporting toddlers’ wellbeing through the different intellectual outputs and materials:  o   Toddlers’ wellbeing,  o   Toddlers’ voices and expressions,  o   Toddlers’ mealtimes and  o   Toddlers’ early language(s)           To reflect, contrast and compare the ways of working and strategies developed to support toddlers’ wellbeing. |