Project Identification

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| Action Type | Strategic Partnerships for School Education |
| Project reference number | 2015-1-UK01-KA201-013431 |
| Project Title | Enhancing the education and wellbeing of disadvantaged toddlers through the development of training and materials to support early years practitioners |
| Beneficiary Organisation Full Legal Name (Latin characters) | Kingston University Higher Education Corporation |

Project implementation

Please provide a general indication on the overall state of art of the project so far. Has the project kicked-off as expected? At this stage, do you encounter challenges or problems in implementing the project as planned? If so, under which aspect?

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| **Kick-off Transnational meeting 1 –M1**  The project has kicked-off as expected with the M1- Transnational kick-off meeting 1 on the 11th November 2015 - 13th November 2015 with all partners in attendance.  Communication and Dissemination Strategy written and introduced at the kick-off meeting as expected with a set agenda and minutes taken.  Quality Assurance feedback from the event M1 shows that:   * Every partner is really engaged and involved overall a very positive initial meeting. * Participants reported that unpacking the concept of wellbeing and it underpinning the other aspects (voice and expressions, meal times and early languages) and the role of reflective practice within the project was very useful and supportive. * An exciting project that they are happy to be involved with. * Participants recognised the importance of the project in supporting their own and staffs Continuing Professional Development.   **Preparation and Implementation of C1**  Initial first versions of the intellectual outputs O1, O3, O4, O5 and O6 were written within the timeframe and translated for the C1 - Contextualisation of Toddlers’ Wellbeing training event 14th March 2016-18th March 2016. The C1 event was carried out as planned with objectives met with information, accommodation and programme being sent out prior to meeting.  Challenge was to proof read all the translations to ensure the professional content as the text had to be translated twice (Catalan to English to Norwegians and vice versa). This proof reading is still in progress. Despite this, all the documents relevant to C1 were translated in time for the event. Training materials were available in paper version and on memory stick in each language - English, Norwegian and Catalan.  Quality Assurance feedback from the event C1 shows that:   * Event: very interesting and useful; a very good learning experience; the project is very exciting and promising. * Materials: very clear and easy to understand; everybody is looking forward to using the materials and eager to start using them * Presentation: clear explanation of theory, good balance of lectures and group discussion, good presentations * Interactions: people worked very well together and everyone had the opportunity to contribute   The Early Years Practitioners from the Setting Partners who have had the training C1 event are now taking the materials (O3, O4, O5 and O6) away to work with within their settings.  **O7- Focus Group 1**  O7 Focus Group 1 original date of April 2016 was changed as it was too close to the C1 training event and needed to provide the Setting Partners with enough time after the C1 event to reflect on the materials. A new date of May 2016 was agreed by all. The HEI partners held the FG1 meeting with the Early Years Practitioners from the Setting Partners (SPs).  During the FG1 Early Years Practitioners from the Setting Partners gave feedback on what they had done so far and attendance was as expected.  The FG1 was recorded and is currently being transcribed for analysis.  **Transnational Meeting 2 – M2**  The M2 transnational meeting 2 was originally going to be held in the same month (March 2016) as the C1 meeting but this became too difficult for the setting partners to be away from their early years settings as they are part of the settings adult child ratios. This was moved to the 9th and 10th June 2016 in agreement with all partners. An agenda was agreed, minutes were taken and the goals of the meeting were met.  Quality Assurance feedback from the event M2 shows that:   * the materials have already impacted on EYPs practice, good materials to work with * time management sometimes a challenge in managing the project and implementing the activities suggested * comparing the different realities of the three countries made the project realistic * collaborative approach being used   **Website**  O2 the website has been set up with the web domain of [www.toddlerswellbeing.eu](http://www.toddlerswellbeing.eu) this is being accessed by all partners and materials are being added as they are being developed and used.  Public and Private (password protected) access set up to house the materials produced. This is being used by all partners.  User name and Password has been set up for the British Council to be able to access the private part of the ToWe website to review the documentation completed so far.  User name: TheBritishCouncil  Password: ToWe2015  **External Evaluation Liaison group (EEL)**  Terms of reference have been written and provided to each EEL group and included on the website. Each country has created a panel of experts for the External Evaluation Liaison group (EEL). Initial meetings were held in April 2016 where the C1 training materials were reviewed by each EEL group and a QA questionnaire was completed. KU held individual meetings due to the EEL member’s schedules not corresponding. QA questionnaire were returned: all the materials scored excellent or good in all the areas.  **The Setting Partners Early Year Practitioners work so far on the project materials (O3, O4, O5, O6):**   * AfC – EYPs have a plan on how to work with the different intellectual outputs and have started with O5. O3 will be implemented in the summer with the start of entry level toddlers. They are meeting regularly as a team to share practice. Manager supporting with resources as they identify what they need. * PE – have disseminated to the rest of the staff at the setting and are currently using videos to support reflection on their practice. They are currently focusing on O5 and O6. Manual has helped change the organisation of the whole school with playtime everywhere and all around. IO3 to start in November 2016. * SCCL- Divided the intellectual outputs up between EYPs attending C1 and disseminated to all staff. Start with IO3 – took inspiration from this and introduced and slightly adapted in setting and will continue in September 2016 with O5. O4 – impacted upon behaviour management: staff realised that children are able to deal with conflict without immediate adult intervention. Films have now been made of adult intervention to support and enhance reflection of practice. * SK – after attending the C1 – the 4 EYPs have shared with each of their units and are now disseminating to the 13 other units within their setting. They also reproduced the C1 training materials so all staff - not just those attending C1 - have a copy in Norwegian. Furthermore, they autonomously designed and ran a workshop on Wellbeing to help EYPs’ understanding and dissemination of the project using the TODDLER materials that ToWe had translated. During C1 a short video-clip was shown to present output O5. Inspired by this, the EYPs decided to focus on O5, therefore implementing it in their setting. They will focus on O3 in the autumn term. |

How satisfactorily is the ensemble of project partners contributing to the realisation of the project? Has any change in the composition of partners been deemed necessary (as already communicated to the NA), or is it any change planned/requested at this stage?

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| Very good collaborative working and sharing of expertise and learning from each other. During C1 training event the EYPs visited some of the settings and were impressed by the way they were working with parents. M2 meeting partners felt that the project was stronger because of the mix of universities to settings and the expertise the universities bought with the experience of working with children that the setting had. Because of the flexibility that we granted within the development of the project materials the Setting Partners (SPs) were very happy to be able to decide where to start with the materials. The collaboration has been very fruitful leading to very productive focus group meetings in May 2016. SPs feedback at the T2 meeting shared that they were working in a meaningful, reflective and flexible way and that they felt supported and the quality of work was excellent.  Given that, no need to change in the composition of partners is deemed necessary. |

Briefly, which activities have you carried out so far in implement the project and make sure that it is reaching its objectives and producing its results?

T1 – Kick-off meeting set the requirements of the project to the partners

O1 – the materials have been updated, translated and embedded into O3, O6. The individual materials updated and translated can be found on the public area of the website – [www.toddlerswellbeing.eu](http://www.toddlerswellbeing.eu)

O2 the website has been designed and is up and running with a public access and private access parts to the site. The website has a news and events page, which is regularly updated.

O7 – Focus Group (FG) meeting 1 has been held with transcripts currently being transcribed ready for analysis. EYPs reported that having the questions before hand added richness to the session.

C1 – training week was delivered to the SPs EYPs

T2 – SPs shared practice so far, discussed next FG2 and dissemination so far of the project, Partners are actively disseminating the project.

O3, O4, O5, O6 initial first versions have been written and presented to EYPs at C1. EYPs from SPs are now implementing within their settings. Below is the setting partner’s feedback on their achievement so far:

AfC – EYPs have a plan on how to work with the different intellectual outputs and have started with O5. O3 will be implemented in the summer with the start of entry level toddlers. They are meeting regularly as a team to share practice. Manager supporting with resources as they identify what they need.

PE – have disseminated to the rest of the staff at the setting and are currently using videos to support reflection on their practice. They are currently focusing on O5 and O6. Manual has helped change the organisation of the whole school with playtime everywhere and all around. IO3 to start in November 2016.

SCCL- Divided the intellectual outputs up between EYPs attending C1 and disseminated to all staff. Start with IO3 – took inspiration from this and introduced and slightly adapted in setting will continue in September 2016 with O5. O4 – impacted upon behaviour management: staff realised that children are able to deal with conflict without immediate adult intervention. Films have now been made of adult intervention to support and enhance reflection of practice.

SK – after attending the C1 – the 4 EYPs have shared with each of their units and are now disseminating to the 13 other units within their setting. Re produce C1 training materials so all staff not just those attending C1 have a copy in Norwegian. Workshop on Wellbeing that they chose to do to help EYPs understanding and dissemination of the project (TODDLER materials that ToWe had translated). Inspired by the vision of the film shown during C1 O5 presentation they are focusing on O5. They will focus on O3 in the autumn term.

The settings have started the dissemination of project’s goals and mission to colleagues and parents within the settings. To achieve this, they have created displays, held workshops and had dedicated staff-meeting. SPs were provided with the marketing leaflet about the project, which is being shared with colleagues, parents and other associated settings.

The HEIs have presented the project within and outside their institutions, including to colleagues, students and ex-students. For instance at the Spring Conference of the Comenius Association (A European network of 32 HEI’s of teacher training). The marketing leaflet was also sent to practitioner magazine (e.g. Nursery World). A newsletter was created including Early Years Initial Teacher Training Alumni. Information about the project is available on the settings website.

The planning of the TM3 is on track; the agenda and dates are set, as well the booking of accommodation.

Other useful information

If relevant, please provide any other meaningful information deemed necessary to give a comprehensive overview of the current implementation of the project.

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| We have managed to create a collaborative participatory working style between the HEIs and SPs with mutual trust and respect for a variety of competences. During the meetings, all partners take initiatives and give their contributions. We have already experienced some benefits of using the materials in settings, which are culturally diverse and apply different pedagogical approaches.  So far, all the partners have shown commitment and executed their tasks according to the project plan. We feel confident that this partnership will manage to provide the proposed intellectual outputs and achieve the goals.  Atmosphere at meetings is very positive. The organisations involved in the project share the same values and ethos to the education of toddlers. Everybody has a “can-do” attitude. Collaboration among members of the team is great. Everybody is taking responsibility for their contribution to the project and we are regularly in communication with each other. Colleagues are willing to support and help each other. During FG1, EYPs described the project and the team as enthusiastic, interesting and energetic. |

Beneficiary Signature

I, the undersigned, certify that the information contained in this interim report form and its annexes is accurate and in accordance with the facts.

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| Place: Date (dd-mm-yyyy):  Name of the beneficiary organisation:  Name of legal representative:  Signature:  National ID number of the signing person (if requested by the National Agency):  Stamp of the beneficiary organisation (if applicable): |