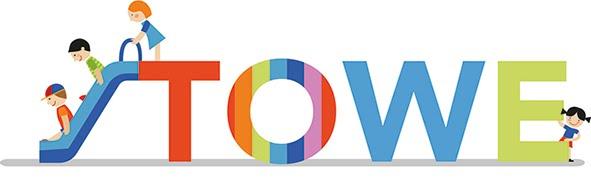
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**ToWe Project - Transnational Meeting 2**

**9th – 10th June 2016**

**School of Education**

**Kingston University**

**Kingston Hill**

**Kingston upon Thames**

**Surrey, KT2 7LB**

**Agenda**

**Date: 9th June 2016**

**Room EBLG12**

**HEI Partners**

**Kingston University:** Helen Sutherland

**Universitetet I Stavanger:** Monika Röthle

**Blanquerna - Universitat Ramon Llull:** Cristina Corcoll (force majeure) ) and Carme Flores

**Setting Partners**

**Achieving for Children:** Alison McGee

**Sandnes Kommune:** Liv Hjertø

**Petita Escola:** Natàlia Turmo and Sílvia Turmo

**Suara Serveis:** Mireia Miralpeix

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| Time | Agenda Point | | Action – Discussion Points | |
| 11:00 - 13:00 | How is it going?  Intellectual Outputs 3, 4 and Setting Partners feedback | | **AfC –** Since March aware of materials – since read and discussed what they were doing. By focus group positive and emerged in it. IO3 looking at children on entry low PSED assessment and looking at the physical environment for June and July with release time to observe children and support with peer interactions. IO5 – undertaken in May and identified different things and Heathfield audited snack time and have a high EL so have linked with IO6. Barnes similar but focus more on verbal communication with parents. Same setting environment audit. A lot started and using what they have seen to support this e.g. what happens in Spain. All doing development plan and will collate at end of the month.  Alison identified resources.  **PE**  - small training session with team and summarised for staff and gave to staff and gave the Early Languages and with English teacher at PE. Reflection and evaluation made on it with some videos of different of moments during the day using the IO6 audit sheets. Next September we will start speaking in English with the teacher and new teacher so four English teachers for all children. IO5 mealtimes already doing the items in the manual. Everyone is reading but focusing on 2 classes for this at meal times and watch the videos they make using the audit for IO5 and have made some changes with more changes to made in September with the new children. IO5 and 6 together. June IO4 just had a meeting to discuss this and have thought about the teachers outlook for this and daily attitude. Manual has helped change the organisation of the whole school with playtime everywhere and all around. Make videos or write in diaries moments and in meetings work with and learn about and make discussion on policies and review and pay attention to this. IO3 to start in November. To read the manual in the summer and when children settled stared. Positive for the school and say things to the school and important.  **SK** – time schedule – film from IO5 struck them and were inspired after training week. 4 units in SK so how to help others to be as excited. IO5 to start with as practical. Learn from each other and share experiences. Each IO to have a meeting to share experiences and learn from each other. Presentation each IO. Just concentrated on this one. Autumn will start on another IO but will continue to implement as practice improved. Presented to teams about ToWe and role in project. All practitioners 13 given a folder with IO5. Workshop on Wellbeing (TODDLER) - wellbeing umbrella with words raindrops. Redo to see later if anything has changed. Helps the practitioners to see and now in the staff room. The umbrella importance and rain drops dimensions. Kick off for IO5 and ToWe launch with fruit and lemonade with the staff. Read through manual before meeting. Film inspiring and how they can do things differently and accomplish this. Practitioners recognised that they did too much for the toddlers. Recipe book for mealtimes visual. Toddlers doing the recipes. Seen that the toddlers can do and maybe just need a littler help. Saw from film it is possible. Display made to show parents about the project and also in the staff room with information for the staff. Next IO to work with is IO3 to use as the umbrella for the autumn term. Read manual over the summer. How to work with. Practitioner will continue with CPD throughout the year. All staff in the 4 units but other 13 units to continue with this.  **SCCL** – week to look through and divided the IOs up between the two of them. Shared with rest of the staff with what they were going to do and allocated a leader for each IO. Everyone in the team will work with IO but one person will be responsible for the work. Start with IO3 – saw so many things not used within setting some not appropriate for families but take ideas for meeting with the families and think about some ways of finding out the information will continue in September. Every practitioner will talk with the families to find some information. One of the meetings talking about questions within the wellbeing manual and discussed and included in a PowerPoint – school definition for the school. IO4 – surprised we had a lot of things that could be changed. Child having a conflict adult intervene – thinking they could not resolve, has seen that they can. Most difficult to work with the team as they need to see this. Films of children but adults appears not so good. Team don’t feel bad about the video but open to the project. They are aware they are not doing right. Want to know where we were and how we work as very different IO5 work very singular – use the manual 3 practitioners put were we are in the manual with 3 examples. Some ideas different but not so many – now know the aims for September. Two videos about lunch and breakfast time as they were so difference. Very interesting. Everyone after reading the manual acting differently demonstrated in the before and after video. Practitioners recognising their progress. IO6 to improve the way we talk with children before we introduce another language. Communicate better in own language – richness of own language. Next year working with welcoming every language they will have. Some strategies using will be powerful in Catalan and other languages welcomed. To translate some typical stories into English for the families. To tell and record in their home language. Week without the children last week of June we will focus one morning on each IO – training week for all the team. Everyone to read the manual.  Discussed staff habits and creating change – how is for the child? What does the child think or feel?  Have you noticed any resistance with practitioners? IO4 opinions – adults know more. Gaining a balance of when to intervene and support.  Different levels of difficulty some IOs need more work then others depending on the setting as different starting points.  Staff happy with the videoing.  IO5 deeply thought through as PhD.  **Collect evidence of the positive changes**.  **Need to put more together and connect to make more explicit.**  Students from the Universities available to make the videos or university department to make the videos. | |
| 13:00 - 14:30 | Lunch | |  | |
| 14:30 -16:00 | Intellectual Outputs 5, 6 and Setting Partners feedback | | As above | |
| 16:00 - 17:30 | Focus Group meeting 2 Formulating Questions, Dates  Intellectual Output 7 feedback and Focus Group 1 so far | | FG1 – having the questions before hand added a richness to the time. A good way of organising ideas. Useful to address the areas. Opened up everything that was covered and opportunities for sharing ideas. Questions good in not making it a scary event opportunity to prepare and feel competent in participate.  Time after for practical and financial questions.  FG2- Questions  Planning and organisational issues:   1. How has ToWe affected/implemented/helped the organisation/planning/management of the school/setting next new academic year? (August/September 2016-July/August 2017) 2. Have you considered the time and resources allocation within your development time for reading and reflecting on the materials and your practice?   Intellectual Outputs you have worked with so far:   1. What are the strengthens and areas for development with IO3? 2. What are the strengthens and areas for development with IO4? 3. What are the strengthens and areas for development with IO5? 4. What are the strengthens and areas for development with IO6? 5. What are the connections and links that you have made between the IOs? Please provide examples of this? 6. Feedback on the materials themselves? Why are certain aspects important? E.g. windows and chairs on wheels. 7. How have you involved parents within this project? Please provide examples? 8. How has this impacted upon your work with parents?   Impact, changes and professional development   1. What are the changes that you have made? 2. What is the impact of these changes? 3. What have been the emotional impact of this project? 4. What has been the obstacles and challenges that you have faced? 5. Final thoughts and future suggestions?   Time after FG to discuss as before.  Benefits and issues of having your own chair or making the choice. Critique of this and how and why is does or doesn’t work. Reflection as to why this does or doesn’t work.  IO7 - | |
| Actions | Who | What | | When |
| Permission Form for Parents  Collect evidence of positive change  Induction booklet – interlinking  To add to the IO3  Parent Contribution  Change of title  FG2 Questions | HS  Setting Partners  All  HS  HS,NL, All  YR | Email the permission form for parents  To collect evidence for the IOs of positive change and practice  Being aware of what I am doing for mealtime, deal with conflicts as role of practitioner materials aspects and how they link together and how to work in it.  What is wellbeing for parents their contributions and thinking?  To explain further working with all toddlers for the benefit of all but particularly for those disadvantaged.  Working with toddlers, in order to help ALL toddlers get the (purple)  To review the posed questions and develop for the FG2. | | June 2016  January 2018  February 2018  March 2017  December 2016  September 2016 |

**Date: 10th June 2016**

**Room EBLG11**

**HEI Partners**

**Kingston University:** Helen Sutherland and Yasmin Mukadam

**Universitetet I Stavanger:** Monika Röthle

**Blanquerna - Universitat Ramon Llull:** Carme Flores

**Setting Partners**

**Achieving for Children:** Alison McGee

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| Time | Agenda Point | | Action – What, Who and When | |
| 9:00 - 11:00 | Interim Reporting  Quality Assurance (QA)  External Evaluation Liaison group (EEL)  Financial Reporting (March – July 2016) | | Dates of focus group meetings  Progress reporting gone through  Interim reporting discussed  To complete QA questionnaires  EEL feedback constructive feedback to help move forward  Personal challenge with IO4 – area to improve in and how is this made visible.  Discussed issues of financial reporting and time sheet | |
| 11:00 -11:30 | Break | |  | |
| 11:30 - 13:30 | Programme for Transnational meeting 3 - Stavanger (23rd -27th January 2017)  Website  Discussion Forum  Branding of the ToWe project  AoB (Any other Business) | | To organise:  HEI - 24th January – 26th January  24th – IO7 – data  SP 25th – 26th January  FG3 – Questionnaires and data analysis  Job Shadowing – who is going and when – introduction and reflection – framework  Data gathering  Setting visit to Sandnes Kommune in the afternoon – 26th  Meal with Monika 24th  Meal at Kindergarten or Sandnes 26th  Meal in Stavanger 25th  Website discussion  Who and how many will be attending Stavanger 2017 with arrival and departure times  SAS, BA or Norwegian company or KLM | |
| 13:30 - 14:30 | Lunch | |  | |
| Actions | Who | What | | When |
| Categorises for coding data  Website photos  Summary of project  Internal report on the project  Dissemination Planner  Focus Group 2  Impact of Project  Any other relevant information  Before and after  EEL reports  Job Shadowing  Accommodation  Website | HEI  YR  SP  CF, MR, HS, DS, YM  SP  All  HEIs  SP  HEI  All  SP  HEI  SP  SP  MR  HS | To organise to be dealt with at T3 meeting  Photos of practitioners delivering project with captions  To write a summary in English of the key findings/aspects shared within the focus groups – point out and share – bullet point no more than one page.  Internal meetings and reflections to assess the extent of the progress of the project – measuring success, impact changes made.  No more than one page  To send in dissemination planner of activity to so far  Summary of FG2 and implementation of the project  Evidence of impact upon practice, leading changes with the team, sharing practice. One page  Summary of focus group and impact on practice FG2  Anything else we would like to add how project is perceived  On private access part of the website – video or photos of how settings have made changes to see the progression of the IOs in the corresponding part of the IO.  To reflect on what they have said and how the materials can be developed to incorporate the suggestions.  More specific how TODDLER materials are incorporated into the IOs  Identify what we can do in light of the feedback for our IOs  Skype  To send comments to HEIs of the feedback on the IO materials  To consider who is going where with a variety of dates for availability  To provide details of the bed and breakfast 72 Euros a night – give Monika’s name when booking – bus card for week. Make own arrangement s before summer leave for January.  Setting Partners Discussion Forum  ToWe Project Discussion Forum  HS to talk with NL re simplifying this as not practical.  Picture/Media Gallery – change of name | | January 2017  October 2016 - ongoing  July 2016  October 2016  October 2016  Mid November 2016  October 2016  Mid November 2016  October 2016  December 2016  Ongoing  September/  October 2016  January 2017 meeting |