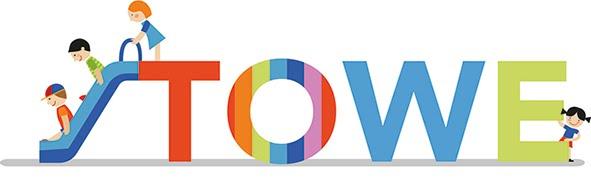
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**ToWe Project - Transnational Meeting 3**

**23rd – 27th January 2017**

**Universitetet I Stavanger**

**Agenda**

**Date: Tuesday 24th January 2017**

**Kjell Arholms hus (house).**

**Bus lines X60, 6 and 7 stop directly outside**

**HEI Partners**

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

**Universitetet I Stavanger:** Monika Röthle and Yngve Rosell

**Blanquerna - Universitat Ramon Llull:** Carme Flores and Àngels Geis

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| --- | --- | --- |
| Time | Agenda Point | Action – Discussion Points |
| 9:00 | Develop content for Focus Group 3 | * Use the same questions in Focus Group 3 plus additional questions * Additional questions for FG 3: * Qu 1: Ask them for suggestions in order to know how the materials could be used in the future? * Qu 2: In which way has each IO has helped you to support and visualize the diversity at the setting. By diversity this means ‘disadvantaged toddlers’ |
|  | Feedback and discussion on Focus Group 1 and 2 – next steps | Focus Groups 1 and 2 were discussed prior to HS & YM being at the meeting. We fed back results from our FG2. HS to write up and share transcript findings from FG2 |
| 12:00-13:30 | Lunch |  |
| 13:30 | The project and the intellectual outputs | No real obstacles during the project |
|  | External Evaluation Liaison group and Quality Assurance | Invite External Evaluation Group to the conference (workshop) on the 15 & 16 March 2018  Ask one External Evaluation Liaison to be recorded for the website. Recorded in each country.  QA – Exercise in the pack on QA |
| 17:00 | Finish |  |
| 19:00 | Evening dinner at Monika’s House in Sandnes | Thank you Monika and Maria for hosting such a lovely evening. |

Challenges were changes in attitudes – Others and their own attitudes.

Others – staff in the setting who were not members of ToWe having to. Also, ToWe practitioners had to change their own attitudes. Recordings have enabled reflections amongst staff.

We need guidelines to introduce ToWe on the website – Helen to make up a guidance

End of February to set moments for discussion –

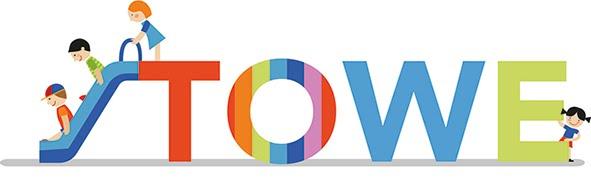
* Job Shadowing - March, April and May
* 2 UK, 2 Norway, 2 Spain, us and 1 External Evaluator
* English with Norwegian go to Spain
* Reflective session at the end of the week – we are present at this
* 5 days away
* Legislation, Curriculum and answer any questions that practitioners have via a late afternoon skype session/meeting

**Dissemination:**

EECERA: Strand to be agreed – link to a strand which links to continuous professional development with the aim to professionalise the workforce.

Consider writing for the Comenius Journal: The Value of Sharing Practice Across Europe (include final thoughts following the work shadowing.

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**ToWe Project - Transnational Meeting 3**

**23rd – 27th January 2017**

**Universitetet I Stavanger**

**Agenda**

**Date: Wednesday 25th January 2017**

**HEI Partners**

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

**Universitetet I Stavanger:** Monika Röthle and Yngve Rosell

**Blanquerna - Universitat Ramon Llull:** Carme Flores and Àngels Geis

**Setting Partners**

**Achieving for Children:** Alison McGee

**Sandnes Kommune:** Liv Hjertø

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

**Suara Serveis:** Mireia Miralpeix and Anna Nicolau

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| Time | Agenda Point | Action – Discussion Points |
| 9:00 | Setting Partners feedback | Alison McGee - ToWe AfC Focus Group |
| 12:00-13:30 | Lunch |  |
| 13:30 | Planning the job shadowing in March/April/May | 5 day programme with reflections on Friday at KU  Suggestion of an introduction to the education system, curriculum and legislation  ***Action: Settings partners will let the university partner know when they can visit them for the talk.***  ***Job Shadowing***  *Sandnes: 24th – 28th April or 8th - 12th May (6 incoming)*  *Petita Escola: 24th – 28th April or 8th - 12th May(4 incoming)*  *Mas Balmanya: same as Petita Escola*  *Achieving for children: 20th – 24th March (6 incoming)*  March – UK (20 – 24 March 2017); April – Barcelona (24 – 28 April 2017); May – Norway (8-12 May 2017)  Names of those attending each country for job shadowing discussed and agreed  Each country will liaise with the visitors of the accommodation and travel information to the country and the setting.  The Friday reflective sessions to be held either at the setting on the Friday or at the respective university  What have you observed, what did you learn, what interested you? Spend no more than 30-45 mins to reflect  Use the discussion board to write up your comments and share ideas.  Each country to plan their programme.  **Agreed 6 hours per day (with a lunch break)**  During the shadowing: have a focus on the project and ‘wellbeing’. Note that there are differences.. note what you are more aware of, what has inspired you  **Book Progress:**  Helen to send a date to each country to work on the ‘reflections/experience/strategies/case study’  **March 2018:**  13-14 March: ToWe M4  15 March: Visiting settings  16 March: Conference (workshop)  **Dissemination:**  30th August – 2nd September  Deadline for EECERA proposal is 2nd March 2017  **Issues & feedback**: getting all the team involved; Staff changes due to pregnancies; time; getting permission and recording; when you manage such a project, have to be aware that your staff are going to be frustrated; time for the process to be implemented; makes the staff proud that the university is with us; |
| 17:00 | Finish |  |

**Alison McGee: ToWe AfC Focus**

* I03, I04, I05, I06 recap
* The aim of ToWe is to model to parents how to allow children to be independent
* Audits have encouraged toddlers to be more independent
* Review of Actions at Heathfield Children’s Centre on the powerpoint
* What did we do; what was the impact; what has been the impact on toddler’s wellbeing…
* Jeanette sets up the sessions and runs them, working with 3 support staff
* Team meeting focus: What does wellbeing mean to us .. helping a child be happy, be well
* Heathfield actions taken include: Snack Café; Bookstart packs in Home languages; develop links with library; ask parents to write key signs, encourage ESOL attendance,
* Reflections on ToWe: Heathfield
* Before I thought about things as an activity but now I am thinking how would a 2YO see the activity.
* I am more patient with toddlers; I give them time to defuse situations before I go steaming in; ToWe has raised the profile of presenting good role modelling.
* KMBES: I05 & IO6 Feedback of actions being taken and reflections

**Feedback from Spain: Petita Scola [Sylvia and Natalia]**

Mealtimes: lots of things working correctly however the main aim was to improve toddler’s autonomy. Working with teachers’ attitudes as some find it difficult to change themselves e.g. Not rushing a child if they eat more slowly, not talking too much, sitting back. Focused on lunch time but now we want to focus on teaLanguages: 4 language teachers in the school; Natalia, Sylvia and one male teacher began to speak English in the school. This helps toddlers to hear English in different classes; glossary of words; written and designed story books for

Children’s voices and impressions was a real impact at the setting. The manual convinced us that children choose resources rather than do guided activities and making the resources more permanent. The room is a third teacher.

IO3 – we read the manual then asked teachers and parents the same question: What is wellbeing? Then we made a display board with the key words. **Aim is to involve families in the school**. The team developed a portfolio for children and families ‘to see real life at school’. Psychologists give talks on topics. PE has changed, we have changed too thanks to ToWe – self-analysis.

**Mas Balmanya**: Mireia and Anna

IO3- question what is wellbeing team and families, display, questions in manual, interviews with 3 parents.

IO4 – space and materials – attitude of adults, children can choose and interact, 5 goals:

1. Level of voice
2. Talking with colleagues
3. Sharing time with child
4. Mobile phone
5. Ask permission before doing with child

IO5- space – dining room, space to move and be independent, children serve food, no plastic, 2 children help adult, no-one wants to go back to old way, improved interaction of adult.

IO6 – not ready to start introducing another language in the setting, to work better in own language, children’s literature.

Documented process of change, identified challenges, the journey visible with progress, leadership and role modelling – honest and open.

**Dissemination**

**AfC** – meeting with Local Authority feedback and introduced, newsletter to early years’ service, evidence of impact, sharing work with other children’s centres, paper and presentations.

**Sandvedhaugen Barnhage** – Staff meeting with kindergarten staff, 14 pedagogical leaders, colleagues in Sandnes and Stavanger, talking to other Kindergartens. Enhance competence of practice supporting main policy. Website.

**URL** – Colleagues meetings, contacting settings and Department of Education for Catalonia.

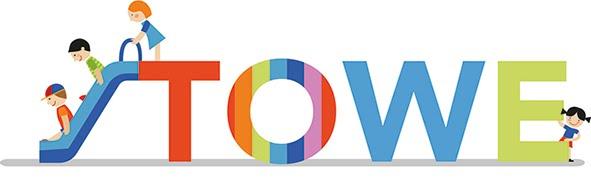
**Mas Balmanya** – meeting with team and families, flyer – explaining project for families, town, schools. Article for Saura internet. Facebook – changes.

**Petita Escola** – meeting with team and families, Intranet, information for new parents, Twitter and Instagram, newsletters, Manual – students in practice, Education Inspector.

**UiS** – Leaflet translated, article published in UiS website, researcher webpages, Children and Kindergarten online journal.

**KU** – Intranet and internet, website, SEFDEY professional association, Alumni, class teaching sessions. Alumni newsletter and leaflet, Employer Engagement Forum. Contacted editor of Nursery World who will publish when project is nearer completion



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**ToWe Project - Transnational Meeting 3**

**23rd – 27th January 2017**

**Universitetet I Stavanger**

**Agenda**

**Date: Thursday 26th January 2017**

**HEI Partners**

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

**Universitetet I Stavanger:** Monika Röthle and Yngve Rosell

**Blanquerna - Universitat Ramon Llull:** Carme Flores and Àngels Geis

**Setting Partners**

**Achieving for Children:** Alison McGee

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

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| --- | --- | --- |
| Time | Agenda Point | Action – Discussion Points |
| 9:00 | Project Issues – Dissemination,  Impact  and Marketing etc. | Dissemination:  **Alison:** early years’ service meetings termly – introduced the project at one meeting in January, an update in September and March meeting coming up is to talk about impact ( aim is to develop competency and knowledge of practitioners). Settings have done newsletters for parents re: ToWe and it is a focus for our Parent Forum Meetings. We have also disseminated to the Head’s meeting.  **Liv:** regular staff meetings, pedagogical leaders meetings, aim is to have a bigger conference with Sandnes. Contacted by other settings who want to know more about mealtimes. Parents and families receive regular information.  **Carme**: we have discussed this with colleagues at the university and at meetings. Dissemination through the EECERA collaboratively.  **Mas Balmanya**: meeting with families to explain how we are working with ToWe, we have made a flier which explains to families what the project is about, done an article for the Internet, some publications on Facebook for our school, our Facebook page name is :  **Petite Escola**: school intranet on the web – we have a folder called ToWe for parents, termly meetings with families, Twitter and Instagram, newsletters and printed information exclusively for parents, education inspector is aware of our project.  **Maria**: wrote an article posted on various sites, also got this published on the researcher’s website plus an online journal for practitioners. Monika was contacted and interviewed. The article was published on the university Facebook website. Talked informally to colleagues and students. Will also be presenting at EECERA.  **Kingston University**: It is on the university website, talking to students, flier, SEFDEY, newsletter for employers and partners.  **Material completion:**  The deadline for the final version of materials for the website is the end of October.  **Carme** to send the date for their multiplier event. Alison will liaise with Helen regarding their date in November. Monika and Ignve will aim to run their multiplier event in February.  **Maria** suggested that during the Job shadow week the media could be contacted to complete a story and interview and visit the setting.  **Ali** will do the same and contact her media/communications team for the March job shadowing.  **Timeline actions:**  Planning Job Shadowing: contact media/communications team  Plan the Programme for the Job shadowing 20-24 March for 7 people  Send key travel and accommodation outline of the week (Oyster card travel etc)  Book chapter contributions - reflections/examples (500 words) deadline 31 May 2017 |
| 11:30 | Lunch and tour to Sandnes by car (including a short sightseeing) |  |
| 14.00 | Visit at Sandvedhaugen barnehage | Presentation and visit at Sandvedhaugen Barnehage |
|  | Afternoon and evening program planned by Sandvedhaugen | Thank you to the wonderful team at Sandvedhaugen for welcoming us, the lovely songs from the children (I am sure we all had tears in our eyes at their beautiful singing) and showing us round your setting to see the fabulous work that you are doing in supporting the children wellbeing, learning and development.  As well as that fabulous meal! |

**Sandvedhaugen Barnhage**

IO5 – trolly made ready before meal with children who are more clam, wash routine, conversations between children, staff tune into children and let them lead, discuss where the children sit – choose, attitudes of children and adults – good to reflect, buffet once a month, children help self.

Experiences:

* Using more tables – some small tables
* Calm atmosphere – interaction and communication
* Conversations
* Encouraging playfulness
* Before noise now voice and expressions
* Measures to reduce noise
* Table cloth children fetch
* Lots of joy - do for self and others.

Film, self-sufficient, mindfulness, holistic approach to mealtimes, quality lifted

IO3 – reflect on what it was and adult role, umbrella and raindrops, long time to work out – frustrated to start but good tool, settling in period and key person role, new parents meeting and tour during this period, moving and transitional visits – the skills and confidence the toddlers had, waving goodbye window, circle of security – theory to practice – Bowlby – attachment, parents learn to support.

Everyday activities – meal, hand washing, play, see wellbeing – care child and parents need

IO4 – children play outside and in, friendships, fellowship strengthened, observations form – whom, where.

IO6 – Language steps, tools

SToWe (Sandnes Toddler Wellbeing), Parents impressed with what the children have learnt – ToWe Kids!

Picture and documents displayed on wall, monthly newsletter