



The ToWe Project
Enhancing Opportunities for Toddlers' Wellbeing

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**Enhancing the Education and Wellbeing of Disadvantaged Toddlers through the
Development of Training and Materials to Support Early Years Practitioners**
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The Partners

Higher Education Institution Partners:

- Kingston University, United Kingdom (project leader)
- University of Stavanger, Norway
- University of Ramon Llull, Barcelona, Spain

Early Years Setting Partners:

- Achieving for Children - Kingston and Richmond Children's Services, United Kingdom
- Sandnes Kommune – Sandvedhaugen barnehage, Norway
- Petita Escola, Spain
- Escola Bressol Mas Balmanya, Spain



The Project 2015-2018

The project aims to improve the practice of early year's practitioners working with *disadvantaged toddlers*, in order to help them get the best start to formal education, in the hope that they will go on to maximise their potential and be active citizens in the future.

OECD category 'C/Disadvantages' for **children with disadvantages stemming mainly from socio-economic, cultural and/or language factors'.....** This excludes measures for children with special educational needs due to organic disabilities (EURYDICE, 2009:7)

Universal approach



The aims and goals of the project:

1. To enhance the quality of Early Childhood Education and Care (ECEC) through the development of *new approaches to Continuing Professional Development* (CPD) for Early Years Practitioners (EYPs) to enable them to maximise on the learning opportunities of disadvantaged toddlers (18-36 months) through *training, job shadowing and practical materials*.
2. To improve the *quality of provision* through a *holistic approach* using a range of innovative learning opportunities and tools for Early Years Practitioners to develop their practice. Using *the prerequisite of wellbeing* to support children's learning and development.



The Content and Materials:

Translated and updated TODDLER materials

Selected materials from the TODDLER project have been updated and translated into Norwegian and Catalan for use on the ToWe project.

Website

The website houses all the materials on the ToWe project and provides information about the project and events. www.toddlerswellbeing.eu

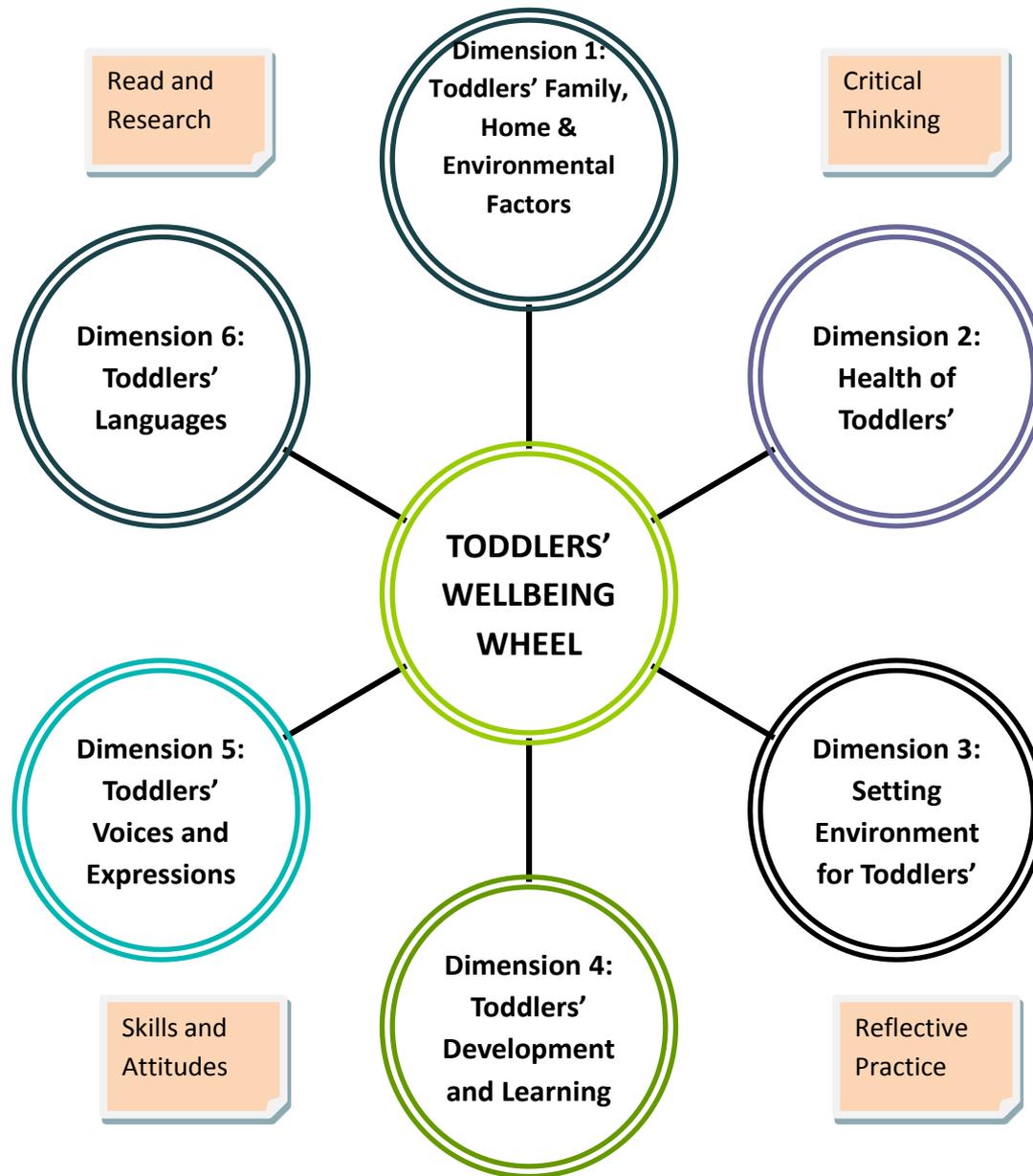
1. Toddlers' Wellbeing

A *manual* to support EYPs understanding of wellbeing relating to the dimensions of wellbeing, literature, theory and the international and national political agendas in England, Norway and Spain.

An *audit* will help EYPs evaluate their provision by identifying their areas of strengths and areas for development. Through this an action plan can be created by EYPs who can select strategies from a suite of strategies, created by the setting partners, which will provide them with guidance on how to enhance the wellbeing of disadvantaged toddlers'.

Reflective questions.





2. Toddlers' Voice and Expressions (Yngve & Monika)

EYPs will become familiar with the theories around young children's modes of communication and interaction. They will learn how to observe toddlers' diverse modes of expression and reflect upon this with their colleagues with the content focuses on toddlers' rights to freedom of expression (UN Convention, 1989), mode of communication in play and peer interaction. EYPs will be able to interpret toddlers' action and expressions exploring their role and provision in supporting toddlers.

3. Toddlers' Meal Times (Angels Geis, Ramon Llull university)

The content will focus on the communication between adults and toddlers, among toddlers themselves, ***looking at toddlers' chances to participate*** and the space / materials at meal times. Observation of toddlers' communication, autonomy and physical aspects and materials will be explored with an ***audit tool*** to support EYPs in evaluating their current practice assessing the educational quality during meal times.

4. Toddlers' Additional Language(s) (Cristina Corcoll & Carme Flores, Ramon Llull Univ.)

The content will focus on actively respecting linguistic identities, promoting toddlers' confidence, fostering communication – verbal and non-verbal, toddlers' participation and improving the setting's atmosphere and EYPs role in identifying resources for working with additional language(s). Observation of toddlers' use and reaction to the use of additional languages will be explored to support EYPs in evaluating their current practice.



Training

Training week 14th – 18th March 2016

Two EYPs from each Setting Partners to learn and explore the project's content and materials. An opportunity to get to know each other and to start a reflective dialogue which will continue throughout the project. **“Inspiring! Let's start” Evaluation form**

Job Shadowing 1 week in March, April, May 2017

4 from Spain, 2 from Norway in Kingston (focus group discussion)

2 from England, 2 from Norway in Spain (focus group discussion)

4 from Spain, 2 from England in Norway (focus group discussion)

Questionnaire to hosts and shadowees before and after visit:

“Job shadowing as a learning experience” (Ramon Llull university)



Case Study Impact Report (Yngve)

This impact study will explore the impact of the ToWe project upon the EYPs in relation to their practice in supporting disadvantaged toddlers'. The methodological framework for this will be a Case Study exploring the impact of the project on the EYPs from the setting partners.

Case Study Impact Report of ToWe

The Case study impact report documents the ToWe-project and collects data through different methods (mainly questionnaires and interviews)

The report will use a Case Study methodological approach – using the practitioners experience and examples from the project (cases)

The Aim

To document the ongoing evaluation how the training and the manuals from the different modules/manuals have helped the practitioners to develop their practice and learning from this experience

And... Document the experience of the job shadowing



Case Study Impact Report of ToWe

Questions from the application:

1. How has the project supported EYPs knowledge and understanding of disadvantaged toddlers?
2. How has the project equipped EYSs with tools to identify strategies to enhance toddlers' wellbeing?
3. How have the CPD (Continuous Professional Development) opportunities (training and job shadowing), focus group and discussions forum been effective in sharing practice and enhancing EYPs skills?
4. How has the project impacted and influenced the EYPs' provisions and practice in supporting the wellbeing of disadvantaged toddlers?

Documenting the impact that the different manuals/tools have on the practitioners knowledge and skills, and how this influence their practice. Positive/ negative experiences with the manuals and the project in total, problems and dilemmas in implementing the manuals/tools and during the project, experiences from the job shadowing – resulting in a common focus on how this can enhance Toddlers' Wellbeing – through cases.



Methods for collecting data / information

- Evaluation / Information through Questionnaires - practitioners
- Evaluation / Information through focus-group interviews – practitioners
- Evaluation / Information through Questionnaires – External Evaluation Liaison Group
- Evaluation / Information through ongoing feedback and discussions – All partners
- Evaluation / Information through tracking usage and engagement on website



Dissemination

ToWe International Trainers' Workshop

15th March 2018 - Setting Visits for International Delegates

16th March 2018 at Kingston University, London

Target group: early years lecturers, trainers, researchers, policy makers.

University Partners will outline the project materials and the Case Study Impact Report of ToWe.

Setting Partners will be sharing their experiences, reflections and outcomes.

ToWe Local Practitioner Workshop (1 day)

September 2017—February 2018

Achieving for Children, Sandnes Kommune and University Ramon Llull will each hold a workshop for EYPs in their locality to attend. This event will present the projects materials and EYPs experiences of using the materials.

BOOK

Supporting Toddlers' Wellbeing in Early Years Settings. Strategies and Tools for Practitioners and Teachers. London: Jessica Kingsley Publishers.



References

EURYDICE (2009) *Early Childhood Education and Care in Europe: Tackling Social and Cultural Inequalities*. European Commission.

TODDLER-project 2010-2013 www.toddlersineurope.eu

ToWe-project 2015-2018 www.toddlerswellbeing.eu

UN Convention on the Rights of the Child (1989)

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

