



Pen Green training

12-16 December 2016

Pen Green

12-12-2016

START
A good start for all: Sustaining
Transitions across the Early Years













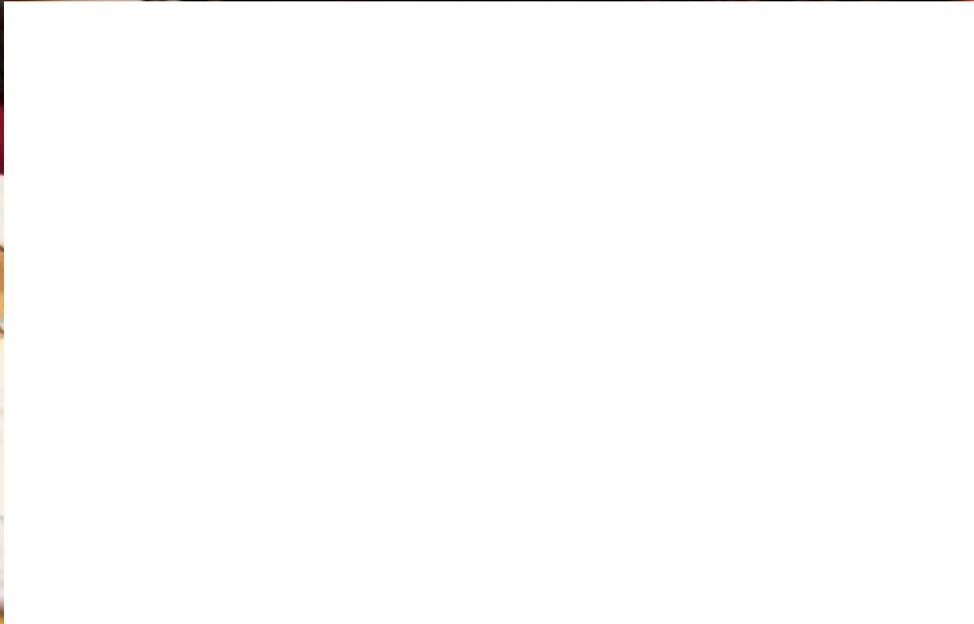


















- Parents know their children best & often share experiences that can support their child
- Parents feel part of the process. Parents as partners in child's education.
- Parents' aspirations will help support the child
- Enable the child/parent to feel supported by the Ministry/Department
- Understanding of the situation in the school/area



































... **UUST** Our relationship is built on mutual respect, openness and honesty. Everyone can be himself, because diversity is strength. You can find a place with us, regardless of your background or capabilities. That's

inclusion

With a lot of warmth, we offer your child the necessary development opportunities to a solid start in life. We involve you and your family as much as possible. So you also meet the families of the other children. It requires a lot of commitment to keep our care accessible and flexible: we do it for you!



mezencafe

inclusieve kinderopvang

Kinderdagverblijf

Buitenschoolse opvang

2,5 tot 12 jaar



MENSEN VOOR MENSEN

BELGIUM

Courage

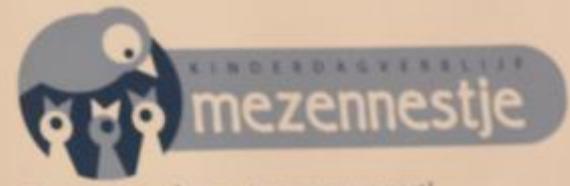


OPLE WHO
N POVERTY

VERTY IS AN
INJUSTICE!



Teach people:
'what is poverty
really?'



Everyone welcome to our warm nest!

We hope that your child and your family feel at home soon, but we provide a **soft transition**.

We thank you for your **trust**. Our relationship is built on mutual **respect, openness and honesty**. Everyone can **be himself**, because **diversity is strength**. You can find a place with us, regardless of your background or capabilities. That's

inclusion

With a lot of **warmth**, we offer your child the necessary **development opportunities** to a **solid start** in life. We **involve** you and your family as much as possible. So you also **meet** the families of the other children. It requires a lot of **commitment** to keep our care **accessible and flexible**: we do it for you!



located in Aalst. This is
in Belgium. We are
and primary school
same building. Our
around 325 children.
children live in the
hood unfortunately
one of the poorest
areas around Aalst

6 pre-school teachers assisted by 3
duo-teachers and a gym teacher.

12 primary school teachers assisted by
2 duo-teachers and a gym teacher.



"Het Mezenestje"
one of our part-
ners, is only a few
minutes away,
some of the chil-
dren who go to
this childcare
centre attend our
school. We hope
this project will
make our collabo-
ration even better.

School starts
8:40 in the
and ends
afternoon
day
school



VIER



Poor peo-
ple unite there

Poor peop-
le unite there



Pen Green
2016-12-13



Children should feel strong
Children should feel in control
Children should feel able to question
Children should feel able to choose
Children should 'feel good about being me'







Communities of Oppression 'Learning to be Strong'



- Children should feel strong
- Children should feel in control
- Children should feel able to question
- Children should feel able to choose
- Children should 'feel good about being me'

1984 'Learning to be strong' A curriculum document for parents and children



Practitioner Research Approaches at Pen Green

- Where the ethics of the encounter with co workers, parents and children are paramount
- Where all ECE workers are encouraged to see themselves as researchers of their own practice
- Where there is a commitment to developing new research methodologies that support 'research for the underside'
- Where people's answers are believed and acted upon
- Where research both informs and leads to improvement in practice
- Where participation in the research process can be emancipatory for participants
- Where the critical questions are generated by users and providers of the service



Approaches and methods

- Where the ethics of the encounter with co workers, parents and children are paramount
- Where all ECE workers are encouraged to see themselves as researchers of their own practice
- Where there is a commitment to developing new research methodologies that support '*research for the underside*'
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- Where the critical questions are generated by users and providers of the service

Tracer Study Research Questions

- What were the things that we did that were significant to children and their families?
- What was significant about our engagement with the children and their families?
- What continues to be significant to those young people and their families?
- How are the nursery's shared beliefs and ways of working manifested in our dialogue with parents and children now?









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knowledge
ety of
project
perspectives
parental
jects
nts and
piration from
ge
relationships

~ confidentiality ~ sharing of
stories, experiences, families'
experiences etc ~ keep these to
ourselves and these 'stay in
the room'

Flow Involvement Tunnel vision ~
Happy ~ Smiling NOT narrow minded
Unaware of surroundings Fulfilment
Focussed Sharing vision
In the bubble Full of energy
Concentrating Relaxed
out Present in the moment
Confident
Time passes without us
realising
Sensitive to intr
others
Desire to share th
en (you are tru





















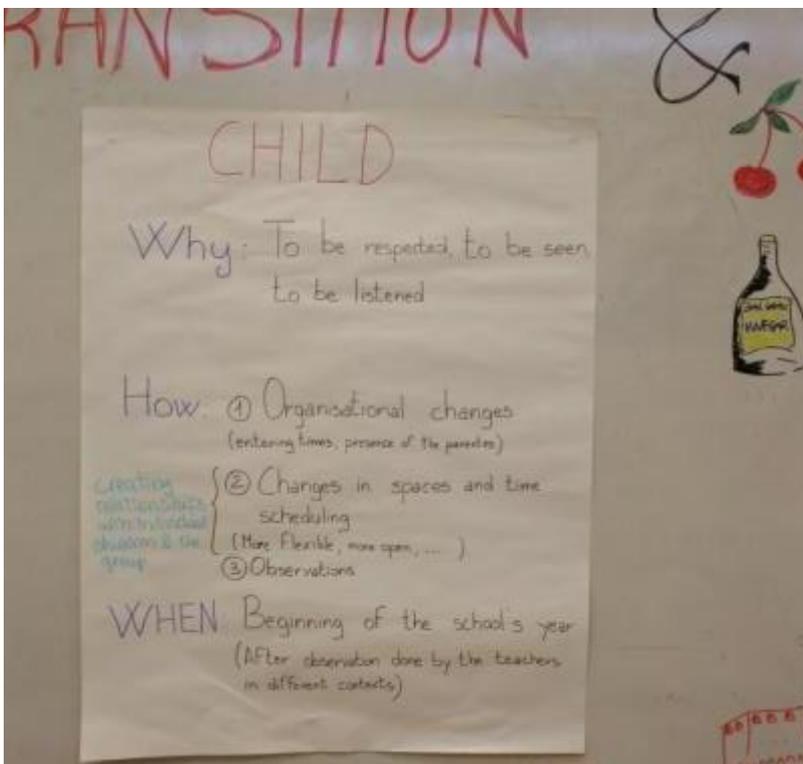
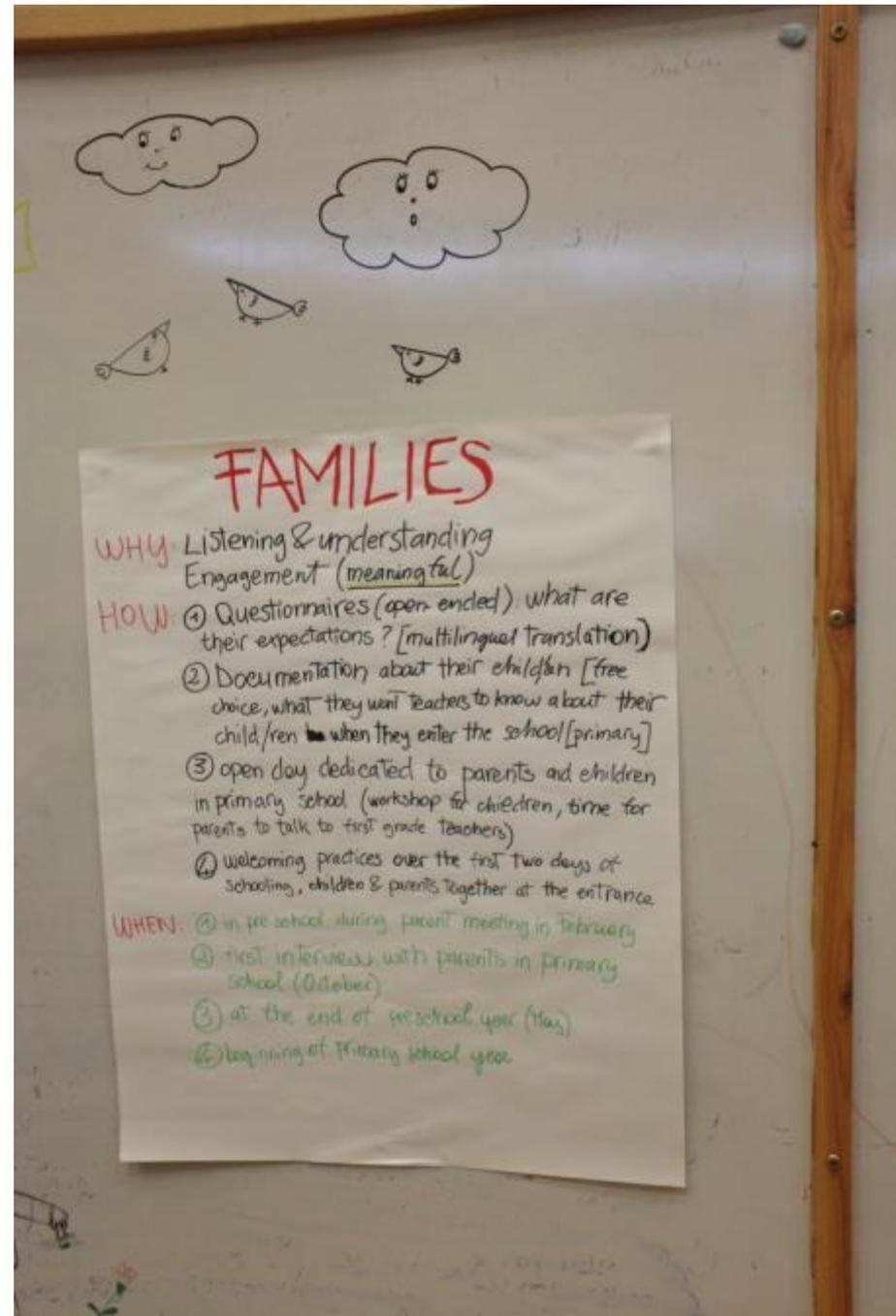












TRANSITION &

CHILD

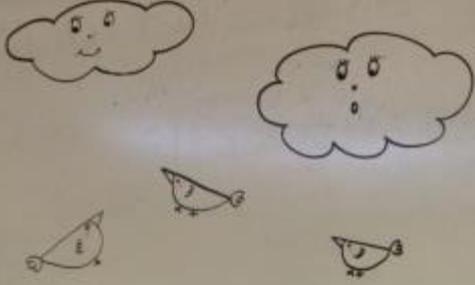
Why: To be respected, to be seen, to be listened

How:

- ① Organisational changes (entering times, presence of the parents)
- ② Changes in spaces and time scheduling (More flexible, more open, ...)
- ③ Observations

WHEN: Beginning of the school's year (After observation done by the teachers in different contexts)

Creating transition spaces with individual children & the group



FAMILIES

WHY: Listening & understanding Engagement (meaningful)

HOW:

- ① Questionnaires (open ended) what are their expectations? [multilingual translation]
- ② Documentation about their children [free choice, what they want teachers to know about their child/ren when they enter the school [primary]]
- ③ open day dedicated to parents and children in primary school (workshop for children, time for parents to talk to first grade teachers)
- ④ Welcoming practices over the first two days of schooling, children & parents together at the entrance

WHEN:

- ① in pre school during parent meeting in February
- ② first interviews with parents in primary school (October)
- ③ at the end of preschool year (May)
- ④ beginning of primary school year

PROFESSIONALS

Why: 'professional culture' exchanges
enhance reflectivity & professional growth

How: ① reciprocal observations in pre- and primary
school settings focused on:

- the child - acknowledging their experiences in preschool / pre as point of departure
- the learning environment in primary school, what is expected from them ~~in primary~~

② reporting in peer learning groups facilitated by
researchers (obs tools) + feedback

③ reflections on videos (in preschool & primary school,
documenting children's experiences)

WHEN: reciprocal observations starting in January/February after
preparatory meeting ~~with~~ with researchers (training) *

learning and discussion groups running throughout the
whole duration of the project *

* from the collective reflection on reciprocal observation the
educational & learning environment will be 'revised' ~~at~~
in September

ACTION 1

MONTHLY FAMILY MOMENTS
IN CHILDCARE CENTER (ofa Drop-in)
MILWAUKEE

Start Small!

- CREATING COMMUNITY FOR PARENTS FROM THE NEIGHBOURHOOD
- INVITING THROUGH OTHER ORGANIZATIONS!
- ACTION-ANALYSIS/REFLECTION SCHEME
- SUPPORT IN TEAM AND SUPPORT IN START LEARNING ABOUT WORK

only 2 families came

↳ ALREADY 2 families came to the family moments!

ACTION 2

TODDLERS AND FAMILIES ARE WELCOME IN THE PRESCHOOL CLASSES

Building trust between us

- TO HAVE FACE TO FACE ENCOUNTERS
- TO EXCHANGE INFORMATION ON THE CHILD'S WELL BEING
- TO HAVE MORE STALL TALKS
- WHAT DO PARENTS LIKE TO DO → ACTIVITIES
- PARENTS LEARN TO KNOW EACH OTHER
- ACTION-ANALYSIS/REFLECTION SCHEME
- SUPPORT FROM START LEARNING BELIEFS

Getting to know each other better

Strengthen transition

ACTION 3

INFORMING AND MAKING OUR OWN COLLEAGUES ENTHUSIAST FOR START PROJECT

HISTORICALLY CHALLENGING

United we shall stand!



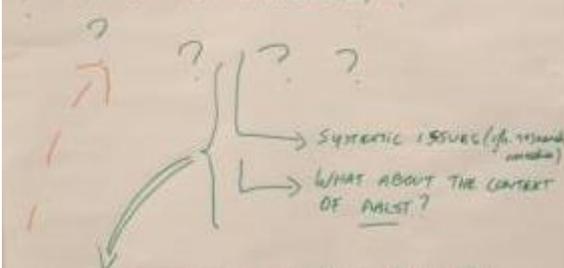
- DEVELOPING COMMON PERSPECTIVE
- TOGETHER WE GO TO THE STAFF MEETINGS
- GIVE THE PROJECT HIGH PRESTIGE

We are seriously engaged in this!

ACTION RESEARCH

? ↓ ? ? ? *What is the problem according to who?*

? PROBLEM CONSTRUCTION ? ?



HOW TO PICK UP SIGNALS FROM ALL CHILDREN AND PARENTS?

- 1) THIS NEEDS TO BE TAKEN INTO ACCOUNT WHEN SETTING UP ACTIONS ←
- 2) Focusgroups with parents (3x)

Team strategy was

↳ in different locations
↳ how to include people in processes
↳ ethics, not obligatory, confidential,
↳ video as tool to make discussion

BELGIUM

START MANTRA'S

- + We respect each child in his/her identity & give them all possible changes in the transition
- + We approach children and parents positively and personalise: strengths and ~~forces~~ *forces* of children and parents are at the core
- + We want to ensure a gradual and comfortable transition for children and parents
- + ~~Preparation~~ By encounter and dialogue we build a trust relationship with children and parents
- + We involve parents actively in the transition process
- + By an open and warm reception, children and parents can feel welcome
- + We support and strengthen each other to undertake actions in the transition
- + We unite our forces to establish continuity in the growth processes of children and parents
- + We fine tune our organisational policies with respect for the singularity of each organisation



SMART MONTREALS

BELGIUM

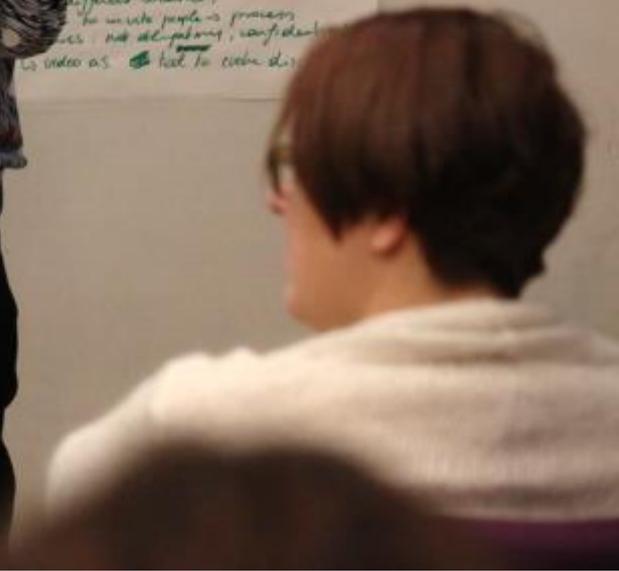
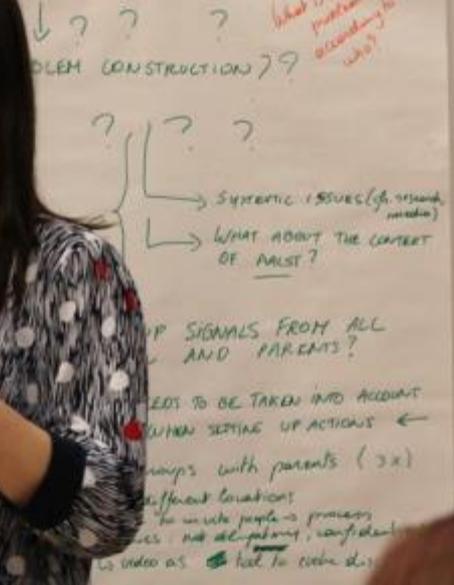
- * We respect each child in his/her identity or give them all possible changes in the transition
- * We approach children and parents positively and personally: strengths and ~~interests~~ ^{interests} of children and parents are at the core
- * We want to ensure a gradual and comprehensive transition for children and parents
- * ~~By~~ ^{By} concrete and dialogue we build a trust relationship with children and parents
- * We involve parents actively in the transition process
- * By an open and warm reception, children and parents can feel welcome
- * We support and strengthen each other to undertake actions in the transition
- * We work our forces to establish continuity in the quality process of children and parents
- * We function on organizational planes with respect for the singularity of each organization



SMART MONTREALS

- * We... identified a group...
- * We... of a group...
- * We... with friends...
- * We...
- * We...

ON RESEARCH



Cohort ①

2 girls from travelling community

1 LAC

1 SEND

1 family complexity (domestic violence)

- Bottom 20% MCLV data
- tracked from Pen Green to reception
- 4 schools

Cohort ②

currently in Pen Green

transition to school in
September

Allocation in April

Initial observations / discussions
to be made in January

Similar range in cohort 1

focus groups with practitioners:

focus group one - traveller family

2 researchers

2 Pen Green practitioners

2 school practitioners

focus group two - LAC family

2 researchers

1 Pen Green practitioner

2 school practitioners

focus group three - SEND + complexity family

2 researchers

2 school practitioners

1 Pen Green practitioner

focus of all focus groups:
Pedagogical practice & involvement

Be
fin
bec
alw
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her r
succes
contra
from
with
We contin
engage the

Semi-structured interviews with parents:

None of the parents who have agreed to participate in the START project wanted to take part in focus groups, preferring to be interviewed at home.

These families are at risk of social exclusion for a variety of reasons including low mental health, loss of self-confidence, having English as an Additional Language (EAL) and being Travellers (who are among the lowest groups in the UK in terms of educational and health outcomes).

Because of these factors the families sometimes find it difficult to engage with public services because their experiences of them have almost always been negative in the past.

We have interviewed one parent in her home and her responses were very informative about her son's successful transition to primary school and the contrast between the support she feels she had from Pen Green and how difficult she finds engaging with the school has been.

We continue to make contact with parents in order to engage them in interviews for the Project.

actions/ going forwards:

reen practitioners

of all focus groups:

logical practice & involvement

successful transition to primary school and
contrast between the support she feels
from Pen Green and how difficult she finds
with the school has been.

We continue to make contact with parents in
engage them in interviews for the Project.

Outstanding actions/ Going forwards:

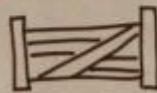
- 3 parent interviews (cohort 1)
- identify children in cohort 2 (nursery)
- observations of children (cohort 1)
- observations of children (cohort 2)
- focus groups & interviews analysis
- data analysis & case study writing (cohort 1)
- focus groups & interviews (cohort 2)

At school level ~ children maximising their Potential.

Strong, resilient children.



↳ parental involvement



Breaking down barriers

Parents Journey

child

- Nurturing Parents
- Working towards change

Parents interested in their children's learning.

↳ parent / teacher confidence / not judgemental

nurture ~ building family relationships



↳ Whole child

- reciprocate
- In tune with
- Respect.

↳ Focus group voice "Not enough time with teacher."

→ Coffee time? am / pm → Same teacher in FS / Yr 1 Year 2?

Nurture / family room.

High deprivation

EAL 49%
(Higher in FS)
PP 18%

LAC 1.3%

WB 39%

AN 9.4%

Vulnerable learners. Race to the top

learners. Race to the top

Quick fix → Potential impact



Family room → School becomes more familiar.
Point of contact

Parents are near their child
Help available for vulnerable families. Dads

New parents → families

Open school earlier
So parents can enter with children. Groups after school
School → Focus group feedback.

Parents feeling more involved informed.

Parents into class.
Once every half term.

↳ More contact with nursery

↳ Identifying more vulnerable
Parents / children

↳ Race to the top transition.

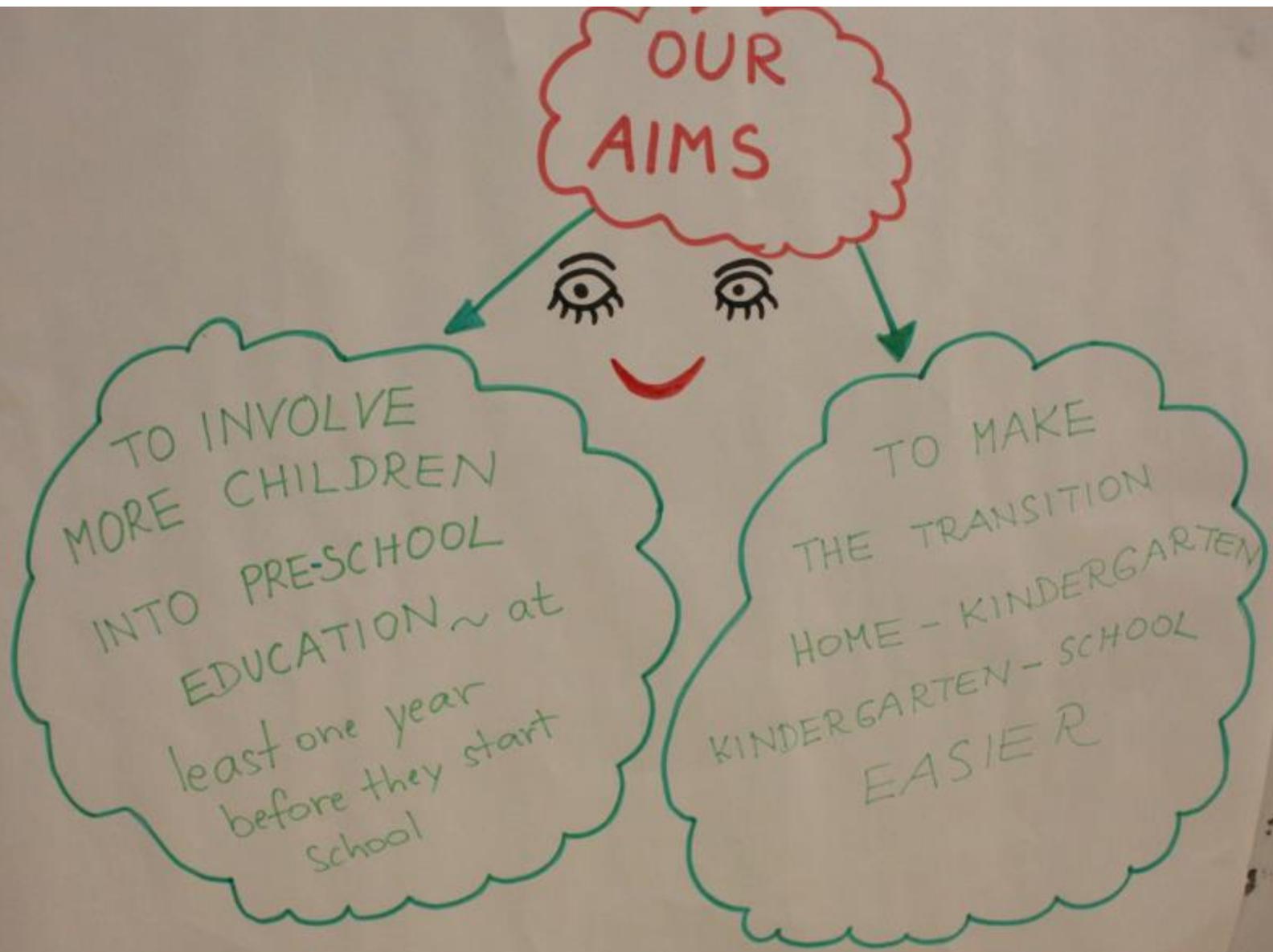
More planning needed
↳ Impact.

Maintaining same teacher throughout → EYFs - Year 1
Year 2?

↳ nurture relationships.

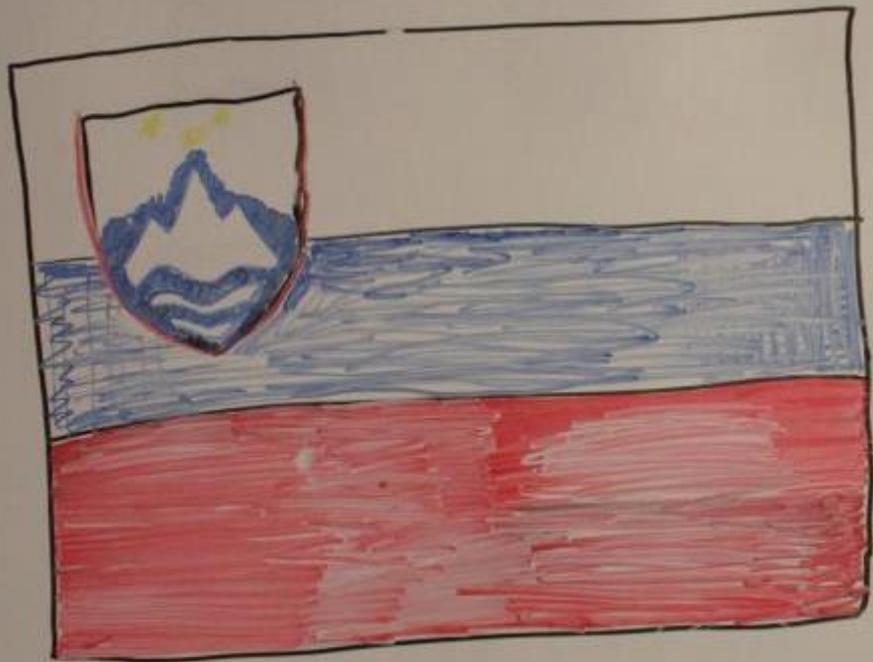
↳ L

OUR AIMS

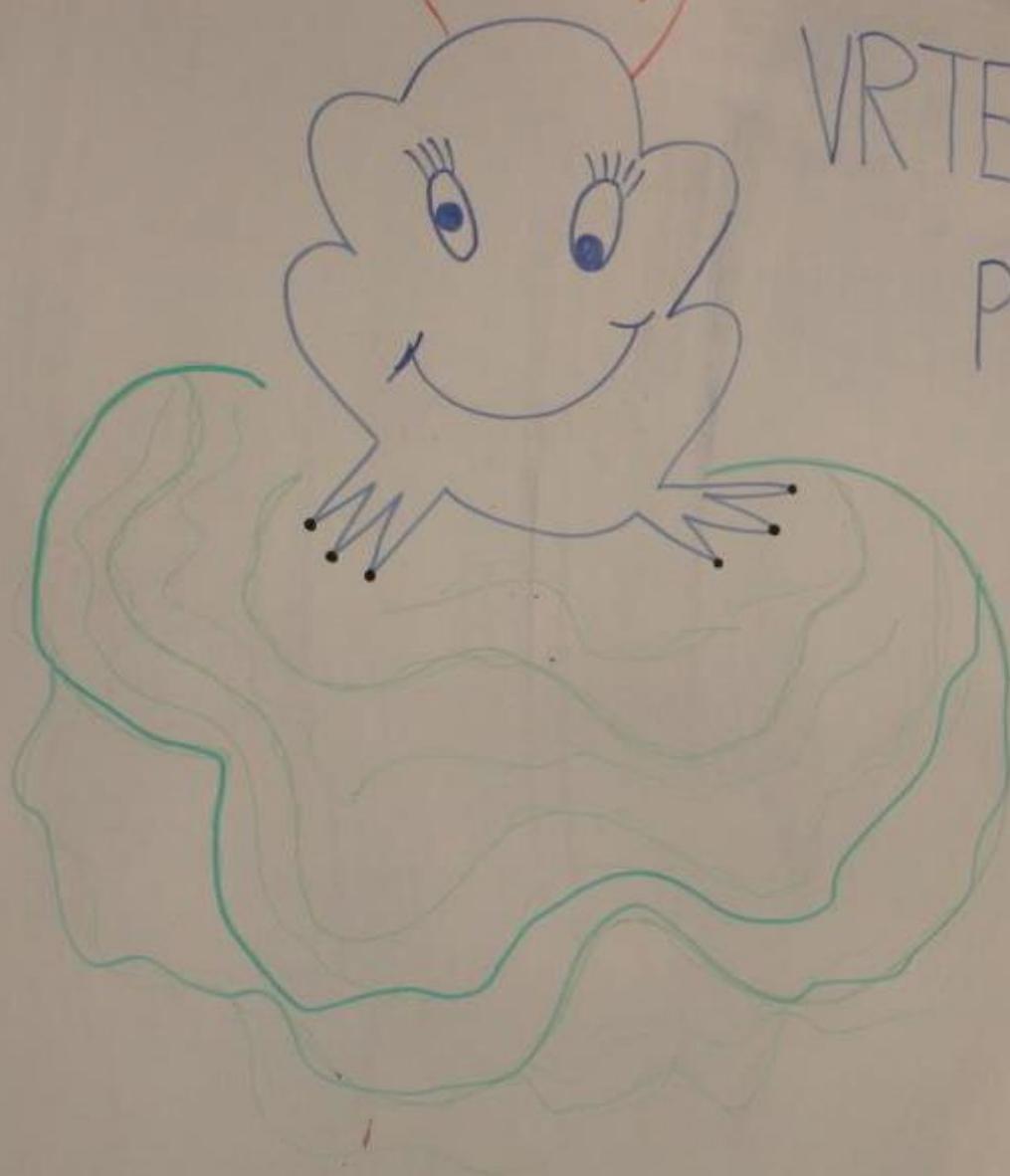
A hand-drawn diagram on a piece of paper. At the top center is a red cloud-shaped box containing the text "OUR AIMS". Below this box is a simple face with two large eyes and a red smile. Two green arrows point downwards from the eyes to two separate green cloud-shaped boxes. The left box contains the text "TO INVOLVE MORE CHILDREN INTO PRE-SCHOOL EDUCATION ~ at least one year before they start school". The right box contains the text "TO MAKE THE TRANSITION HOME - KINDERGARTEN KINDERGARTEN - SCHOOL EASIER".

TO INVOLVE
MORE CHILDREN
INTO PRE-SCHOOL
EDUCATION ~ at
least one year
before they start
school

TO MAKE
THE TRANSITION
HOME - KINDERGARTEN
KINDERGARTEN - SCHOOL
EASIER



I FEEL
SLOVENIA



VRTEC PLAVČEK
PRI OŠ TIŠINA

OŠ TIŠINA

PEDAGOŠKI
INŠTITUT

See you next year! ♥

FOCUS

* WHY CHILDREN DON'T ATTEND KINDERGARTEN?
(enrollment)

* TRANSITION

* WORKING WITH PARENTS

* SHARED UNDERSTANDING
~ STAFF ~

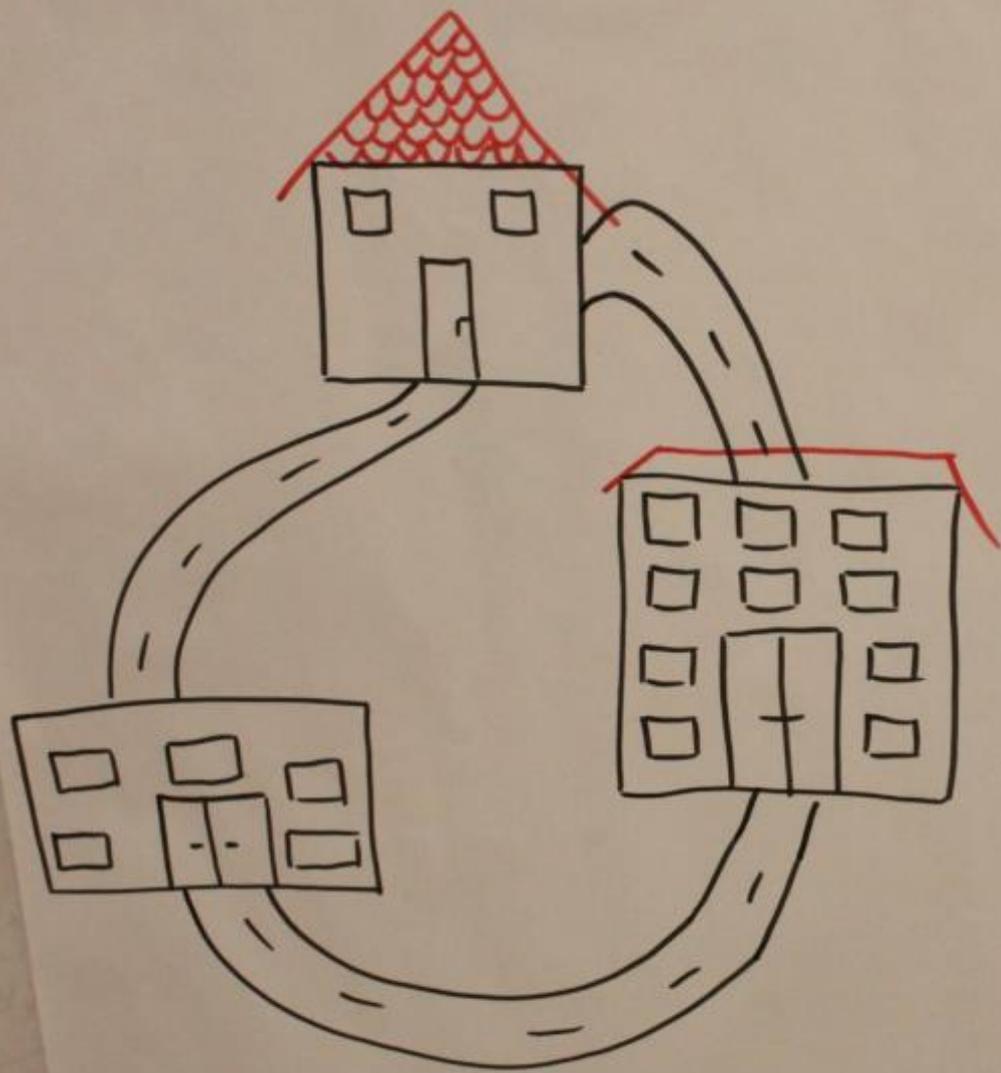
HOW?

* informal meetings with parents
* workshops
* promotional material

* home visits * school visits
* continuity * informal meetings
* tim meetings
* longer settlement period

* workshops
* share information

* to consider professional and persona values
* pre-school + primary school professional implementing workshops together (for children + parents)



SOFT TRANSITION

AMONG DIFFERENT

EDUCATIONAL

ENVIRONMENTS &

CONTEXTS



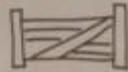


Strong, resilient children.

↳ parental involvement



Potential.
Parents Journey
child
Nurturing Parents
Work
Change



Breaking down

Parents interested in their children's

↳ parent / teacher confidence / not judge

nurture ~ building family relationships
↳ Whole child

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Nurture / family room.

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EAL 49%
(Higher in FS)
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~ Current

• June-July

• September

~ Current

Vulnerable learners. Race to the

