

**SLOVENIA TRAINING**  
**Day 2 – 5/12/2017**

**Observing, giving words and reflecting together**

**9.30 – 10.00 Warm-up ‘Pick a photo’**

- Each person picks a photo that you are intrigued by.
- *Why this picture? What are you touched about? What do you see? Which associations do you make? What does it tell you on your job as a teacher/childcare worker / director?*
- Zoom - session: discuss the photo with your neighbour who is not from your country
- Lets’ discuss 4 examples / Keywords will be written down on a board

**10.00 – 10.15 Introduction - goals of today**

- Learning to give words to observations
- Making different interpretations on observations
- Learning to give feedback to one another
- To get to know each other across countries

**10.15 – 10.30 Illustration ‘Inflammable Fingers’ movie**

**10.30 – 11.10 Film round 1**

- Goal: observing, giving words and making interpretations
- People are divided in 6 country and setting mixed groups
- 6 tables with 6 laptops with 6 different movie fragments.
  - Each table has a list with questions to discuss in group
  - At each table a researcher will be present in order to help with translation and document the different interpretations giving to the movie. The researcher will not intervene in the discussion.
- In this timeslot 2 movie fragments will be shown. 20 minutes per movie.

Fragment 1	Collective interactions	It
Fragment 2	Individual Interactions	Be
Fragment 3	Outdoor Activity	Sl
Fragment 4	Parents	It
Fragment 5	Care	Uk
Fragment 6	Conflict	It

**11.10 – 11.30 Coffee Break**

**11.30 – 12.30 Film round 2 + exercise in giving feedback**

- Goal: observing, giving words and making interpretations
- People are divided in 6 country and setting mixed groups
- 6 tables with 6 laptops with 6 different movie fragments.
- Each table has a list with questions to discuss in group
- At each table a researcher will be present in order to help with translation and document the different interpretations giving to the movie. The researcher will not intervene in the discussion.
- In this timeslot 2 movie fragments will be shown. 30 minutes per movie.
- + extra instruction: *imagine the educator of the movie was present in your discussion.*

**12.30 – 13.30 Lunch Break**

**13.30 – 14.15 Film round 3 + connection with observation tool**

- Goal: observing, giving words and making interpretations
- People are divided in 6 country and setting mixed groups
- 6 tables with 6 laptops with 6 different movie fragments.
- Each table has a list with questions to discuss in group
- At each table a researcher will be present in order to help with translation and document the different interpretations giving to the movie. The researcher will not intervene in the discussion.
- In this timeslot 2 movie fragments will be shown. 20 minutes per movie.

- Link it with the principle 6.2 of the observation tool day 1 (*“The educator provides an inviting, safe, healthy, stimulating, and inclusive physical environment that promotes children’s exploration, learning, and independence.”*)

#### 14.15 – 15.00 **Plenary discussion part 1**

- Group discussion and exchange
- Each group presents their discussion, the researcher in addition summarises the other discussions on the same movie.
- For three movie fragment we present one provoking statement (prepared or based on the discussion – see below). People divide themselves in the room based on ‘agree’, ‘disagree’, ‘partially (dis)agree’. We ask for their arguments.

#### 15.00 – 15.20 **Coffee Break**

#### 15.20 – 16.15 **Plenary discussion part 2**

- Group discussion and exchange
- Each group presents their discussion, the researcher in addition summarises the other discussions on the same movie.
- For three movie fragment we present one provoking statement (prepared or based on the discussion – see below). People divide themselves in the room based on ‘agree’, ‘disagree’, ‘partially (dis)agree’. We ask for their arguments.

#### 16.15 – 17.00 **Link with START and transition**

- Concluding discussion within language groups (16.15-16.45) / plenary feedback (16.45-17)
- *How was this day? What surprised you?*
- *What did you learn today for your action research in transitions?*
- *How can we utilise each other different professional backgrounds more in observing and interpreting?*
- *Who els can help us in this exercise? (child, parent)*



## Attachment

### General Questions for Each Movie:

- *OBSERVE: Take notes on what you observe. What do you see without making interpretations?*
- *GIVE WORDS: Discuss your observations with the others.*
- *REFLECT TOGETHER: What do you think is happening to the child(ren) and the professional(s). Discuss multiple interpretations or perspectives.*
  - *Child(ren): How are the child(ren) doing in terms of 'wellbeing' and involvement? How do children learn from themselves and the others?*
  - *Professional(s): What is the role of the professional? How do professional(s) respond to children's actions and languages?*
  - *Space and materials: What is the role of the space and materials? How do they influence these interactions?*

Specific Questions per Movie and related ‘provoking statements/questions’

Fragment 1	Collective interactions	It	<ul style="list-style-type: none"> <li>• <i>When doing circle time or other collective moments of verbal interaction, what are points of attention?</i></li> <li>• <i>How do you facilitate collective interactions in multilingual groups of children? How do you increase the wellbeing and involvement of all children?</i></li> </ul> <p>(Provoking Statement – ‘Silent children are good listeners’)</p>	‘Silent children are good listeners’?
Fragment 2	Individual Interactions	Be	<ul style="list-style-type: none"> <li>• <i>How does the professional give space to the child to participate?</i></li> <li>• <i>What can you learn from this movie for working with older children?</i></li> </ul>	‘Recognising baby’s agency is more difficult’?
Fragment 3	Outdoor Activity	Sl	<ul style="list-style-type: none"> <li>• <i>How do you involve children in taking time for natural processes such as food processing and eating?</i></li> <li>• <i>What is the value of outdoor and/or indoor activities for children?</i></li> </ul>	‘Children do not need structure and defined time during the day’?

Fragment 4	Parents	It	<ul style="list-style-type: none"> <li>• <i>What is the place of this parent in the 'drop-in'?</i></li> <li>• <i>How does the professional give space to the parent to participate?</i></li> </ul>	'Short goodbyes between parents and children are better for the child'?
Fragment 5	Care	Uk	<ul style="list-style-type: none"> <li>• <i>How is the professional sensitive and responsive towards the feelings of the child?</i></li> <li>• <i>How do you create a caring learning environment for children of all ages?</i></li> </ul>	'Caring and teaching is not always easy to combine'?
Fragment 6	Conflict	It	<ul style="list-style-type: none"> <li>• <i>How does the professional support the children in dealing with their emotions?</i></li> <li>• <i>How does the professional respect the children's autonomy in conflict solving situations?</i></li> </ul>	'All children can autonomously resolve conflicts'?