

ToWe Project

Enhancing Opportunities for Toddlers' Wellbeing



Toddlers' Wellbeing Strategies

Setting Partner: Achieving for Children

Dimension	What bought about the strategy	Implementation	Impact of Strategy
<p>Well Being as a focus (supporting Dimensions 1-4)</p>	<ul style="list-style-type: none"> • How do settings know if toddler Well Being is being supported in Children’s Centres, as they would like to think? • Do practitioners reflect enough on this? • What does Well Being mean to all staff in the Children’s Centre – and to parents? Is this viewed similarly internationally? • Reading & reflection on IO3 materials and ToWe manual • AIMS: to ensure practice includes supporting toddler Well Being • To raise the profile of Well Being across Children’s Centre provision - making it ‘visible’ to all that Well Being is a focus • To support parental awareness of how to support this within the home. 	<ul style="list-style-type: none"> • Meeting with Children’s Centre colleagues to support them with action planning around Well Being. <ul style="list-style-type: none"> ○ Ensuring time taken to read and discuss materials, use sections of audit, and display ideas and undertake activity suggested to raise the profile with colleagues and parents. • Individual settings undertook Well Being audit with several individual families and also used areas of the audit across all provision – e.g. Health section of audit for some families / Environmental audit for group. • Collating activity around Well Being and sharing ideas with all project members and with other Children’s Centres. • Meeting with to Centre Managers to ensure ToWe and Well Being is a shared focus by all – understanding re time commitment. 	<p>Toddlers –individual toddlers and groups as a whole are being supported in terms of Well Being through careful observation & interaction, appropriate environmental provision and greater awareness by practitioners of Well Being. Individual records will evidence good attainment at Personal, Social and Emotional Development and Learning Journeys will evidence examples of positive Well Being, confidence and self-esteem.</p> <p>Parents – are well informed through observation of provision and discussion with practitioners, handouts, displays. Questionnaires and end of year reviews will evidence greater awareness of need to support toddlers’ Well Being and ways of how to do so.</p> <p>Staff - have a real knowledge of Well Being and observations of children demonstrate this. They are supporting children, using strategies and tools suggested within the manual – e.g. asking questions posed, giving children time to persevere, matching the</p>



		<ul style="list-style-type: none">• Dissemination to Achieving for Children Early Years Team, the wider Children's Centre Partnership Board – health partners etc. meetings and newsletters.	<p>environment to current needs, analysis of film of children at play.</p> <p>Well Being is central to the way of thinking for project setting practitioners and messages are also being shared with other Children's Centre staff</p> <p>Practice – Reflection on practice, whilst always having been a part of Children's Centres, is now firmly centred around toddlers' Well Being – the environment layout, experiences established, etc....always now with Well Being in mind.</p> <p>Team discussions indicate use of reflection on Well Being as a method to support children further and ensure that provision – and themselves as key individuals – are really supporting toddlers in this respect.</p> <p>Highlighting the importance of this to parents is now central to Children's Centre practice.</p>
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Setting Partner: Sandvedhaugen Barnehage – Sandnes Kommune

Dimension	What bought about the strategy	Implementation	Impact of Strategy
Wellbeing	<p>After reading the wellbeing manual, we became aware that the way we practiced the settling in period weren't consistent with our practice of theories, such as, John Bowlby and Circle of Security. Our experience the wellbeing manual was quite extensive and we found it necessary to limit the contents we wanted to work with in this manual. We chose to focus on the settling in period and the role of the significant adult (key person) using the attachment theories and The Circle of Security. Furthermore, we reflected on our cooperation with the families and how to involve them.</p> <p>We saw the importance of working to make safe the relationship between staff and family and build a positive relationship with them.</p> <p>This was important because we wanted to support the children's feeling of being secure and feeling settled in.</p> <p>We saw the importance of illustrating the key person's role and how to work, especially during the settling in period.</p>	<p>The content in the parent-teacher meetings for «new» parents/ guardians that takes place in in spring has changed. The content is now primarily aimed at children's need during the settling in period, and how the parents can support and help their child during this period. This is of course set against attachment theories and The Circle of Security.</p> <p>We always send a letter welcoming the family to the setting. The letter contains among other things, more about what's important for the child during the settling in period. For example we write about the importance of not to disregard children's emotional needs (voices and expressions) as communication. We also see that it's important not to use diversion as a tactic, used by both parents and staff, to derive from children's emotions. We now</p>	<p>By reflecting and changing the way, we work in the settling in period, we can to a greater extent see even more positive interaction among the children in the class/group.</p> <p>The feedback we've gotten from the parents in a survey show that the settling in period has been experienced as secure for both them and their child.</p>

	<p>We also reflected a lot regarding which questions we should use in conversations with parents/guardians. Here our main reflection point was:</p> <ul style="list-style-type: none"> • What is important for us to know so we can create a good environment for their child? 	<p>reassure the children that it's ok to show their emotions.</p> <p>We now have an enhanced focus on the parents taking a more active part in the settling in period.</p> <p>Our staff have become more conscious of the importance to make parents feel secure of the role of key adult/person and staff. The staff have also become more aware of the importance of their role by using the attachment theories and The Circle of Security.</p>	
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Setting Partner: Escola Bressol Mas Balmanya (SUARA)

Dimension	What brought about the strategy	Implementation	Impact of Strategy
Wellbeing	<p>After reading the manuals, the entire team discussed them and determined that it was essential to give health an important place at the school. For this reason, we are creating a folder in which we will be putting all the information on both the children's health and the health of the professionals who work at the school.</p>	<p>We professionals at the school more clearly understand the protocols we should follow if any child is ill. This folder is also a form of support that really helps us get families to understand the importance of children coming to school in good health.</p>	<p>The families attach more importance to their children's health as an important aspect of their wellbeing.</p> <p>The professionals also attach more importance to this issue and feel more supported whenever we have to intervene with a family.</p> <p>The children's wellbeing has indirectly improved.</p>
Wellbeing	<p>After reading the material, the entire team discussed what we thought needed improvement at the school to create an atmosphere of wellbeing. We chose four items which we thought were important for each professional to work on in order to achieve a better atmosphere of wellbeing:</p> <ol style="list-style-type: none"> 1. Tone of voice. 2. Asking for the children's permission to engage in actions such as blowing their nose, putting on their bibs, moving their chair closer to the table, etc. 	<p>The atmosphere of the school and the respect we show towards the children at these times has improved a lot. The atmosphere is warm, pleasant, full of wellbeing and especially carefully thought out and taken into account by all the professionals at the school.</p>	<p>The families have noticed an improvement in the classroom atmosphere and have asked us for advice on how to deal with different situations at home (we held a talk on boundaries at the request of the families where we told them about the self-observation work we were doing based on ToWe).</p> <p>The professionals have changed some of our bad habits, so the overall</p>

	<p>3. Sharing time with the children / the adults should be in constant motion.</p> <p>4. Not speaking with each other when we are with the children.</p> <p>Once we had chosen the items, we developed observation grids for each item, and each of us observed ourselves and noted down whenever we raised our voice and why, when we had moved a child's chair closer to the table without letting them know, etc.</p> <p>We also observed our colleagues and noted down the things we saw our colleagues do.</p> <p>Once the grids were completed, the entire team analysed when and why the poor conduct happened, and we sought other solutions to deal with these situations.</p>		<p>atmosphere at the school has improved.</p> <p>The children are more independent when engaging in certain actions, and since the atmosphere is pleasant, they feel respected and listened to by the adults, and this is conveyed through their actions.</p>
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