ToWe – Job Shadowing Reflective Session – Kingston

Recorder did not record the first ten minutes

Summary of discussion

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Areas discussed | UK1 | UK J | UK K | S1 | S2 | S3 | N1 | N2 |
| Sharing of how they are supporting wellbeing | Response to UKJ about helping them know for that session that the child is happy and content making them feel good while they are at the setting.  Colleague working on placemat idea for mealtimes, instead of tablecloth. Making it a special place to sit, issues with table cloths. Creating homely place with flowers. | Knowing the parents and being sensitive to their situations as they might be in a refuge and don’t know what school their child will go to or where they will live.  Returning parents  Teamwork discusses use of manuals and signposting practice to materials | Have it in their heart everybody here has it in their heart and the project has given us time and enabled us to think about it more. | Observing stay and play. What was seen – parents talked to each other, asked questions nobody just chatting.  Compares similarities and differences to language output – displays and languages – a lot of respect demonstrated. See in centres and working with English. UK K speaking slowly and sing slowly so children can pick up. | Agrees with N1 – the freedom to play and choose to interact | Similarities and differences - Spain all the centres have shared wellbeing with families, creating displays importance of the environment. | Links to IO4 manual over practice of listening to voices and expressions at meal times.  Seen the many different languages in London.  Environment welcoming. |  |
| Comparing and contrasting practice and curriculum | Identifies with N1 and coffee with parents. This used to happen too but the centres have worked hard to change this. Changing the way parents think about stay and play. | During session children are playing so when it is the end they may sit down for a snack. | Cutting up fruit for practice, only opportunity they might have. | Responds to S2 – they have to go there, nobody comes to you.  Issue with availability and accessibility.  JS stay in the moment, don’t have meetings, and know about evaluations or observations. Training in universities not told this. Should be in training as an important part of our work.  Not used to sharing food in Catalan. | Compares what they have - issues with money and slow. Not enough support available. Only those with big problems receive support. |  | Compares S1’s statement of issue reaching families. System in Norway has good provision with 80-90% of children attending. Kindergartens should have a tighter relationship with health services.  Meeting parents every day. | Yes we have it! |
| Impact of Job Shadowing (JS) | Responds to S1 about stay and play – now they no longer have chairs around the wall.  Recognition that JS is the key way to learn. | I wish you could all stay another week. I would do better! | Thankyou you made it very easy as you were natural and calm, parents thought it was lovely and were interested in why you were there. Awkward if sat in silence | JS must be part of EY practitioners practice. Makes comparison to Spain  Agrees with N1  Strange going somewhere new and sitting looking. Praise for those receiving acting so normally with people watching. Made to feel comfortable. | Watching the other professionals actively working is the best way of learning. JS a complete circle by watching space, materials, actions and then work behind the action using reflection. Watching the centres from all the different perspectives and different moments has been fulfilling and was great learning.  Really pleased with experience how well UK K worked with the baby singing with four adults observing. |  | Seeing practitioner’s role modelling to parents. How to play and help their children develop. Parents coffee time - now they get the parents to engage with their children.  To be better in seeing languages the child is speaking – not only two but could be three or four.  Strange to sit and observe. Participating but sometimes miss things as participating.  Felt welcome everywhere. Everyone so lovely. Praises UK J and Ks practice. | Agrees normal work I do things and react immediately. Don’t often get to do – observe, reflect - completely different setting – I think it is a positive thing. |
| Experience/collaboration/ sharing | New children’s centre model – more outreach sites and established teams with a lead practitioner to lead best practice. Recognition of JS  Discusses mealtimes and presentation as Spain has table cloths. Identifies how parents may feed children on the go. | Wow moment with child who has food issues at the snack table | Asks question of valuing mealtimes more in relation to aesthetics | Agree with S3  Social time  Discusses food and economy, food not a play thing.  Discusses eating what is on the plate and clarifies if child takes more. | Agrees we are slow at mealtimes.  Compares mealtimes and sitting down for these moments.  Team work | Comparing and contrasting on interventions to support families. Good way of working. Compares meal times – cultural differences, seen autonomy, differences in food, quantity of courses, rituals.  Team work | Norway is a bit in-between. Relationship with food – listening to children’s voices and expressions. Links to manual.  Ratio in Norway nice but rules over tablecloths and serving food.  Compares food and Norway eating bread and sandwiches. Not having a hot meal at lunchtime.  Role modelling to parents seen |  |
| Working with parents | Skilfulness of practitioners working with issues of parents | For parents to attend and children to have play opportunities that they would not get elsewhere, such as messy play.  Challenges is being available for the parents when the stay and play session is busy. Sign posting parents to services. Observing the mood of the parents.  Difficulty sometimes with parents and food. Example of mother feeding child while they were playing. |  | Identifies the problem of reaching all families in need. How to help those who are unable to pay for child care. Need to address hard to reach families. |  | Children’s centres supporting families |  |  |

**Short Summary:**

**Sharing of how they are supporting wellbeing**

* IO6- discussed how they were developing the environment for mealtime – introduction of placemats. Creating a homely environment with flowers and tablecloths
* Practitioners (UKJ) helping the children feel happy and content during session – reassuring families facing difficult times.
* Sensitivity to family situations and living conditions such as those in refuge
* Project and JS has enabled more time to reflect and think about wellbeing
* Wellbeing at the heart of practitioners practice
* Sessions ‘Stay and Play’ enable parents to ask question – no general chatting
* IO5 – displays and language respected with good role modelling of language, many different languages seen
* Freedom to pay and chose who interaction is with
* Environment welcoming and displays important
* IO4 linking to IO6 listening to voices and expressions at meal times

**Comparing and contrasting practice and curriculum**

* Norwegian setting has coffee with parents have changed the way parents think about this engaging with the children. England had to work at this too.
* IO6 children may play for the whole session and at end sit down for snack. Children cutting fruit opportunity to practice skills – might be only opportunity they have. Comparison of what they all do. Catalan not used to the idea of sharing food. Norway sandwiches not hot food. Recognitions of cultural differences and how mealtimes are addressed. Recognition of different ratios, set-up and environment for mealtimes.
* Issues relating to reaching those disadvantaged families. Norway good provision 80—90%of children attend setting. Could improve on closer relationship with health services. Spain services slow and not enough money or support available. Only those with bigger problems receive the support. Recognition that families have to go to the services, no service comes to them.
* Importance of the meetings, observations and evaluations relating to the children. Need for this to be included in their practitioner training.

**Impact of Job Shadowing (JS)**

* Changes to provision and environment.
* Making it easy as visitor engaged in a calm and natural way with parents and children. Parents were interested in the JS and why other practitioners were visiting.
* Recognition of the value of JS and must be part of practitioners practice.
* The value on being able to observe other practice in completely different settings positive.
* Being able to make comparisons to home country’s practice. Strange going to somewhere new to observe practice. Praise for those they observed. Made to feel welcome and comfortable.
* Key way of learning. Observing other professionals actively working best way to learn. JS a complete circle observing, space, materials and action and then work behind the action using reflection.
* Observing different moments from different perspectives fulfilling and great learning experience.
* Seeing practice role modelled for parents, supporting their children’s development.
* Reflecting on observations seeing practice such as supporting languages and parents engaging with their children.
* When participating sometimes miss things
* Wishing everybody could stay longer would do things better!

**Experience/collaboration/ sharing**

* Wow moments for child who has food issues.
* New model for Children’s Centre with lead practitioner leading best practice with more outreach sites.
* Role modelling to parents
* IO6 mealtimes and presentation of tablecloths in Spain. Valuing aesthetics of mealtimes more
  + Parents feeding children on the go
  + Eating what is on the plate and helping self to more
  + Not playing with food – economy
  + Social time
  + Spain take longer are slower at mealtimes
  + Autonomy
  + Different foods – Norway – bread and sandwiches. Spain – hot food
  + Quantity of courses
  + Rituals and culture
  + Relationship with food
* Comparing and contrasting interventions to support families

**Working with parents**

* Children’s Centres supporting families with skilfulness of practitioners working with parental issues
* Providing parents with opportunities their children would not get elsewhere
* Challenge of availability of practitioners when sessions are busy.
* Difficulty of working with parents to develop good practice e.g. food.
* Mood of parents
* Signposting to other services.
* Children’s Centres identifies the problem of reaching all families in need and unable to pay for child care and supporting families.
* Need to address hard to reach families.