

The ToWe Project

Enhancing Opportunities for Toddlers' Wellbeing



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

www.toddlerswellbeing.eu

The Project

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.

The aims and goals of the project are:

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. (Instruments/Tools/Strategies)

The Partners

Higher Education Institution Partners:

Kingston University, United Kingdom

University of Stavanger, Norway

University of Ramon Llull, Spain

Early Years Setting Partners:

Achieving for Children - Kingston and Richmond Children's Services, United Kingdom

Sandnes Kommune - Sandnes Municipality, Norway

Petita Escola, Spain

Escola Bressol Mas Balmanya, Spain

The Projects Content and Materials:

1. 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.

2. Website

The website has been designed to house all the materials on the ToWe project and provide information about the project and events.

3. Toddlers' Wellbeing

A manual will support Early Years Practitioners (EYPs) knowledge and 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’.

4. Toddlers' Voice and Expressions

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, mode of communication with people and objects in the environment and play and playful interaction. EYPs will be able to interpret toddlers’ action and expressions exploring their role and provision in supporting toddlers.

5. Toddlers' Meal Times

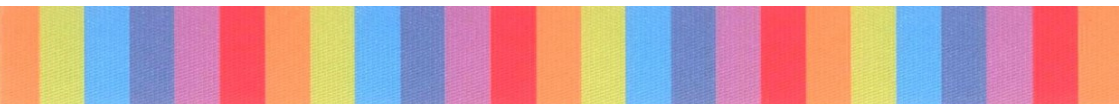
The content will focus on the communication between adults and toddlers, among toddlers themselves, looking at toddlers’ chances to participate and the space and materials at meal times. Documentation and observation of toddlers’ communication, autonomy and physical aspects and materials will be explored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

6. Toddlers' Additional Language(s)

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

7. Case Study Impact Report of ToWe

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.



Training—Contextualisation of Toddler Wellbeing

14th – 18th March 2016

The updated TODDLER Project materials will provide a starting point for this event and is an opportunities for the EYPs from the Setting Partners to explore the context of wellbeing and the projects content and materials. It provides EYPs with the opportunity to create a reflective dialogue which will continue through the use of the discussion board and Job Shadowing.

Training—Job Shadowing

Between February– March 2017

This is a blended mobility event providing the EYPs from each partner country the opportunity of job shadowing each other creating a transnational reflective dialogue creating, shaping and developing the strategies that support the projects materials.

ToWe International Trainers' Workshop

16th March 2018 at Kingston University, London

15th March 2018 - Setting Visits for International Delegates

This international training event is for early years lecturers, trainers, researchers, policy makers. The University Partners will outline the project process and materials produced with presentations on Toddlers' Wellbeing , Toddlers' Voice and Expressions, Toddlers' Meal Times, Toddlers' Additional Language(s) and Case Study Impact Report of ToWe. EYPs from the Setting Partners with be sharing their experiences, reflections and outcomes.

ToWe Local Practitioner Workshop

Between September 2017—February 2018

Achieving for Children, Sandnes Kommune and University Ramon Llull will each hold a EYPs training event in 2018 for EYPs in their locality to attend. This event will present the projects materials and EYPs experiences of the Toddlers' Wellbeing , Toddlers' Voice and Expressions, Toddlers' Meal Times and Toddlers' Additional Language(s).



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