



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

## Overview of the ToWe Project

### Enhancing Opportunities for Toddlers' Wellbeing

2015-1-UK01-KA201-013431

## 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; by using the prerequisite of wellbeing to support children's learning and development.

## 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



## 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.  
<http://www.toddlerswellbeing.eu/>



### 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. The Job Shadowing formed the blended mobility part of the ToWe project involving the early years' practitioners for each partner country, England, Norway and Spain, visiting each other to work together, share their practice and experience, learn from each other and reflect upon how they are supporting toddlers' wellbeing using and developing the different tools and strategies from the project.

## Training – Contextualisation of Toddler Wellbeing

### 14th – 18th March 2016

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



Monika Röhle and Yngve Rosell from the University of Stavanger delivering on the 'Toddlers' voice and expressions'.

## Training – Job Shadowing Mobility

### The Job Shadowing took place in:

- England from the 14th March 2017- 24th March 2017 at Heathfield Children's Centre, Kew, Mortlake, Barnes and East Sheen (KMBES) Children's Centres and Moor Lane Day Nursery, Achieving for Children
- Spain from the 24th April 2017- 28th April 2017 at Petita Escola and Mas Balmanya, Suara Services
- Norway from the 8th May 2017- 12th May 2017 at Sandvedhaugen Barnhage, Sandnes Kommune

This involved two early years' practitioners from each partner country, spending 5 days at each other's settings. The programme included:

- a taught session, from each university partner, on their country's educational system and curriculum
- observing each other's practice to gain a better understanding of the role of the early years' practitioners in relation to the country's educational system, curriculum and provision
- gaining a better knowledge and understanding of how the early years' practitioners are supporting toddlers' wellbeing through the different materials, tools and strategies in relation to:
  - o Toddlers' Wellbeing
  - o Toddlers' Voices and Expressions
  - o Toddlers' Mealtimes and
  - o Toddlers' Early Language(s)
- opportunities to discuss and reflect on what they have observed, by comparing and contrasting on the ways of working and strategies developed to support toddlers' wellbeing, during the 5 days. With a reflective session, at the end, held at each university partner.