IMPACT+ EXERCISE SUMMARY TABLE

| **AREA OF IMPACT** | **IMPACTS / OUTCOMES** | **INDICATORS** | **DATA SOURCES** | **TIMESCALE** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **SHORT TERM** | **MEDIUM TERM** | **LONG TERM** |
| **SYSTEMIC** | ToWe link to other parts of work  Training materials, Conferences for staff  Book  Teaching in modules at university |  |  |  |  |  |
| Learning how to disseminate  Working and feedback with new partners – contacting each other supporting each other. |  |  |  |  |  |
| Improving training provision  Staff sharing with colleagues and starting to share with other settings. |  |  |  |  |  |
| We are working towards new changes on legislation or public policy in relation to the outcome of the project. |  |  |  |  |  |
| We are optimistic, but we need to wait… |  |  |  |  |  |
| ToWe fits like a hand in glove with other projects and work in Sandnes Kommune.  The Politicians are really interested in Toddlers wellbeing. |  |  |  |  |  |
| **ORGANISATIONS** | University Partners- materials for Contextualising wellbeing. |  |  |  |  |  |
| Setting Partners – working with other settings.  Different ideas, cultures, sharing ideas, opinions/realities for universities. |  |  |  |  |  |
| Collaborative working  Sharing expertise  Theory and Practice. |  |  |  |  |  |
| We think that the communication/relationship between settings and university has improved very much. |  |  |  |  |  |
| We are looking forward to sharing and improving our relationship with other ECEC settings |  |  |  |  |  |
| Improved confidence in our understanding |  |  |  |  |  |
| Staff feeling more confident and secure when referring to disadvantaged toddlers for Psychological Pedagogical services. |  |  |  |  |  |
| Staff have better communication and common knowledge with the help services. |  |  |  |  |  |
| Open, honest, trusting relationship between partners supporting good atmosphere and collaborative working. |  |  |  |  |  |
| **LEARNERS** | Materials provide opportunities to reflect on key issues. Language and focus for the team. |  |  |  |  |  |
| Child first philosophy focusing on what is important – reflection. |  |  |  |  |  |
| Knowledge, motivation, new outlook, team work, group and team learning, self-evaluation, re-thinking and child-centred. |  |  |  |  |  |
| Setting Partners- implementing materials, inspiring, increased reflection, development of practice, supporting confidence. |  |  |  |  |  |
| Children’s wellbeing will definitely lead to a wellbeing atmosphere in the setting (happiness) also from the staff. |  |  |  |  |  |
| Children got more autonomy by getting more space and opportunities to try themselves.  Staff understand better the children’s capacity.  More joy and happiness. |  |  |  |  |  |
| Autonomy, social skills, note progress in their learning, confidence, mature co-operation (peer-learning/support)..  Less conflicts. |  |  |  |  |  |
| The children are more confident and demand to try themselves. |  |  |  |  |  |
| **STAFF** | Project management and organisation, financial reporting, running project, understanding, make visible, time, calculate, making sense of the project. |  |  |  |  |  |
| Separating setting from project.  Leadership  Motivating team  Show how to do a project – Project management competence. |  |  |  |  |  |
| Keeping team on track.  Communication, supporting, overcoming obstacles. |  |  |  |  |  |
| Documentation – different progress and processes, see evidence of steps.  Managing expectations of team.  Timings |  |  |  |  |  |
| New learning from the materials reading manuals.  Listening to colleagues – experts, breadth of knowledge. |  |  |  |  |  |
| Honest talk about practice - challenge, speaking openly.  Task to co-ordinate and develop change. |  |  |  |  |  |
| Staff meetings have radically changed:  From the practical details type of meeting to the more reflective practice type of meetings. >they have changed to a more focused child-centred meeting. |  |  |  |  |  |
| Staff:  Better common knowledge and understanding  Very good reflection of own work and children’s development  They use all situations to work with the children also in the time between activities. |  |  |  |  |  |
| The importance of giving the parents information and knowledge on how to support the child in the transition period. |  |  |  |  |  |
| Competences:  Tolerance, patience, team-work, reflective practice, compromise, feeling of involvement, being engaged in the school project!! |  |  |  |  |  |
| Reflective Practice is a continuous assessment which is directly connected to continuous professional development!! |  |  |  |  |  |
| Understanding of the importance of the contexts – person of the child - attachment theory. |  |  |  |  |  |