

## FOCUS GROUP 2: 15/11/2016

### Participants:

- **Blanquerna team: Cristina Corcoll, Carme Flores, Àngels Geis**
- **Settings team: Sílvia Turmo and Natàlia Turmo (Petita Escola); M.Àngels Domènech, Mireia Miralpeix, M. José Riella (EBM Mas Balmanya)**

### Summary of key ideas

#### Key ideas discussed in focus group 2:

- TOWE has a **general impact** on the school life. However, intellectual outputs are individually addressed as well and changes and improvements are being made in relation to them, as described below:
  - **Petita Escola:**
    - IO3, Wellbeing: toddlers' wellbeing has become the reason for doing or not doing things.
    - IO4, Toddlers' voice and expressions: spaces have been reorganised and there are new materials and resources to promote toddlers' autonomous play. As there are new practitioners in the setting, they can be more observant.
    - IO5, Meal Times: focus on practitioners' attitudes and children's autonomy.
    - IO6, Languages: more English-speaking practitioners have been hired, more English input.
  - **EBM Mas Balmanya:**
    - major change is related to adults' attitude towards children, based on self-assessment and self-reflection
    - IO3, Wellbeing: toddlers' wellbeing has become the basis for everything else; new reflections and questions have
    - IO4, Toddlers' voice and expressions: focus is placed on conflict resolution and the role the adult should play and on how adult should talk to children (volume, intonation, etc.)
    - IO5, Meal Times: practical changes where children eat (furniture, cutlery, etc.) to promote children's autonomy
    - IO6, Languages: focus on reality 1 and how to wellcome childrens' diverse languages and cultures
- TOWE is a project where the **whole team of practitioners** is involved and weekly meetings are held to talk about the project
- Practitioners agree that watching the **videos** that are recorded in the setting and observing and analysing themselves is hard at the beginning as they need to confront reality. Later on, it becomes part of the way they work.

- There is a change in their **attitude** and this impacts clearly how they see and work with **diversity** at the setting.
- **Families** have also been involved in the project and they are informed and have their say
- It is sometimes difficult to **find time to think about and discuss TOWE** as daily routines are hectic. They organise their meetings to ensure that time is found.
- Another aspect that entails difficulties is when a new practitioner starts working at the setting: they need time to understand what TOWE is about.