

REFLEXIVE SESSION: 28/4/2017

Participants:

- **Blanquerna team: Cristina Corcoll, Carme Flores, Àngels Geis**
- **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); Janette Barber, Rachel Lazarides (Achieving for Children); Anita Riveland, Harrieth Elin Kristiansen Strom (Sandnes Kommune)**

Summary of key ideas

Shadowees have been especially surprised by:

- the level of autonomy toddlers have, especially at lunch time.
- the amount of activity toddlers engage in even if resources or activity proposals are limited
- the use of English at Petita Escola, where it is used as an additional language in the setting daily life
- the use and characteristics of space, which make it very homely (both rooms and garden)

Hosts feel

- satisfied after hearing the positive comments shadowees make
- they agree that the aspects shadowees address are key but they also add that they entail a lot of hard work

Shadowees think they have learned about

- better use of voice (volume, intonation)
- value waiting time (give toddlers time to answer, time to do, etc. before adult intervenes) and respect transition time
- different understanding of risk and risk-taking
- awareness of the distinction between child-led and child-focused
- toddlers' wellbeing depends on practitioners' wellbeing: team feeling
- notice how toddlers' support each other when given the chance

Critical incidents

- weather: as there have been rainy days, they have noticed how this has consequences (children not going outside, etc.) that are cultural
- ratio: in Catalunya, the number of children per practitioner is much higher; shadowees note how Catalan practitioners use effective strategies to support the learning process
- focus on interaction child-adult

Active observation entails

- the responsibility of being a critical friend
- is a positive experience

- a skill and a perfect learning method
- hosts also learn - it is bidirectional, a reciprocal and disciplined process

Shadowees would like to take with them

- copies of notes practitioners take to describe and assess learning process
- examples of good practice
- effective identification of priorities
- better ideas to use space and classroom objects
- shadowees see sharing their learning with their teams as a challenge

Differences and similarities observed are

- curricular differences
- different understanding of wellbeing
- similarities regarding the understanding of meal time
- similar strategies for language development (i.e. puppet, chants, stories...)

Job shadowing also helps hosts

- as they receive positive, constructive feedback
- as being observed makes you your own observer
- as it increases energy and self-esteem

Job shadowing entails challenges

- as the week is intense and tiring
- it takes place in a foreign atmosphere, but this has been overcome (i.e. different language) easily