

# ToWe Project

Enhancing Opportunities for Toddlers' Wellbeing



## Toddlers' Voice and Expressions Strategies

**Setting Partner: Kew, Mortlake, Barnes and East Sheen Children's Centres - Achieving for Children**

Dimension	What bought about the strategy	Implementation	Impact of strategy
<p>Toddler’s voice and expression</p>	<p>After reading the ToWe research and recommendations for taking toddlers’ views and voices into account, valuing their different forms of expression and getting parents, carers and other practitioners to value their voices and expressions too.</p>	<p>Keep children’s voices and expressions in mind when during interactions, in order to extend and enhance them.</p> <p>Use video cameras and voice recorders to record children at play, practitioner’s interactions with children and children speaking.</p> <p>Activities and opportunities for children to choose activities and influence the session planning.</p>	<p>Practitioners are able to extend children’s interactions both with themselves and with other children.</p> <p>Watching ourselves interacting with the children was enlightening, and made us change the way we spoke and interacted with children – making sure that we were aware of them around us and the many different ways they communicated, not just verbally.</p> <p>Several activities where we have made it explicit that the children’s choice influences what they will play with in future.</p> <p>An ongoing effort to record in evaluations which children were doing particular activities which we then factored into the planning for</p>



			the next session – ensuring that we give the correct credit to children by writing their names in brackets next to the activities they inspired.
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**Setting Partner:** Sandvedhaugen Barnehage – Sandnes Kommune

Dimension	What bought about the strategy	Implementation	Impact of Strategy
Voices and Expressions	<p>After reading the manual we saw that we could benefit from observing the children`s play and interaction more systematically. This is to get a more clear picture of how the staff best can support the children`s play and interaction</p>	<p>We have used every day practical stories to see how and where we can support the children`s voice and expressions. We`ve limited that to primarily observe children`s play and interaction. We`ve used the questions found in the manual to reflect upon our view of young children in play and interaction. Furthermore, we saw the importance to reflect upon our own values and how to express them.</p> <p>What we do with the observations we`ve carried out, and what we find there, has also been an important question.</p> <p>Reflecting upon the questions has also increased our knowledge around toddlers and their voice and expressions and how they play.</p> <p>The adult`s role in toddler`s play has also been reflected upon.</p>	<p>We`ve been better at using the materials and the staff as a resource.</p> <p>We also see the children as a resource. The children participate and contribute more to their everyday life, especially contributing so that we can see more wellbeing.</p> <p>We`ve communicated better with the parents, to better let them know that children`s play is the most important teaching environment. Play is also an attractive phenomenon in itself.</p> <p>We`ve invited parents for «Stay and Play», so they can play together with their children in the setting/class.</p> <p>The staff can now observe more interaction among children when playing. Most of the children play together in for example in the kitchen area and with dolls.</p> <p>The children show to a greater extent interaction, taking turns and sharing. The</p>

		<p>The staff has increased their awareness on how to use indoor and outdoor space and materials.</p> <p>After hosting the job shadowing, we've gotten important feedback from our colleagues from Barcelona and Kingston that we present the children with too many toys for them to play with. Reflecting upon this, we now think a lot about what toys and materials we present when.</p> <p>We have supervised the staff in how to better observe how we can help children to interact with each other in play.</p> <p>We emphasize that the adults are role models, and in that, way we can show the children how we can use the different toys and materials.</p> <p>The staff have been aware their responsibility to build good relations to both children and their parents.</p> <p>To be a playful adult has been something we have often reflected</p>	<p>children also laugh more and sing together. The children show more wellbeing and are more aware of the things happening around them.</p> <p>The staff have also become more playful.</p> <p>The staff now also facilitates more regarding children's independence to maximize wellbeing.</p> <p>Using observation has become more important to us so better to put in good steps to help children in their play, learning and development.</p> <p>The parents have become more conscious of what we most emphasize and why.</p>
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		<p>upon, also in routines like getting dressed and from one activity to another.</p> <p>We have changed our daily schedule to implement even more play.</p>	
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**Setting Partner:** Escola Bressol Mas Balmanya (SUARA)

Dimension	What brought about the strategy	Implementation	Impact of Strategy
Voices and Expressions	<p>After reading the materials, we became aware that there were some behaviours in the children that we found bothersome but that were actually just simple play routines typical at this stage of maturation. For example, when the children ran around the classroom in circles chasing each other, or when a child began to beat a spoon or metal pot to make sound and the other children followed their lead.</p> <p>We analysed which of the children's behaviours were play routines that we found bothersome (because of the noise or space) and we sought alternatives that we could give the children at certain times so that they could engage in the play routine they wanted without bothering the other children's play. For example, when the children started running around the classroom in circles chasing each other, we gave them the possibility of doing it outside.</p>	<p>We professionals at the school have found alternatives so that the children can engage in their play routines without bothering anyone else and in the right places for this kind of play, such as running and noisy games outside.</p>	<p><b>The professionals</b> better understand the children's play and were able to provide them with the opportunity to show us what materials they need and we make it available to them.</p> <p><b>The children</b> are freer, choose more what they want to play and how they want to play, and we adults only interfere to make alternative proposals if the space is not appropriate for the kind of play they are engaged in.</p>

<p>Voices and Expressions</p>	<p>After reading the materials, we were working on what our intervention should be when resolving conflicts. We recorded ourselves resolving some conflictive situations among the children and later watched it together as a whole team. We reflected and laid on the table everything that led to our interventions: often times we acted as judges without even seeing what had happened, we didn't give the children the chance to tell us what had happened, why they were crying, who had the toy...</p> <p>After giving ourselves time to act better as professionals and giving the children the time to solve their conflicts independently, we once again recorded ourselves and saw that the children were capable of independently solving many of the conflicts that arose in their day-to-day lives at school. Therefore, now we only intervene – and we do so as impartially as we can – at times that we're watching and the conflicts are not solved on their own.</p>	<p>The children have shown us that they have the ability to solve many conflicts by themselves without the need for our intervention, and this makes them feel more self-assured. The atmosphere is also more relaxed ever since we professionals have started dealing with conflicts in this way.</p>	<p><b>The professionals</b> trust the children's abilities more and give them time to defend themselves, explain themselves, stand up for themselves, etc.</p> <p><b>The children</b> are more self-assured and independent, and they feel more listened to and more valued.</p>
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