



Pen Green training

12-16 December 2016



Pen Green
2016-12-13

START

A good start for all: Sustaining
Transitions across the Early Years

Children should feel strong

Children should feel in control

Children should feel able to question

Children should feel able to choose

Children should 'feel good about being me'

















located in Aalst. This is
in Belgium. We are
and primary school
same building. Our
around 325 children.
children live in the
hood unfortunately
one of the poorest
areas around Aalst

6 pre-school teachers assisted by 3
duo-teachers and a gym teacher.

12 primary school teachers assisted by
2 duo-teachers and a gym teacher.



"Het Mezenestje"
one of our part-
ners, is only a few
minutes away,
some of the chil-
dren who go to
this childcare
centre attend our
school. We hope
this project will
make our collabo-
ration even better.

School starts
8:40 in the
and ends
afternoon
day
school



VIER



Poor peo-
ple unite there

Poor peop-
le unite there



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Communities of Oppression 'Learning to be Strong'



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1984 'Learning to be strong' A curriculum document for parents and children



Practitioner Research Approaches at Pen Green

- Where the ethics of the encounter with co workers, parents and children are paramount
- Where all ECE workers are encouraged to see themselves as researchers of their own practice
- Where there is a commitment to developing new research methodologies that support 'research for the underside'
- Where people's answers are believed and acted upon
- Where research both informs and leads to improvement in practice
- Where participation in the research process can be emancipatory for participants
- Where the critical questions are generated by users and providers of the service



Approaches and methods

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Tracer Study Research Questions

- What were the things that we did that were significant to children and their families?
- What was significant about our engagement with the children and their families?
- What continues to be significant to those young people and their families?
- How are the nursery's shared beliefs and ways of working manifested in our dialogue with parents and children now?









The tracer study continues.....

'In childhood most autobiographical narratives are co-constructed with others, usually the parents or siblings ... the parent and child work together to gather the pieces of the story, order them sequentially, give them a coherence as a story, and then evaluate the story by establishing its emotional highpoints and values... A new body of research views the co-construction between parent and child as a form of regulation having much in common with other forms of regulation' (Stern, 1998 p. xxiv)

Stern, D (1998) *The Interpersonal World of The Infant* London: Karnac

Handwritten notes on whiteboards in the background, including phrases like "emotional and cognitive", "regulation", and "co-constructed".



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