

INPRO Training Day *Recording a Child's Educational and Personal Development with a focus on "early childhood intervention" (1)*

Time	Aim	Content	Method	Material
20'	Warm-up	Communication, Information Exchange	Each participant introduces herself by providing her name and by sharing two reasons why she has chosen her profession; Trainer introduces the day.	None
25'	Outlining the subject and encountered problems	What are occasions for documenting educational and personal development of the child? How is this shared and spread in your team? How are parents involved in this process? How is this shared with other institutions which also work with the child? Where do you encounter difficulties in sharing observations and recordings with other professionals and institutions? Why? Etc.	Group discussion, brainstorming with participants; trainer gathers practice experiences on flip chart.	Flipchart
25'	Familiarize oneself with basic aspects of interprofessionalism.	Exploration of key themes, chances and difficulties. Placing this topic within the theme of observing and recording educational and personal development.	Interactive Input <i>Interprofessionalism</i>	Beamer, laptop.

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25'	Situate the issue within the broader theme.	Within the context of "recording educational and personal development": each group identifies where the need emerges for interprofessional cooperation. Why would it make sense? How would you proceed to establish such cooperation? Explore possible difficulties.	Small groups (3-4 persons), take example from practice (if no example from group, trainer provides one, see www.inpro-childcare.eu), group presents results in the plenary.	Paper, pens, flipchart.
30'	Become aware of different methods and techniques involved in observing and recording development; weigh the advantages and disadvantages of each.	<u>Issues to take note of:</u> Which method do you consider the most effective for recording and sharing information? Who is involved and how. Different styles of communicating - what is being observed and recorded? Are the employed methods and techniques equally strict and transparent? How about the instruments for observation, what is the difference between normal orientation and standardization? Which one is employed? What is the difference between pedagogical and therapeutic diagnosis and which one is employed? What is the emphasis of each approach and how does it influence the educational and pedagogical decisions taken? How many people are involved in observing and recording and how does an exchange between them take place? Over what period of time does observation take place? How do the observations made here compare to the observations made, for instance, by the kindergarten teachers who work with the child every day? What if the early childhood pedagogue has a different	Interactive input. Tutor dialogue explaining current attitudes and techniques.	Powerpoint, handout, beamer, laptop.

		idea of the child's development? And how are the views and experiences of the parents integrated and/or considered? Is confidentiality maintained? Who uses what terminology and does everybody understand what that means? Things to clarify are format, language, perspective and main emphases. Is there time for an exchange with other colleagues, with parents?		
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60'	Exchange of information.	Become aware of what kind of information is needed to better understand other professions and their approaches. And vice versa: what they need to communicate to other professionals they work with. The groups are asked to sketch, along the lines of the issues and themes, discussed previously and to note questions about what they need to know from other professions about their approaches to recording and observing.	Small group work. Presentation of results in plenary.	Flipchart
20'	Become aware of key aspects of establishing partnership with parents.	The importance of partnership with parents: key themes and conceptualizations, central difficulties, experiences gathered in studies, central things to keep in mind	Interactive Input Tutor led discussion	Beamer, laptop.
80'	Obtaining a different perspective on partnership with parents by noticing opportunities, not only threats	The team analyses the strengths, weaknesses, opportunities and threats concerning partnership with parents in the context of observing and recording development (possible arising questions in the course of the analysis are: how do you define partnership with parents? Are there occasions when you feel uncomfortable in dealing with parents when it comes to observing and recording	SWOT analysis of partnership with parents	Worksheet with a graph (which divides the space into four squares: strengths, weaknesses,

	gaining a developmental and strategic view	development? How are parents involved in communicating insights about the child's development? Are they, for instance, invited to talks between the early childhood pedagogue and the kindergarten teacher? What role does the parents' perception of their child's development play?		opportunities and threats)
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90'	Become aware of different styles of communicating, develop strategies to deal with them.	Trainer facilitates reflection of role play, among others regarding strengths- vs. deficit orientation.	Role play "Different styles of communicating" (for detailed description see methods www.inpro-childcare.eu).	Number of different handouts providing case studies.
15'	Summarize key themes of the day, reflection on the lessons learned	Return to Flipcharts, powerpoint, role plays.	Moderated group discussion.	Flipchart, powerpoint.