



Building knowledge and understanding in international perspectives Early Years Educator

Intellectual Output 4





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Questionnaire ETEIP

Support to reflect on details in the practices

1. Background

- a) Age of children
- b) Classroom size.....
- c) Number of teachers.....
- d) Opening time between and
- e) Working hours/week.....

2. Education

- a) College education years.....
- b) Upper secondary school education years.....
- c) Primary school education years.....

3. Teaching

- a) How do you define teaching in preschool?
.....
- b) How do you use the curriculum?
.....
- c) How much of the day do you teach children?
min., 1 hour a day, 2 hours a day, 3 hours a day, 4 hours a day, all day, other?
- d) In which time of the day do you teach children?
.....
- e) Planned situations/activities? Give some examples.
.....
.....
- f) Spontaneous situations? Give some examples.
.....
.....
- g) Which strategies/methods are used?
.....
.....

4. The child's perspective

- a) To what degree are children given the opportunity to influence teaching?
Always Often Sometimes Rarely/Seldom? Never
- b) Do you have the necessary time to listen to the children?
Always Often Sometimes Rarely Never



- c) How do you gain knowledge of children's/the child's interests?
From parents
From child
From artefacts
Observations
Colleagues
Play

- d) To what degree do you have knowledge of children's interests?
All children Most of the children Half of the children Some of the children None of the children

- e) How do you gain knowledge of the child's understanding?
From parents
From child
From artefacts
Observations
Colleagues

5. Environment and materials

- a) The children have access to nature
Always Often Sometimes Rarely Never
- b) Describe the premises for teaching /play indoors (indoor activities?) e.g. 1 big room, 2 small rooms
- c) How do you use the indoor environment in teaching? Special affordances, corners?
.....

- d) Describe the premises for teaching /play outdoors (outdoor activities?).
.....

- e) How do you use the outdoor environment in teaching? Special affordances, corners?
.....
.....

- f) To what degree do you have the opportunity to influence the indoor environment?
Always Often Sometimes Rarely Never
Or, and.....

- g) To what degree do you have the opportunity to influence the outdoor environment?
Always Often Sometimes Rarely Never
Or, and.....

- h) To what degree do children have the opportunity to influence the indoor environment?
Always Often Sometimes Rarely Never



- Or, and.....
- i) To what degree do children have the opportunity to influence the environment outdoors?
Always Often Sometimes Rarely Never
Or, and.....
- j) To what degree can children choose the material they want to use indoors?
Always Often Sometimes Rarely Never
Or, and.....
- k) To what degree can children choose the material they want to use outdoors?
Always Often Sometimes Rarely Never
Or, and.....
- l) What gender-coded material for girls do you have?

.....

m) What gender-coded material for boys do you have?

.....

6) Values and ethos in teaching

- a) What basic values (approach) are important in teaching?
.....
- b) How do you relate to gender / gender equality?
.....
- c) How often are girls and boys treated depending on gender?
Always Often Sometimes Rarely Never
Or,
and.....
- l) What approach (s) is important to fulfill children's needs and activities?
.....
- m) What democratically principles are important in teaching? Rank the following principles
Respect
Power
Control
Equality
Rights
Needs
Responsibility
Caring
Rules
Safeness (security)

Options

7) Tuition of students

- a) What is of importance in introducing preschool students in child care/preschool?
.....



To what degree are the following items important in tutoring

b) Proven experience (beprövad erfarenhet)

Very important important of some importance less important unimportant
Or, and.....

c) Research-based education (scientificity)

Very important important of some importance less important unimportant
Or, and.....

d) Guiding/tutorial

Very important important of some importance less important unimportant
Or, and.....

e) Making demands

Very important important of some importance less important unimportant
Or, and.....

f) Being the one who knows how

Very important important of some importance less important unimportant
Or, and.....

g) Being the one who knows best

Very important important of some importance less important unimportant
Or, and.....

h) Do you have the time needed to tuture/reflect together with preschool students?

Always Often Sometimes Rarely Never

Or, and.....



Reflection document after Mobility Visit

Early Years Educators experiences in new different contexts and their reflection upon different pedagogical approaches, different teaching methods and strategies will strengthen their development as Early Years Educators. The project provides new opportunities for the EYEs to explore international perspectives and collaboration along the project and for many years to come.

The visitor fills in this form as a complement to the focus group interview. As support use the reflective handbook manual. The document supports the practitioners to deepen reflections after discussion or interviews.

Mobility visit , Focus group interviews/discussion

After Job Shadowing – Questions/ What and Why?

Anything specific you have seen that you will bring back home or compared (with your setting) during the day



Describe what you have been more aware of after the visiting practice (job shadowing)

A large, empty rectangular box with a thin black border, intended for the user to provide their response to the question above.



Describe what awareness of ethos and values you reflected on

Describe what awareness of pedagogical approach you reflected on



What have you learnt from this international experience good practice during the mobility visit

Describe what good practice mean for you

Describe what teaching methods and strategies were used



Reflections on conditions and opportunities

Describe what kind of teaching you have seen (knowledge of teaching and methods)



Reflect on what you have seen that relates to child's perspective/ children's perspective



Reflect on what you experienced that relates to environment and materials

Reflect on what you can learn from an international perspective on values and ethos



Reflect on how the teachers work with the parents perspective



Information manual for a mobility visit

This manual includes four different sections, the first about practical information of the visiting preschools, the second about the visitor's reflection and the third about the visitor's deepen reflection after the visits/job shadowing the last is ending questions after mobility. The document is a support for the mobility so each participant can go back and read about the host setting. This document is for visiting two different preschools.

Section 1

Before you invite colleagues or other to a visit to your preschool use this document to prepare what information you would like to hand out. To give information about the preschool and include some of the most important part that describe your preschool.

Preschool 1 Information: Adress Phone: Webpage: Contactperson:	Picture of the preschool
--	--------------------------

Preschool 2 Information: Adress Phone: Webpage: Contactperson:	Picture of the preschool
--	--------------------------

Describe the preschools

Preschool 1, practical information about the preschool.

--



Preschool 1, Fill in what you want to highlight about your preschool, what is the interesting part of your preschool that you want to describe for others.

Preschool 2, practical information about the preschool.

Preschool 2, Fill in what you want to highlight about your preschool, what is the interesting part of your preschool that you want to describe for others.

Section 2

This part is for you as a visitor where you can describe your reflections about the two preschools you have visit, and what questions has raised.

Visit day

Preschool 1

Reflections indoor and outdoor

Reflections about the preschool and their work

Questions to bring with you for the job shadowing



Visit day

Preschool 2

Reflections indoor and outdoor

Reflections about the preschool and their work

Questions to bring with you for the job shadowing

Section 3

This part is if you have done job shadowing. In the project we have used this part as a base for interviews. Instead, you can use the questions for focus group interviews for discussion with colleagues like what you reflected on, was it something you will bring back to your setting. The ending part is what you can bring with you after the discussions.

Job shadowing/reflective journal preschool 1

Anything specific you have seen that you will bring back home or compared (with your setting) during the day

Describe if its anything you have been more aware of after the job shadowing

Questions to bring to Focus group/discussion



Job shadowing/reflective journal preschool 2

Anything specific you have seen that you will bring back home or compared (with your setting) during the day

Describe if it is anything you have been more aware of after the job shadowing

Questions to bring to Focus talk/discussion

Focus group interview

Reflections during and after Focus talk/discussion 1

Reflections during and after Focus talk/discussion 2

Section 4

Questions after the mobility visit

What have you learnt from the experience during the mobility visit

Anything you will bring back /implement in your setting



Other reflections that could be useful for the setting

Awareness of ethos and values, pedagogical approach, and good practice