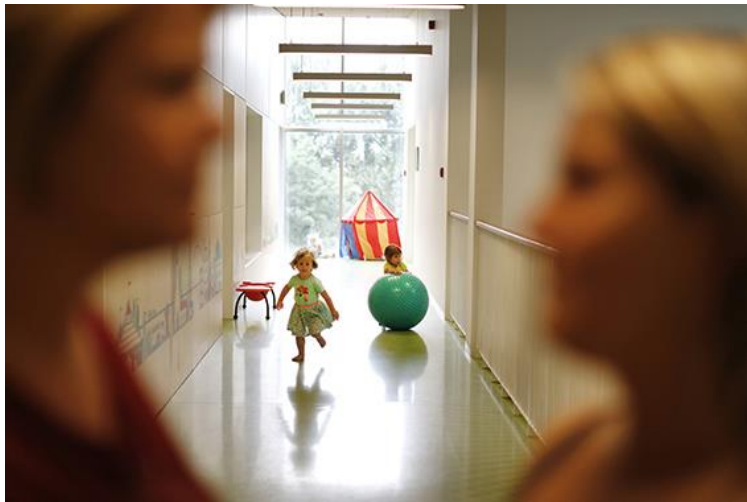


Proud!!!

Pedagogical, reflective, orgulous, and useable **documenting**!

Pedagogisch, reflecterend, ontwikkelend, uitnodigend **documenteren**!

Pedagoginen, reflektiivinen, onnistuva ja uskottava **dokumentointi**!



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Let's play the **PrOUd!!!** game

Goal



Supporting reflective collegial learning based on pedagogical documentation aiming at professional growth.

Making silent knowledge visible.

From “hearing, seeing, being silent” towards “demonstrating, discussing, and growing”!

Equipments

Setting

One or more organization(s) in the field of early childhood education and care or pre-school education

Colleagues

At least 2 colleagues willing to exchange documentation and views with Proud!
A pedagogical coach or manager

Pedagogical documentation

Illustrations of the children's learning by a collection of visible records such as photographs, audio or video recordings, quotes, written notes, products of children
(Malavasi & Zoccatelli, 2013).

Strengths

- ✓ Systematic and step by step approach
- ✓ Better knowledge of yourself and your colleague
- ✓ Learning & reflecting together
- ✓ Growing and sharing your professional growth
- ✓ Demonstrating & reinforcing your work

ProuD! game

3 STEPS

OBJECTIVE

GAME RULES

MATERIALS

STEP 1

Joint start



- Getting to know each other (individuals & organizations)
- Shared process agreements

- Every person/organisation completes a friend profile
- Take time to think about a secure and meaningful exchange together

- ❖ Friend profile
- ❖ Organisation profile
- ❖ Agreement sheet

STEP 2

1-1 exchange



- Exchange between colleagues or between organizations
- Time & place independent: by e-mail or by using ProuD! cards
- 3 step process (A-B-C) supported by ProuD! focus cards

- Each partner is topic starter as well as buddy in a mutual exchange
- Step A: topic starter chooses documentation, focus & question
- Step B: buddy gives feedback
- Step C: creating a new pedagogical document based on feedback buddy and new insights

- ❖ ProuD! ABC (email version)
- ❖ ProuD! ABC (card version)

STEP 3

Collegial discussion



- Discussing pedagogical post
- Sharing actions and insights (and documenting it)
- Making plans for the future

- There is a mix between individual reflection time & group discussion
- Every person takes up a challenge through a concrete future action

- ❖ ProuD! steps for collegial meeting
- ❖ Challenge exercise

ProuD!!! tips & tricks

✓ Keep it simple!

Use the easy friend profiles and focus cards with inspirational questions, to stimulate reflection as much as possible. Do not tackle urgent and difficult problems with ProuD!

✓ The confrontation with the other steers the development of one's professional identity

Just as **children** develop a strong identity by the confrontation with 'the other', **professionals** develop their identity in confrontation and exchange with a colleague, and **organizations** develop their identity in confrontation and exchange with another organization.

✓ Longing for the greener grass elsewhere is allowed – for once!

Our research shows that practitioners are eager to exchange with an unknown partner in the ProuD! process. They are willing to introduce themselves carefully, to get to know the other organization thoroughly, and to share and ask questions.

Yet after a while, frustration might turn up, because it is difficult to really get to know the other, due to the distance and possible differences in culture. Exactly at that moment, a new openness arises to exchange with the own colleagues, as this is a safe and familiar environment to learn from each other.

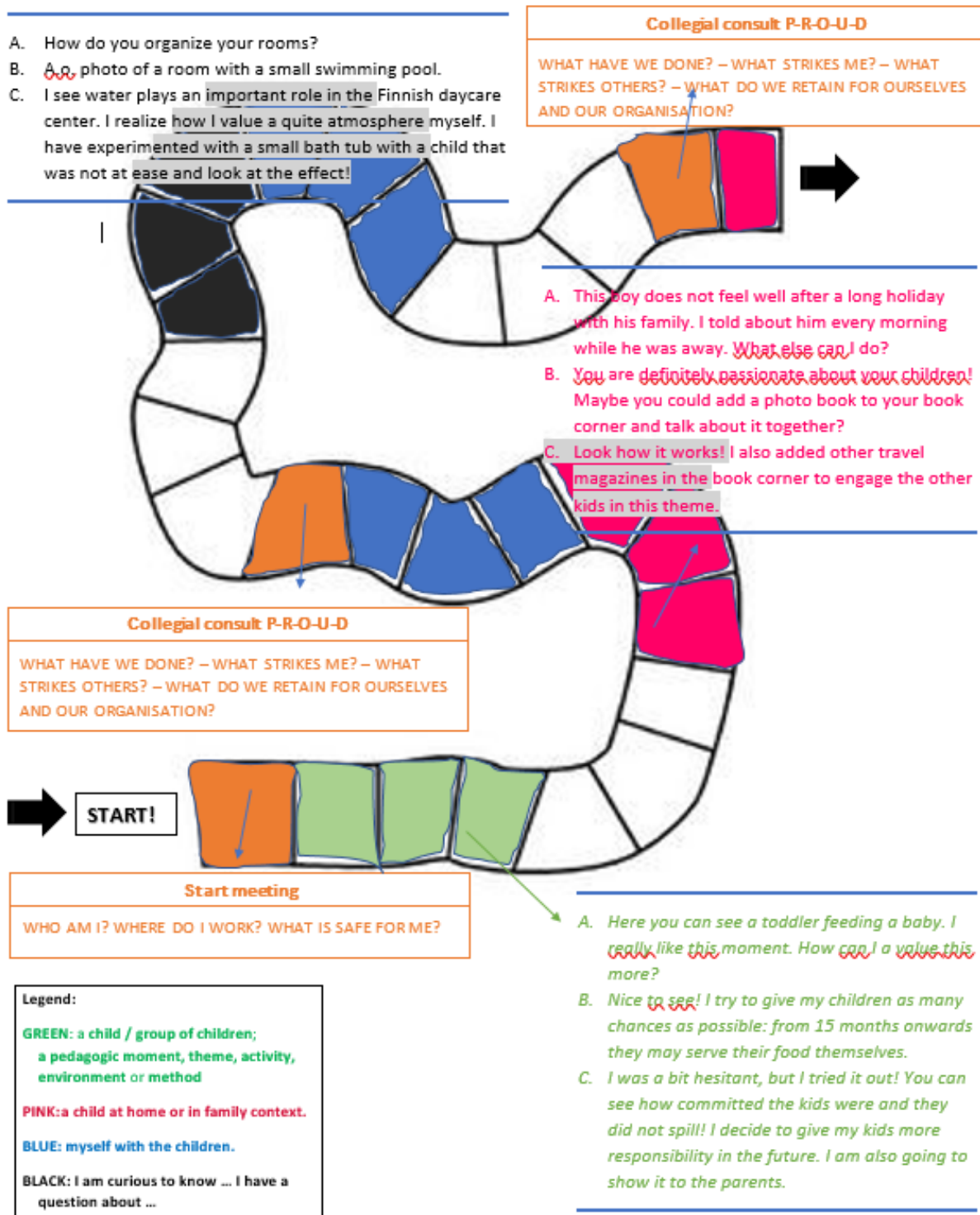
So, the exchange with an 'exotic' partner is steering the inter-collegial reflection!

"Imagine a married couple for years and years: partners might think they know each other thoroughly and dialogue is no longer needed. But what if you ask the right questions, and really engage in a deeper conversation about your identity, as if it was a new love ..."

✓ Stimulate concrete actions

You should not be satisfied with nice chats or vague insights during or after a ProuD! meeting. Stimulate participants to formulate concrete actions and to explicitly document growth. This helps to create impact in the working environment itself.

PROUD!!! examples



PROUD!!! research



Background and goals

Continuous professional development is important for professionals working with young children (European Commission, 2014). The professionalization of child minders and pre-school teachers needs systematic reflection, both individually as in group (Peeters et al., 2015; Urban et al., 2011). The daily work with children is the ideal starting point for this reflection (Fukink, & Tavecchio, 2010; Bracke, Hostyn, & Steverlyncx, 2014). Looking at children is the core of pedagogical documentation, a method to chart and support children's development (a. o. Dahlberg, Moss, & Pence, 1999; Malavasi & Zoccatelli, 2013; Pianta et al., 2008). In this research our goal consisted of gaining insights and developing concrete methods to **use pedagogical documentation in the process of collegial learning**. The three research questions were: (1) How and why are professionals working with young children using pedagogical documentation in their work? (2) Which methods

can support collegial group reflection using pedagogical documentation? (3) How can the exchange of pedagogical documentation among partner organisations support professional reflection and growth?

Practice-oriented design research

Information was both gathered in Belgium (split ECEC system: daycare settings (0-2,5 years) and pre-schools (2,5-6 year) as in Finland (integrated system 0-6 years). During the first research phase professionals (child minders, pre-school teachers, coordinators and schools' heads) were interviewed in 1-1 conversations and focus groups to map the ways in which they are working with pedagogical documentation. During the second research phase, focusing on collegial exchange within an organization, and the third research phase, focusing on collegial exchange between organizations, tools were designed. They were tested and refined in cooperation with two Belgian daycare settings and two pre-schools, and four Finnish daycare settings. After *informed consent* data were gathered through focus groups during and after the design process, through reports and a non-prestructured logbook. The data were analysed using a qualitative analysis according to grounded theory, member check and resonance groups.

Results

The **first research phase** showed that pedagogical documentation is being used for three main goals: to show (facts and growth), to stimulate others to think, and to facilitate interaction (between adult and child, but also among adults). Those three functions were interpreted similarly for children, parents, professionals and the neighbourhood, and the interaction among those groups.

The **second research phase** yielded insights about the conditions supporting reflective collegial learning while using pedagogical documentation. Simple instructions are of utmost importance. A playful, competitive element is not necessary: learning from each other is a gift in itself. It is important that both topic starter as buddy may learn from each other. Another added value is the tool allowing for the topic starter to ask a question without sharing a document first. Preparing the exchange individually, independent from time and place, proved to be efficient, but writing could not be the focus. A structured group discussion proved essential as a trigger to yield concrete insights and actions influencing one's own practice.

During the **third research phase** the participants exchanged documentation across organizations (Belgium-Finland or across partner organizations in one's own country). Four results come to the fore. 1/ The exchange with an external partner is an important motivator to present oneself as a professional / an organization (an exercise in reflecting, with a value in itself) and provoke questions. However, the first enthusiasm is followed by a range of emotions (anger, frustration), creating openness to exchange documents within one's own organization. Longing for the greener grass, and getting feedback from an outside colleague from the other side, invites to see one's direct colleagues as inspiratory. 2/ The input from a concrete pedagogical document creates a shared theme and space where colleagues can meet and learn in safety. The confrontation with the other stimulates a growing professional identity. 3/ The step towards a concrete action has to be deliberately initiated so as to create output and satisfaction in one's professional growth. 4/ By collegial exchange and discussion the initial documentation becomes more pedagogical in nature. Proud! thus creates an entry for professionals working with young children to work with pedagogical documentation in an accessible and supported way.

Conclusion

This research project yields instruments supporting the process of reflective collegial learning using pedagogical documentation.

Building on the results from the three research phases a Proud! toolbox is developed, which can be used within an organisation and across organisations, and which can be accessed in Dutch, English and Finnish via <http://proud-research.weebly.com>.

After a start meeting in a group of colleagues, where agreements are made and everyone presents him/herself using a Proud! profile (step 1), a pair may exchange documents and insights via e-mail or in real life, using a simple A-B-C structure (step 2). When this individual exchange is done a couple of times, documents and insights are shared and actions are put forward in a collegial group discussion supported by a P-R-O-U-D structure (step 3). This cycle can be renewed over and over again, leading to individual reflection and exchange, group reflection and pedagogical documentation support each other.

Pedagogical research documentation

Look! The growth and insights during the research process in a pedagogical documentation:

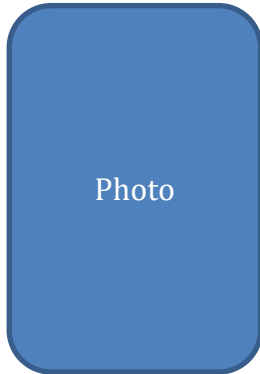


Thanks

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- My name is:
- I am working / doing an internship in:
- My education / background is:
- I am working with children for years.
- I am working with children of years.

- The most favorite things in working with children:
- In my work, I am dreaming of ...
- The most important aspect of my job is:

- In the ProuD! exchange, I am glad to share these personal experiences or aspects of my work:
- In the ProuD!-exchange, I am most curious about other people's ...:



Photos or short
video clips (as an
attachment)

- Name of the organisation:
- Target group of the organisation:

- Core elements in the 'philosophy' of the organisation:
- Daily routines in our organisation:

- In the ProuD!-exchange, we are happy to share these experiences or strengths of our organisation:
- In the ProuD!-exchange, we, as an organization, are most curious about your organisation's ...

PROUD!!! process agreements



Who?

How will you strengthen each other? What do you expect from each other?

What is a safe learning environment? What is important to create a meaningful and constructive cooperation?

PROUD!!! ABC – email

PART A

TOPIC STARTER

Select a (pedagogic) document.

- Choose a focus (colour) from the instructions on the right.
- Go to that colour on the pages below.
- Cut and paste the text in an e-mail to your buddy.
- Add some info if necessary and only keep the information you want.
- Attach your document.
- Send your mail!

Instructions ‘focus on ...’

- 1A. GREEN:** a child / group of children;
a pedagogic moment,
theme, activity,
environment or method;
a child's strengths, or
something it just learned.
- 2A. PINK:** a child at home or in family
context.
- 3A. BLUE:** myself with the children.
- ?A. BLACK:** I am curious to know ...
I have a question about ...

PART B BUDDY

- Answer your colleague's question.
- Add something: a suggestion, photo, drawing, poem or something completely different.
- Send it!

PART C

TOPIC STARTER

- Make a pedagogic document with elements from this list:
 - Your original photo
 - A new photo or drawing
 - Key words
 - A piece of text
 - What you have learned
 - An action for yourself (new, stronger or improved)
 - ...
- Send it! Or bring it to the next 'live' meeting.

ProuD!!!

1A

Dear ProuD! buddy

In the attachment you can find a document about:

- a child / group of children;
- a pedagogic moment, theme, activity, environment or method;
- a child's strengths, or something it just learned..

I would like to know the following:

- How can I **respond** to this child or this group of children?
- What is the **pedagogical strength** of this moment, theme, activity or method?
- How can I **appreciate** this child? How can I **show** this **strength** to the group?
- How can I **continue** my work with this information?
 - In the same situation?
 - In another situation?
- How can I deal with this situation in a different way?

ProuD!!!

2A

Dear ProuD! buddy

In the attachment you can find a document about **child at home** or in his/her **family context**.

I would like to know the following:

- What is this child's strength and how can I show my appreciation of this strength?
- What surprises you?
- What can I use from the environment of this child?
 - for the group?
 - for the future planning of the activities?

Thanks!

ProuD!!!
3A

Dear ProuD! buddy

In the attachment you can find a document about myself with the children.

I would like to know the following:

- How does this behavior **distinguish** me? Does my behavior **differ** from other colleagues' actions?
- What kind of **strength** do you see? How would I be able to use this strength **more often**?
- Does this differ from **your way** of dealing with this situation? Can I learn something from you?
- How does this characteristic / behavior **stimulate** the wellbeing of children or parents?

Thanks!

ProuD!!!
?A?

Dear ProuD! buddy

You will not find a document in the attachment, because I want to know something from you about ...
My question is ...

I promise to try out your suggestion and I will make a **pedagogic document** which illustrates it!

Thanks!

ProuD!!! ABC – cards

ProuD!!!

1A

- Select a **document** about:
 - a **child** or a **group of children**,
 - a **pedagogical moment** or **theme**, an **activity** or **method**,
 - a **child's strengths**, or a skill it **just learned**.
- Add some **information** if necessary.
- Ask a **question** (you can find inspiration on the backside of this card).

ProuD!!!

1A verso

- **Select what you want to know:**
 - How can I **respond** to this child or this group of children?
 - What is the **pedagogical strength** of this moment, theme, activity, method?
 - How can I **appreciate** this child? How can I show this **strength** to the group?
 - How can I **continue** my work with this information?
 - In the **same** situation?
 - In **another** situation?
 - How can I deal with this situation in a **different way**?

ProuD!!!

1B

- **Respond** to what your **colleague** wants to know.
You may use keywords or a post-it.
- **Add something** that might inspire your colleague. It might be a suggestion, a photo, a drawing, poem or something completely different.

ProuD!!!

1C

- Make a **pedagogical document** with four or more elements from this list:
 - Your original photograph
 - A new photograph
 - A drawing or sketch
 - Key words
 - A piece of text
 - Inspiration from your ProuD! buddy
 - What you learned
 - An action for yourself (new or improved)
 - Whatever you want!

Bring it with you to our live meeting!

ProuD!!!

2A

- Select a **pedagogical document** in which you observe something about the **child at home** or in his / her **family context**.
- **Add some information** if necessary.
- **Ask a question** (you can find inspiration on the backside of this card).

ProuD!!!

2A verso

- **Select** what you want to know:
 - What is this **child's strength** and how can I show my appreciation of this strength?
 - What **surprises** you?
 - What can I use from the environment of this child?
 - for the group?
 - for the future planning of the activities?

ProuD!!!

2B

- Respond to what your colleague wants to know.
You may use keywords or a post-it.
- Add something that might inspire your colleague. It might be a suggestion, a photo, a drawing, poem or something completely different.

ProuD!!!

2C

- Make a **pedagogical document** with four or more elements from this list:
 - Your original photograph
 - A new photograph
 - A drawing or sketch
 - Key words
 - A piece of text
 - Inspiration from your ProuD! buddy
 - What you learned
 - An action for yourself (new or improved)
 - Whatever you want!

Bring it with you to our live meeting!

ProuD!!!

3A

- Select a pedagogical document in which **you are present** taking care of the children, instructing them, playing along
- Add some **information** if necessary.
- Ask a **question** (you can find inspiration on the backside of this card).

ProuD!!!

3A verso

- **Select what you want to know:**
 - How does this distinguish me? Does my behavior differ from other colleagues' actions?
 - What kind of **strength** do you see? How would I be able to use this strength more often?
 - Does this **differ** from your way of dealing with this situation? Can I **learn** something from you?
 - How does this characteristic / behavior stimulate the wellbeing of children or parents?

ProuD!!!

3B

- Respond to what your colleague wants to know.
You may use keywords or a post-it.
- Add something that might inspire your colleague. It might be a suggestion, a photo, a drawing, poem or something completely different.
- OR: write a promo text about your colleague!

E.g.: *"Hannah is a child minder for the Butterflies. Working with children, she pays a lot of attention to affection and tenderness. She likes to tell exciting stories and knows very well how to decorate a playroom."*

ProuD!!!

3C

- Make a **pedagogical document** with four or more elements from this list:
 - Your original photograph
 - A new photograph
 - A drawing or sketch
 - Key words
 - A piece of text
 - Inspiration from your ProuD! buddy
 - What you learned
 - An action for yourself (new or improved)
 - Whatever you want!
- Bring it with you to our live meeting!

ProuD!!!

?A?

You do not want to select a document yourself, but you are curious to know something ...

Complete:

- I am curious how / what ...
- My question is ...

ProuD!!!

?B?

- Respond to what your colleague wants to know.
You may use keywords or a post-it.
- Add something that might inspire your colleague. It might be a suggestion, a photo, a drawing, poem or something completely different.

ProuD!!!

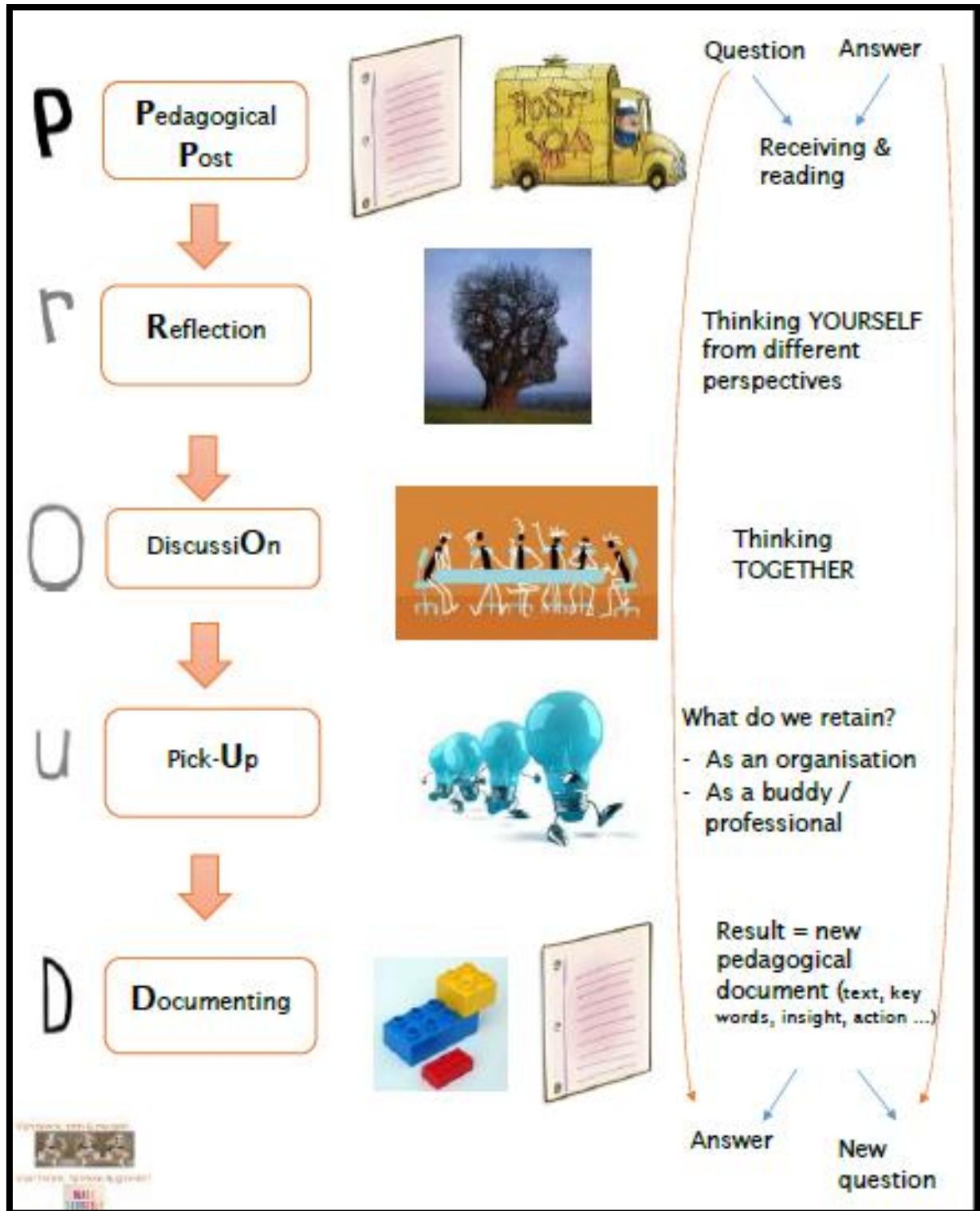
?C?

- Make a **pedagogical document** with four or more elements from this list:
 - ☐ Your original photograph
 - ☐ A new photograph
 - ☐ A drawing or sketch
 - ☐ Key words
 - ☐ A piece of text
 - ☐ Inspiration from your ProuD! buddy
 - ☐ What you learned
 - ☐ An action for yourself (new or improved)
 - ☐ Whatever you want!

Bring it with you to our live meeting!

PROUD!!! collegial meeting

From a question to an answer, from an answer to a question ...



ProuD!!! challenge

ProUD!: Pick-Up

What triggered you? What would you like to try in your own practice?

Take a note!

At work!

You might do the following:

- Continuing something with a new intensity,
- Reflecting on something you were already doing,
- Trying out something completely new.

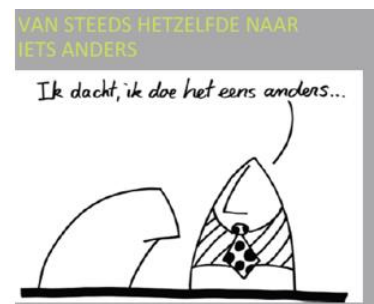


FROM SMALL TO BIG

Source: www.onderzoekspraktijk.net



FROM RUNNING TO STAND STILL



FROM ALWAYS THE SAME TO SOMETHING DIFFERENT

ProuD!: Documentation

Take a picture, write a piece of text ... Document what you have done:

Show it!