



# Froebelian Futures

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## Practitioner Inquiry Project Report

# Leadership opportunities & reflections

### Project title

The Children's Garden

### Subtitle (if applicable)

### Your name and role

Kellie-Anne Fairbairn – Early Years Officer

### 1. What are the implications of this research for:

- The team/setting as a whole
- Pedagogy
- Resourcing
- Policy
- The sector / your networks / management beyond your immediate setting.

(Please aim to write between 250 minimum and 500 words maximum, using the box below. Please do not disclose the identity of any individuals in your comments, as this form will be part of your colleague's public record of their project).

It is hoped that the impact on the staff team and setting will be minimal and of a positive nature. We strive at our setting to work collaboratively and involve all people in the planning process and have their thoughts and views taken into consideration. We envisage this project engaging the team to embed and extend our Froebelian Principles and staff with Froebelian knowledge sharing and upskilling practitioners who are new to a Froebelian approach. This should afford us the opportunity to further extend the learning and experiences of our children engaging in nature.

The project is large scale and will require significant resourcing and manual labour. As a setting we are planning to engage with our families and wider local community to fundraise and seek donations to aid its implementation, thus embedding the principles of unity and connectedness.

Guided and supported by relevant Early Years policy and documents, including Realising the Ambition and My World Outdoors, we can reflect and self-evaluate the project against current provision and learning experiences for our children. Involving the children and families with the research will facilitate working relationships between home and nursery.

We hope to connect with our local community links and voluntary agencies to support implementation, construction and enabling successful partnerships, creating a sense of togetherness and unity. We seek to share our project once in fruition to our wider school cluster and share our practice and pedagogy and the success of working in partnership with children, families, and the wider local community.

**2. What value do you place on practitioner-research – and what more can be done in your setting/locality to enable it to continue as part of routine practice going forward? (100 words approx.)**

Practitioner research is a valuable tool for myself as a reflective practitioner and for my setting in terms of using as a self-evaluation tool. It affords opportunities for collaborative working towards a change or identifying gaps in our practice to improve our learning opportunities and experiences for our children.

On a personal level I feel the opportunity to engage in practitioner research deepens and strengthens my own professional knowledge and practice.

Findings from practitioner research may have the influence to change policy and policy making within local level of our own settings, therefore routine practice prevents settings from remaining 'stuck' and offers opportunities for growth and development.

Practitioners can feel 'daunted' by research and can lack confidence to lead or take part - offering various levels of research programmes from beginner upwards may break down this barrier.

**3. What have you learned as a leader through supporting this research / programme? (100 words approx.)**

I have welcomed the opportunity to reconnect with my research roots once again and refresh my knowledge of Froebelian practices. Having only been in my setting for under one year, the research gave me the opportunity to connect with staff and families and share knowledge and thoughts together. I have only been the first steppingstone for this project, however I look forward to our setting working together to secure our aim of a Children's Garden in the future.

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