



# Froebelian Futures

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## Practitioner Inquiry Project Report

# Leadership opportunities & reflections

### Project title

Woodwork with families

### Subtitle (if applicable)

### Your name and role

Lauren Gray (Senior 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).

This project was inspired by a professional learning opportunity on woodwork delivered by Pete Moorhouse. The findings from the project show, that excellent training, supported by access to high quality resources and enough time to plan can result in excellent outcomes for children.

The key factors that made this project so impactful were:

- All practitioners in the team took part in the training.
- Families and local child minders joined practitioners on the training event.
- Time was given for careful planning of quality resources and a plan was developed to take time to introduce this experience in a slow and unrushed way.
- Introducing woodwork to children was done with families.

Having all practitioners involved, ensured a shared understanding of the skills involved in supporting woodwork. This meant that the researcher was able to involve all practitioners in the project, in a meaningful way. In the longer term this will make the training more sustainable.

Having families involved in the initial training was new to us and is definitely something we would repeat. The research showed that this gave families a full understanding of the benefits of giving young children woodwork experiences. The findings show that the training gave families the confidence to step back and allow children to try things for themselves, in a way that would be impossible to imagine if the training had not taken place.

Initially parents were anxious about their children using real tools but quickly began to see the safety measures in place were more than adequate to keep children safe. There was a real benefit in having families who had access the training talk to families who hadn't. The families' enthusiasm for the project was contagious and definitely help put our wider group of families at ease. Our research tells us that parents find that being with their children in nursery is the best way for them to understand what their child is learning. Findings from the research show that parents will have a better understanding of our approach by seeing learning through the eyes of their child.

Implications for resourcing will be mainly around time. We will prioritise staff time to ensure we can support children and families. Moving forward we will continue the approach of introducing children to woodwork alongside their families.

Support and guidance provided within our Froebel Network has been invaluable in supporting staff with any challenges and to share practice.

This project has resulted in a real enthusiasm amongst staff, children and families and we look forward to developing this with our families, our cluster colleagues and across our Froebel Network.

**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?**

I feel the value of this practitioner Inquiry has been a positive one for everyone involved. It has helped build personal and professional skills, knowledge, in-depth thinking and forward planning .It has helped build positive relationships within the staff team and very notably with our families. Working through the project has empowered everyone in our staff team, who have all developed new confidences through learning new skills.

Moving forward we plan to incorporate practitioner inquiry research into our self-evaluation. Using this valuable approach encourages staff to think critically and creatively, building positive relationships and communication with families. Helps staff feel included and positive. Working in partnership with our enhanced provision team also, we will take this forward.

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

Participating in this research approach as a leader has given me the opportunity to further develop my understanding of the different processes and approaches staff may take when doing any kind of research. It has allowed me to reflect on my own practice and leadership skills so I can ensure that I support the staff, by having a whole team approach. I feel I have gained a lot from this programme. I personally enjoyed the opportunity to have discussions with colleagues from all over Scotland. Getting to share practice, ask questions and support each other through this, I found the most beneficial.

Please save this document as a PDF and share it as feedback with your researching practitioner/colleague **and** with us at [froebelianfutures@ed.ac.uk](mailto:froebelianfutures@ed.ac.uk). Please ask them to upload it to their project report page (Edit > Question 12) as a condition of completing their certificate. If you have any questions about this process please contact us at the email address above.