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Practitioner Inquiry Project Report

Leadership opportunities & reflections

Project title

It's just a tatty teddy! Or is it?

Subtitle (if applicable)

How important are transitional objects or objects of transition in supporting emotional well-being in ELC?

Your name, role and setting

**Lynette Wilson
Principal Early Years Officer
Rannoch Early learning and Childcare**

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).

Undertaking this research has allowed myself and the practitioners taking part to gain a better understanding of what is happening in our setting in regards to a specific area. For this practitioner inquiry project, being the value of transitional objects and how as practitioners we give them importance. The research project findings will inform possible changes to our pedagogy and policies within our setting. The research findings will give our practitioners evidence to advocate for change to our current practice.

As a leader within my setting I value the importance of practitioner inquiry in helping to improve the experiences, interactions and outcomes for our children and families. By undertaking this practitioner inquiry it will ensure that we are constantly providing a high quality environment for our children by following our current child centred pedagogy approach. Within current national guidance in 'Realising the Ambition' (2020) Froebel's principles are widely reflected within the guidance highlighting the importance of the child being at the centre and embedding Froebelian principles in our practice which support practitioners values and knowledge of how children learn. The questions that practitioners are hoping to address through the project really focuses on what we are learning from the child, about their attachment and reliance on their objects of transition and by focussing on what the evidence the children are giving us will support practitioners to ensure we are respecting and giving value to our children's thoughts, needs and wishes. In turn this will also ensure we are being responsive to personalised needs of the children and providing enabling environment.

This practitioner inquiry impacts on the resources that we are providing. Our setting currently offer families a "Play at Home" session. This involves a senior member of staff and keyworker taking some time to informally meet the family in their own home, a chance to play and chat. There is no form filling during this time but gives an opportunity to discuss transitional objects that their child may have. What is important for us to consider is purchasing resources for taking to the play at home session that is also available for the child to play with when they come to their first visit at the centre.

The findings will impact on our current "Home visit" policy and our centre brochure to ensure that the benefits and requirements for transitional objects are included.

I ensured I provided protected time, to enable staff undertaking the practitioner inquiry programme to meet, plan and discuss their findings.

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 word approx.)

I place a high value on practitioner research. The opportunity to really observe children closely, collaborate and unpick what the evidence we have been presented with is so worthwhile. Practitioner Inquiry enables us to implement positive changes based on evidence. It encourages everyone to be reflective practitioners. Going forward, practitioner inquiry projects could help to inform our improvement plan and it is certainly something we will share with our wider staff team who have not had the opportunity to undertake the project. When gathering evidence of our improvement a practitioner inquiry is a great way of showing progress following a change in practice.

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

As a leader, I have been giving the opportunity to revisit my belief and knowledge that, just how in tune practitioners are with the children they are responsible for and how well they know their children through observation. As a leader my role in supporting staff to analyse these observations was important. Using practitioner research is an excellent process to undertake when thinking about a change in practice. That using practitioner research has also given the practitioners an opportunity to lead and collectively gather evidence to support their change idea.