



Froebelian Futures

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Practitioner Inquiry Project Report

Leadership opportunities & reflections

Project title

Creativity For All

Subtitle (if applicable)

Your name, role and setting

Keli Hutchison, Deputy Head at Springlaw ELC

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 enquiry is underpinned by Scottish Government national guidance 'Realising the ambition' which aims to help child development of creativity and curiosity. This project aims to promote the understanding of Froebelian principle "Freedom with Guidance" to help staff support the transition of open-ended resources. This project looks at the resources adults choose for children to explore, to understand the use of everyday items (open-ended resources) can promote creativity and inclusiveness in the environment.

All staff views were considered before deciding on an area of improvement to embed Froebel principles. We reflected on practice that due to needs of some children we held back on use of many open-ended resources due to risk. Due to the limitations in staff knowledge, information was shared from Froebel Trust.

Staff are now realising and thinking more about their role as an educator and what resources they are using to support this. Staff began using terms like modelling when completing their planning to show what they aimed to do to help teach the children.

Reflection on practice allowed staff to evaluate their own understanding of the term Freedom with Guidance and how it links to the role of the adult to promote effective provocations of learning. To further embed further training and constant reflection and sharing on practice will promote confidence in staff when creating the learning environment to promote creativity and curiosity for children. Positive interactions should continue where children are asked open-ended questions to support their knowledge and make choices. Staff should continue to use their knowledge of freedom with guidance to observe and discuss children's interests.

As a result of the project we actively promote learning through real life and natural materials and have a wide variety of resources to support children making choices with guidance and support from practitioners. We encourage children to use open-ended resources in all curricular area. Staff are encouraged to focus on resources they are bringing in to their area and observe how children make choices and develop creativity and knowledge. Staff scaffold this for children needing support and involve children in choosing resources to promote their play. Children seemed to show excitement with having these open ended resources displayed better in the room. Giving them the sense of independence to play with these items in various areas and to take control of their creativity had a greater engagement level within the playroom. Children who were before not playing with each other or were knocking items over were not doing this as often showing it was an inclusive environment which allowed us to place simple items back out as there was more interesting items out for all to access now.

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.)

Practitioner research has shown to have a purpose in our setting. It allowed us to reflect as a team what is going well and what we felt we needed to improve on. The lead researcher was able to involve all staff members within the playroom from the start of the project until the end which helped to ensure all staff members felt included in the changes being introduced. This enquiry allowed us to make time to improve as a team and we are hoping to continue this by educating our staff on other Froebelian Principles to provide a rich learning environment.

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

I have learned the value of planning accordingly when making changes within our playrooms. It is important to understand the reason why we are looking to change our current practice and apply various methods to allow us to determine if the plan is working or if we need to adjust our original plan. I have learned it is crucial to bring all staff members involved along in the research project as it requires all staff to have a shared vision to allow the project to have sustainability and growth.

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. 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.