Discussion on process evaluation pilots

Aim of the discussion:

(1)   reflect and inspire each other on the central concepts/issues of the VALUE project, starting from the experiences in the pilots. More over:

-       Collaboration in a divers team,

-       Educare approach,

-       Professionalization.

(2)   Formulate first lessons learned on the bases of discussion/exchange on the process evaluation.

Central questions for the discussion:

Collaboration between ECEC practitioners in a divers team:

-       How to create a context in which each practitioner – and in particular lower qualified practitioners – can express him/herself and explore and question his/her professional identity and practice?

-       When to work with the entire team and when it's better to work in 'homogenous' or separate working groups (e.g. assistants /core practitioners, director/practitioners,…)?

-       How to avoid an 'us and them' dynamic?

-       What are the experiences in so far? What worked and which difficulties / challenges every one encountered in the pilots? And what are implications for the professional learning path and, more specifically, the role of the trainer/facilitator?

Educare approach:

-       How can you explain/articulate/discuss the educare approach starting from the context and practice within the school? (in order to avoid a merely theoretical debate, how can it connect to people's experiences and thoughts on education?)

-       How to create a process in which classical ideas about (the separation and/or hierarchy) of learning and care are questioned?

-       What role can parents and various practitioners play in this process to challenge the classical care and learning ideas?

- What are the experiences in so far? What worked and which difficulties / challenges every one encountered in the pilots? And what are implications for the professional learning path and, more specifically, the role of the trainer/facilitator?

Professionalization of assistants:

- Who are the assistants in the different pilots? What is their profile and current involvement and role in the pilot schools? How do they perceive their own professional identity (mother role vs. professional educator)?
- What is the initial training of the assistants in the pilot schools? If assistants have a lower qualification, are there initiatives/possibilities to participate in a qualification path?

Working method for the discussion

3 discussion tables each focussing on one of the above mentioned themes; Katrien, Hester and Sandra each facilitate a discussion table.

3 mixed groups; each group starts at a different table and moves from one table to another; Katrien, Sandra and Hester stay at their discussion table and (starting from round 2) give an overview of the input/discussion of the previous rounds so in each round the discussion can build on the already given input in previous rounds.

Timing:

13:30	Introduction on aim, central questions and working method
13:50 – 14:50	Round 1
15:00 – 15:45	Round 2
15:45 – 16:30	Round 3
16:45 - 17:30	Presentation of central ideas/lessons learned per discussion table