

# **JOB SHADOWING**

## **OBSERVATION CARD**

Focus areas for the “What’s up in education” Job Shadowing

1. Families involvement
  - a. Communication
  - b. Decision making
  - c. Level of inclusion
  
2. Organization of pre-school services
  - a. Pedagogical aspects
  
3. Gender issues
  - a. Observation of spaces (e.g. corners) and materials observation
  - b. Discussion and sharing among teachers about interesting topics or observations
  
4. Inclusion (immigrants, children with special needs, cultural differences, disability, assessment of intercultural skills...)

## FAMILIES INVOLVEMENT

1. How teachers invite, welcome, communicate with parents and families to support children's educational process?
2. Are families involved in every day life of children in the preschool? (daily activities) How families' point of view is taken into account?
3. Are families involved in discussion before proposals are put to them? How teachers share responsibilities with families in the decision-making process concerning children's education?
4. Are there planned meetings or workshops for families about educational issues, also with the help of experts?
5. Are families organized in a representative bodies? Which ones?
6. Does pre school promote a network for families with social-cultural and health services?
7. How much access do families have to preschool service? Please give examples (e.g. daily visiting time, individual talk, workshops...)
8. How much are the competencies/talents of families utilised? Please give examples
9. How is the community involved (through different initiatives, participatory projects...) in order to increase the quality of local ECEC services?

## ORGANISATION OF THE PRE-SCHOOL SERVICES

10. How indoor spaces and materials are organised and set up? How they support and promote the autonomy, relationships and children's learning?
11. How outdoor spaces and materials are organised and set up? How they support and promote the autonomy, relationships and children's learning?
12. How teachers use daily routines to promote children's self-regulation and independence?
13. How the group of children is organised (e.g. sections according to age, small or big groups, interests and curiosities...)?
14. How is teaching staff organised? (e.g. working time, staff meetings...)
15. How is the interaction approach of the teachers to children? (e.g. active interaction, observation, physical contact...)
16. How teachers implements a variety of teaching strategies that actively engage each child to develop <ul style="list-style-type: none"><li>○ Knowledge</li><li>○ Emotional and social skills</li><li>○ Self-identity construction</li><li>○ Autonomy</li><li>○ Communication skills</li></ul> Please give example considering materials, activities, communication styles, relational situations,...
17. How teachers provide opportunities for children to make choices?
18. Do teachers help children develop the skills to reflect on their choices, to understand consequences, and to think about what other options might have been available?
19. How teachers monitors and valuate each child's progress, learning processes, and achievements?
20. Do teachers and families use tools to evaluate the quality of the preschool service?
21. Do teachers participate in training and refresher courses during each school year? How many hours teachers spend on these courses? Which issues or topics are deepened?

## **GENDER ISSUES**

22. Do materials (books, dressing up, building materials...) promote stereotypes about gender identity?

23. Is the use of the spaces (corners as centres of interest) by children influenced by stereotyped model about gender identity?

24. Are educational proposals and activities influenced by stereotyped model about gender identity?

## **INCLUSION**

25. How children with disability or in disadvantage situation (family, behavioral...) are accommodated in the preschool service? Which strategies, educational planning, cooperation with medical experts?

26. How many families and children with non-italian citizenship attend the service? Which inclusive activities and programs in order to promote social integration?

27. How teachers help children understand, accept and appreciate diversity?

28. Do the teachers use learning materials and activities that reflect the diversity (ethnic origin, native languages, religion...) that exists in their community?

29. Do the teachers provide opportunities for children and parents to develop educational materials reflecting national traditions and customs, enhancing individual story of each child and family?

30. Other observations about interesting aspects or curiosities