

Our practical experience as ICDP facilitators

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We have conducted the ICDP training with teachers at Happy Start. Happy Start is a learning center for children from 2 -7 years of age.

We started the training with 7 local teachers and one foreign volunteer who had to leave in the middle of the course, therefore, 7 teachers received a certificate. We started the project on the 14th of October 2020 and ended it on the 2nd of March 2021.

All the participant teachers became very involved in the ICDP programme. We applied role play, used pictures and analyzed videos of teachers' interactions with children in the classroom; we explained about the research studies and theory behind the ICDP concepts; we conducted group discussions, encouraged teachers to exchange home-tasks and carried out an overall evaluation of the whole process.

Home-tasks were very effective and reinforced what we taught the participants during the ICDP meetings. Role-plays and group discussions made the meetings alive and vivid. Having the ICDP Guide to Facilitators was very useful, because it helped to plan each meeting but at the same time it provided enough space for creativity and adaptation; in addition, the research provided in it helped us to emphasize and confirm the importance of the ICDP guideline -s and this was a good foundation for this target group.

For us as facilitators, it was interesting to work with this target group because they were all working as teachers. That meant that they could go back to their classrooms and apply the guidelines with the children and afterwards give us feedback.

Finally, it was good to be in a team of two facilitators working together.

Meetings: Because of the time limit we divided some of the meetings into two.

Home-tasks: We have focused the home assignments on the teacher's classroom life and thought about the possibilities and challenges they face there to make the home tasks as useful for them as possible. We also gave the teachers an article on Vygotsky to analyze.

Videos: We have used our own videos which we made of teachers' interactions in the classrooms.

Booklet: The booklet "I am a person" was translated into Russian. While translating we changed the word *parent* to *caregiver*. Sometimes instead of *your child* we would put *child in your classroom*.

Future plans: Happy Start is on its way to start a new learning center, which will be ready in September 2021. We will carry out the ICDP training for the new staff there. We are also planning to organize training in the ICDP programme for other preschools, learning centers and schools. And we also want to run an ICDP programme for parents as well.

In order to spread the word about ICDP we have put information about the ICDP programme on the Happy Start's Instagram page. We are planning to make a booklet about ICDP, so that we can give it to people we are in contact with.

Comments from some of the participants:

I realized there are no «difficult» kids in our center. It is about how I see the child, My thinking of the child. When something happens first I need to think of something good in the child and make an effort to work on my attitude, because it affects my next steps as a teacher.

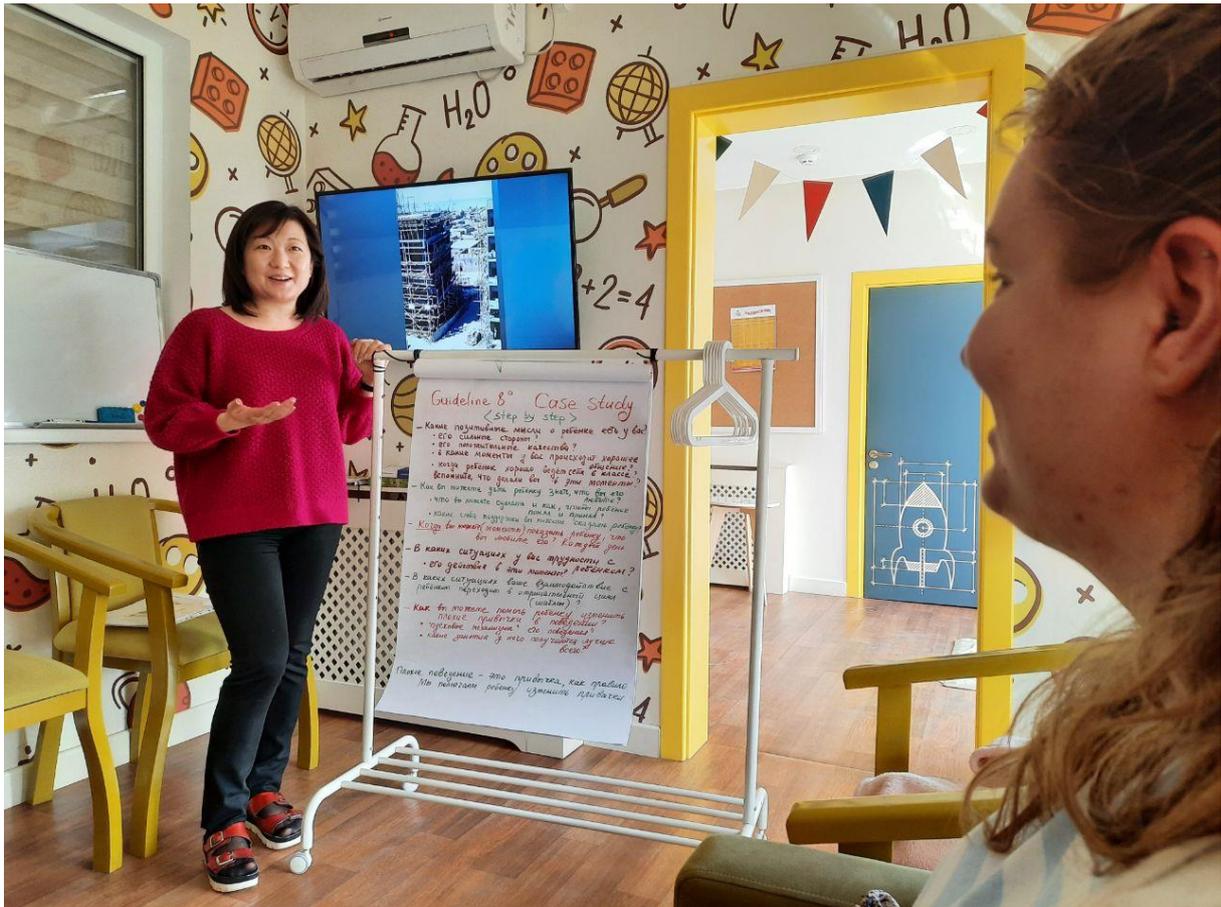
I have already been using some of these principles, but I did it unconsciously and not the whole time. Now I have developed a new awareness and I try to apply them consistently.

I realize the importance of empathy in communication with children. We are not robots, we get tired, sick, in a bad mood. But I still need to remember to be empathic towards a child even though I sometimes need empathy myself.

Photos from the training course for teachers:









опишите 8, как это сделать

Принцип 8 В

Пошаговое руководство

Спросите ребенка, что он хочет сделать

Позвольте ребенку самому начать свою работу (детальность/задание), чтобы он почувствовал, что он сам выполняет работу правильно

Выборите только то, что в этом есть труднее всего. Не берите больше, чем вы можете выдержать (или лучше всего выдержать) / выберите то, что ребенок может сделать самостоятельно, но при этом нуждается в помощи в этом виде деятельности

Если ребенок затрудняется, вы можете предложить ему помощь, но только тогда, когда он действительно нуждается в ней. Потом попросите его продолжить работу

Вместе с ребенком планируйте, как вы будете выполнять задание

Повторите "О! ты...". Подтвердите, что вы рады тому, что он делает задание

Пошаговое руководство

SCAFFOLDING

Нет руководства
Нет сотрудничества



