

'Our Harmonious Environment'

"We believe in harmonising people and places. Froebel said that you can't change the child, but you can change the environment. The ambience we strive for is one of peace, and the feeling that we are in the right place at the right time. The staff brings objects that, for them, evoke memories from their own childhood. These cherished gifts bring historic depth, and helps the 'wholeness' that Froebel intended"





Art Room

The urge for creativity...(is) linked with various intrinsic qualities of an individual. Such as imagination, self-motivation, the need to develop new skills, determination and perseverance and so on...
(Davis, Aruldoss, McNair and Bias, 2012:183)



How did you do that...? What would you try next...?
Can you explain how you...? Where might...? How are you going to...?
Do you think that...? What ideas do you have about...? What if...? I wonder...?
How could I find out...? Can you tell me...? How could I...?

Improvement Plan 2014 - 2015



Priority 1:
Extend our range of opportunities outdoors.



- Compile a business plan for senior management that sets out a plan that illustrates 'Stickland' is available to all children

- Should the business plan be approved, Stickland will be available to all the Cowgate Community

*Train a staff member to Forest School leader

*Training will be offered to other practitioners working with children at the early level



Priority 2

As children's rights ambassadors we intend to extend our listening even more 'making rights real' as is stipulated in 'The Children and Young People's (Scotland) Act (2014).



- * Achieve Investors in Children Award (3rd)

- * Become involved in UNESCO research task

- * Staff will familiarise themselves with 'The Children and Young People's (Scotland) Act (2014)

- * Develop a social pedagogy approach to practice



investing in children



Our priorities and tasks

Priority 3
Develop Personal Learning Plans

- * Explore a wide range of Personal Learning Planning options.

- * Develop new format that captures and celebrates children's learning.

- * Monitor and evaluate

- * Practitioners will support, encourage and guide children's experiences through collaborative dialogue

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Priority 4

Key person role – all people role

Discussion on:

- * How do we work closely with the family without the key person role?

- * How do we create a shared sense of purpose?

- * How do we create responsiveness communication based on reciprocal trust and respect for each other's contribution?

