“Mwanzo Mzuri – A good start”

Child centred pedagogy and professional collaboration
Mid-term report Cluster 1 Dar es Salaam 2018/2019

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Overall Key Findings: The empirical data material shows

Clear progression in the participants' didactic learning practice *inspired by the courses and action learning series. The teams now carry out focused practice observation, set out learning goals and signs for learning, create own learning activities and make useful evaluations of signs followed by didactic reflections to move forward.*

The participants have reached a point where they work professionally with setting and following up on their own teaching goals for classes.

The schools have integrated playfulness *as core concept in their pedagogy. Teaching-learning games and plays that enhance cooperation, well-being and academic learning are now permanent parts of the daily school practice. In addition, teachers and children create games for learning and well-being together, and teachers experience how children grow by taking initiatives while teachers themselves re-define their teaching roles.*

The participants have gained literacy knowledge *and didactic competencies in producing their own materials suitable for academic progress in literacy in their specific school and class context.*

The pupils' attendance has increased *as compared to before.*

Children have experienced and learned *how to cooperate, express themselves and have confidence.*

Child centred pedagogy supports inclusive teaching *while slow or reluctant learners now communicate and cooperate with peers and teachers. They now think of themselves as learners and peers.*

Distribution of knowledge and integration of non-participating colleagues *is demonstrable highly supported by the schools.*

The schools enhance parental involvement *through organizational meetings and they support the development of new meeting forms. Communication between teachers and home has improved.*

A professional learning community *has emerged on What's App. Here the schools share experiences and material with each other across schools, teams and classes.*

Presentation and documentation of action learning in “Mwanzo Mzuri”

This report serves as documentation for Cluster 1 teams’ realization of planned program activities in connection to the action learning program part of “Mwanzo Mzuri” project. It presents the school teams’ explorative pedagogic actions and the participating schools’ implementation of new pedagogy. According to project out-put and activities, the program focuses on both development of teachers’ and managements’ pedagogic competencies (activity 1.1.) and implementation of new school practices on institutional basis (activity 1.2). The collected data material derives from action learning in-put and out-put during a year from June 2018 to September 2019. It demonstrates how Cluster 1 schools meet prior identified challenges in daily school practice with new pedagogic approaches, new knowledge in action and new materials for teaching, learning and socializing. The participants have gained new skills, knowledge and materials throughout five pedagogic courses, and they have made independent transformations of these in-puts through self-defined pedagogic actions carried out in their own and colleagues’ practice on their respective schools. Moreover, the schools have gained experience with ways to organize their schools differently by adjusting it to well-known challenges.

The participating institutions represent different institutional contexts with different user backgrounds (families and children) and institutional grounds for running school (i.e. number and qualifications of employees and economy). The conditions are taken into consideration while evaluating the teams’ action-learning progression.

This presentation contains presentation and evaluation of empirical data as such. The evaluation concerns the participating teams’ pedagogic explorations and learnings and it evaluates the immediate influence on children’s learning and well-being. Hence, it shows the extent of implementations of local self-developed and VIA-inspired pedagogy on the schools.

In the following paragraphs, you will find two subsequent summaries of the evaluation of empirical data. Firstly a summary of findings on participants’ level (teams, pupils) and secondly a summary of findings on institutional level (schools). After the summaries, you will find the extended empirical data investigation and presentation, which includes documentation and evaluation.

Result summary - participant level

1. Implementation of new school practices on institutional basis
2. Impact on children's learning and well being
3. New pedagogic and didactic teacher and manager competencies

AD 1 implementation of new school practices on institutional basis

The schools have implemented the following pedagogic and didactic methods and developed new and context integrated outlooks on students' learning and well-being.

1. **Teacher's observation methods for observing classroom, teaching/learning-processes, parents' and guardians' active involvement.**

The participants have become familiar with how to produce and interpret pedagogic observation. They have used their new skills for qualifying pedagogic actions and gaining higher insight. Many new perspectives in connection to the chosen observation objectives have emerged. These has enrichened the general pedagogic knowledge about children's behaviour and potentials and about the individual teacher practice and the collective practice on the school.

The schools have implemented observation methods as active part of teacher and teams' pedagogic practice.

Quote from school report: "Children often can do more by themselves than teachers and parents think".

2. **Play and learn**

The participants have experienced how play in daily practice enhances children's learning and well-being. Play in local pedagogy has further more made positive changes to teacher's role in the classroom, and children's active participation has increased in general.

Key findings

The participants and schools have integrated playfulness as core concept in their pedagogy. Teaching-learning games and plays are now permanent parts of their daily practice. In addition, teachers and children create games for learning and well-being together.

Quote from school report: “Even the children, who would not communicate easily, now do communicate with friends and teachers and they are happy to discover this new world”.

3. Cooperation and learn

The participants set up actions to build the children’s cooperative skills through cooperative playing of different kinds. Teachers learned themselves from participation in plays with children, and cooperation between children and teachers has become normal. Teachers expanded their pedagogic and didactic competencies by creating and realizing games to promote communication, confidence, concentration and cooperation among the children.

<u>Key findings</u>

The participants have understood how playing in school practice former was dominated by competition games. Today also, cooperative games are used and developed by both teachers and pupils.

Quote from school report: ""Play and learning" make the child become healthy both physically and emotionally. When combined with "cooperation and learn", children develop their knowledge and learn something more than just the game. Changes we have mentioned are children's higher cooperation competencies, faster understanding of academic in-put, better thinking-capacity and much more confidence with the school and each other."

4. Language and literacy

The participants and schools have produced *personal teaching materials* for use in practice in shape of didactic toolboxes containing motivational artefacts for focused literacy activities and assessment that lead to differentiated and specific language learning.

<u>Key findings</u>

The participants have gained literacy knowledge and didactic competencies in producing their own materials suitable for academic progress in literacy in their specific school and class context. The focus and knowledge has opened up for enhanced "school-home"- practice.

Quote from school report: “We are looking forward to keep on enjoying working with our suit case because we still have a lot to do with it. When we evaluate our self, we feel that somehow we have been successful with the materials in the suitcase, but still have to work hard in using the suit case with the children”.

Quote from school report:

*Also we got a positive feedback from parents that their kids now want to have their own story books.
1 parent called our boss and said , “ Jamaniii mmewafundisha nini watoto? Mbona wanatulazimisha tuwanunulie story books? Na sio kawaida yake kunisumbua sumbua hivii ?” we were so impressed by that statement and so our boss just told that parent you do as she says then the parent bought and the kid came with the books at school and gave her class teacher to read for them in the class. Therefore we discovered that we have tried to make a good relationship between children, parents and the administration.

5. **Children’s motor skills**

The participants have reached a point where didactic creating in teams has become a natural part of every day school practice and they work professionally with setting and following up on their own teaching goals for classes.

Pupils motivation and learning has increased while using own motor skills in a variety of academic and motor skills activities.

Key findings

The participant reports show clear progression in didactic learnings from the courses and action learning series. The teams now carry out focused practice observation, setting of learning goals and signs of learning, own creation of learning activities and useful evaluation of signs followed by didactic reflections to move forward.

AD 2 Impact on children's learning and well being

Key findings

The children have experienced how learning can be most joyful through playful learning activities

The new ways to learning and well-being have opened up the children to take initiative, take in, and improve school matters and academic subjects

Children have experienced and learned how to cooperate, express themselves and have confidence

Child centred pedagogy supports inclusive teaching while slow or reluctant learners now communicate and cooperate with peers and teachers. They now think of themselves as learners and peers.

Communication between school and home has improved to the benefit of the individual child

Quote from school report: "The pupils' attendance has increased as compared to before. Pupils used to stay away from school for a simple headache or created sickness but after implementing such skills as from Mwanzo Mzuri we have seen that most pupils have become strong and healthy. They do not want to miss any school day. Even some parents have confessed saying we must be doing a lot of fun things at school because the kids are taking the center stage at home".

AD 3 New pedagogic and didactic teacher and manager competencies

Key findings

The participant reports and feedback from supervisors show a significant progression in the teams' learnings and competencies. These comprise didactic learnings from the courses and action learning from the action periods in own practice. The teams to day carry out:

- *focused observation of own and colleagues' practice*
- *clear setting of learning goals and definition of signs of learning*
- *own creations of learning activities and handbooks*
- *useful and reliable evaluations of signs followed by didactic reflections to move forward*

The teachers' view of children as students has changed. It has changed to a more holistic view of children's individuality and personal approaches to learning and for well-being. The teachers have come to realize that children in groups, under well-organized pedagogic frames, are able to develop skills and competencies most relevant for school matters such as academic skills and social skills. They now see children's well-being as connected to children's own initiatives and freedom to play and organize.

Quote from school report: "We were not aware of being peers with our pupils will bring out positive learning abilities from them. We did not know that being peers make them trust and confide in us. Now we know each family well, from those that fight to those that care.

Quote from school report: "Teachers have learnt that even from their pupils there are new things to learn every day. The management has learned that it is always good to co-teach with parents especially in literacy and to keep records of each child. The management has also seen the importance of keeping social records for each class pupil. This was learned during observation".

Quote from school report: "We have gained a lot of trust from the parents after them seeing their kids enjoying school life".

Results summary – institutional level

"Peer-to-peer" distribution.

The data ascertains that distribution to colleagues of project in-put as knowledge, materials and experiences, has augmented the project out-put quantitatively. A great number of meetings for colleagues is declared in school meeting lists over school meetings held in the previous year. In

addition, data documents also qualitative statements of colleagues' positive and constructive reception of the in-puts.

Key findings

Distributing knowledge and integrating colleagues is demonstrable highly supported on institutional level.

Parents' involvement

From the empirical data, we can also see that schools have dealt with the challenge of integrating parents/children's homes in the school's pedagogic learning space. Schools have elaborated on already established meeting fora and furthermore, they have created new meeting frames for enhancing communication with parents.

Key findings

The schools enhance parental involvement through organizational meetings and they support the development of new meeting forms.

Teamwork

The teams have had adequate opportunity to become knowledgeable about the project, the expectations, their own role and their institutions role. Moreover, management has collaborated with the teams, in such a way that a rich number of implementations are realized on both explorative and permanent basis. This with professional pedagogic results that enrichen both teachers, managers and the schools as such.

Key findings

The empirical data ascertains that the schools have provided the participants with a sufficient number of team meetings and team/management meetings, which have grounded project intentions and learnings.

WhatsApp – cooperation

On own initiative the teams have set up a group on WhatsApp. This has developed a true professional learning community. Here they share experiences and material with each other across schools, teams and classes. The group is also used for arranging extra- curricular activities,

which can turn out to serve as platform for continuous cooperation between Cluster 1 schools in the future.

Increased number of children

Some schools report that the number of children at their school has increased with community knowledge about integration of child-centred-pedagogy.

Quote from school report: “The number of children has increased on our school due to children enjoying to come to school. They also influence other kids to join our school because we have gained a lot of trust from the parents after them seeing their kids enjoying school life”.

Empirical data collection and evaluation

In the following, we shall present a systematised evaluation of project out-come based on empirical data.

The present empirical data consists of collected documents produced by the participating teams, schools and VIA/MUCE professors. The documents cover the entire project period from the beginning in June 2018 until the end in August 2019.

Type and number of data				
Action learning assignments VIA UC	The teams’ action learning reports (1-5 pages)	Feedback reports MUCE and VIA UC	School implementations December 2018	School implementations August 2019
5	35	35	7	7

The chapter contains in the order given:

- Presentation of realized pedagogic actions
- Evaluation of team performance of task
- Evaluation of each action period out-put
- Presentation of school implementations

We hope to give both specific impressions from the practice experiments, and to give impression of the quantity and quality of the actions' learning impact.

All actions are explorative. Either they represent a transformation from the Danish course program to the local Tanzanian context, a re-contextualization of idea and intention behind. Or, they include as well an innovative dimension due to participants' further development of ideas and activities under the impression of children's specific learning ways and specific situational and contextual pedagogic circumstances.

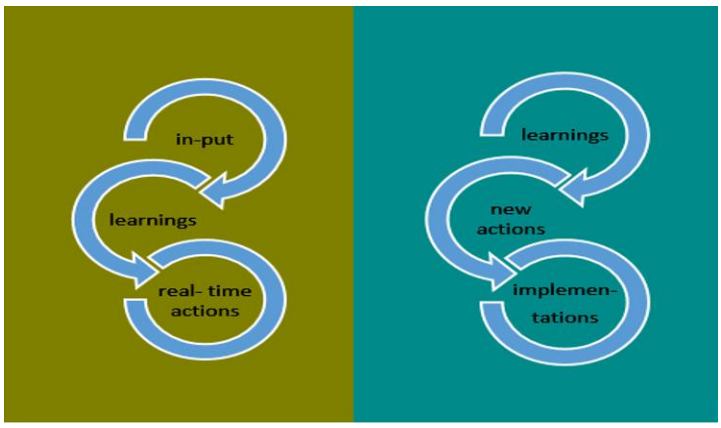
However explorative the actions are realized with the persistent aim of enhancing children's learning and well-being. Throughout the project period, the participants' knowledge and skills have accumulated, and selected explorative actions have gained status and become an integral part of pedagogy and social life on the local schools.

Action learning method: in-put and out-put in local pedagogic practice.

In a pre-project needs analysis the entity of cluster 1 identified four pedagogic main challenges. These challenges have initiated the fundamental pedagogic issues for the actions carried out in own practice. The four challenges:

1. the need for stronger skills in *classroom management*
2. better knowledge about how to practice *inclusive education*
3. how to *involve parents* in their child's school success
4. the need for creating *new and better materials* for teaching

These main challenges were considered as mandatory action learning themes. The teams explored them in order to understand their nature in local school context and to develop tentative pedagogic "responses" to them. The teams' work consisted of planning and realizing actions and



afterwards to reflect on the actions. Course in-put and school implementation framed the process. The model below shows this.

The entire collection of action learning assignments defined by VIA course professors were, according to the above mentioned progression, consequently based on a likely increased qualitative action competency in the group. Hence, form and impact of the assignments expanded and tapped in to the participants' increasing thematic insight and action learning experiences. Observation methods enhanced the participants' insight in the present children's specific learning paths and the teachers' own pedagogic practice.

In the following, we shall look into the realized actions and focus on the participants' learnings understood as progression of action quality, pedagogic understanding of own practice possibilities and signs of pupil's learning and well-being. This will be in shape of tables of documentation and result evaluation.

Schools Cluster 1

Bahari Schools
Bibi's Craddle Preschool and Day Care
Milestones Academy
Prestige Preschool and Day Care Center
Smart Kids Day Care
St. Thomas Pre-Primary School
Trez Hota Day Care

The present evaluation of actions and progression in actions should hereby cover the prescribed dimension of *implementation of action learning components* in Mwanzo Mzuri-project. See the next chapter.

Empirical data evaluation of action learning components – team level

With reference to the project out-put description.

Activity 1.1 Implementation of action learning components.

Output 1. Action learning Through action learning activities, the teachers apply their new knowledge and pedagogy on children in the selected institutions. Through their newly established methods of observation and tools to guide them in what to look for, the teachers will identify signs of learning and development that relates to general holistic child development and well being
# of staff from 20 institutions are able to apply their knowledge of child centred pedagogy and create an environment and activities that improve: - Materials and methods for teaching - Classroom management - Parents' involvement - Children with special needs # of pupils reached with new approach
Means of verification Team's action plans, feedback-notes from supervisors

Institution focus areas after each course – empirical data

Between courses, each school team has provided a minor report on realized actions with inspiration from the course content and materials. The teams have constructed their own pedagogic actions, sat up their own specific goals for them and defined signs of pupils' learning and well-being in relation to these actions. The teaching and the actions took point of departure in the course content and in project challenges (parents' involvement, inclusive education/special needs and classroom management). Learning materials developed to the courses shaped and inspired the participants for planning, ideation, realization and evaluation of actions. The teams have received supervision from VIA and MUCE professors and colleagues in connection to each report.

Supervision meetings between participants and supervisors.

The supervision meetings were held with participation of the school teams and three supervisors from VIA UC and Mkwawa University. The meetings were conducted two days before the beginning of the next course. They were located on the locations for actual course completion. Course participants delivered a minor report with description of self-chosen and realized actions in own pedagogic practice. Supervisors gave response and participators reflected on the chosen actions, both to qualify the team's succeeding practice actions and to enhance progression in participants' competencies to use action learning method.

The supervisors gathered the teams in groups to provide direct and indirect feedback possibilities for the participants to learn from feedback. Each group had feedback. Afterwards the group and supervisors plus participating observer groups did reflections on group reports and pedagogic actions. The supervision feedback was oral; however, feedback commentaries were prepared and written down according to *planning tool for supervision*. The following documentation and evaluation relies on the written feedback.

Team actions course one: *"Observation and Documentation"* June 2018

Conducted by VIA UC, professors Susanne Stein Larsen and Gert Søndergaard Madsen.

The teams used observation methods for pre-school practice achieved at course one in selection: running method, narrative method, sociogram method, empathy map method. The teams gained diverse learning through use of observation methods to identify practice issues in own practice. In the following a summary of themes evolved in school practice on the 7 schools. Two action learning assignments are hereafter described in depth.

Action learning assignment and report – observation and documentation:

What do you want to learn more about in your pre-school? Which observation methods will you use and who will do which observations? Who is responsible for meetings in the team where you analyze and discuss each observation? Who is responsible for a meeting at your school in which you discuss your findings with your manager and colleagues?

Summary of action reports

Observation objects **Observers**	7 reports (1-5 pages). Observation of children. Age of children observed: 2 - 6. Observation of teachers in action Observation of classes and breaks Observation of parents' and guardians' active involvement Organization of observations: each team member has contributed with observations and participated in subsequent evaluations of data. Some colleagues to the teams have participated too.
Action learning experiences with focus on challenges	Classroom management themes: - Time management – accordance between planned time table activities and teachers' and children's real time activities - Children's attention to collective in-put and influence on each other - Relation between specific pedagogic actions and children's learning and acting in various contexts - Children's prerequisites for learning and socialization and for well-being at school - The specific children's variated characters, strengths, needs and weaknesses - Didactic organization of peer-to-peer relations for learning Parents' involvement theme: - Parents' involvement in shaping learner's behaviours Inclusive education/special needs theme: - How to understand and deal with slow learners in class?
Signs of learning and well being	Focus on each of the goals and connections between them

	- General and well-informed support from child-responsible adults enhance the goals - Tranquillity and shared objectives and activities in classes enhance children's concentration and learning - Learning is easily enjoyed when teachers take the pupils as colleagues and work with them as peers - Children doing games get added value to their personalities - Activity based on the children's own expressions of what they see, feel, know and think supplied by teacher's help, gives children possibility to gain confidence, improve vocabulary and to socialize. - Some slow learners do not show cooperation on learning despite communication with parents - Children often can do more by themselves than teachers and parents think

Summary of feedback to action reports

Supervisors: professors Daniel Fuzzy and Jacqueline Leymar MUCE, Erika Zimmer Brandt and Jan Erik Røjkjær Rasmussen VIA UC.

Actions	**Comments and feedback**
Focus and goal	The actions were evaluated on method criterion: clear goal and focus. Most reports had a clear focus and clear goals for actions.
Action outcomes	Supervisors *gave specific advices for initiatives in teams' pedagogic practice and activities *gave specific examples of didactic and pedagogic initiatives to explore *express statements about good school and co-operational practice with home base

	* encourage teams to share good findings with fellow staff, school managers and parents for various decision making to improve children's learning and well-being
Method use	Observations of children and school practice were based on both random criteria and on well- prepared criteria. Supervision included recommendations to teams to: - use different additional observation methods make methodology repertoire collect thick descriptions for better use - compare different observations on same observation object - document on exactly what they observe to enable them to reach conclusion about the observations - advice for coming actions in order to narrow down the perspective and establish specific action outcomes - reproduce observations in the report, and not only put in reflections - chose a focus which the team will concentrate on to have more specific action outcomes - make additional observations in using other methods - methods to use for self-reflection and learning among fellow staff

Evaluation of participants' learnings and signs of pupils' learnings and well-being.

The observation methods are used and colleagues participate actively in making observations and reflections afterwards. The teams decide follow-up actions in connection to interpretations of the observation results. New results are observed, some have positive, and some have neutral results.

The participants have become familiar with how to do observations and use it for pedagogic information and as point of departure for creating actions with the intention of leading to more insight and change. Many new perspectives in connection to the chosen observation objectives

have emerged. This has enrichened the general pedagogic knowledge about children's behaviour and potentials and about the individual teacher practice and the collective practice on the school.

Missing now and then are clear descriptions of how pedagogic actions are realized in cloze up descriptions, and a more detailed and close to facts presentation and interpretation. Some conclusions are therefore not substantiated.

Pupils' learnings and well-being is observed in terms of ideal pedagogic intentions and perspectives. Some specific examples of changed pupil behaviour and learning readiness is registered. However, for further identification we need more thorough data with the clear intention of enlightening children's specific reactions and results.

Team actions course two: *"Play and Learn"* September 2018

Conducted by VIA UC, professors Erika Zimmer Brandt and Jan Erik Røjkjær Rasmussen.

The course encompassed children's games, playfulness in pedagogy and its positive influence on children's learning and wellbeing. Questions like "what is play?", "Why is play essential in a healthy upbringing?", "What is the correlation between play and learning" and "what are the teachers' positions and roles while facilitating play" were presented and treated.

Action learning assignment and report - Play and Learn:

What is your theme and interest for the actions you want to do in your pre-school? Which actions and methods from play and learn are you interested in and why is that? What possibilities and what challenges do you see? From the group: who is responsible for realizing the actions and who is responsible for making observations? Who is responsible for meetings in the team where you analyze and discuss your experiences and observations? Who is responsible for a meeting at your school in which you discuss your findings with your manager and colleagues? Could you think of any goals for the action?

Most teams chose the same theme for actions as in the first action round. They were encouraged to because it enhances their enquiry of own practice by digging deeper. The actions chosen were different plays introduced on course two.

Summary of action reports

Action and observation objects	7 reports (1-5 pages). Teachers' facilitation of joyful learning processes through playful activities From teacher to child initiated activities - pedagogic changes and new adult competencies Children's creation of games and development of growth mind set Children's learning, motivation for learning and personal development through playing Children's capacity building through ownership to games and rule control Observation of children's behaviour and socializing through play
Action learning experiences with focus on challenges Participants'	Classroom management themes: • The teacher's role has changed from explainers of stuff to facilitators of plays • The pedagogy has changed from passive pupil reception to active pupil creation, exercising and understanding. • Classroom work became more motivating "This way the children enjoy the subject, and less stress in the classroom" • Modification of different competitive games to cooperative games was used as strategy in creating growth mind set to learners • To put play and learn in our lesson plan without changing our teaching topics. I.e. "We have exchanged our daily book changing time, that didn't work very well to be our play and learn time" • To maintain a state of equilibrium while playing as some pupils with strong influence wanted to dominate the games and lead every game. The teachers made sure all receive equal chance to participate and try to motivate those that fell out of the game Parents' involvement theme:

	• One school handed out specific suggestions for increased exposure of the schools pedagogy to parents and community. • Another school used "Focus of the week" on What's App platform. "Information to parents and school will include the games we plan to play in each week. Through sharing all the games we are playing, we can get feedback from the parents". • Together with the children enjoying such learning freedom (learning by playing), we also had collisions with some parents who believed pupils do not come to school to play, but to learn. Such parents believe only book work is academic nothing else". • One school has experienced parents' complaining because of plays resulting in dirty clothes. Meanwhile management succeeded in explaining why this sometimes happens due to pedagogic arguments. Inclusive education/special needs theme: • Even the children who would not communicate easily, now do communicate with friends and teachers and they are happy to discover this new world • Some children are slow players. Experiments show how fast other players can help them.
Signs of children's learning and well being	• Play and learn makes children enjoy learning, remember what they have been doing and understand easily. • Friendship develops during play and learn, it makes new friends and children learn new words and games • Children have their own way of doing things. They are not the same and they have their own way of learning and different ways of socializing. • We also realized that children feel so happy on their own. They also try different things that suit their interests

	• Children are creative and are able to come up with good things if they are provided with an environment that is conducive. • Children in playing for learning games are sympathetic, caring and loving to each other. Overall, they have positive attitude towards learning and have willingness to try new things. • Kids' minds towards learning changed from feeling threatened by peers' academic performance to learning how peers performed well. • Kids who hated school because of being loser's several times in games, like school after being introduced to cooperative games. • Kids do not feel afraid making mistakes in games and classroom works. This was possible by talking to learners about the importance of mistakes in learning. • Peer-to-peer teaching: pupils might be better teachers than us, as the children quickly understand each other, and they skip being afraid of failing. • One game started by the teacher was boring to the children. When the teacher moved out leaving them alone, in a short time the game changed as the children came up with new rules and made it funnier than the original game.
Signs of teacher's and management's learning	• As teachers and management, we have learnt that our old way of teaching was not as successful as the play and learn. It caused a lot of pressure to teachers and children • Children did not have much opportunity to develop in full capacity e.g. thinking, creativity, reasoning and we did make ourselves tired for no reason instead of enjoying teaching. • We teach colleagues now and hope to educate parents and guardians how and what to observe in a child. • Observations from a school showed that by nature, learners grouped in both fixed and growth mind sets. "Many kids are in a

	group of fixed mind set, some are still developing growth mind and few are in a group of growth mind set". • Teachers were more competent in competitive games than in cooperative games. • Observing and trying out playing didactics provides the teacher with detailed knowledge about the pupils, their spirits and interests. Thus, the teacher gets an opportunity to encourage and to deal with challenges in the children's social behaviours. • "We have come to realize that to make new games has to be a continuous process that should be done often. Especially when we are doing our lesson plan and taking in mind, that being creative is one of the characteristics of the early childhood teacher"

Summary of feedback to action reports

Supervisors: professors Daniel Fuzzy and Jacqueline Leymar MUCE,

Actions	**Comments and feedback**
Focus and goal	The focus and goal were clear in all reports. The teams have identified relevant and well-defined pedagogic actions and problems to try out and analyse. Some teams have been very ambitious i.e. to incorporate play and learn in their lessons at least twice a week. Some teams did a commendable job resulting in most reliable observation results. The focus should always be on cooperative playing and learning as opposed to competitive playing and learning.
Action outcomes	<u>Classroom management:</u> Supervisors express children's interest in competitive games is a result of teachers' liking of competitive games too rather than cooperative games. Thus, if the

	teachers change their interest and encourage more play and learn for cooperative games, children might also shift their interest. that some findings should be shared with the school managers and parents for various decision making to improve children's learning. that teams should let the children become more interactive and promote cooperative learning. that teams should ensure cross-gender play to promote gender equality. Teachers should be creative in designing games. They should use every available opportunity of learning to include play. <u>Parental involvement:</u> Supervisors gave strategies for parents' involvement. I.e. - to share the observation findings during play and learn with the parents. I.e. on graduation ceremonies or parents' meetings to display short video clips recorded during play to promote the positive perception of play and learn among parents. - teachers should educate and encourage parents to participate in play both at school and home setting. - teachers should educate and encourage parents to change perception regarding play and participate in play both at school and home setting. <u>Inclusive education:</u> Supervisors *gave strategies that can be used to help children with learning difficulties

	* encourage teams to employ inclusivity during the designing and choosing of a play to accommodate all kind of learners. * In designing a play, remember the special needs of children. Not all children can do the same play, or the play can be modified/adjusted to meet their needs.
Method used	* It is worth noting that the supervision session on this second course was highly attended as compared to the first course. This indicates the programme is increasingly seen relevant and valuable to the participants.

Evaluation of participants' learnings and signs of pupils' learnings and well-being.

The participants' general expressions about their new knowledge and experience can be summarized as follows.

The teachers' pedagogic focus has changed in different ways.

Firstly, children's own perspectives and initiatives are and must be enlightened and supported in playful learning. This pedagogy and these activities give joy to children and it enhances their learning ways and motivation. The pedagogy also provides teachers with precious knowledge about the children's personality and learning paths.

Play covers all areas of child development. Positive changes and growth have been observed, and the schools implement specific play activities right ahead and with the intention to continue to explore the benefit of this pedagogy. Children become motivated for learning from inner desire to take part in social communication and bodily activity.

Secondly, teachers' role in playful pedagogy demands new teacher competencies

Personal playfulness

High attention to children's expressions and behaviour

Willingness to learn from children's creative ways

The teachers have started to reflect on their practice and role as teachers in general. A new insight expressed by one of the teams is interesting in that it shows how focus shifts from children and parents to the teacher's own development: "There is also a possibility to be confident and allow our self to have a growth mind set, while trying to think and make new games instead of saying "I can't".

"Play and learning" has contributed with new pedagogic and didactic ways for the schools to deal with their challenges. The children have in general benefitted from the pedagogy both what social and academic learnings are concerned. Moreover, the teachers have put focus on their own transformation from one sort of teacher to another.

Team actions course three: "*Cooperation and Learn"* December 2018

Conducted by VIA UC, Professor Erika Zimmer Brandt.

The course encompassed perspectives on learning through cooperation especially through creation and practice use of cooperative games. Issues were:

- Differences between a diverse pedagogy based on children's cooperation competencies and fixed teaching and learning goals based on competition.

- How to frame cooperative activities/games in order to make them inclusive and suitable for children with different needs.

- How to combine the playful approach with the cooperative approach.

- How to create a learning environment in which children are motivated to cooperate.

The participants' task during the action period was to practice and reflect on how to support and develop a cooperative learning environment in Tanzanian pre-schools based on the new knowledge presented in this course.

Action learning assignment and report – Cooperation and Learn:

What is your theme and interest for the actions you want to do in your pre-school? Could you think of any goals for the action? Which actions and methods from cooperation and learn are you interested in and why is that? What possibilities and what challenges do you see? From the group: who is responsible for realizing the actions and who is responsible for making observations? Who is responsible for meetings in the team where you analyse and discuss your experiences and observations? Who is responsible for a meeting at your school in which you discuss your findings with your manager and colleagues?

Summary of action reports

Action and observation objects	7 reports (1-5 pages). • Sharing playful learning activities with parents on WhatsApp. • Observation of and building children's cooperative skills through cooperative playing. • Creating team work skills amongst children through pretend/as if plays • Teachers' explorative participation in plays with children. Cooperation between children and teachers. • Observations of how children cooperate in different cooperation games • Teacher created games to promote communication, confidence, concentration and cooperation among the children. • Observation of learners with different ages between 3-6 years doing cooperation games together.
Action learning experiences with focus on challenges	Classroom management themes: • Some groups experience pedagogic challenges in realization of cooperative learning strategies in play. I.e. a didactic question is "How do we prepare the games and use them with easiness while the goal is to let children cooperate with teachers?" • Children's engagement in new games and self-creation of games.

	• Learners with 3 and 4years were more struggling than those with 5 and 6 years • Pretend plays automatically allow teamwork and cooperation, also allow kids to speak and act their imaginations • Sometimes a child can insist on being in a specific role every day. Why is that, and what pedagogic attitude should we have to this? Parents' involvement theme: • The intention was to share lesson games with parents on WhatsApp. The group experienced low interest from parents which discouraged the teachers • Some parents were conservative on the fact that play is part of learning. • Some parents want videos some do not. Some parents may choose a specific role for their kids and say no to some roles. Inclusive education/special needs theme: • During play, the teachers should praise and motivate students with different abilities to encourage cooperative learning. • "Cooperation and learning" has helped us a lot to improve the way we play with kids by making sure that each one in a group has a very important role to play for the game to be successful and complete.
Signs of children's learning and well being	• "Play and learning" make the child become healthy both physically and emotionally. When combined with cooperation, children develop their knowledge and learn something more than just the game. Changes to mention: higher cooperation competencies, faster understanding of academic in-put, better thinking-capacity and more confidence with the school and each other.

	• Children enjoy that they can do things on their own and have the teachers' trust • "The best part is cooperation and communication in different activities. This is the best part to us because of the way the children were sharing ideas while playing different games and also motivating their peers who were reluctant to participate. They were also able to imitate what they learnt from the teachers." • Some of the learners were more creative so they shared idea with others on how to finish task on time. • Learners showed happiness as they succeeded to solve the problem/task through cooperation. • Learners managed to listen to others' opinions in finishing tasks. • Friendship was developed. • As the games introduced to them were interactive and cooperative no child feared to participate since they knew there is no looser or winner and teachers themselves become part of the game. • Kids showed remarkable task completion that surpassed trainees' expectations. • Cooperative games make children active and attentive. • Cooperation during learning process improves their language and strengthen their bond.
Other action outcomes	• To use "cooperation and play "- pedagogy the following demands are observed in own practice: everyone needs to learn to listen, to give value recognition and to have patience with each other's learning cadence. • Creation of cooperative tasks was sometimes difficult; several trials were made. Pretend play set up was difficult, however the result was very levering and professionalizing the teams' work.

Summary of feedback to action reports

Supervisors: professors Daniel Fuzzy and Jacqueline Leymar MUCE,

Actions	**Comments and feedback**
Focus and goal	Were clear in all reports
Action outcomes	Supervisors • commended some teams for having unique ideas and creativity. • expressed that the teams should continue educating the parents on the importance of play and learning. • encouraged some teams to make use of more games that inclined to cooperative learning as opposed to competitive learning. • added new possible attentions to the teams' observation repertoire: i.e. "Teachers should seek feedback from children on the emotional part of the games." • noticed that one team's work with pretend plays not only led to joyful and comfortable children, but also to *an increased sense of professionalism among the staff*. • recommended more teams to consider children with special needs to meet their potentials.
Method use	• Teachers are encouraged to move from general observations to more precise descriptions and provide specific examples as a result of their experiment or action. • Some groups put up relevant indicators for evaluation of children's learning, however do not follow up on the indicators in practice observation. • The team should be specific in indicating the kind of games played rather than giving general descriptions.

	• The approach used to observe how cooperation and learning work was not documented, however the positive outcomes were highlighted. • The team should document specific examples which derived from the mentioned children's behaviour. • The team's findings are applauded. They should, however, document more evidence of interaction and learning as a result of cooperative games for example photos, videos and narration of children.

Evaluation of participants' learnings and signs of pupils' learnings and well-being.

The teams' pedagogic out-come has increased as their reflections have expanded from direct try-out of selected course activities to construction of activities based on self-defined didactic questions. The questions narrow down the previous broad perspective of a manifold of activity possibilities for the teacher to use, to an understanding of a significant and more complex pedagogic task or problem. The experiments thus bring new knowledge and attentiveness into the group, which sometimes result in the pose of new and stronger questions to follow up upon in the team. (see examples from theme: classroom management).

Another pedagogic learning is communication with parents. Changing pedagogy and daily routines, which include parental involvement, means to open up for other interests, perspectives and sometimes ignorance. The challenge defined as "parental involvement" in the needs analysis, has actually taken form, and the teams have taken up this challenge. In connection to the new pedagogic actions, the parents act and react often positively and sometimes negatively to the changes. This could be the beginning of stronger involvement. The teams, who received sometimes-critical attitudes, have taken action on it and met it with pedagogic arguments. None is

ceasing play and learning activities, on the contrary they increase these, however with the necessary running dialogue with parents. (See examples from theme: parental involvement).

The teachers' view of children as students has changed. It has changed to a more holistic view of children's individuality and personal approaches to learning and for well-being. The teachers have come to realize that children in groups, under well-organized pedagogic frames, are able to develop skills and competencies most relevant for school matters such as academic skills and social skills. Children's well-being seems connected to children's own initiatives and freedom to play and organize.

From feedback reports it appears that:

- General pedagogic insight has increased, and additive support and advice have been followed up upon by the teams since the former period.
- Specific experiences in some groups deliver an increased sense of professionalism among the staff.
- Classroom management and parental involvement themes are well described, whereas inclusive education perspectives are not yet actualized in depth.
- Method use: The teams create pedagogy and realize it with most interesting results. However, the academic demand for validity in "action – analysis – result" descriptions are still lacking specific information and causality.

Team actions course four: "*Language and Literacy"* April 2019

Conducted by VIA UC, Professor Line Møller Daugaard

This course presented activities and perspectives to children's language development and literacy competencies. Basic understanding is that learning to read and write is not only an individual and cognitive process, but also a meaning-making process in which children actively and creatively construct meaning from the information available to them in the various social relations they engage in in everyday life.

This time the assignment resulted in *personal teaching materials* for use in practice. It was expanded with new and adjusted criteria for process reflections to integrate in the action process and to express in the report.

Mwanzo Mzuri, Course 4. April 2019

Language and literacy assignment

To invent, try out and evaluate your own language and literacy suitcase in your school!

The suitcase must be organised around a relevant text (song, book…). It must contain visual and concrete artefacts to support text work. It can be used with children (whole class as well as smaller groups), parents or both.

The written assignment must cover the following obligatory points:

1. **Why did we make this suitcase?**	**Describe** your suitcase: • Which theme did we select? • What was in our suitcase? • What were our reasons for producing this suitcase? Please include a photo of the suitcase and its content!
2. **How did we plan to work with the suitcase?**	**Explain** how you planned to use the suitcase: • What were our objectives? • What did we do? (describe actions) • Which indicators or signs did we look for in order to determine whether our actions brought us closer to the objectives?

3. **How did it go?**	**Reflect** on your work with the suitcase: • What did we observe? • What went well? • Which difficulties did we meet? Please consider supporting your arguments with photos, video, concrete observations or statements from children, parents, colleagues etc.
4. **Where to go from here?**	**Conclude** by stating possible ways forward based on your action learning process: • What will we do in the future?

Remember! Be rigorous – be focused – be creative!

Summary of action reports

Action and observation objects	7 reports (1-5 pages). • Didactic suitcase activities with specified learning goals and observation of specific signs of learning • Tools and methods: storybooks, storytelling, songs, artefacts, pictures for connecting interest, phenomenon and language • Learning goals: vocabulary, letters and sounds, reading, communication and well-being. • Creating suitcase for age differentiated learning, assessment of children's reading ability and for use of teachers, parents and children. • Enhancing students' motivation for learning letters through new learning environment for literacy
	Classroom management themes: • Simplify the lesson for children to understand the songs • Knowledge teaching i.e. to understand varieties of shapes, fruits and insects and connect to real life. • Academic and social objects: To teach them good behaviour, new words and make them able to apply what they have learnt in real life situations. And they did. • Creating progressive activities for learning. I.e.: "This time it was teacher's storytelling with suitcase. Next time we will involve the children in dramatizing the story in order to make them understand better." • The use of artefacts attracted great attention to learners. Kids enjoy when learning through play and having something to touch and see live instead of listening to the teacher only

	Parents' involvement theme: • Some will involve parents in supporting children's confidence in learning and having no fear of failing • Some will create parents' awareness about their role in the child's motivation for literacy and literacy competencies • Some will create awareness to parents about the role of language in storytelling and children's cognitive development. • Some will assess children in reading by working with the suit case and send pictures and videos to parents • Some will produce a take-home-suitcase that children take home and share with parents on turn • Some do this already Inclusive education/special needs theme: • The main objective was to reinforce reading and to prepare children to read in language and literacy. We worked with the children according to their age
Signs of learning and well being	• We will use suitcase because it helps children understand easily • The suitcase makes children eager to know what is inside and helps them to catch up with lessons • Children learn new and repeat vocabulary with stories and songs, as such it strengthens their memory capacity and knowledge • Precise literacy competencies can easily be identified, like i.e. identification of forms and colours • Pupils have been improving in English language • Children were cheerful singing and eager to demonstrate materials in the suitcase • The smile on their faces • Children were cooperating well during story time

	• Through visual aid learners become creative and improve their memory • The use of pictures stimulated imagination and curiosity • Kids enjoy when learning through play and having something to touch and see live instead of listening to the teacher only

Summary of feedback to action reports

Supervisors: professors Daniel Fuzzy and Jacqueline Leymar MUCE, Karen Møller Jensen VIA

Actions	**Comments and feedback**
Focus and goal	Teams' products as didactic tool were generally clearly inspired: visual, tangible, professional activities and with relevant academic learning goals.
Action outcomes	Supervisors *encouraged to develop other types of suitcase such as thematic, literacy game, song suitcase and a dialogic one. *expressed that the teams' self-produced materials were either a great job, commendable or well done as they give the teachers several possibilities for training children's literacy in evidence based learning ways. * encouraged the participants to re-use the box for different purposes to enhance children's communication and literacy skills. I.e. in integration of parents, by children's own co-creation of the box and reuse for new comers' and slow learners to catch up. * encouraged some teams to develop other types of suitcase such as thematic, literacy games, song suitcase and dialogue suitcases. * encouraged to engage pupils in the planning and implementation stage effectively.

Method use	Didactic objectives sometimes sound too general. However, in general teams' products were reliable and didactically interesting. The reports included relevant didactic reflections and strong ideas for further development of the suitcase and its integration in school practice with colleagues and parents.

Evaluation of participants' learnings and signs of pupils' learnings and well-being.

The participants have gained didactic knowledge and skills and used it for literacy actions in the classroom and in cooperation with parents. They have produced useful materials on basis of new knowledge about communication as literacy core. Literacy teaching has become more clear and motivating to the children.

Pupils' have gained precise and better literacy competencies and skills. They have improved their memory for reading. Bringing in their everyday life and artefacts to visualize language concepts has improved their sensing and brain storing of new words. This has ameliorated the pedagogic milieu and learning ways. Now they are interested and understand better.

Team actions - course five *"Children's Motor Skills"* June 2019

Conducted by VIA UC, Professor Karen Møller Jensen

This course introduces to how Motor skills are developing in multiplying ways and how teachers are key persons in this process. The teaching goal is for the participants to be aware of the physical and social environments and their competencies to facilitate development of children's motor skills in a holistic point of view and in an atmosphere of togetherness and joyfulness.

Action learning assignment and report – Children's motor skills

This time the assignment had the shape of a professional and personal handbook with didactic activity planning and documentation for activities carried out including evaluation of the children's learnings from the realized activity.

Mwanzo Mzuri – A Good Start Course 5 Motor skills 10-14'th June 2019

PRACTICAL HANDBOOK Assignment "Take the power in your own hands"

WHY: Producing your own practical handbook gives teachers and teams ownership to their own learning process and professional development on motor skills. Use the handbook as inspirations for colleges, documentation for the activities itself and for the participant's progress.

HOW: You must document the whole working process of a practical activity on motor skills with children. Therefore, you must make a documentation of your plan, organizing, implementation, observation and evaluation of motor skill activities by active participation together with the children in classroom and breaks.

WHAT: The handbook includes brief descriptions of the activity with a brief description of the group of children, the location and the activity. The handbook include your professional evidence or professional arguments. Aesthetic illustrations, which is photos, drawings, figures and models. Brief evaluation and your most important reflections and perspectives and a list of materials needed.

You must describe and illustrate - What is the context and frame? What is the activities? Why is this activity a good idea and which philosophy are the inspirations for this activity? How did you do? Clarifications of signs to observe. Evaluations - How did it go? Reflections and perspectives - How to move on? (You can use this table or another expression)

	In this column you write: Brief descriptions of:	**In this column:** Illustrations e.g. connected to your activity	**In this column:** Materials needed
WHAT is the activity	Actors - children/ teachers/ possibly parents, location and activity		
WHY to do	Evidence and philosophy for the activity		
HOW to do	Instructions of the activity		
Signs	Your observations on the activity		
Evaluation and the purpose of the evaluation	Clear what to evaluate and how to use the result of your evaluation of the activity		
Reflections and perspectives	Your recommendations and How to move on in the future		

Remember: Be rigorous, focused and be creative, have joy!

Deadline: 2'Th august 2019. Please send your best part, approximately three pages of you Motor skill Handbook to Daniel and Jaqueline.

We wish you the best of luck and hope you will enjoy the process!

Summary of action reports

Action and observation objects	7 reports (1-5 pages). Planning, realizing and evaluating teaching in motor skills. • Combining language teaching and motor skills through outdoor pedagogy • Combining mathematics teaching and motor skills through signature game • Creating actions for pure motor skills like acting out, ball games etc. to develop cooperation and mutual confidence • Indoor creativity activities, like modelling and painting, to develop taking turns and sharing • Creating an everyday motor skill exercise in combination with song of the weekdays
Action learning experiences with focus on challenges	Classroom management themes: • Teachers work didactically by setting precise *learning goals*, selecting adequate activities for reaching it and making well qualified observations of signs of pupils' learning from it • Teachers set precise *teaching goals* and evaluate upon them and suggest adjustments • Integration of learning through actions and movement is enhancing children's knowledge, and it causes deeper preparation before lessons from the teachers • How to start the day in making everyone fit and active from the start of the day Parents' involvement theme: Also in order the parents/ Guardians to be the part of the learning program we gave them a home work activity to draw his/her part of the body which he/she likes most.

	Inclusive education/special needs theme: • The individual hand book of motor skills provides each teacher with adequate activities for different classes according to their age and skills
Signs of learning and well being	• Physical exercise is essential for children in school because it makes them active in learning processes and they catch faster. • It makes them feel the joy of movement **Specific signs and results from selected activities:** • During the activities, children gained more confidence, new vocabularies like squat, bend. In addition, cooperation and motor skills were acquired. They also learnt to be independent and it built their thinking capacity especially in puzzle making. • Pupils developed oral and communication skills as they were communicating to each other by sharing artefact found. • Pupils managed to mention names of animals with horns (VIDEO 1) • Pupils learnt new Swahili words and their meaning in English like (mapembe = horns) (Mkia = tail) • Kids were very happy when they found a hidden picture of animals and as they moved on to find they developed movement and motor skills. • Some students asked artefacts to go with them to their homes for colouring and cutting, this was more interesting. • Most of children were able to create their own pictures and models came out better than expected. • Children complained on the time planned since they wanted to do more.

	The children are very creative because when we told them to show us their fingers, they start to count their fingers instead of showing and the game was very understandable and very funny to them.

Summary of feedback to action reports

Supervisors: professors Daniel Fuzzy and Jacqueline Leymar MUCE, VIA coordinators Suma Kaare, Jesper Marius Als and Anne Agger.

Actions	**Comments and feedback**
Focus and goal	Not yet ended
Action outcomes	Not yet ended
Method use	The participants have developed clear and reliable methods for signs of children's learning and evaluation of the learnings/non-learnings. The participants have reached a point where didactic creating in teams has become a natural part of every day school practice. Once an idea has emerged and an activity been produced, several new supporting activities are invented and carried out. These with each their learning aspects and with great fun to the children.

Evaluation of participants' learnings and signs of pupils' learnings and well-being.

The participants have reached a point where didactic creating in teams has become a natural part of every day school practice. They work professionally with setting and following up on their own teaching goals for classes.

The participant reports now show didactic learnings from the course and action learning series. The teams now carry out focused practice observation, setting of learning goals and signs of learning, own creation of learning activities and useful evaluation of signs followed by didactic reflections to move forward.

Pupils motivation and learning has increased while using own motor skills in a variety of academic and motor skills activities.

Empirical data evaluation of school meetings and pedagogic implementations

Activity 1.2.Implementation of school meetings – institutional level

School Meetings
The meetings between trainers and institutions in between the trainings will also ongoing talk about expectations, best practices and not last responsibility
# of pre-primary staff knowledgeable about the project, the expectation, their own role and their institutions role in the progress # of staff involved in these activities and are aware of the importance and how to conduct similar activities on their own
Means of verification
Annual data collection 2018 and 2019 from each of the schools

School-meetings

The documentation shows that all teams and schools have planned and realized meetings of different kinds in cooperation between teachers and managers. This to qualify the local project, to share pedagogics with colleagues and to involve parents and even sometimes community. "Mwanzo Mzuri"-participants have thoroughly organized meetings to redistribute and broadly implement experiences and pedagogy on their schools. The following shows the organizational framing of meetings to spread new pedagogy like ripples in a pond.

School implementation data: VIA coordination team's special visit on all schools, together with the schools' general reporting of held school meetings (bi-annual) serve as empirical data.

Types of school-meetings and results

Peer-to-peer meetings, school-parents meetings, team/management and director meetings.

"Peer-to-peer"meetings - distribution among teachers

Report data shows that it has become common practice for teachers and managers to inform and teach content to colleagues in peer-to-peer learning sessions and to facilitate collegial experiments.

This is due to running all-staff meetings, pedagogic learning days and establishment of i.e. "learning clubs"

Results

The schools have realized project intentions for involving other staff in project learnings to make them become aware of the importance of how to conduct similar activities on their own. In the To start with, the trainees *informed colleagues*, whereas later on during the period of course some schools literally *trained* peers and also *systematically integrated* them in planning, realizing and reflecting on pedagogic actions for learning and implementing new pedagogy.

Quotes from "School implementation data":

"With fellow colleagues we presented observation methods and emphasized how to observe and what to observe in different contexts. Purpose was to make changes and find ways to engage all teacher groups so that they appreciate and change their views on play and learn and observation in human life. Result is that colleagues have changed their views on play and learn and ways of dealing with kids. After the presentation they are positive about observation and have started implementing it we see that from observing the way they now deal with the children."

"A group of trainees shared the content by training other staffs and management. The training took 8 hours.

- Teachers learnt to be playmates
- Management team thought another way to communicate with parents as a way of involving them in learner's progress.
- Management changed the system of ranking learners (who is the first and last)
- Teachers learnt the importance of cooperative games.
- All learnt different games shared and how to use them as a teaching tool."
-

"After the first module of the "Mwanzo Mzuri "- programme, we decided to add the project as one of our permanent agendas in our teacher/management meeting every week.

- After each module on the meetings that will follow back on our school, we discuss what we have learnt in that module and share it with other teachers who are not attending the Mwanzo Mzuri."

"We have also used this as a platform to share our experiences with our colleagues about "Mwanzo Mzuri", and encourage them to be good ambassadors in the community around (at the moment especially about learn and play). We think this is very important for everyone to know, not to surprise the community and

parents around us. (We the trainees are taking about things we are learning in “Mwanzo Mzuri” and our colleagues do not know abut it)”

“Meetings: 8 December 2018

Purpose and results: How to incorporate “Mwanzo Mzuri “-project skills

Headmistress suggested we form “subject clubs”

We agreed to exchange one week for sports and one week for subjects clubs”

“Change to make is to work as a team by explaining to other staff members, who did not attend the training, that play and learning is the best way of teaching.”

Parental information- and involvement meetings

Report data shows that the schools have realized project intentions for enhancing parents’ involvement through explicit communication about new practices and new expectations to the parents.

This is due to normal parents and all staff meetings, parent -teacher conferences, parents’ classroom participation and to meetings with parents especially created for “Mwanzo Mzuri” purpose.

Results

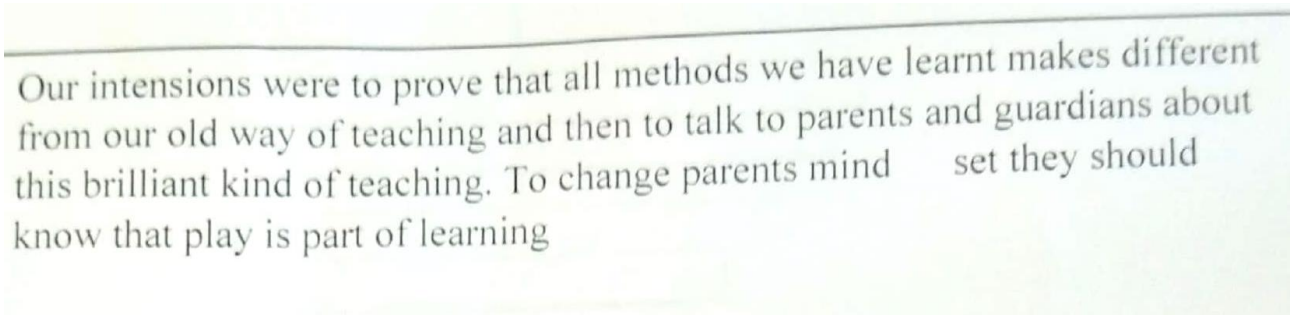
In the beginning of the project course schools concentrated on *communicative actions*. At the end of the project course, parental involvement had increased in form of *extended exchange* between school and children’s homes. This progress resulted, in addition, in the schools’ stronger intentions for development through cooperation.

Quotes from “School implementation data”:

“The Purpose of all the meetings were to explain what Mwanzo Mzuri means and that it is a very positive way of Early Childhood Learning. We need to know that we, teachers and parents, learn from children too by observing what they are doing. One example was observation when two children were playing walking up and down on short stairs, they were told to count as they go up and down, it turned out to be an interesting game to them, but also learning to counting”.

“We are using this time to tell them about the good things we are learning in this Program, and to encourage them to join us in what we are sharing with them, at the moment it is Play and learn.”

“Every parent has to come to school once in each term. To meet with the teachers of his or her child to discuss about the overall progress and development of the child in all areas. We also use this as a platform to tell individual parents about Mwanzo Mzuri”


Our intensions were to prove that all methods we have learnt makes different from our old way of teaching and then to talk to parents and guardians about this brilliant kind of teaching. To change parents mind set they should know that play is part of learning

“JANUARY 2019 MWANZO MZURI PLAN. Our team is planning to have a "Happy new year teachers -parents breakfast" and in this time we are only going to talk about Mwanzo Mzuri Programme. There will be no other agenda from us on this day, we want parents to focus on this only on this day, especially those who don't come to the normal meetings and to the parent teacher conference. They may be reading on What's app group, but might need explanation on how they can implement our new pedagogy in their daily work with the children”.

“With management we agreed to involve parents by inviting them to school so that they spend a day to learn more. Also looked into ways of how to communicate to the parents so that they are comfortable.”

“In order to involve parents or guardians so that they can be part of the learning program, we gave them a home work activity to draw his/her part of the body which he/she likes the most”.

“In the future we will increase cooperation through:

- School assemblies where children will show what they are learning.
- Inviting parents to come to school and spend some time with children and observe what they do
- Plan a fun day where parents and children will play together
- Sending clips to parents to prove that the children enjoy and learn
- Ask parents to send clips to school too”

Team/management meetings

Report data shows that the schools have carried out very many running team/management meetings throughout the entire school year. The participants have been working in steady teams, which have developed into pedagogic learning groups.

This is due to teacher meetings and teacher-management meetings.

Results

The meetings have served different purposes:

- Planning and evaluation of actions in the team
- Agreements with management on framing and realizing explorative actions
- Framing integration of colleagues and parents
- Reflections on “Mwanzo Mzuri”- permanent implementations on the school

Quotes from “School implementation data”

“In our meeting with management we discussed how to involve other colleagues and parents so that they also learn about the importance of observation and reasons why we should be observing children.”

“We also use the meeting time to do our assignment for each module, share our learning experience in the assignment given, preparation of the materials and to evaluate ourselves and see how to deal with our challenges”

“We agreed to encourage children to develop their own games like riding tire.”

“We agreed to exchange one week for sports and one week for subjects clubs.”

“We have learnt that if there is a good connection between the teacher, the parent and the children, the school will grow up within a short period of time and it will be known everywhere due to the goods done in the school”.

“Teachers have also learnt different ways of teaching their kids.”

Director-staff meetings

Some schools report director-staff meetings.

Quote from school report: “The director was given a summary of the progress of all school activities and challenges met during implementation of Mwanzo Mzuri and school management. The way forward was agreed and he geared to work with everyone positively.”

Conclusion to school meeting results

“Peer-to-peer” distribution.

The data ascertains that distribution to colleagues of project in-put as knowledge, materials and experiences, has augmented the project out-put quantitatively. In school meeting lists over school meetings held in the previous year a great number of meetings for colleagues is declared. In addition, data documents qualitative statements of colleagues’ positive and constructive reception of the in-puts.

Key findings

Distributing knowledge and integrating colleagues is demonstrable highly supported on institutional level.

Parents’ involvement

From the empirical data, we can also see that schools have dealt with the challenge of integrating parents/children’s homes in the school’s pedagogic learning space. Schools have elaborated on already established meeting fora and furthermore, they have created new meeting frames for enhancing communication with parents.

Key findings

The schools enhance parental involvement through organizational meetings and they support the development of new meeting forms.

Teamwork

The teams have had adequate opportunity to become knowledgeable about the project, the expectations, their own role and their institutions role. Moreover, management has collaborated with the teams, in such a way that a rich number of implementations are realized on explorative and on permanent basis. This with professional pedagogic results that enrichen both teachers, managers and the schools as such.

Key findings

The empirical data ascertains that the schools have provided the participants with a sufficient number of team meetings and team/management meetings, which have grounded project intentions and learnings.

WhatsApp – cooperation

On own initiative the teams have set up a group on WhatsApp. This has developed a true professional learning community. Here they share experiences and material with each other across schools, teams and classes. The group is also used for arranging extra- curricular activities, which can turn out to serve as platform for continuous cooperation between Cluster 1 schools in the future.

Greetings from the schools

"We would like to extend our profound gratitude to Mwanzo mzuri for giving us a platform to develop both our skills and for our children. We have learnt a lot on the courses about how to cooperate, socialize and most of all believe in ourselves.

All thanks goes to the staff of Mwanzo Mzuri. Looking forward to become better teachers and leaders plus a great change in our country."

"All in all I would like thank **MWANZO MZURI** for giving me this opportunity to participate in this programme. May God bless you in each step."