THE FROEBEL PARTNERSHIP

Reflection with Guidance

A Froebelian tool for developing practice and transformations

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This is an interactive document

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Dear Colleague,

I am delighted you are interested in exploring this Reflection with Guidance, a Froebelian tool for developing practice and transformation. Those of us at the Froebel Partnership are very excited by its benefits and possibilities.

The Reflection with Guidance tool has been created by the Froebel Partnership. The Froebel Partnership (Grant Funded by the Froebel Trust for three years) is made up of a team of educators at Guildford Nursery School and Family Centre (GNSFC) in England, a team from Seven Stars Kindergarten in Auckland, New Zealand and researchers from the Centre for Research in Early Childhood (CREC) in Birmingham, England. The Froebel Partnership believes that education holds the key to transformations in ways which bring holistic development and learning. A worthwhile education means that children with a sustained sense of wellbeing and fulfilment in their social, emotional, physical and intellectual lives flourish, experiencing joy and serious reflection, autonomy and a will to problem solve.

We have found that Reflection with Guidance truly supports educators to constantly learn through reflecting and professionally discussing what they have observed, what they and the children have done. They are able to better understand both the children and themselves. Working in this way leads to a continuous professional development of knowledgeable, nurturing educators. Practice is thus continuously developed and improved leading to transformations for and in children's development and learning.

We feel this tool can be both supportive and transformative at what is a challenging time for our sector in terms of funding, recruitment, retention and staff wellbeing. At our own schools and settings in England and New Zealand we have seen improved staff retention and ever-increasing levels of wellbeing. For instance, at Guildford Nursery School, we have not had any staff absences due to work-related stress for over three years. A recent survey showed that 100% of our team enjoy their work and feel valued.

It is helping us to develop quality and to support purposeful reflections.

We offer you this tool at no cost for the benefit of our sector. We wish you all the best in your journey with the Reflection with Guidance tool and would love to hear how you find it.

Kind regards,

Sally

Sally Cave

Headteacher
Guildford Nursery School and Family Centre
Hazel Avenue, GU1 1NR | York Road, GU1 4DU | The Spinney, GU2 8YD
www.guildfordnscc.surrey.sch.uk

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Introducing the Reflection with Guidance tool

What is the Froebel Partnership's Reflection with Guidance?

This Reflection with Guidance tool provides a way to analyse and evaluate observations of children and practice, with the intention of deepening and extending them so children can flourish. Through four Froebelian lenses, individuals and small groups can analyse what they have seen, heard, noticed or observed. It can also be used to evaluate narratives, videos and photos, provision and practice.

Guidance is provided by the prompts within each lens as well as the exemplification of each lens found later in this document. There are interactive links throughout to support and guide users further. Guidance may also be provided by leaders and colleagues as they reflect together.

The Reflection with Guidance tool encourages and enhances reflective dialogue and practice which leads to continuous quality improvement. Findings suggest it is a powerful tool regardless of the observation and documentation format.

So important, we need to do more of this.

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Who might use the Reflection with Guidance tool?

The Reflection with Guidance tool can be used by school and setting leaders who wish to develop their team's understanding of children's development and learning. It helps leaders to support and develop their team's ability to observe and document practice and thus helps all to be better placed to improve practice and provision.

It can also support whole setting/school improvement as teams themselves use the tool. In this way educators own any changes, ensuring developments are better sustained.

It can be used to examine an aspect of practice by someone outside of the setting team e.g. to analyse race equality.

The tool helps me look at things more deeply.

"As an Early Years specialist teacher working within the Race Equality and Minority Achievement Team, it made me reflect how the lenses would be supportive within my work.

The 'context' lens made me ponder if we, as a team, explore enough about a family's seasonality and how their culture aligns with the culture of the setting that the child attends. The connectedness is vital and reinforces the need for settings to explore a child's previous experiences and home culture – not to make assumptions and to create strong parental partnerships to ensure cultural appropriateness.

The actor's (lens 2) involvement made me curious as to how and if the educator's cultural capital and any unconscious biases affected children's attitudes to experiences and opportunities. For example, attitudes to mud play, outside play. It also made me pause and consider if I notice how and where educators 'choose' to place themselves in the environment."

Individual educators can use the tool to help them observe more effectively, understand more from their observations and be better able to plan what's next for children.

Academics, researchers and students can use the Reflection with Guidance tool to analyse multi-modal research data, providing a rigorous and structured framework to reveal themes and patterns. These practice generated themes can more sharply inform policy and practice because the evidence is both practice-led and based.

It makes you realise all the learning that has taken place.

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What are the benefits of using the Reflection with Guidance tool?

The Reflection with Guidance tool has been tested by educators, leaders, students and researchers. Their feedback suggests that using this tool is enjoyable and motivating, leading to the continuous improvement of the people using it and therefore the children they work with.

By promoting reflective dialogue, the tool helps teams to develop a shared language, supporting educators to articulate their practice more effectively. This in turn increases their confidence, which is particularly helpful when talking to parents, colleagues and inspectors.

Our view was valued.

With increased confidence and enjoyment come improved job satisfaction and wellbeing, which has a direct positive impact on the children. Equally, adults who are happy in their work and feel valued are more likely to stay in their setting and less likely to suffer from work-related stress.

I really appreciate that it asks us to consider our own wellbeing as well as the children's.

The tool really supports the analysis of the adult role, its central importance and what it looks like in practice. Educators enjoy using it to reflect on what they have observed, and understand how to better use these observations to continually improve what they themselves do and what they offer children.

Ultimately the Reflection with Guidance tool enables a systematic analysis of complex, real-world actions and interactions within a framework that ensures authenticity and credibility.

Testimonial:

"The 'Reflection with Guidance' tool is so needed in practice right now, it encourages wallowing and reflecting on observations. It's helped me to look closely at children's interactions and play, and apply the various lenses to deepen my understanding of the child, of the learning opportunities and the potential of each interaction."

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How the Reflection with Guidance tool links to Froebelian principles

This Reflection with Guidance tool has been developed by Froebelians. Each lens connects to all the principles of Froebel, and particularly to the ones identified in the more detailed explanation of each lens. However, the tool in its entirety particularly supports **learning through self-activity and reflection**: educators are constantly learning through reflecting and professionally discussing what they have observed, what they have done. They seek, with guidance, to better understand both the children and themselves. "Froebel believed that we should become more aware of our own learning so that we can know something in a deeper, more reflective way." (Tovey, 2020). **Learning through self-activity and reflection** leads to continuous professional development of **knowledgeable, nurturing educators** who are constantly striving to ensure children flourish in all aspects of development and learning.

How to use the Reflection with Guidance tool

The tool is very flexible and can be adapted and used flexibly. The four lenses may be used in any order, either in one sitting or just one or two at a time. The prompts within each lens are there to guide thinking and reflective dialogue; they are not intended as a checklist nor are they exhaustive.

The four lenses are:

1. Context: Space/Time/Seasons
2. Actions, actors and relatedness
3. The network of development and learning
4. Transformations

Each of these lenses are explained in more detail later in this document.

The Reflection with Guidance template may be used to note down the discussion, the reflective dialogue, if so desired. Equally, the prompts can be used to support the process without any need to record anything. The linked case studies demonstrate practically how the lenses have been used to guide and support reflective discussions.

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Steps to take when using the Reflection with Guidance tool:

1. Decide what aspect of practice or provision or child(ren) you want to analyse. Keep it focused and manageable, e.g. an area within the learning environment, a group of children engaged in a particular experience, a specific child over time, a child/ children in a moment in time etc.
2. Consider why this is important for you, your setting, your children
3. Choose or gather your 'data' – this might be an observation record such as a learning story, a photo or series of photos or a video
4. Use the prompts within the lenses to guide your thinking, discussions, reflections
5. You might wish to note down your reflections for easier recall of the thinking/ discussion (there is a template for recording at the end of this document)
6. Use your reflections to consider what you might do next
7. Make the agreed changes.

NB. It can be helpful to have the discussions guided by another, maybe a leader or someone from a different room/setting/school or someone nominated to facilitate.

The reflective discussions will lead to a development of practice, thinking, pedagogy. Some examples already witnessed have included:

- A much clearer idea of what and how to provide intentional guidance to support and extend a child's learning through play
- Greater knowledge of how to introduce various Occupations (real, first-hand experiences) to children with additional needs
- A realisation of the need to talk through what was observed with parents
- Changes to the environment such as extending the space available for block play, moving the mud kitchen to a more enclosed area
- A greater understanding of what the natural environment offers children
- An appreciation of the good the adult has done for a child.

I felt empowered to be part of the process of analysing data.

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Lens 1

Context: Space/Time/Seasons

What is the Context for learning and wellbeing?

All actions and interactions occur in a context. The context in which the learning and teaching occurs has a number of dimensions. Lens 1 focuses particularly on concepts of space, place and time. This lens involves consideration of:

1. Space/Place: The space and place of the action we are reflecting on may be inside or outside and will often include human and non-human elements and both natural and manufactured materials which together create a learning environment.

2. Time and Temporality: Time is the constant unfolding of life and events that progress from the past, through the present into the future. Temporality has a subjective element and refers to the way time is experienced. Temporality is studied acknowledges both the human perception of time and the social organisation of time.

3. Seasonality: Seasonality is a characteristic of time and experiences that occur at regular and predictable intervals every calendar year. Any pattern of experience that is predictable and repeats over a one-year period is said to be seasonal. Shorter time intervals can also be seen to have seasonality in that they can have a daily pattern, a weekly pattern, and an annual pattern.

4. Rhythm and Pace: The human body is infused with rhythmical processes, such as respiration, heartbeat and circadian cycles. The rhythm of life is a way of living that ensures that our needs, desires, and talents are brought into harmony with each other. Routines are different being regular, repeated patterns within life. Children experience different rhythms in every environment they experience on a daily basis. Pace highlights the speed at which changes and events occur. It can go fast or slow and all actions have phases at which the pace might quicken or slow down. Envelopes of experience benefit from both fast and slow sections.

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Lens 1

What to consider with this lens

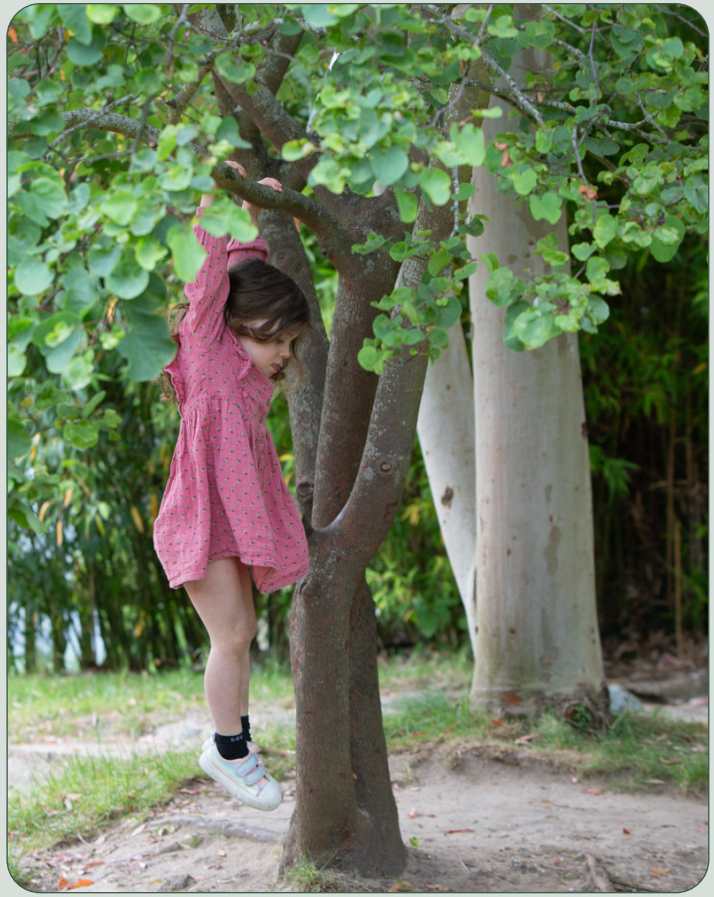
This lens analyses the chosen place/space/experience (indoors or outdoors) and how this is shaped by time and seasons, reflecting on:

- → What is the season and timing of the experience?
- → What are the location and spatial characteristics – shape, size, terrain, layout?
- → What are the natural and fabricated elements/resources available (human, non-human, natural, fabricated)?
- → What time is available to different actors in the place/space/occupation?
- → How do actors (child and adult) use their time?
- → What is the rhythm/pace/tempo of actions – slow/fast/sustained/interrupted?
- → What temporal/seasonal changes can you identify?
- → What is the relevant context for the children themselves?

Very helpful prompts.

This lens connects especially to the principles:

- **Engaging with nature.**
  "The child should experience nature 'in all its aspects – form, energy, substance, sound and colour.'" (Lilley, 1967)
- **The central importance of play.**
  "For Froebel play was part of being human and of being fully alive." (Tovey, 2020)
- **Knowledgeable, nurturing educators.**
  "Educators should nurture and support children's growing potential as autonomous, thinking, feeling, creative learners." (Tovey, 2020)



Case studies

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Lens 2

Actors, actions and relatedness

How does exploring the connections between actors support the analysis of practice?

One of Froebel's most quoted phrases is 'everything connects', succinctly summarising the concepts of interdependence, interactions and interconnections. When we observe connections between children and adults throughout practice and analyse these connections, we can better understand each actor's experience.

Nurturing educators seek to meet the needs of children while balancing opportunities for them to experience freedom with guidance. The role of the nurturing educator also supports the child in learning through self-reflection.

Connections between actors can often be less visible, yet they will influence everyone's experience. The connections between actors and their related actions can have consequences across other contexts within the overall space – and at other times. Having a better understanding of these connections can lead to a greater sense of unity.

Connections will also be made between actors and their natural and fabricated worlds, particularly as we encourage children's innate curiosity. It is also useful to analyse connections to spaces and resources through the viewpoint of a particular child.

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Lens 2

What to consider with this lens

This lens looks at the people who enter, engage with and leave the space or activity, as well as the relationships and interactions between actors and the natural/fabricated world as offered in that space:

- → Actors who use or interact with the place/space/experience
- → How the actors spend time in the space
- → How the actors relate to each other
- → The affordances (opportunities) for learning and development the actors pursue
- → How current actions and interests of the actors connect to their previous fascinations and actions.

This lens connects especially to the principles:

- **Unity, connectedness and community.**
  "The community is enriched by the diversity and uniqueness of individuals." (Tovey, 2020)
- **Knowledgeable and nurturing educators.**
  "Relationships with children should be warm, respectful, interactive and intellectually engaging, not interfering or dominating." (Tovey, 2020)

Case studies

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Lens 3

The network of development and learning

It is important to explore how **play** makes use of and is part of networks involving the **everyday experiences** of a child's life; the finding, making and using of symbols to **represent** people and the material world; and the **cultural elements** children experience and ponder, questioning the rules, breaking and making as they explore the world they find. Through their cultural encounters, children and adults as actors, do things in familiar or different ways, for example as they prepare and cook food, greet each other, wear clothes, speak in different languages.

Play integrates learning (Ellis and Bloch 2023) and is an overarching mechanism which in its deepest layer transforms understanding of one's relationship with self, others and the wider world. This brings wellbeing, and rich physical, affective, spiritual and intellectual life as, linked with the other lenses, the journey of play is developed.

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Lens 3

What is the network of development and learning?

The network of development and learning consists of four aspects:

1. First-hand experiences that are offered to children both indoors and outdoors
2. The rules in games and cultural contexts that children are exposed to, and how they learn, adapt, create new ones and break existing ones through play (e.g. playing goodies and baddies – exploring good and evil)
3. Children finding, making and using symbols to represent their experiences
4. Children's journey into play: layers of play-helping play to work.

Across all the layers of play, you will observe:

- Children acquiring increasing mastery and technical prowess
- Children who are intrinsically motivated
- Children playing alone, alongside or with others
- Play that flows, is flexible and that fades away at the end of the episode

The role of the adult matters and is crucial.

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Lens 3

What to consider with this lens

- How are the children learning through first-hand experiences?
- What are the children learning about cultural norms through play?
- How are the children keeping hold of experiences by representing them?
- Considering the layers of play, how are they helping play to work?
- How are the children increasing their technical prowess?
- How might the children be experimenting creatively with cultural conventions, and ways of representing or rearranging their learning?
- What is the adult role? How are they observing, supporting and extending? How attuned are they to the child? Are they providing companionship? Is it the right support at the right time in the right way?
- How are the children and adults being given time and space to wallow, bringing concentration, involvement and focused attention, autonomy?
- How are development and learning integrated through play?

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Lens 3

This lens connects especially to the principles:

- **Unity, connectedness and community.**
  "Learning should be connected to children's own lives and experienced as a meaningful whole so that children can connect new ideas to what they already know. 'Start where the child is' is a Froebelian maxim, which means begin with the child's own interests, experiences and understandings and build on these." (Tovey, 2020)

- **Freedom with guidance.**
  "Allowing uniqueness and individuality to flourish within a strong, supportive community." Balanced by: "Freedom can only operate within a framework of responsibility and respect for others, the resources and the natural environment." (Tovey, 2020)

- **The central importance of play.**
  "Play is the highest level of child development. It is the spontaneous expression of thought and feeling. ...It... constitutes the source of all that can benefit the child... At this age play is never trivial; it is serious and deeply significant." (Lilley, 1967)

- **Creativity and the power of symbols.**
  "A Froebelian approach to creativity is about children representing their own ideas in their own way. As children gain experience and understanding of the symbolic potential of materials, ideas can be explored with increasing complexity. It is not about copying and assembling adult designed artefacts or filling-in pre-drawn outlines." (Tovey, 2020)

- **Knowledgeable, nurturing educators.**
  "Educators should share in the joy and delight of finding out about the world." (Tovey, 2020)

Case studies

Download Layers of Play

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Lens 4

Transformations

How do we capture transformations, the impact on all actors, and the changes apparent over time?

Here we consider transformations in the broadest sense of the word, recognising that children's development is holistic. Children have a natural curiosity encouraging them to actively seek to make sense of the world around them, and they strengthen their understanding through doing. For children's early development, a focus on flourishing, fulfilment and wellbeing helps them develop positive learning dispositions.

This lens recognises the life-long approach to learning that supports the professional development of educators, who seek deep connections with children to provide appropriate guidance. The health, wellbeing and flourishing of educators are equally important transformations within this lens.

The lens also enables educators to review children's transformations with reference to national educational guidance and focus on the breadth of developmental milestones.

Within this lens, self-reflection is evident for children and adults and supports transformation. Children need to be aware of their own learning and educators need to support them in making this visible. Reflective practice equally supports professional development and the potential for a connected and community approach to setting developments.

Time is a factor within these transformations as some changes can be seen immediately, whereas others take longer to bear fruit.

While this lens remains largely positive, there is the scope to notice the absence of change.

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Lens 4

What to consider with this lens

An analysis of the changes during the observed period in terms of the adults' and children's:

- → Mental and physical health and overall wellbeing
- → Enjoyment and sense of flourishment and achievement
- → Engagement and flow illustrated through sustained activity
- → Development and learning against appropriate milestones
- → Observations of enhanced social cognition and interactions
- → Curiosity, imagination and exploratory drive
- → Precision and persistence, mastery, commitment.

This lens connects especially to the principles:

- **Learning through self-activity and reflection.**
  "To learn a thing in life and through doing is much more developing, cultivating and strengthening than to learn it merely through the verbal communication of ideas." (Froebel, 1985)

- **Unity and connectedness.**
  Froebel placed great emphasis and importance on the role of the community and individuals being connected to the community.

- **Knowledgeable, nurturing educators.**
  "Froebel believed that through studying children, adults could gain a deeper understanding of their own lives as well as those of their children." (Tovey, 2020)

Case studies

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Lenses with prompts for consideration

1. Context: Space/Time/Seasons

Froebelian principles: Engaging with nature; The central importance of play; Knowledgeable and nurturing educators

This is your analysis of the chosen place/space/experience (indoors or outdoors) and how it is shaped by time and seasons.

- What is the season and timing of the experience?
- What are the location and spatial characteristics – shape, size, terrain, layout?
- What are the natural and fabricated elements/resources available (human, non-human, natural, fabricated)?
- What time is available to different actors in the place/space/experience?
- How do the actors use their time?
- What is the rhythm/pace/tempo of actions – slow/fast/sustained/interrupted?
- What temporal/seasonal changes can you identify?
- What is the relevant context for the children themselves?

2. Actors: Actions and relatedness

Froebelian principles: Unity, connectedness and community; Knowledgeable and nurturing educators

This is your analysis of the actors (adults and children) who enter, engage with, leave and possibly return to the place/space/experience and the relationships and interactions between them and the natural/fabricated world.

- Which actors interact with the place/space/experience?
- How do the actors spend time there?
- How do the actors relate to each other?
- What opportunities for learning and development do the actors pursue?
- How current actions and interests of the actors connect to their previous fascinations and actions.

NB: Actors may be children and/or adults.

3. The network of development and learning

Froebelian principles: Freedom with guidance. The central importance of play; Creativity and the power of symbols, Knowledgeable and nurturing educators

This is your analysis of the first-hand experiences children are exposed to; the way they learn, create and adapt rules in games and cultural contexts; their use of symbols to represent their experience; and their journey into play.

- How are the children learning through first-hand experiences?
- What are the children learning about cultural norms through play?
- How are the children keeping hold of experiences by representing them?
- Considering the layers of play, how are they helping play to work?
- How are the children increasing their technical prowess?
- How might the children be experimenting creatively with cultural conventions, and ways of representing or rearranging their learning?
- What is the adult role? How are they observing, supporting and extending? How attuned are they to the child? Are they providing companionship? Is it right support at right time in right way?
- How are the children and adults being given time and space to wallow, bringing concentration, involvement and focused attention, autonomy?
- How are development and learning integrated through play?

4. Transformations

Froebelian principles: Learning through self-activity and reflection; Knowledgeable and nurturing educators

This is your analysis of how time spent in the place/space/experience affects both children and adults. Look back and reflect. What has led to positive, educationally worthwhile consequences for childhood?

What have been the outcomes or changes?

Consider the following for adults and children:

- Mental and physical health and overall wellbeing
- Enjoyment and a sense of flourishment and achievement
- Engagement and flow illustrated through sustained activity
- Development and learning against appropriate milestones
- Observations of enhanced social cognition and interactions
- Curiosity, imagination and exploratory drive
- Precision and persistence, mastery, commitment.

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Reflection with Guidance template

A Froebelian tool for practice development and transformation

Download the template

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The creation of the Froebel Partnership

Over several years the team at Guildford Nursery School and Family Centre undertook the Froebel short courses led by Dr. Stella Louis, **Froebel Trust | Short Courses**. This was instrumental in the selection of Guildford Nursery School and Family Centre by the Froebel Trust for a three-year practitioner-led research grant. The Seven Stars Kindergarten in New Zealand was invited to work with Guildford Nursery School and Family Centre in developing Froebelian practice and pedagogy and the internationally respected research team at Centre for Research in Early Childhood were invited to support and deepen this work in ways which are both rigorous and robust.

The Froebel Partnership was born. With a team of experienced practitioners, practitioners new to Froebelian articulation and research colleagues helping to shape, structure and make accessible work that can be undertaken as a result in a rich variety of settings and contexts.

The principles and pedagogy at Guildford Nursery School and Family Centre are inspired and guided by the work of Friedrich Froebel.

Click here for more information

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Acknowledgements

The leadership team of the Froebel Partnership would like to acknowledge and thank the many professionals who have supported the work of the Partnership since its launch in 2021. Most notably Professor Tina Bruce who so generously gives her time and her expert knowledge to strengthen, deepen and improve the work of the Partnership. Those who have helped in the development of this Reflection with Guidance tool by trialling it and suggesting improvements, special thanks to Jane Whinnett. Much gratitude to the Froebel Trust for funding the Froebel Partnership for three years, special thanks to Professor Sacha Powell. Finally, enormous thanks to the teams of educators at Guildford Nursery School and Family Centre and at Seven Stars and to the team of researchers at Centre for Research in Early Childhood, this work would not have happened without them.

Authors of this document

Bennett, S., Bertram, T., Bruce, T., Cave, S., Denham, A., Lyndon, H., Pascal, C.

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Glossary of terms

Terms	Clarification
Transformations	*Transformations* refer to an alteration, development or growth in a child or adults' capabilities, knowledge, behaviour, interactions and activity. Achieving these shifts or transformations in human capacity and capability are the core mission of our early education services. In turn these human transformations often lead to changes in how we see and support development and learning i.e. transformations in professional practice. These transformations in human capacity and in professional practices can lead to greater setting effectiveness, achievement and flourishment.
Holistic	Holistic relates to the whole as opposed to parts. So, one would consider the whole child rather than just considering their emotions, for instance. *"Everything in the universe is connected. The more one is aware of this unity, the deeper the understanding of oneself, others, nature and the wider world. Humans are whole beings whose thoughts, feelings and actions are interrelated. Humans learn in a holistic way for everything links."* (Froebel Trust Froebelian principle)
Flourishment	*Flourishment* is not separate from achievement but is arguably the most important part of it. Flourishment encourages us to consider the whole child's progress: physically, cognitively, emotionally and socially and addresses the child's attitudes, aspirations and mental health. Flourishing is a process of feeling good and functioning to the maximum of our capabilities. It is a vital condition for fulfilment and wellbeing at all stages in life. For children it includes a life in which joy, love and trust are nurtured, and where every child is encouraged to develop the skills to connect to, and interact with others and their environment, experiencing both autonomy and empathy.
Autonomy	Autonomy is the ability to make one's own decisions about what to do and how to act. Autonomy is encouraged because humans learn best by doing things for themselves and from becoming more aware of their own learning. It is about respecting others for who they are and valuing them for their efforts.
Pedagogy	Pedagogy is another word for education. It is the profession and science of learning and teaching. Pedagogy comes from the Greek words for child and leader.

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Glossary of terms

Terms	Clarification
Non-human	The basic meaning of *non-human* is that it refers to anything in the environment that is not human and does not display the characteristics to be considered a human. A non-human entity could refer to natural objects or beings such as animals and plants, or other objects and entities that have been developed with human intelligence, such as robots, computers, or any manufactured resource.
Actors	An *actor* is a participant in any educative action or process that occurs within the setting, including children, young people, practitioners or adults of any age and status. It is used to describe the range of different people who play a part in a particular development, educative process or scenario.
Affordances	*Affordances* are the range of opportunities for learning that are offered by an object, an activity, a resource, a space or an interaction. Sometimes these affordances are specifically designed and controlled by a practitioner looking for a predetermined result, but children often discover other learning opportunities not predicted. Activities which are specifically designed to, or which naturally offer, a more open range of affordances can lead to great agency, autonomy and choice for children and so deeper involvement.
Symbols	A symbol is something which stands for something else. A child might draw a picture of Mum who will return later to fetch them. A stick might be a symbol for a wizard's magic wand as children play and make magic potions in the mud kitchen.
Intrinsically motivated	Intrinsic motivation is when, for example, the child wants to put on their wellie boots by themselves. It they get stuck they know they can ask for help. Extrinsic motivation is When the adult decides the child must try to put on their wellies by themselves. They might help if the child gets stuck. Children learn more when they feel they have control (a feeling of agency) and are intrinsically motivated to learn.
Wallow	When a child or group of children wallow in their play, or are engaged in a story book, for example, they are concentrating deeply on ideas, feelings and relationships. They are not easily distracted which supports and encourages children to be involved in educationally worthwhile learning.
Cognition	*Cognition* is defined as 'the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.' Examples of cognition include paying attention to something in the environment, learning something new, making decisions, processing language, sensing and perceiving environmental stimuli, solving problems and using memory.

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