

Renfrewshire's Nurture Conference

Listening to Children's Voices:

A Developmental Approach to Learning Through the Mosaic Approach



Ferguslie Early Learning and Childcare Centre

Our journey into Cultural Inclusion:

Understanding development was the key to meaningful inclusion

- Listening, Understanding and Responding through the Mosaic Approach
- The nurture principle “Learning is understood developmentally” guided our thinking.
- This led us to use a range of toolkits and observational approaches to
- Better understand individual children’s needs and experiences.
- Identify appropriate, personalised supports.
- Inform and shape our whole-setting approach to inclusion.

The CIRCLE Framework

Summary of CIRCLE Inclusive Early Learning Environment Scale (CIELES)

Use the information from the previous pages, complete the summary score sheet and keep a record of how inclusive your environment is at a given time in the year.

This can be used to quickly identify any areas of current good practice and areas to develop. Along with the previous pages, can help to develop a plan for any improvements required.

You can use the CIRCLE Inclusive Early Learning Environment Planning Page to document your plan for improvement. The LES provides a score which can be used as a baseline and then repeated to show the effect of any changes made to the environment.

PLANNING SCALE

- Environment strongly supports participation of learner(s) by providing exceptional opportunities, resources, requirements, and structures.
- Environment supports participation of learner(s) by providing appropriate opportunities, resources, requirements, and structures.
- Environment interferes with participation of learner(s) by providing limited opportunities, resources, requirements, and structures.
- Environment strongly interferes with participation of learner(s) by not providing opportunities, resources, requirements, and structures.

		Name of Evaluator	
		Establishment	
		Date	
Physical Environment	Accessibility of Space	4	3 2
	Adequacy of Space	4	3 2
	Sensory Space	4	3 2
	Visual Supports	4	3 2
	Availability of Objects	4	3 2
Social Environment	Attitudes	4	3 2
	Support and Facilitation	4	3 2
	Relationships	4	3 2
	Provision of Information	4	3 2
Structures and Routines	Empowerment	4	3 2
	Experience Levels	4	3 2
	Expectations and Boundaries	4	3 2
	Appeal of Experiences	4	3 2
	Routines	4	3 2

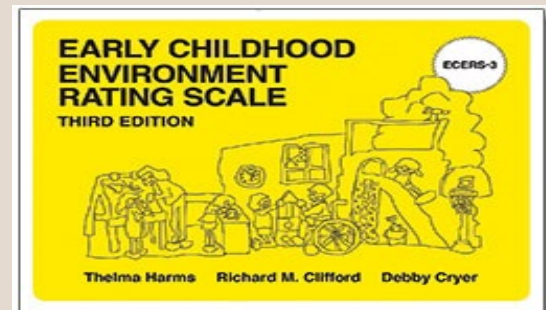
Leuven scale

Form 1 **Fengyue** Early Learning and Childcare Centre
Key Group Screening

Staff Name: _____ Group: _____ Date Completed: _____

Child's Name	Well-being	Involvement	Observation	Signals	Colour Code
Aliwash	1 2 3 4 5 2	1 2 3 4 5 2	Transporting objects with no purpose. Stopping at area for seconds then moving around with no purpose. Looking for interaction with others - showed more focus when with others.	Activity is passive with no focus. Frantic movements not at ease in environment.	Red
Charlie	1 2 3 4 5 2	1 2 3 4 5 2	On his own - no interaction with others. Passively watching surroundings - interrupting others play displaying signs of frustration throwing objects aimed at others.	Activity is passive. Displaying aggressive behaviours. Withdraws with no positive interactions from others - watching from a distance.	Red
Nevah	1 2 3 4 5 2	1 2 3 4 5 2	Interacting with others open body language. Leading learning (writing - roleplay) very expressive - smiling, different voices. focused on writing and engaging others.	Continuous intense activity, creative and persistent. Shows ease in environment - open to others joining play - displays happiness through facial gestures and body language.	Green

ECERS



Strathclyde 3 Domain model



What We Recognised

- Children's voices were not always visible in our practice
- Our environment did not consistently reflect our community
- We needed more representation throughout all areas of the setting that are inclusive of culture and background.
- Personalised plans needed to be revised to support a more individualised holistic overview of all areas of children's lives and development.



Our Response

- We Introduced the Mosaic Approach
- We Focused on listening through observation, conversation and documentation
- Began reflecting and adapting our practice to become more inclusive



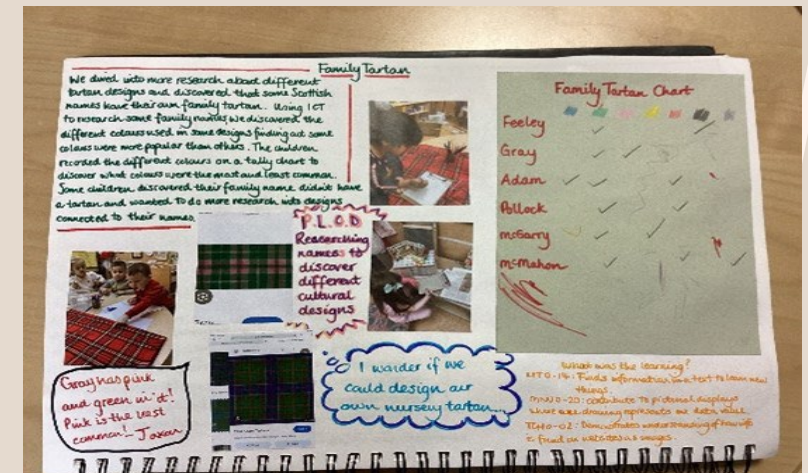
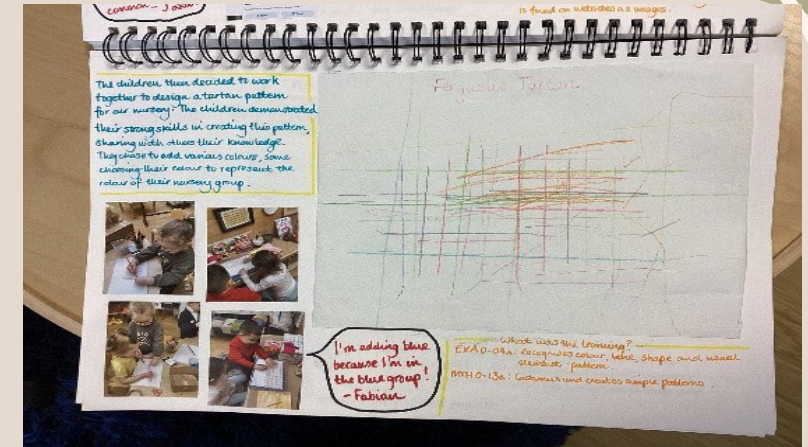
What the Mosaic Approach Looks like in Practice?

Supporting Inclusion through Developmental Understanding

Placing Children's development at the center

- Children express identity and culture differently depending on their stage
 - We value play, behavior and non-verbal communication as voice
- Observations of children's play and interactions, Photos & floorbooks capturing children's thinking, interests and cultural experiences.
 - Looking beyond what children said to what they did.

Understanding how children learn helped us understand who they are



What the Mosaic Approach Looks like in Practice?

Supporting Inclusion through Developmental Understanding

Responsive Practice

We adapted our environment and resources to better reflect children's culture and background.



What the Mosaic Approach Looks like in Practice?

Supporting Inclusion through Developmental Understanding

Responsive & Planned learning experiences

based on children's interests, lived experiences and stages of development were implemented



Responsive & Planned learning experiences

based on children's interests, lived experiences and stages of development were implemented



Our Ferguslie ELCC tartan

Responsive & Planned learning experiences

based on children's interests, lived experiences and stages of development were implemented



What the Mosaic Approach Looks like in Practice?

Supporting Inclusion through Developmental Understanding

Partnerships with Families

- The new personalized plan gave us a deeper understanding of each child's background and journey
- More meaningful and purposeful opportunity for families to contribute to the setting have become embedded within our approach



Our Approach

Improving Outcomes through Inclusive, Developmentally Informed Practice

Impact on Children

- Increased engagement, confidence and a sense of belonging
- Children's voices clearly influencing learning and the environment.
- Stronger expression of identity through play, talk and representation
- More inclusive participation with all learners.



Our Approach

Improving Outcomes through Inclusive, Developmentally Informed Practice

Impact on Staff

- Increased confidence in using evidence informed, reflective practice.
- Deeper understanding of children's development and cultural identity.
- More responsive and intentional planning
- Stronger professional dialogue and shared values.



Our Approach

Improving Outcomes through Inclusive, Developmentally Informed Practice

Impact on the Environment

- Spaces more reflective of children's cultures, identities and experiences.
- More meaningful resources promoting inclusion and curiosity.
- Learning environments adapted in response to ongoing evidence.
- Clearer connections between children's voice, planning and provision.



Sustaining and Building on Our Practice

Embedding Inclusive, Developmentally Informed Approaches

- Maintaining Inclusive Practice
- Strengthening Staff Practice
- Deepening Partnerships with Parents/carers & Families
- Monitoring Impact and Improvements





Our journey continues, driven by children's voices and sustained through reflection

Thank you