



CELEBRATION

A PROJECT: INTRODUCING JOURNALS AND
PRACTICE BOXES

IMAGINE

Having a box of resources to:

- Stimulate memory about useful activities a student could do
- Draw on when something has been done previously is relevant to something mentioned by a manager/colleague
- Show to possible employers



IMAGINE

Having a journal that :

- Captures those thoughts and ideas that are so hard to remember when a student comes to write an essay
- Provides real examples for essays/interviews etc
- Is a handy place to keep thoughts about placement and modules
- Plots development



TO CELEBRATE THE END GOAL

- Showcase the artefacts
 - Observations/thoughts relating what happens in practice
 - Things that delight/puzzle/challenge placement experiences
 - Thoughts relating to the future – recognising strengths, areas to improve on,



A close-up, shallow depth-of-field photograph of a person reading a book. The person's hands and forearms are visible, wearing a light-colored, textured sweater. The book is open, with its pages fanned out. In the background, a white ceramic cup sits on a saucer on a light-colored table. The overall atmosphere is warm and intimate.

AN AUTO/BIOGRAPHICAL
LENS: MY JOURNEY



PERSON-CENTRED EARLY EDUCATION PRACTICE (PEEP)

LINKING TO A PERSON-CENTRED PERSPECTIVE

THIS MODAL INCLUDES THE 3 AREAS; AUTHENTICITY, (UNCONDITIONAL POSITIVE REGARD) RESPECTFUL AND UNDERSTANDING AND EMPATHY IN THE PRACTICE MODEL PROPOSED.



ACTIVITY THEORY

An umbrella term for a line of eclectic social-sciences theories and research with its roots in the Soviet psychological activity theory pioneered by Sergei Rubinstein in the 1930s.



EMPLOYING A RESEARCHER

Post suitable for: a current postgraduate student at the University of Winchester.

Lecturers in Childhood Studies are seeking a research assistant to help with evaluation of an innovative 'Practice Journal Box' project. The role will include interviewing students about their experience and transcribing the interviews, using WReally transcribe software.

A student with an interest in qualitative methodology, good people skills and good attention to detail. Previous experience of WReally is an advantage.



RESPONSE FROM THE APPLICANT

I am really interested in this and really appreciate you and x thinking of me for this project. It sounds like a great opportunity and would definitely connect with my PG work. I've been told that other students from the MA previously have been Research Assistants alongside doing their studies, and it has really helped with dissertations as I have to conduct research as part of my dissertation.

I would love to know more about it please!

FEEDBACK FROM STUDENTS ENGAGED IN THE PROJECT (INTERVIEWS)

- Some happy to be interviewed / Uncomfortable / happy
- Organised way to talk about ideas from placement / Tracking
- Sharing experiences
- Link to experiences
- Motivation to create ideas
- Reflective tool
- Sharing ideas and interested in development

Voice / community / reflection / creating



AN AUTO/ETHNOGRAPHICAL POSITION: THROUGH VARIOUS LENSES

Brookfield (1995) provided an approach of critically self-reflecting in developing practice within 4 lenses.



[HTTPS://HR.WAYNE.EDU/AVP/RECOGNITION/IMPROVING-CULTURE-OF-RECOGNITION-ARTICLE.PDF](https://hr.wayne.edu/avp/recognition/improving-culture-of-recognition-article.pdf)

Change: The Magazine of Higher Learning

- Taken for Granted: Improving the Culture of Celebration, Appreciation, and Recognition in Higher Education
Adrianna Kezar & Susan Elrod Adrianna Kezar & Susan Elrod (2020) Taken for Granted: Improving the Culture of Celebration, Appreciation, and Recognition in Higher Education, Change: The Magazine of Higher Learning, 52:5, 29-36, DOI: 10.1080/00091383.2020.1807880

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THE VALUE OF CELEBRATION, APPRECIATION, AND RECOGNITION

Leading and creating an environment in which CAR thrives. We believe that if leaders became more aware of the implicit messages that are being communicated, they might rethink our current culture. To too many leaders, this non-CAR culture is embedded and long-standing; it is like air or water—hard to see or comprehend. But we hope this article serves as a provocation to others to examine these questions:

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- 1. Do we appreciate staff and faculty for their work? When, how, and how often?
 - 2. Do we recognize faculty and staff for their work? When, how, and how often?
 - 3. Do we celebrate staff and faculty for their work and personal successes? When, how, and how often? We think academe is past due for acknowledging the value of CAR and fostering it with actions and results.



KEY SUMMARIES OF MY CELEBRATORY JOURNEY

- My motivation
- Community of Practice (Wenger, 1986)
- PCA – link to module I taught
- RA / CO-I
- Results
- Report TandL strategy
- Celebration vs Accountability = where does it go.....? Conference / project

A CELEBRATORY REFLECTION

Future Projects

Accountability

Being Student centred

The hurdles as a Senior fellow

Workloads

Planning time and connections

