

Connecting the Dots with Proud!

Using Pedagogical Documentation to Connect:
Tools to Support Reflective Collegial Learning

Scoren in Samenspel
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WEBSITE

<https://www.arteveldehogeschool.be/proud>

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ProuD! game

3 STEPS

OBJECTIVE

GAME RULES

MATERIALS

STEP 1

Joint start



- Getting to know each other (individuals & organizations)
- Shared process agreements

- Every person/organisation completes a friend profile
- Take time to think about a secure and meaningful exchange together

- ❖ Friend profile
- ❖ Organisation profile
- ❖ Agreement sheet

STEP 2

1-1 exchange



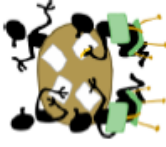
- Exchange between colleagues or between organizations
- Time & place independent: by e-mail or by using ProuD! cards
- 3 step process (A-B-C) supported by ProuD! focus cards

- Each partner is topic starter as well as buddy in a mutual exchange
- Step A: topic starter chooses documentation, focus & question
- Step B: buddy gives feedback
- Step C: creating a new pedagogical document based on feedback buddy and new insights

- ❖ ProuD! ABC (email version)
- ❖ ProuD! ABC (card version)

STEP 3

Collegial discussion



- Discussing pedagogical post
- Sharing actions and insights (and documenting it)
- Making plans for the future

- There is a mix between individual reflection time & group discussion
- Every person takes up a challenge through a concrete future action

- ❖ ProuD! steps for collegial meeting
- ❖ Challenge exercise

ProuD!!!

My profile in the ProuD! friend book



Photo

- My name is:
- I am working / doing an internship in:
- My education / background is:
- I am working with children for years.
- I am working with children of years.

- The most favorite things in working with children:
- In my work, I am dreaming of ...
- The most important aspect in my job is:

- In the ProuD!-exchange, I share these experiences with pleasure (from myself):
- In the ProuD!-exchange, I am most curious about ... (with others):

ProuD!!! 1A

Dear ProuD! buddy

In the attachment you can find a document about:

- a child / group of children;
- a pedagogic moment, theme, activity, environment or method;
- a child 's strengths, or something it just learned..

I would like to know the following:

- How can I respond to this child or this group of children?
- What is the pedagogical strength of this moment, theme, activity or method?
- How can I appreciate this child? How can I show this strength to the group?
- How can I continue my work with this information?
 - In the same situation?
 - In another situation?
- How can I deal with this situation in a different way?

Thanks!

ProuD!!! 3A

Dear ProuD! buddy

In the attachment you can find a document about myself with the children. I would like to know the following:

- How does this behavior distinguish me? Does my behavior differ from other colleagues' actions?
- What kind of strength do you see? How would I be able to use this strength more often?
- Does this differ from your way of dealing with this situation? Can I learn something from you?
- How does this characteristic / behavior stimulate the wellbeing of children or parents?

Thanks!

Legend 'focus on ...'

- 1. GREEN:** a child / group of children; a pedagogical moment, theme, activity, environment or method, a child's strengths, or something it just learned.
- 2. PINK:** a child at home or in its family context.
- 3. BLUE:** yourself with the children.
- ? BLACK:** I am curious about ...
I have a question about ...

ProuD!!! 2A

Dear ProuD! buddy

In the attachment you can find a document about child at home or in his/her family context..

I would like to know the following:

- What is this child's strength and how can I show my appreciation of this strength?
- What surprises you?
- What can I use from the environment of this child?
 - for the group?
 - for the future planning of the activities?

Thanks!

ProuD!!! ?

Dear ProuD! buddy

You will not find a document in the attachment, because I want to know something from you about ...
My question is ...

I promise to try out your suggestion and I will make a **pedagogic document** which illustrates it! Thanks!

Respond to what your colleague wants to know, or give some feedback or suggestions: