

# Let's think about...

## *Slow Pedagogy*

A 1 hour staff meeting template to use within your setting.

You may have read Alison Clark's book *Slow Knowledge and the Unhurried Child*, listened to her or someone else talk about her research or maybe a team member has come back from some training talking about slow pedagogy and you want to explore this further with your team.

### **Before the meeting:**

- Identify what you are trying to achieve from the meeting. What is the teams current knowledge on this subject? What would you like the outcome of the meeting to be?
- Reflect on how you are going to present the informaton. Can you provide visuals? Things to hold? Practical activities?
- Check the sources of information being presented with a critical eye
- Plan your prompts for after the meeting i.e. posters, reminders, peer observations etc.
- Do as much pre-reading, watching and listening as possible.

You can find out more about planning continual professional development [here](#).

### ***Meeting Plan***

**Activity 1 - What do you already know about slow pedagogy?** You can use flip chart paper or ask team members to speak to each other and feedback.

**Reflect upon the feedback** and cover the explanation of slow pedagogy below taken from [The Froebel Trust website](#).



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## **‘Slow pedagogy’ (inspired by Alison Clark’s research and writing) is all about:**

- valuing the present moment
- being attentive to children’s pace, rhythm and interests
- enabling children to revisit their ideas and creations, places and stories
- creating opportunities for children to go deeper in their learning
- supporting time for observation, listening, reflection and documentation
- encouraging unhurried everyday routines with time for wonder and care.
- Slow pedagogy isn’t about being in ‘slow motion’. It is a way of engaging that is attentive to children and context and can include different rhythms, for example in dancing, singing, running, reading and being still.’

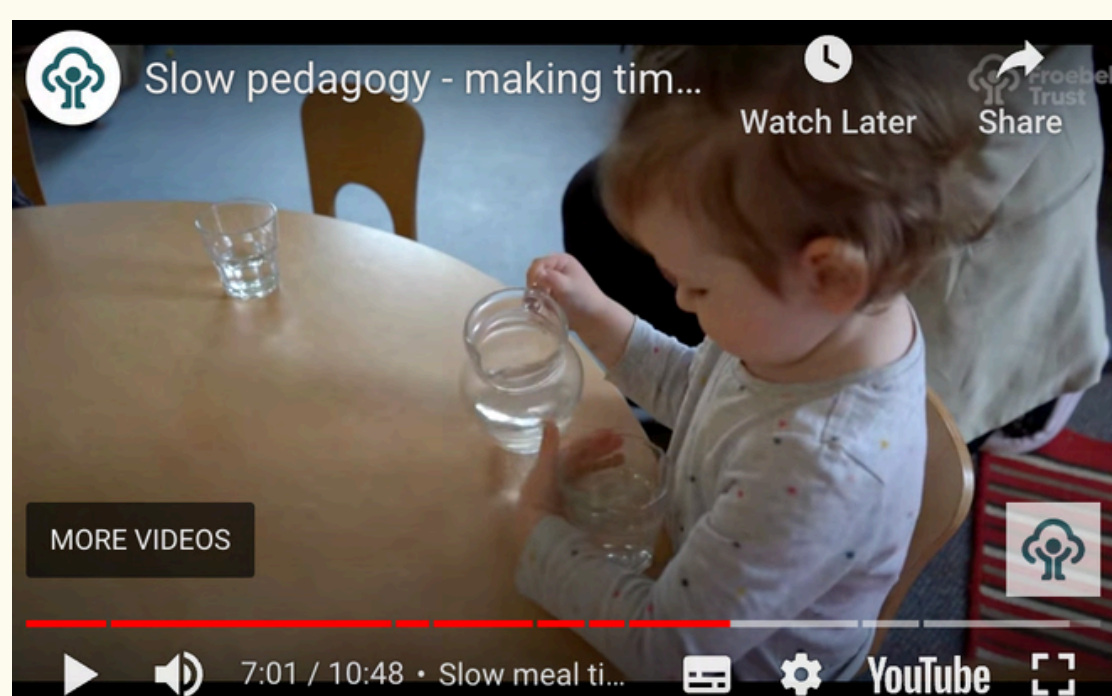
### **Activity 2 - When in the day might we practice slow pedagogy?**

Write down your current daily routine and reflect upon when you and the children are most rushed? When are you most able to be attentive to children's rhythms? Get feedback and collate the ideas - are they the same in all age groups, or different?

### **Have we covered everything? Possible areas for further discussion...**

- mealtimes
- outdoor exploration in nature
- opportunities for children to revisit the same environment
- storytelling
- unhurried personal everyday routines such as nappy changing
- exploring creative materials such as clay and wood
- projects to be developed to respond to children’s interests and concern and developed over time.

**Now going to watch some videos to reflect upon a few of these areas of practice, thinking about slowness...**



**Activity 3 - Let’s first of all focus on slow pedagogy at mealtimes. Watch [this video](#) from 5.59 - 8.20 minutes. **Any key thoughts from the video?** What about our meal times? How could we incorporate slow pedagogy to our mealtimes?**



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**Activity 4 - Now let's watch this [EEF Evidence Store video](#) of Rahima reading a story and talk in a small group about what you observe. Can you see slow pedagogy in practice here? How often are stories rushed through? When do they become a 'lifeless routine'?**



#### Story ('Fish Eyes')

Watch as Rahima reads a maths story, during guided play, with two of her nursery children age three and four years old.

**Possible extension** - If you have time left, you might want to ask the team to pick one more time in the day they could practice slow pedagogy i.e. care routines such as nappy changing or being outdoors in nature. They can reflect upon their current practice in this area and how they might provide more time for tuned in responses to children during this time.

**Conclusion and final thoughts** - Now let's come back together to reflect upon what we have been thinking, are there any implications for practice? What actions we are going to take as individuals and as a team.

Reflect on any amendments to provision or practice (ensure you allow time for the team to identify their actions so you can follow up at their next supervision).

#### **Follow up prompts and activities for after the staff meeting:**

- Share [this pamphlet](#) (you might want to print a copy for the staff room or share it on your Whatsapp group)
- Share this longer [webinar](#) about slow pedagogy
- Put A3 pieces of paper up and ask team members to note down when they are noticing their slow pedagogy in practice
- Follow up in supervisions, what have individual staff members been reflecting upon?

**Would you like a staff meeting template like this one about a specific topic?**

**Get in touch to let us know what you would find helpful at your setting by emailing us on [sph@beyth.co.uk](mailto:sph@beyth.co.uk)**



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