

**In the middle:
 Movement patterns of an educator
 Tool: Cartographic Observation**

Context:

Pre-School location	German-language kindergarten Lügen, South Tyrol Italy
Details about students	age: 2 to 7 years 46 children (2 groups), 6 pedagogical staff Inclusive kindergarten with the concept of the opening
School premises	? sqm, built in 1970, renovation 2016 The kindergarten building includes a ground floor and a first floor in a building complex that also houses the infant care and is also used by associations. On the ground floor, the kindergarten has an entrance area and four rooms, and on the upper floor, another group room with a cloakroom. The kitchen is also located on the ground floor and the office of the kindergarten management is on the upper floor. Washrooms are available for the children on the ground floor and the upper floor. In order to create space on the ground floor for the joint lunch, the children's cloakroom was moved to the general entrance area, which is also used by the associations.
School context	Rural character; everyday language: German
Aktivitätstyp	Workshops with the participation of the pedagogical team
Stage in design process	in use reflection/POE



Tool: Cartographic Observation

<https://www.ncl.ac.uk/cored/tools/cartographic-observation/>

The instrument is presented in a workshop and tried out with the pedagogical staff. The pedagogical team defines the observation assignment for the cartographic observation test.

Dates of implementation:

- October 2021 with pedagogical specialists
- March 2022 Discussion of results with the pedagogical staff

Rationale for activity and tool adopted

In the kindergarten district of Brixen, space and room design have been an issue in the pedagogical work for a long time and are actively supported by the kindergarten district management. As the pedagogical concept of opening up is basically applied, themes and functions are assigned to the individual rooms or parts of rooms. Thus, in all kindergartens of the district there is a room for language education, a room for science and/or mathematics education, a movement room and studios for artistic work. The design of the rooms in each kindergarten is adapted to the structural conditions.

In the pedagogical concept of opening up, the children have the opportunity to use the rooms throughout the kindergarten according to their needs during free play time. In doing so, they are accompanied by the pedagogical staff and encouraged to deal with different topics and play ideas.

In the kindergarten Lügen, the thematic assignments and the corresponding room design are more or less completed and are adapted annually to the needs of the children and the team. Each of the three group rooms is assigned an outdoor area that is directly accessible from the room as a terrace or balcony. For each room with its thematic focus, there is a pedagogical specialist in the kindergarten who, as an expert, designs the room, i.e. furnishes it and equips it with materials. In Lügen there are four rooms on the ground floor with correspondingly different thematic focuses:

- Studio & Language
- - Technology & Workroom
- - Construction room & mathematics
- - Movement room

On the upper floor there is another room for the role play area and a cloakroom.

The pedagogical concept of the opening assumes that children use the rooms according to their individual needs and interests. Therefore, not every child is in every room every day, but rather in one room and then in another, depending on their play and learning interests. The task of the educational staff is to accompany the children in their activities and to offer them activities in the rooms. In doing so, they have to keep an overview and make sure that the children also deal with topics and contents that they may not like or that they do not trust themselves to deal with.

In the kindergarten Lügen, the pedagogical team asks itself whether a teacher has a favourable observation position in the room and whether she can keep an eye on all the children and their needs.

Case study description: Process

Participants: Kindergarten management, team and a representative of the kindergarten district

In a preparatory meeting with the kindergarten management and a representative of the kindergarten district, the steps of the joint work with the instrument were determined. Ideas of the room design were discussed, but also the special conditions of the pedagogical work due to the regulations during the pandemic.

On the one hand, the movement pattern of the pedagogical staff as well as the play activities of the children in the respective room should be observed. The room "studio & language" was chosen for the observation.

The cartographic observations take place one afternoon during free play time. The cartographic observation was carried out by a member of staff from the CoReD project. In the afternoon, the first observation impressions were discussed with the pedagogical team. This led to the wish to go through the results of the cartographic observation in more detail and to continue the observation.

photo * documentation of the room

studio & language

group room



additional rom – wet room

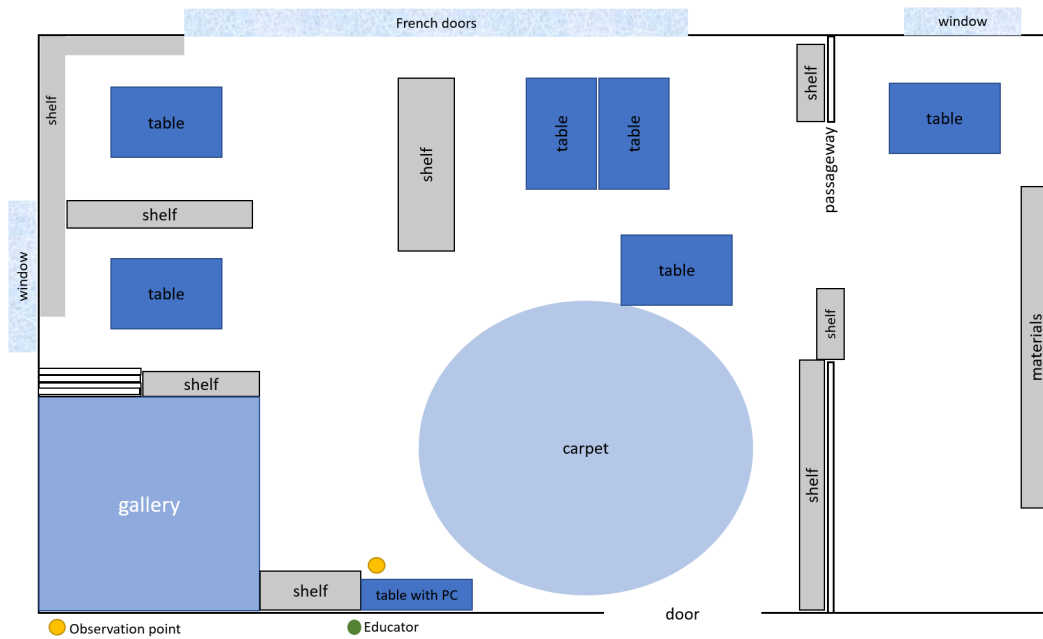


Case study description: Outcomes

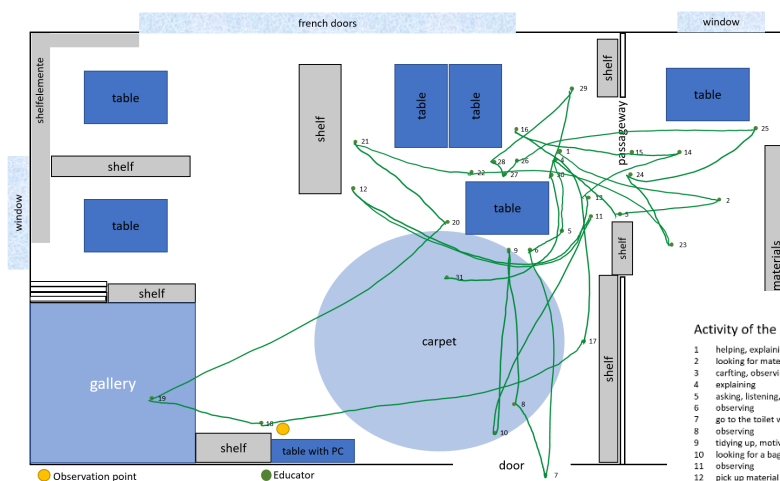
Monitoring protocol

Observation period: 13:03-13:33 Uhr, Free play time

Floor plan



Educator's movement patterns



Activity of the educator

- 1 helping, explaining
- 2 looking for materials for 4 children
- 3 carting, observing
- 4 explaining
- 5 asking, listening, observing
- 6 observing
- 7 go to the toilet with a child
- 8 observing
- 9 tidying up, motivating
- 10 looking for a bag, comforting, tidying up motivating
- 11 observing
- 12 pick up material "Zauberschere"
- 13 practise cutting scissors with a child
- 14 helping when putting on cloth, give materials
- 15 observing
- 16 helping with gluing
- 17 looking for (charger), explaining (charger process)
- 18 connect Tomibox to the charger
- 19 tidying up
- 20 creating space
- 21 materials tidying up
- 22 observing
- 23 getting colour
- 24 consulting
- 25 tidying up
- 26 observing
- 27 consultation with a colleague
- 28 observing
- 29 getting
- 30 observing
- 31 explaining, take up game idea, make offer

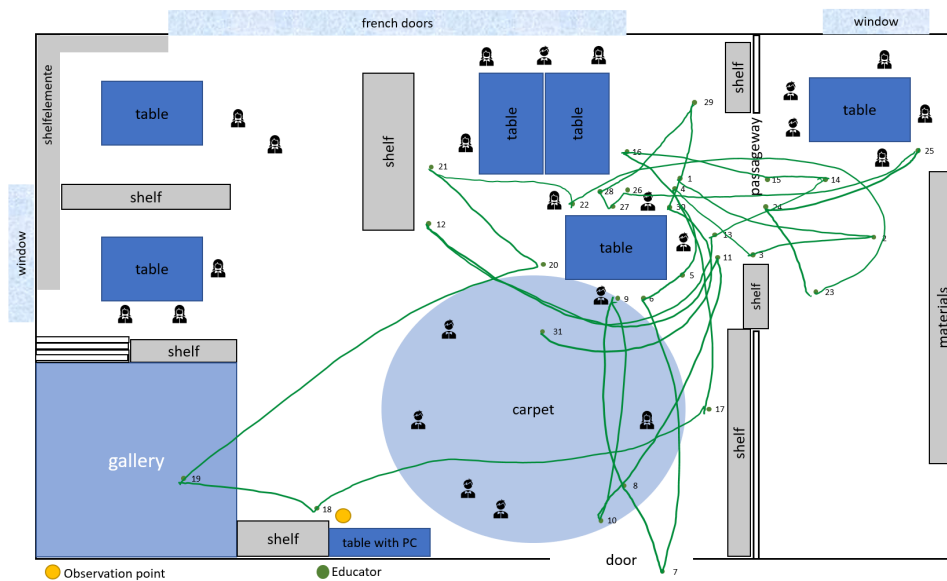
Timeline

- 1 13:03
- 2 13:05
- 3 13:06
- 4 13:07
- 5 13:08
- 6 13:09
- 7 13:10
- 8 13:12
- 9 13:12 30sec.
- 10 13:13
- 11 13:15
- 12 13:16
- 13 13:16 20 sec.
- 14 13:18
- 15 13:20
- 16 13:21
- 17 13:23
- 18 13:23 40sec
- 19 13:24
- 20 13:25
- 21 13:25 20sec.
- 22 13:26
- 23 13:27
- 24 13:27 30sec.
- 25 13:27 45sec.
- 26 13:28
- 27 13:28 40sec.
- 28 13:29
- 29 13:30
- 30 13:30 40sec.
- 31 13:33

Notable

- 8 13:12
Colleague comes and fetches: "Children for Hotzenplotz"
- 12 13:16
Colleague:
"5 children can still go to the movement room"

Combination: Movement patterns of the educator & activities of the children



Discussion with the pedagogical team on cartographic observation

On the basis of the sketches, the pedagogical staff noticed that the movement possibilities of the educator are conditioned by the furniture and the equipment of the room. This can have a constricting or invigorating effect. But the room design itself is only one aspect; the activity of the children in the room is much more important. In the kindergarten and in the situation of free play time, it is essential for the pedagogical staff to observe and accompany the children's activities and, if desired by the children, to participate in the children's activities. A typical division into phases, as is familiar from the school situation, is not found in the movement pattern and in the activities of the educator.

Based on the cartographic observation, the team finds that there is indeed a focus of the teacher's activity in the room. This is characterised by the fact that she is at the centre of the children's craft activities and can quickly support them. At the same time, facilitated by the half-height shelves and storage cupboards, the educator has the entire room in view and can react accordingly. Because of the teacher's basically fixed position in the room, the children also have a good means of orientation and know in which direction they have to look or move in order to receive support.