**Fostering a slow pedagogy in a preschool for children with special needs - a self-study action research thesis**

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Proposed topic:

In 2021, I completed my research which investigated how I could foster a slow pedagogy in preschool children with special needs. A self-study action research methodology allowed me to explore my teaching practice in preschool with the four-year-old children. This was a qualitative study and data was collected using questionnaires, observational field notes, a reflective journal and documentation.

The presentation charts how the focus of the research changed from exploring movement activities which would engage the children’s restricted physicality, by way of arts based, playful activities to exploration of activities through the lens of a slow pedagogy which contributed to deeper relationships. Clarke (2020) describes a slow pedagogy as ‘lingering, revisiting, rethinking’ and findings will outline the deep learning experiences of the children and adults involved. Slowing down and tuning in to the children’s perspective began to transform not only my teaching practice but peer to peer interactions. The power of observation and reflection where the Froebelian principles of connectedness and the value of childhood in its own right were evidenced to bring about deep relationships that matter. The ebb and flow of connection continues to reframe my practice. 'Let us live for our children; then will their lives bring us joy and peace and we shall ourselves begin to grow into wisdom’ (Froebel 1886: 92)

 References:

Clark, A. (2020) *Accelerated Childhoods.* Available at: <https://www.froebel.org.uk/research-library/slow-knowledge-and-the-unhurried-child-time-for-slow-pedagogies-in-early-choildhood-education>

Froebel, F. (1886) *Autobiography of Friedrich Froebel* (translated by Michaelis, E. and Moore, H. K.). London: Swan Sonnenschein.

Tovey, H. (2017) *Bringing the Froebel Approach to your Early Years Practice.* 2nd ed. London and New York: Routledge.