

Argyll and Bute

To what extent does the Argyll and Bute Education Vision and Strategy influence your curriculum and practice?

To what extent do you use the Argyll and Bute Early Years Learning and Development Framework to :

- Plan
- Observe / assess
- Moderate
- Identify next steps
- Track / monitor progress over time

Challenges

Think about the children in your setting. What barriers do they have to overcome?

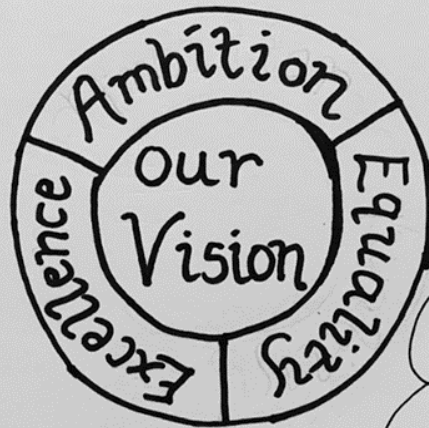
How well is each child being supported to overcome their barriers?

How well do you know your families?

How are you involving your families in the life of your setting in order to build relationships and trust?

Argyll and Bute

Our children,
Their future!



Early Years
Learning and
Development
Framework



Challenges

Poverty
gap

Social/
rural
Isolation

Physical and
mental health
ACES

Technology
and social
media

Global issues-
eg. migration,
global
warming

Work related
pressures

Time to
switch off
and talk



Scottish Drivers and Policy

How do you ensure that you keep up to date with national policy and drivers?

How well does your provision reflect current ELC national policy ?

In pairs choose one of each of the documents in the 'toolkit' on the other side of this card. Create a mindmap to show how you make use of this document to ensure high quality ELC provision. When you have finished, share your mind map with the group. Give one another feedback on your mindmaps. What does this process tell you? How are you going to use this information to improve your provision? (*longer task*)

The Content of the Curriculum

In pairs, describe your curriculum – what makes it unique to your setting? Can you draw it? Talk about it? Draw a diagram?

How involved are you as a whole team in the design of your curriculum?

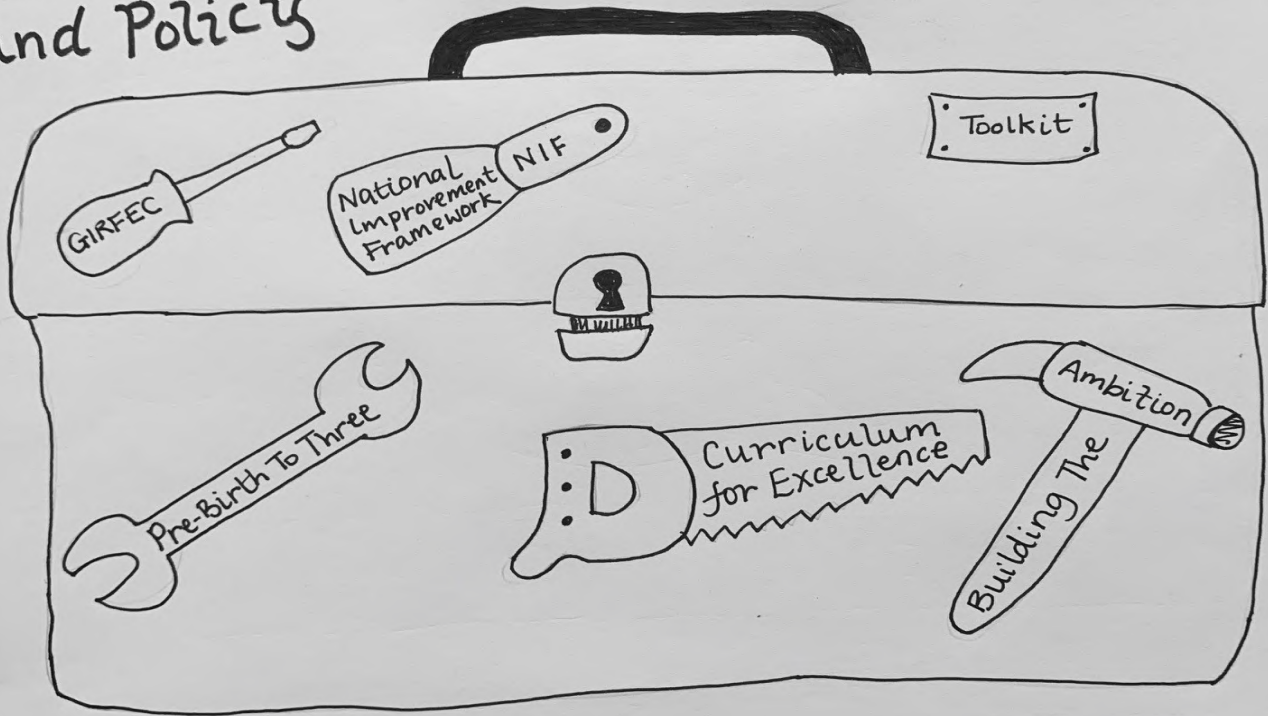
How well do you use the following core elements to shape your curriculum? :

- The Four Capacities
- The Design Principles
- Building the Ambition
- The SHANARRI Wellbeing Indicators

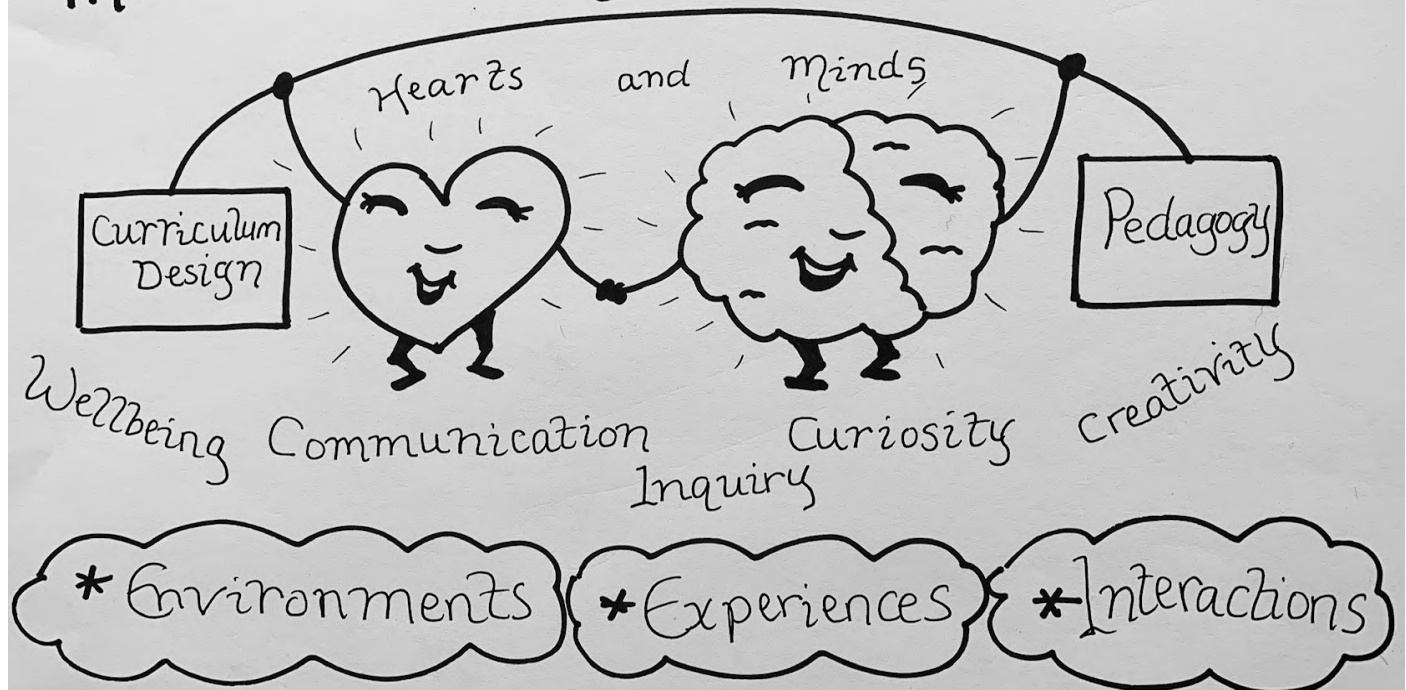
How do you ensure your curriculum is meaningful and relevant to the children in your setting?

How well do you use your community, partners and outdoor spaces to provide new and meaningful learning experiences for your children?

Scottish Drivers and Policy



The Content of the Curriculum



How Good?

How involved are you as a team in your setting's improvement cycle?

To what extent does evidence and data from your self – evaluation inform your setting's improvement plan?

How do you know if a change you make leads to an improvement?

How well do you use data over time to check whether a change is leading to an improvement?

Core Competencies

How are you 'Building strong children' in your setting?

How well do you use information shared by parents, health, other agencies and your own observations about each child to make sure their needs are being met and outcomes are being improved?

In pairs, take one of the elements listed below and create a description for it – you can make a mind map, write a description, draw a picture –or do something else! When you are finished, share it with your colleagues. Work together to ensure you all have a shared understanding of each element.

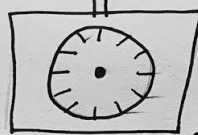
To what extent do each of these elements feature within your setting's curriculum and in your practice? (longer task)

- Health and Wellbeing
- Competencies and Life Skills
- Connectedness
- Exploratory Drive

How Good? Self-Evaluation

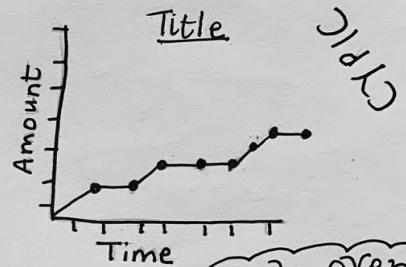
How Good is Our ELC?
Education Scotland

Health and Social Care Standards



Care Inspectorate

Quality



Data over Time

Quality Improvement

"It is better to build strong children than repair broken men."
Fredrick Douglass

Professor Ferre Laevers -
'An Holistic Approach of Outcome'



Core Competencies

"Through this we feel satisfaction."
Ferre Laevers

