

Friendship Group

SHANNON BARBOUR

HAZELDENE FAMILY CENTRE



What is the friendship group ?



- The friendship group aims to support children who experience social and emotional insecurities which can be displayed through a range of behaviours. The friendship group embraces the nurture principles
 - where children who require support with understanding the world around them and forming attachments, have a safe and secure place to open up.
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- The friendship group is a small group of children no more than six children at one time. Two children will be positive role model for the other children
 - who are experiencing challenges. The group will last minimum 30 minutes, in a quiet room away from the busy playrooms. The friendship group will run for 6 weeks.



Nurture Principles

1. Children's learning is understood developmentally
2. The importance of nurture for the development of wellbeing.
3. All behaviour is communication.
4. The classroom offers a safe base
5. Language is a vital means of communication.
6. The importance of transition in children's lives

Links to Promoting and Nurturing Early Communication and Language (PANECAL)

Indicator 1: A physical environment that enhances and promotes opportunities for speech language and communication for all children.



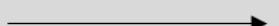
Small quiet space is provided which allows the children's voices to be heard. Children's voices are valued and respected as they contribute within decision making process effecting their own learning journeys.

Indicator 2: Adult talk that encourages and promotes participation form all learners.



Leader of friendship group, has appropriate skills to encourage children to develop at their own pace, affording children to participate verbally and non-verbally. encouraging children o develop language and communication skills e.g. eye contact, knowing when to listen and talk.

Indicator 3: Adult interaction styles that are responsive to individual children's needs.



Ensuring our nurturing approach is at the forefront when interacting with children. Making sure communication is calm, sensitive and responsive to the individual needs of all children.

Links to Promoting and Nurturing Early Communication and Language (PANECAL)

Indicator 4: The use of supportive learning strategies to develop language communication skills.



Ensuring that all children (including non-verbal) have opportunities to express themselves within group situations and during free play.

Indicator 5: The establishment can demonstrate a strong commitment to staff training and development to meet the speech , language and communication needs of all children and their families.



Leader of the friendship group, continuously reflecting upon own practice to improve upon outcomes provided for children to develop their speech, language and communication

'...the quality of the interactions that children have with adults who are caring for them fundamentally affects not only their enjoyment of Early learning and childcare but also the contribution that this makes to their development' Maree Todd MSP. (The Scottish Government, 2020)



Vision and Values

Through a nurturing and inclusive environment, the children are empowered to grow and learn together. In order to gain the best outcomes.

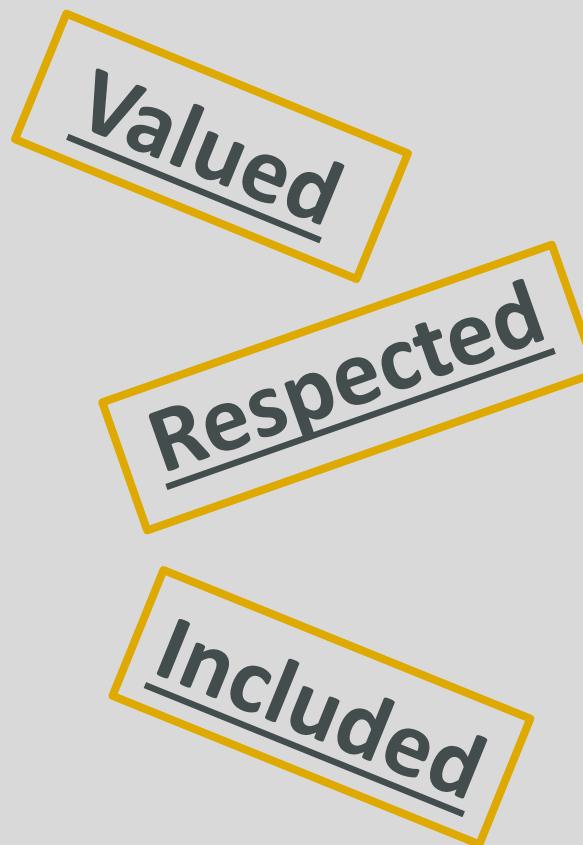
Nurture

Relationships

Achievement

Wellbeing

Respect



Building Self-esteem

Sense of belonging

Develop
Communication Skills

Turn taking

Creating new
friendships

Aims

Aim in creating strong working relationships with children, Key Workers and parents/carers. Children will be supported to develop new and lasting friendships in a comfortable environment. Key Workers will work with children and Leader to identify children who would benefit from the friendship group and determine aims and objectives for the individual children.. Parents/ Carers will be involved from the start, provided with appropriate information on the purpose of the friendship group and why their child would thrive in experiencing the opportunity. Parents/carers will be provided with regular updates on their child's time in the friendship group. And have the opportunity to be involved in the evaluation process to improve the group for the future.



Standards for Childhood Practice

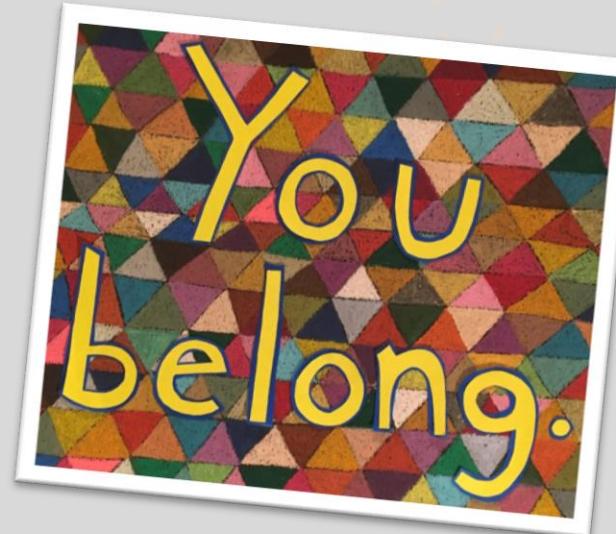
2.5 collaborate on continuing professional development with others in the service.
(SSSC,2016:7).

3.1 value and respect the contribution of parents and carers to their children and young people's learning and development (SSSC,2016:7)

7.2 know how to evaluate and further develop programmes in order to maximise the opportunities for effective engagement by children and young people.
(SSSC,2016:10).

Aims

Aim for children and families to feel included, valued and respected as equals in the group. Creating a sense of belonging through the nurturing principles adopted. Together forming an '*inclusive and mutually supported group*' (Cherrington,C and Thornton, K (2015) , Stoll, L (2011:104) working together to reflect and evaluate on the delivery of the friendship group. Children will self and peer assess their own involvement in the group and provide feedback on their likes and dislikes of the group and ideas they would like to do the next time. Parents/ Carers will be invited to complete a questionnaire at the end of their child's time in the friendship group, to determine what has been successful for their individual children and what needs to be developed further. To create a '*culture of learning*' (Stoll, L (2011:108)



Standards for Childhood Practice

23.1 establish effective working relationships with learners (SSSC,2016:17).

22.3 reflect on, review and evaluate their practice, modifying approaches where necessary (SSSC,2016:17).

20.4 demonstrate that they can work in partnership with families and parents/carers at home and in the setting to improve outcomes for children and young people (SSSC,2016:16).

Aims

For children to develop a sense of belonging within the friendship group, empower children to take ownership of their own progress and successes within the group. Nurture children in a way that meets every child's individual wellbeing needs. Children are valued and respected and value and respect the others within the group. Where trust is paramount, in order for children to realise their full potential in an environment that affords them of these opportunities to develop their social and emotional skills. In a safe, healthy and stimulating environment. Friendship Group has structured activities to support children to develop communication skills, which allow children to become challenged in a space they are comfortable within.



Standards for Childhood Practice

17.5 identify and coordinate support for children and young people whose progress is affected by changes or difficulties in their personal circumstances and know when to refer them to colleagues for specialist help (SSSC,2016:14)

16.7 demonstrate that they can develop positive strategies to promote children and young people's behaviour, self-control and independence (SSSC,2016:14)

16.5 provide opportunities for sustained shared thinking with children and young people and support the development of children and young people's language and communication skills. (SSSC,2016:14)

Aims

Aims to provide experiences that will support children to develop their sense of belonging, independence, self-efficacy, confidence, social, emotional and communicative skills. There are opportunities for the children to take ownership and responsibility of the group within the structured time table of activities also with opportunities to partake in child-initiated experiences.



Standards for Childhood Practice

**15.3 support sensitive and effective communication with all children and young people.
(SSSC,2016:13).**

**16.2 promote children and young people's active participation in programmes and their planning.
(SSSC,2016:14).**

**16.1 plan, implement and justify balanced and flexible programmes that provide enriching learning experiences and promote children and young people's play, learning and development using national and local guidelines
(SSSC,2016:14).**

The adult is not seen solely as a role model, but a support system who's required to regularly interact and converse with the child, working together to allow language acquisition take place. (Brooks and Kempe, 2014)



Experiences provided

Welcome
Song

Talking teddy

Looking game

Special Game

Relaxing and reflection time



Hello song where children can all get to know each others names and welcome each other to the group.

Opportunity for children to speak out in a small group situation, where teddy would like to know how you are feeling and each session encourage children to expand and develop communication skills further

Aim to develop eye contact skills. Encouraging children to look at each other when speaking.

An anticipation game, where children have to organise themselves to work together and take turns.

Time to unwind and reflect on the session. And celebrate every success.

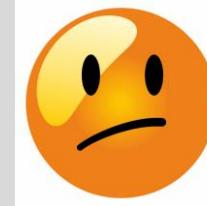
Self and peer Evaluation

Name	Welcome time	Talking teddy	Looking game	Special Game	Relaxing and reflecting time	Well done
Shannon						
Charlotte T						
Miss Cooke						

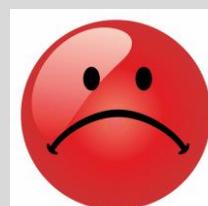
Children have the opportunity to reflect on each activity and with a traffic light system. There is time to discuss with peers and identify how they think their friend has done during the activity.



I was Great



I did ok



I found it difficult

Evaluation of Children's time involved in friendship group

Date	What I have done well	Next steps

At the end of each session, an evaluation of the children's progress will be recorded, which will value the child's own voice. By the end of the six week programme all the children's achievements will be noted and shared with the child's Key Worker and Parents/Carers.

Standards for Childhood Practice

17.2 use the information gained from observation and other strategies to inform planning and to improve and develop practice. (SSSC,2016:14).

17.3 have procedures in place for producing reports on each child's achievements and progress for others, including parents and other professionals, in line with national and local guidance. (SSSC,2016:14).

References

Brooks and Kempe,(2014), Encyclopaedia of language development, Thousand Oaks, CA : Sage Publications Ltd.

Cherrington, S and Thornton, K (2015) 'The nature of professional learning communities in New Zealand: early childhood education: an exploratory study', Professional Development in Education, 41:2, Pp.310-328.

Nuture Uk, (2021) The Six Principles of Nurture @ <https://www.nurtureuk.org/nurture/six-principles-nurture#:~:text=The%20Six%20Principles%20Of%20Nurture%201%20Children%27s%20learning,children%27s%20lives.%20Ref%3A%20Lucas%2CS.%2C%20Insley%2CK.%20and%20Buckland%2CG.%20> (last accessed:09.2.21)

Scottish Social Services Council (SSSC), (2016) Scottish Social Services Council (SSSC), (2016) The Standards for childhood practice Revised 2015 @<https://www.sssc.uk.com/knowledgebase/article/KA-01548/en-us> (last accessed: 10.02.21).

The Scottish Government (2020)Realising the Ambition: Being Me, National Guidance for Early years in Scotland @ <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf> (Last Accessed 10.02.21).

Stoll,L (2015)' Leading professional learning communities' in Robertson, J. and Timperley,H. (Eds) Leadership in learning, 1st edition. London: Sage Publications Ltd, Pp. 103-117.