



Supporting Professional Learning in your ELC Setting

LPA TRAINING

GLASGOW EDUCATIONAL PSYCHOLOGY SERVICE

SEPTEMBER 2022

Needs Analysis Results

- ▶ Most feel somewhat confident
- ▶ Difficult to get time and competing demands
- ▶ Feel would benefit from some extra knowledge around some areas.

Aims

- ▶ Become familiar with the Professional Learning Framework for Early Years and best practice in professional learning
- ▶ Feel confident in supporting staff to access the EY online modules using effective adult learning approaches
- ▶ Feel confident in supporting staff to apply their learning using effective adult learning approaches –
Attunement Principles / Solution-Focused Principles

Glasgow Early Years

Promoting excellence in practice for all providers of early learning and childcare in Glasgow

HOME

NEWS

PRIORITIES

POLICIES & PROCEDURES

TRANSITION

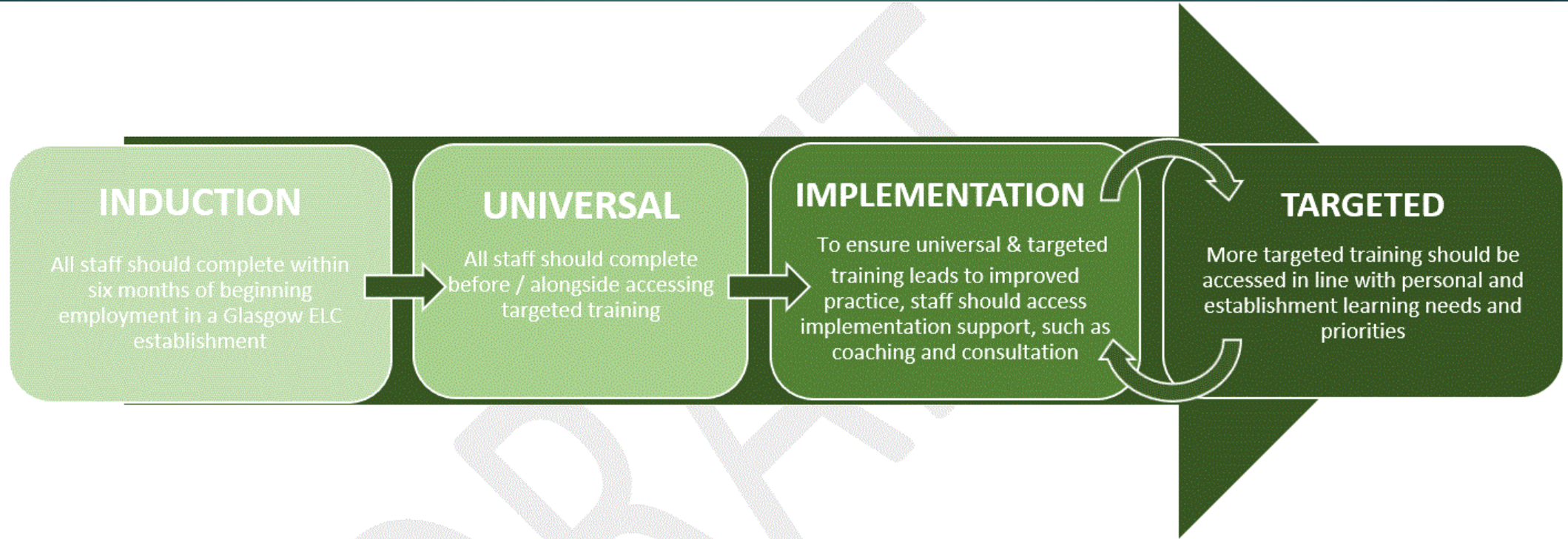
CPL

CONTACTS

GOOD PRACTICE GALLERY

CPL

Download Glasgow's [Professional Learning for Early Years](#) for further information about how to plan for your personal and your establishment's development needs and specific information about development opportunities available to Early Years staff in Glasgow.



WHOLE ESTABLISHMENT DEVELOPMENT AND PRACTICES

Whole establishment development should align with local, authority and national priorities and include a robust implementation plan

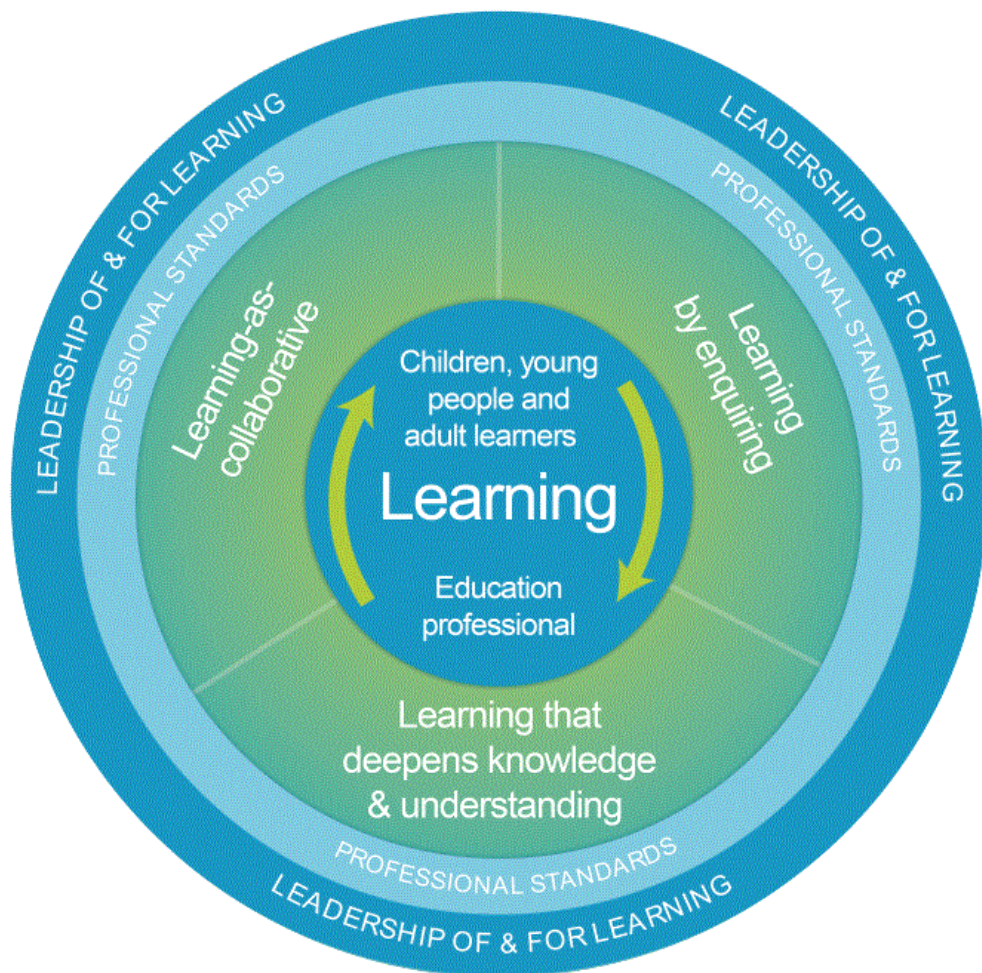
2. UNIVERSAL

UNIVERSAL				
Learning Resource	Provider	Delivery	GCC/FP	Link
UNIVERSAL - MANDATORY				
EY Online Modules Core modules on i) Attachment, ii) Nurture, iii) Child development, iv) Language & Communication Development, v) Implications for Practice	GEPS	Online. Self-directed. Ideally to be studied within small peer group. Allow 30 - 60mins for each module to allow for discussion and reflection.	All	EY Online Modules https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/ Contact EY Team or link EP for password to access.

3. IMPLEMENTATION

IMPLEMENTATION (To support the effective application of skills/knowledge gained from universal and targeted learning resources)				
Learning Resource	Provider	Delivery	GCC/FP	Link
Inclusion Support + Development Group	GEPS / SLT	In person. Five/six sessions across the academic year (attend every session). Includes peer support and reflective practice elements.	All	Awaiting confirmation of dates and links. Contact the GEPS EY Lead for further information.
PSADC Outreach	PSADC	PSADC staff can provide support based around individual child – will support ELC staff to apply knowledge of child development and inclusion to understand and respond to child's needs effectively.	All	Contact the PSADC for further information.
LPA's / Team Leads	LPA / Team Lead	LPA's can provide support to staff in their establishment to implement knowledge gained from the universal EY Online Modules, as well as GIC resources (Glasgow Counts. Literacy for All etc.). Some Team Leads will have also opted in to training to be able to provide this support.	All with trained LPA / TL	Contact LEL team if your Team Lead or LPA requires further support. Leaders of Early Learning https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/

National model of professional learning



Professional learning must focus on the education professional as a learner and how this is related to and impacts upon the learning of children, young people and adult learners.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding
- Underpinned by developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others.

Professional learning is informed and supported by professional standards and education policy.

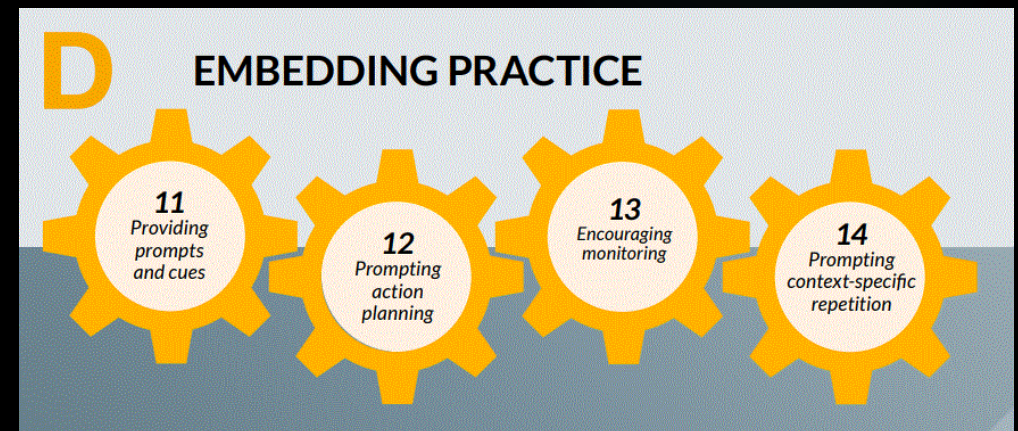
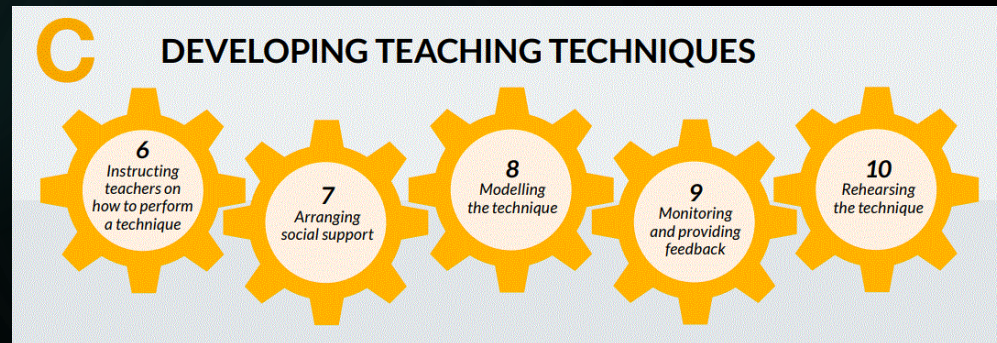
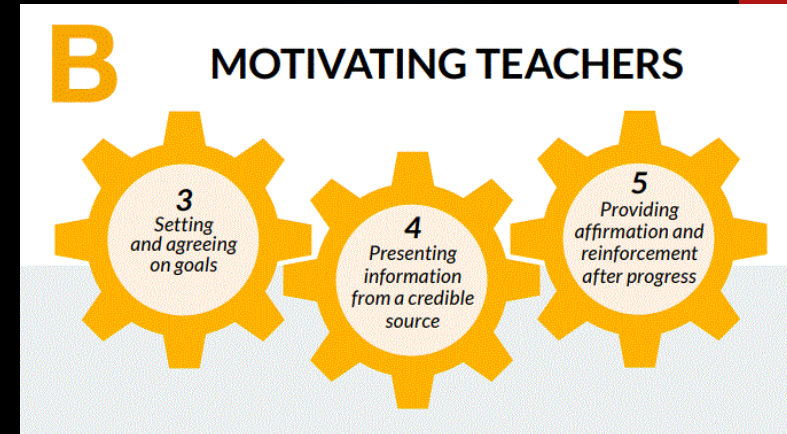
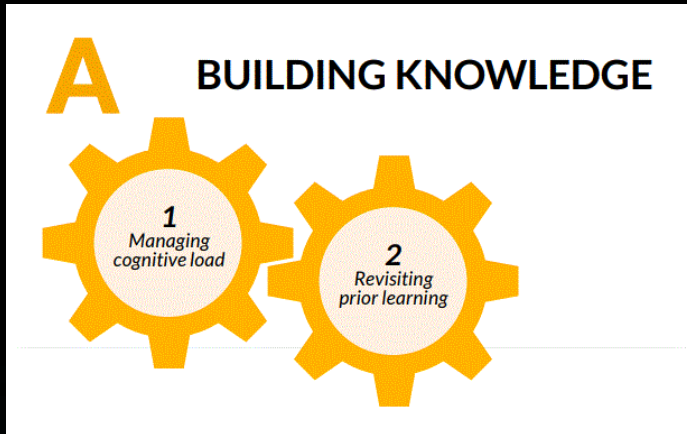
Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

EFFECTIVE PROFESSIONAL DEVELOPMENT

Guidance Report

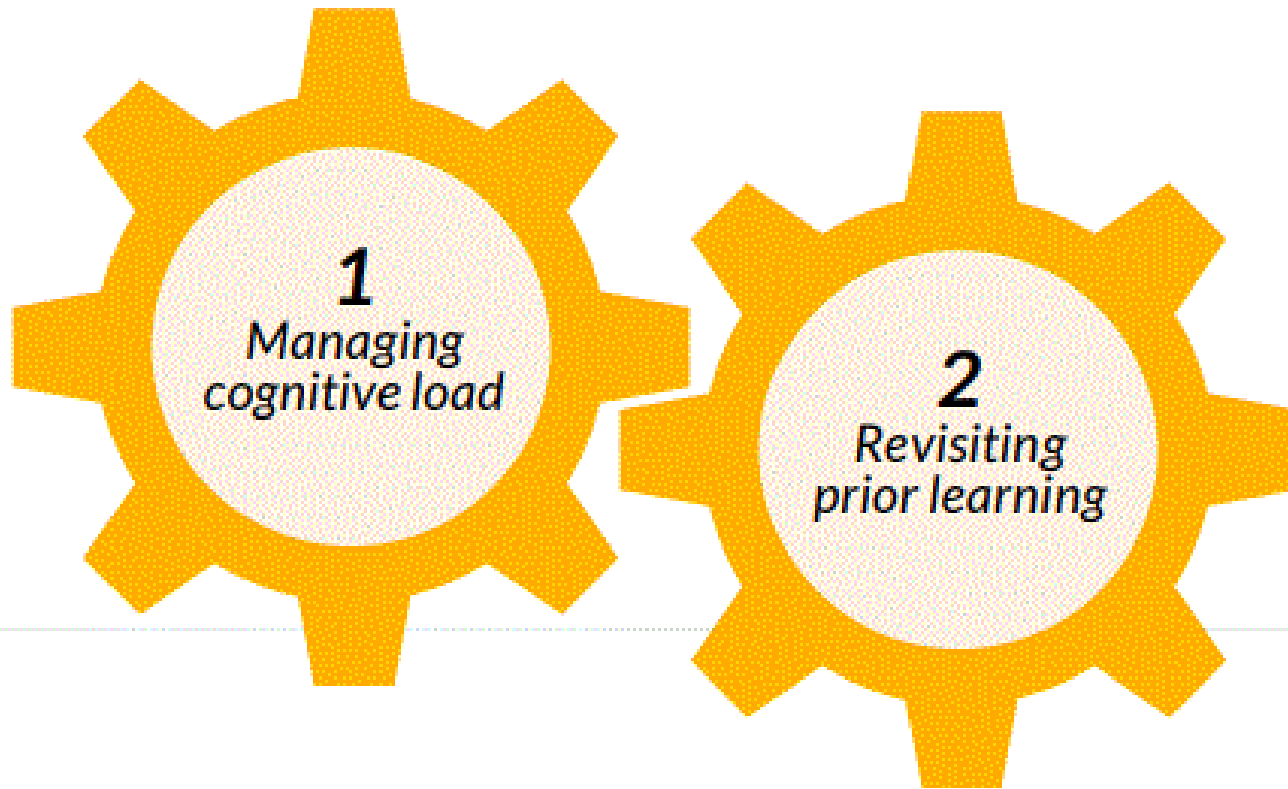
► <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>





A

BUILDING KNOWLEDGE



B

MOTIVATING TEACHERS



C

DEVELOPING TEACHING TECHNIQUES



D

EMBEDDING PRACTICE

11

*Providing
prompts
and cues*

12

*Prompting
action
planning*

13

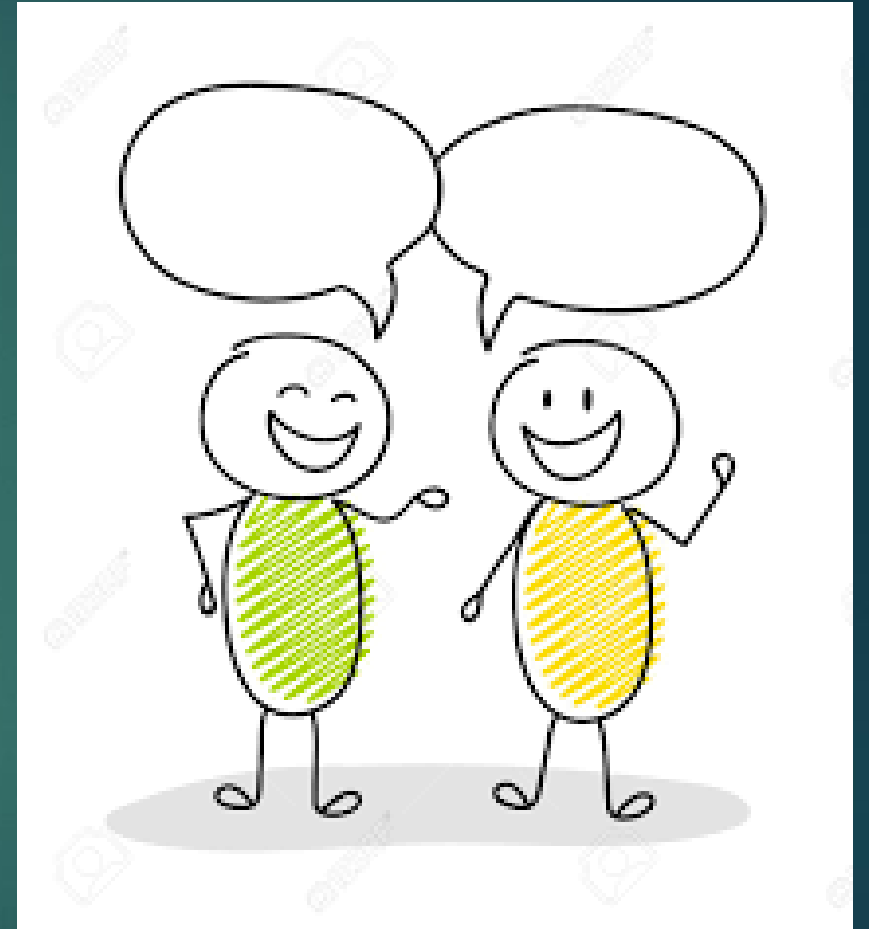
*Encouraging
monitoring*

14

*Prompting
context-specific
repetition*

Activity: Group Discussion

- ▶ Look over the mechanisms and reflect on your practice in your setting.
- ▶ Which of these mechanisms are you already using?



Module 7: General Child Development



ACTIVITY
Using the
mechanisms
to facilitate
the Online
Modules



0:05 / 4:03

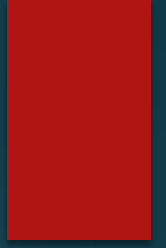


ACTIVITY: Reflecting on facilitating Online EY Modules

- ▶ What mechanisms did you see?
- ▶ How did that support your learning?
- ▶ What would your next steps be?



Attunement Principles



Aims

By the end of the session you should..

- ▶ Understand what is meant by attunement principles and why they are important
- ▶ Be confident in applying attunement principles in your work

Linking to past learning...

- ▶ Where else have you heard the term 'Attunement'?
- ▶ What does it mean to you?
- ▶ What does it make you think of?

'The wall'

From 'A Piece of Cake' training programme, Adoption UK



Quality settings have... rich adult-child interactions

The quality of adult-child interactions is key in developing effective practice. This includes how we:

- attune the interactions to the developmental stages of children, so that children are supported and also challenged,

What is attunement?

Attunement refers to a harmonious and responsive relationship where both partners...play an active role'

(Kennedy, 2011).



Magic dance

Principles of Attunement

Guiding & Supporting



make suggestions



provide help



offer choices



give information

Attuned Together



cooperating



equal turn taking



have fun



short turns



check for understanding

Receiving



nodding



eye contact



receive with friendly words



repeating



show you noticed



smile

Encouraging



warm + friendly



wait



be playful




listen



name what you notice

Being Attentive



turn towards



friendly posture



look interested



give time



give space



wonder



enjoy watching

ME

(WHAT I DO)

POSITIVE RELATIONSHIPS

YOU

(HOW YOU FEEL)

Deepen Discussion

- Problem solve,
set goals

Helped to manage and learn

Guide & Support

- Give structure to thoughts, choices

Open to learning and new ideas with support

Develop Attuned Interaction

- Giving and taking turns, co-operation, checking

Engaged in enjoyable and equal interactions

Receive Initiatives

- Reflect what the other person says or does ('It sounds like you...'), positive body language

You have been listened to - someone is interested in you and what you have to say

Encourage Initiatives

- Enquiring into thoughts/feelings, active listening, warmth in responses, naming positively, looking for opportunities

The other person is interested in what you think and you are encouraged to offer your own ideas

Be Attentive

- Friendly posture, eye contact, giving time and space

Feel recognised and important

What do we mean by being attentive?

- Turning towards someone
- Looking at someone
- Making eye contact
- Using friendly intonations
- Using friendly facial expressions
- Using friendly postures

What do we mean by encouraging initiatives?

- Waiting
- Listening actively
- Showing emotional warmth through intonation
- Naming positively what you see, think or feel
- Using friendly and/or playful intonation
- Saying what they are doing
- Looking for initiatives

What do we mean by receiving initiatives?

- Showing you have heard, noticed the other's initiative
- Receiving with body language
- Being friendly and/or playful as appropriate
- Returning eye contact, smiling, nodding in response
- Receiving what the other is saying or doing in words
- Repeating/using the other's words or phrases

What do we mean by developing attuned interactions?

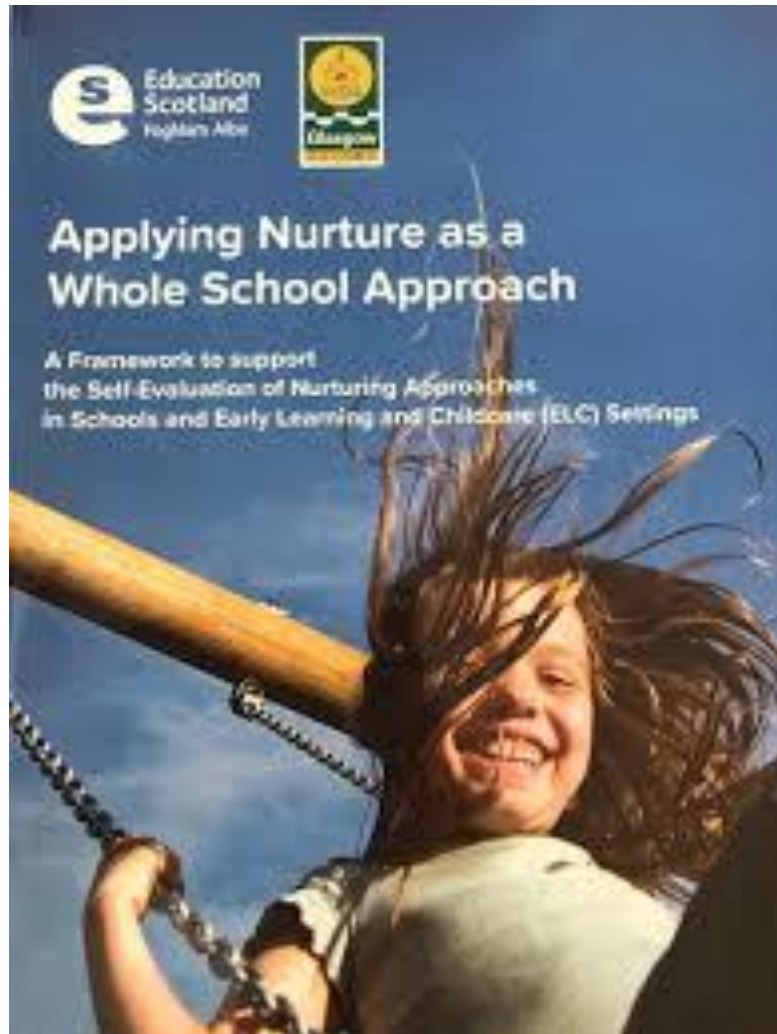
- Receiving and then responding
- Checking the other is understanding you
- Waiting attentively for your turn
- Having fun
- Giving a second and further turn on the same topic
- Giving and taking short turns
- Contributing to interaction equally
- Cooperating – helping each other

What do we mean by guiding?

- Scaffolding
- Extending, building on the others response
- Judging the amount of support required and adjusting
- Giving information when needed
- Providing help when needed
- Offering choices that the other can understand
- Making suggestions that the other can follow

What do we mean by deepening discussion?

- Asking activating questions
- Receiving their opinion
- Giving your opinion on what they have said
- Responding with own opinion and question
- Naming difference in opinion
- Checking for reception of your opinion



The Attunement Profile

A useful framework for reflective practice

Trying it out....

Talker

Think about a child or situation at work you would appreciate time to talk over.

Listener

Use the attunement principles to encourage and receive the talkers thoughts and feelings, and to guide and deepen the discussion.

Observer

Use one of the give frameworks to note what attunement principles the listener is using and provide positive feedback to the listener.



Goal Setting

What will you do this week to apply your learning from today?

