

Nurturing My Potential – In Practice



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Wellbeing
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Achievement
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Aims

- 'Nurturing my Potential' overview – journey and development
- Birth to Three and Beyond Training

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'Realising the Ambition'

- The **Scottish Government** first set out the '*ambition*' for Scotland to be the "**best place in the world to grow up**" in **2012**, as part of its wider policy framework for children and young people.
- In 2014 'Building the Ambition'
- In 2020 'Realising the Ambition' - This is now our National Practice Guidance for birth to 8 years

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Realising the ambition: Being Me

National practice guidance
for early years in Scotland



Scotland's National Practice Guidance for Birth to 8 years of age

*"speaks directly to and has been tested with **primary school teachers** as well as educators working in the early learning and childcare sector."*

Maree Todd, MSP

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Realising the Ambition: 'How I Grow and Develop' - The Developmental Domains

- Executive Functioning and Self-Regulation
- Communication and Language
- Confidence, Creativity and Curiosity
- Movement and Coordination
- Self and Social Development

RTA, p23
(Education Scotland,
2020)

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Why 'Nurturing my Potential' was Developed?

- A thirst for a more robust 'birth to three' guidance.
- Developed from Realising the Ambition by practitioners for practitioners to support high quality Early Years Pedagogy (Birth to Three and beyond).

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Realising the Ambition

Nurturing My Potential

Sections

- Wellbeing
- Movement and Co-ordination
- Confidence, Creativity and Curiosity
- Playful Literacy
- Playful Numeracy

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Nurturing my Potential Training

- Greater understanding of Early Childhood Theory, Research and Policy.
- Time and space to evaluate practice against improvement frameworks.
- Time and space to share best practice with colleagues from across the city.
- Practical support with observations and planning to ensure high quality interactions, experiences and spaces.

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RTA: Wellbeing Key Aspects

Wellbeing - my self, social, emotional and communication development - some key aspects of what I need from my learning environment



Interactions

From birth

- I learn about being me through the way you and others interact with me, look at me, speak to me, treat me and care for me.
- Notice how I show happiness by gurgling or smiling, express my frustration through crying and my stress in my body movements. I need you to help me by responding appropriately. I need you to be patient, calm, consistent and understanding.
- I 'speak' my voice to you through my noises, actions and expressions. I am learning to communicate my thoughts and feelings by responding to others and my environment.
- Notice how I respond to your voice, words and expressions. You help me to learn to communicate and find my words by verbalising what's going on around me.

- Notice how I am beginning to find words to express my thoughts and feelings, but often my emotions are expressed through impulsive actions and gestures. I need you to help me by responding appropriately. I need you to continue to be patient, calm, consistent and understanding.
- Sometimes I am overwhelmed by my emotions. Know when I need to be secure and settled or when I need to be on my own for a short time to find calm and regulate my actions for myself. I need you to be calm and consistent and not annoyed or angry.
- As I am developing my own understanding of who I am know that I'm not yet able to understand and appropriately respond to the thoughts, feelings and intentions of others.
- I need you to encourage my awareness of others and support me and my peers as we play alongside each other and start to play together. Encourage me to be 'socially comfortable' and help me 'read' the messages others may give for example being happy, sad or upset. Help me resolve issues by modelling sharing a toy or giving a hug – but know that I may just not be able and ready to do this yet.



· executive function ·



· self-regulation ·

→ through my early years of childhood

- I learn about self-respect through the way you and others interact with me, look at me, speak to me, treat me and care for me.
- Even as I grow, my emotions are often expressed through impulsive actions and gestures. I need you to help me identify other ways to regulate my emotions...ways that respect my individual physical and emotional needs.
- Sometimes I am overwhelmed by emotions. Help me to know and choose when I need to feel secure and settled or to be on my own for a short time. Help me to know how to find calm and how to regulate my actions for myself. I need you to be calm and consistent and not annoyed or angry.
- Notice how I observe and respond to your voice, words and expressions. You help me to learn to communicate and find my words by modelling empathy. I am learning from you how to be kind, calm and caring.
- I need you to support my developing understanding of the range of emotions that myself and other people experience. With your help I am developing an empathic understanding of the thoughts, feelings and intentions of others.
- I am beginning to develop an awareness of how to work with others when we are playing together. You help me to recognise when others are displaying strong emotions and you encourage me to find ways to relate to and resolve any tensions.

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RTA: Wellbeing Key Aspects



Experiences

From birth

- Over time I begin to respond to the routines of my day. Support my routines by noticing how and when I like to play, be fed, changed or settled to sleep.
- I need support and reassurance to cope with changes to my usual routine, for example if I am separated from familiar people or if I move to a new space.
- Respond to my feeding and changing needs in a calm, patient and unhurried way. Such times are key in building a positive, trusting relationship with me. Take time to talk with me and explain what's happening.
- Showing your warmth and compassion is important for me as I grow and learn. Comforting me if I become upset or playing finger-rhymes such as Round and Round the Garden encourage a close emotional bond with me. Your empathy helps me to develop my own.
- I am constantly learning my likes and dislikes and how to communicate these. You help me develop through your responses. Verbalise what's happening. Be with me at my level and take time to notice and observe me to understand me.
- Stories, songs and rhymes with wellbeing themes help me to recognise and understand my needs and that of others.

through my early years of childhood

- I need routines that help me mark the passing of time and give me comfort. I need a balance of different times in my day to play, relax and rest and have nourishment.
- I understand and respond to the routines of my day. I need you to involve me in these routines and develop my sense of ownership and independence.
- I need support and reassurance to cope with changes to my usual routine, for example if I am separated from familiar people or if I move to a new space. Help me learn to feel secure and to regulate my emotions through your empathic manner.
- Respond to my mealtime and personal care needs in a calm, patient, dignified and unhurried way. I am enjoying becoming more independent and learning to ask for help if I need it. Such times are key in building a positive, trusting relationship with me. Take time to talk with me, explain what's happening and encourage my independence.
- I am constantly learning my likes and dislikes and am learning how to communicate these in a thoughtful manner. You are helping me develop this through your kind responses. You and I share ideas and verbalise what's happening and I feel that you notice and understand me.
- Stories, songs and rhymes with wellbeing themes help me to recognise and understand my needs and that of others. You help me to engage in an emotionally empathic way to the feelings of others.



Spaces

From birth

- I need spaces where I can relax, feel safe, happy, content and cosy which gives a sense of care and wellbeing.
- I need to experience a variety of spaces; during my day I need the right balance of stimulating and calming indoor and outdoor environments to suit my needs.
- Take me outdoors frequently to help me learn about my wider world. Experiencing fresh-air and being outdoors in different weathers and natural environments develops my understanding of life and benefits my wellbeing.
- I need spaces where my keyworker can see or hear me and quickly respond to my smiles, tears, or gestures, for example, responding to my preferred way of being laid down to sleep.
- Organise my space to be socially comfortable; an uncluttered space to move alongside others and with toys and other materials to reach and explore. Arrange my play space so that I can be with others in a small group.

through my early years of childhood

- I need spaces where I can relax, feel safe, happy, content and cosy and which give a sense of care and wellbeing. These spaces can be accessed independently by me when I feel the need to regulate myself.
- I need to experience stimulating and challenging play spaces outdoors and in.
- Daily outdoor experiences throughout the year help develop my sense of wellbeing and learn about my wider world.
- I continue to need both open spaces to move freely and small spaces to feel calm, contained and cosy.

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'Nurturing My Potential Document'

Wellbeing - promoting myself, social, emotional and communication development when I am a toddler (EXAMPLE)

At the top of each section you will have a heading from Realising the Ambition. Each section will be colour coded.

Experiences that...	Developing skills...	Being a toddler...
T/ W1 Over time I begin to respond to the routines of my day. Support my routines by noticing how and when I like to play, be fed, changed or settled to sleep. This code was included to allow the experiences to be added to SeeSaw. The W - represents wellbeing and T is toddler stage Experiences from RTA Key Aspects	- I am responding to daily routine outdoors and indoors. - I am beginning to independently participate in routines for example lunch, toileting and play experiences. These are the experiences and opportunities young children should be given to promote their development and learning specific to the RTA experience.	- I am becoming familiar with the nursery routine and can anticipate what might happen next. (Included) - I can join in routines independently. (Responsible) - I can verbally express my feelings, needs and desires in real situations and during imaginative play. (Nurtured) Practitioners should observe young children development and learning. The above examples should support practitioners to record children's achievements and plan future development and learning. In brackets you will see the SHANARRI Indicators from GIRFEC which will support practitioners to complete personal/care plans.

Wellbeing and Learning

Achievement and Progress

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Wellbeing

GIRFEC aims to ensure the wellbeing of every child in Scotland by providing a consistent, **child-centred approach** to support safeguarding, and development.

‘Nurturing My Potential’ makes specific reference to the SHANARRI indicators.

Getting it Right for Every Child
(Scottish Government, 2008)



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Progress and Development

Year 1: 2023-24 - 'Nurturing my Potential'

- Initial half day Introduction to document
- Over 1600 Trained

Year 2: 2024-25 - 'Nurturing my Potential in Practice'

- 1 full day of practical support with a deep dive into theory, research, policy
- Almost 1000 Trained

Year 3: 2025-26 – 'Communication and Language'

Year 4: 2026-27 – 'Movement and Co-Ordination'

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Feedback...

- The feedback has been overwhelmingly positive.
- Many educators specifically commented on how much they enjoyed linking theory to practice.
- They also overwhelmingly commented on having time and space to share and evaluate practice with colleagues from across the city.

"The training was extremely informative and relooking at theorists and how they linked to NMP was interesting. It was helpful having tasks to do as it made the learning relevant and practical, working alongside others from across the sector was great as it allowed for cooperative collaboration and being able link different planning tools."

(Early Years Educator, Nurturing my Potential in Practice)

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Partner Collaboration

We are currently working in collaboration with Starcatchers and Strathclyde University on the 'The Voice of the Baby Project.'

Following on from initial research by Starcatchers, this project aims to ensure that all babies' and young children's right to be heard and taken seriously is enacted in practice and policy across Glasgow City Council (article 12, UNCRC).

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Thank you!



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