 

Embedding Family Learning Case Study

|  |  |
| --- | --- |
| **Name of establishment** | Saheliya Play and Learn Centre, Springburn, Glasgow |
| **Case Study Written By**  *Name and Job Title* | Claire Bradley, Family Learning Officer  Megan Woods, Child Development Manager, Saheliya Play and Learn |
| **Date Completed** | (21) March 2024 |
| **Setting the Scene**  *Brief description of your establishment* | |
| **Saheliya** works in Edinburgh, Glasgow, and other parts of Scotland to support the mental health and well-being of women (12+) experiencing racial inequality. This includes asylum seeking and refugee women. The Play and Learn Centre in Glasgow is a not-for-profit, charitable, social enterprise which offers affordable childcare in the local community. (For further information on the aims, objectives, vision and services of Saheliya Play and Learn, see website: <https://www.saheliya.co.uk/saheliya/services/childcare-services/>  The Play and Learn Centre in NE Glasgow was established in 2017 and is registered to take up to 20 children aged 2-5 years. The nursery is in partnership with Glasgow City Council and offers funded hours for their children. The nursery operates on a term time basis and runs 9am-3pm. Located in the Springburn area and in a SIMD area of 2, 15% of their families are in poverty. 25% are refugees, and a further 10% are asylum seekers. The centre’s families come from various backgrounds; | |
| **Action/Approach Taken**  *Detail the actions taken in order to develop and embed family learning into your establishment. What was done and how? What staff and partners were involved? What were the costs and timescales?* | |
| In March 2023 Saheliya Play and Learn Centre was very happy to become involved in a family learning transition to Primary 1 programme, on offer across Glasgow Early Years settings from the Family Learning Team at Glasgow’s Improvement Challenge. The programme included family learning resources and a story book, Everywhere Bear, that could be used at home with parents and children and in the nursery, supporting children to be more school-ready. At this time, parents who were invited to participate in the programme did not, largely, make the commitment to engage. The nursery staff discussed the lack of parental engagement and how difficult it was to encourage parents to attend family learning programmes and get involved in their children’s early learning. It was, anecdotally, considered and decided that the parents utilising the nursery at that point were either working or had never had any parental engagement or family learning offered to them previously, so this move to attend a programme was quite alien to them (this may also have been Covid lockdown related as many Education establishments have talked about how difficult it was to embed parental engagement post-Covid).  The staff at Saheliya Play and Learn were very keen to make progress with their parental engagement and family learning so they decided they had to continue to try to engage the new cohort of parents whose children would be going into Primary 1.  At the beginning of 2024 dedicated efforts began, reaching out to parents at drop off and pick up times became the norm, talking to parents about family learning and promoting Friday afternoon story sessions. With many of the nursery’s English as an Additional Language (EAL) parents speaking many different first languages, the nursery used some left-over funding to buy in dual language books in Arabic, Somali, Portuguese, Kurdish, and Tigrinya. The rationale for this was so the families had access to stories to support literacy in their first language and not be excluded from reading stories due to limited English language.  The Friday story sessions were well attended with parents supporting their children’s early literacy development, helping them to enjoy reading for pleasure and support future reading success in primary school.  Each session focused on a different book and a different language, the books and languages used were; *Errol’s Garden* (Tigrinya), *The Very Hungry Caterpillar* (Arabic), *Handa’s Surprise* (Portuguese),  *Farmer Duck* (Kurdish),and *We’re Going on a Bear Hunt* (Somali).  The sessions started with a welcome song, led by the practitioner for the session, followed by a breakdown of what the session will look like. The stories were first read in English by the practitioner, showcasing to the families ways to bring a story to life, taking time to pause, use different voices, and bring excitement to the story. After the stories, the practitioner would ask the children, and families some HOTS (Higher order thinking skills) questions, to help build on their knowledge from the story.  An activity was planned for each session which related to the book. Children and families were encouraged to take part, and activities were made to be copied at home. Some of the activities were; planting seeds (*Errol’s Garden*), tasting and counting different foods (*The Very Hungry Caterpillar*), and a sensory walk (*We’re Going on a Bear Hunt*).  Parents were encouraged to bring in their own children’s stories in their language if they had any, and were welcome to read them after the main story. During the Arabic session, one of the children confidently read a story his Dad bought in from home in Arabic.  Parents would also encourage other adults present, including the practitioners, to repeat words and would explain their translation e.g. during *Handa’s Surprise* the parent reading took time to name each fruit mentioned and asked everyone to repeat after her.  Each family present was given a small handout at the end of each session which had a QR code which linked them to the story on YouTube, a QR code for a survey for that session, and some activity ideas they could do at home that link with the story. | |
| **New developments**  *What new projects or initiative did you establish?* | |
| The above highlighted story sessions were a new, well-attended development and the programme is now established within the nursery. The nursery staff are consulting more with parents, asking for their views about times and days that suit them best to attend parental engagement and family learning sessions. They are also looking at how best to engage working parents who are unable to attend the session in person. Video links are being considered, showing parents the use of books and activities in the nursery with activity home-link bags going home with the families to do at home. | |
| **Obstacles and Issues** *What obstacles or difficulties, if any, did you have to overcome?* | |
|  | |
| **Results and Impact** *Outline the results of the actions taken. What impact and positive changes occurred (include impacts on parents, children and staff), were there any unforeseen benefits?* | |
| Due to the success of the Friday story sessions, the nursery manager decided to continue to offer out the starting school programme Everywhere Bear. Parents were now used to being asked to attend family learning sessions and knew what to expect, so the Everywhere Bear Starting School programme was rolled-out and all families have taken part in taking the bear home in the activity bag, along with the book and the languages QR code sheet to allow them to access the story in their home language. Families are encouraged to write in the provided notebook and add pictures of what their family got up to with the bear.  Children return with the bag and are always eager to share with their peers and teachers what they got up to, and it gives them a chance to recall, as well as practitioners asking questions to help further their memory and vocabulary  Children still reflect on when their parents came in to read, and reflect back in joy and excitement about the sessions.  Having seen the success of the sessions, all practitioners became keen to take part and offer more family learning sessions. | |
| **Lessons Learned** *What are the key learning points? What worked particularly well? What would you do differently next time? What advice and recommendations would you give to other people dealing with a similar situation?* | |
| A big lesson learned was to simply go with the flow and not be too strict to sticking to the session plan. Many families brought their babies/younger siblings with them, so often concentration drifted to these children and the session lost track. But by not panicking and going with the flow of the distraction, and trying to include the young children it provided a more fun and happy experience. It was discussed afterwards that staff could ask in advanced if any younger children are coming and to then plan an activity for their age range too.  A key lesson learned was listening to the families learning needs. As being able to understand that language was the barrier allowed to produce a learning event that could relax and encourage families to take part.  By having a different practitioner lead each time gave the children and families a variety of story tellers and kept the sessions fresh and interesting each time. | |
| **Next Steps** *Briefly describe the future of the project or related initiatives. For example, how you intend to maintain the momentum of the action you have taken so far, how you will monitor the success of your actions, or how you intend to build on/create new initiatives.* | |
| The Glasgow’s Improvement Challenge Family Learning Team have provided the nursery with a toolkit and resources for Play Along Maths and the nursery manager is keen to look at maths and numeracy as a parental engagement and family learning offer using the PAM toolkit and resources on the Family Learning Team BLOG:  <https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/>  Story sessions and home-link activity bags are now embedded in the nursery offer to families and will continue along with numeracy and maths early learning. | |
| **Any Other Information** *Detail here any further information you would like to include in your case study, e.g. photos, impact statements, suggestions for further reading* | |
| Some parent comments include;  “So nice to hear other languages and hear the similarities in some words and translations.”  “I’m going to buy the stories we heard, my child liked them a lot.”  “Thank you for organising, reading in my language to children was nice.”  Some children comments include;  “My mummy read a story, she read it like she reads at home.”  “I heard Arabic stories.”  “I liked that my mummy came in to nursery.”  **C:\Users\Ruqaiya\OneDrive\Desktop\Parent Story Sessions\Photos\Week 1 Tigrinya Errols Garden\20240201_135219.jpgC:\Users\Ruqaiya\OneDrive\Desktop\Parent Story Sessions\Photos\Week 2 Arabic Hungry Caterpillar\IMG-20240216-WA0003.jpg**  **C:\Users\Ruqaiya\OneDrive\Desktop\Parent Story Sessions\Photos\Week 2 Arabic Hungry Caterpillar\IMG-20240216-WA0004.jpg**  **C:\Users\Ruqaiya\OneDrive\Desktop\Parent Story Sessions\Photos\Week 3 Portuguese Handas Surprise\IMG-20240216-WA0018.jpg**  **C:\Users\Ruqaiya\OneDrive\Desktop\Parent Story Sessions\Photos\Week 5 Somali Bear Hunt\IMG-20240301-WA0016.jpgC:\Users\Ruqaiya\OneDrive\Desktop\Parent Story Sessions\Photos\Week 4 Kurdish Farmer Duck\20240223_105046.jpg** | |