



WHAT PARENTS DO IS MORE IMPORTANT THAN WHAT PARENTS ARE-EPPE PROJECT

LEARNING ABOUT LEARNING TOGETHER

Autumn Term 2015

REFLECTIONS

Discussion and Reflection

Early Years Practitioners from early years settings and children’s centres gathered together at Ludwick Nursery School and Kingswood Early Years Centre on 14th and 15th October. We met together to share what we had decided to do for our action research and to talk and reflect together. The focus was now on recording the detail of our chosen activity which was designed to engage and motivate parents and staff to **learn about learning together** improving outcomes for children. In particular we were interested in children who were eligible for Early Years Pupil Premium. (EYPP). This was the second of our 3 sessions.

- ▶ Session 2-Sharing and learning together-case study starter

Take away task 2-collect and record evidence of impact

- ▶ Session 3-Sharing impact of changes made-collection of case studies

We started by each setting putting down as much as possible on paper to support them in sharing with the group.

Each setting shared ideas with another setting who then shared what they had heard with the whole group:

We talked about the importance of planning the detail so that the evidence gathered would be useful to ourselves and others.

Some exciting ideas were shared and we all picked up ideas to add to the ones we had brought with us to share.



Continuing the Journey

We then used a case study framework to really think about the detail of what we were going to do in settings answering detailed questions.

Who is doing this?

When will they be doing it?

How often will they be doing it?

How long will you continue for?

Which children and parents will you be focusing on?

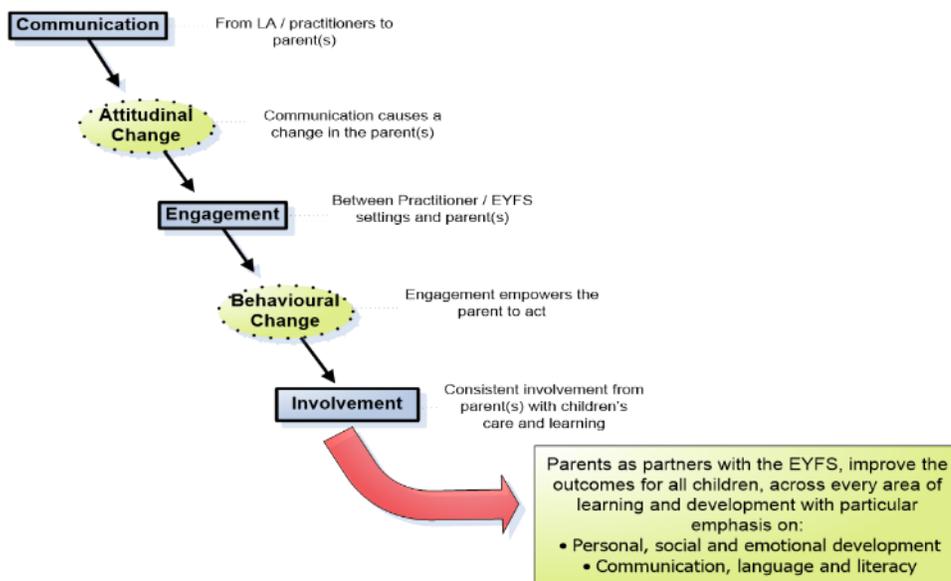
How will you introduce this to staff, parents and children?

What are we going to do?

There was a range of fantastic ideas.....

- Starting up a fortnightly, impromptu, informal Learning Journal catch-up with target EYPP parents-offer a drink and a snack
- Introducing activity packs to go home with children
- Producing home learning packs and individual targets on planning to send home, support to fill in 'wow' sheets
- Communicating small steps of progress face to face and by email, sending a camera home to record child's interests
- Offering 3 sessions in the home supporting development of speech and language and learning through play
- Producing an information booklet for each room focusing on environment and learning opportunities, to be given to parents on entry and at each room transition. Booklet written from point of view of child and practitioner.
- Sending a skills/hobbies/interests audit to parents to find out whether they have talents they would like to share, whether they would like to volunteer at nursery, or volunteer some time at home to support activities?
- Inviting parents to story time, reading in English or mother tongue.
- Inviting parents to join music and dance sessions, supporting involvement of parents with EAL skills
- Engaging parents in learning through verbal handovers
- Engaging parents in learning about golden rules, boundaries and routines using an open day as a starter event.
- Empowering each key person to have more contact with parents, building relationships

We talked about the journey from communication to involvement and how we could track our journey of **learning about learning together** in this way. If we can engage and motivate parents to be part of their child's learning we know they will be learning too. What parents **do** is more important than what they **are** so if we can influence behavioural change then we can influence outcomes for children too.



What Next?

Sharing our case studies and taking this activity back to our settings, will help all practitioners to have a focus on this project. An electronic copy will be sent to you so you can type up your notes from today if you wish to.

The takeaway task is for each setting to gather a variety of evidence to show impact of your changes/ activity. This could be observations, photos, comments from parents/staff/children, or something else showing **learning about learning together** in action.

By session 3, you will all have gathered some evidence of impact from your changes/activity:

- Record what happened
- Record evidence of learning about learning together with parents
- Record impact/difference made for parents-how do you know?
- Record impact/difference made for staff-how do you know?
- Record outcomes/ difference made for children-how do you know?
- What will you do differently in the future?

Please come to the session ready to present your evidence. This can be in the form of photos, observations, parent voice, children's voice, data, video, recorded conversations-BE CREATIVE!

Dates for Session 3:

Ludwick group: **Wednesday 18th November**

Kingswood Group: **Wednesday 25th November**-(changed from 16th November)

See you then!

Liz Stratton