

Glasgow City Council Perspective



Heather Douglas

Head of Early Learning & Childcare

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion



Role of the Local Authority

- Securing Provision
- Overview of Quality
- Assuring Quality & Supporting Improvement
- Workforce Development & Retention

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Knowledgeable System

Interpretation
of national
guidance

Creation of
tools and local
guidance

Access to high
quality CLPL

Supporting
practice
sharing

Data analysis
to drive next
steps

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Empowered System

Leadership
Support at all
levels

Collaborative
Self-
Evaluation

Mentoring
Programme

Career
Pathway

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Connected System



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Our Nurseries

- <https://youtu.be/39W1YbQxZkg>

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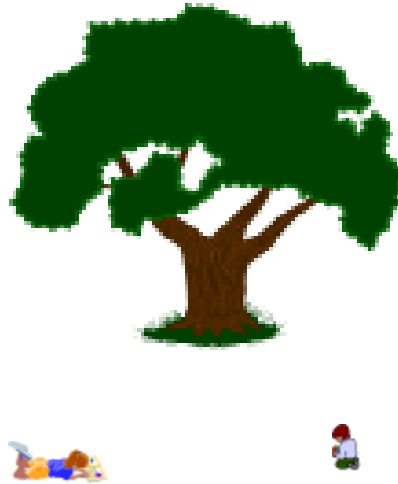
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Our Settings



Elmcroft Nursery



Knowledgeable System

- Where do you begin?



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Knowledge is powerful

- Induction process that empower families
- Joint planning for all children
- Genuine consultation and feedback.



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Bringing policy to life

Making it count every day for your community



The winner is the chef
who takes the same
ingredients as everyone
else and produces the
best results.

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Enabling Collaboration

- Goals, actions and progress should reflect relevant documentation.
- Build staffs confidence in using documentation to reflect workstreams.
- Include staff in setting the plans, and jointly decide targets
- Link staff professional development to settings developments.
- Ensure you continue to link with staff at each checkpoint.
- Empower staff to take ownership and support them to do this.
- Evaluate and celebrate together



Self-Evaluation for Self Improvement

March/April 2024

Date	Q.I Themes	SIP Priority	Workstream	Who?	What?	Impact?	What's Next?
1 st March – moving throughout month	3 Framework 1.1 Nurturing Care and Support		Supporting Individualised support to school. Enhanced transitions.	Management Team at Victoria Road and Daisy Chain	Meeting	To open discussions to streamline work to support Govanhill Community.	Further discussions required including HQ at GCC
Various Dates to meet family needs.	1.1 Nurturing Care and Support	Requirement	Care Plan Updates Personal Planning	Whole Team	Family meetings	All children will have a valid up to date care plan	Almost all complete – any outstanding is due to family commitments and dates are set.
10 th March 2024		Requirement	Review of absence management	Nicola George	The annual review – mostly high level of attendance throughout the year.	Staff are receiving the correct supports at the correct times to support attendance and managing long term health concerns.	Ensure all staff have information about Pains Ohio supports available to access individually
March 2024	1.3 Play and Learning	2.2 Curriculum Literacy	Overview of Literacy	Lynn, Gemma And Team	Plans adjusted after discussions- Lynn has been fully floor optimised. Book of the moment is a positive aspect to team	Literacy is still being delivered in a high quality way.	Review of books required! Need to purchase.
3 rd April 2024	4.1 Staff skills Knowledge and values	2.2 Curriculum	Moderation discussions looking at Trackers. Discussing learning and professional opinions.	Lead by Gemma All Team – over the month of September.	Meaningful discussions.	Staff will continue to grow in their professional understanding using trackers to detail meaningful assessment of children.	Clarity sought over terminology. Trackers on track to complete for data gathering June.
March/April	4.1 Staff skills Knowledge and values	2.2- Curriculum	Training sessions 2 sessions over two visits	Lead by Jen STRAMASH Whole team	Training Delivered	Staff have the opportunity to ask questions and reflect on outdoor learning.	Further discussions about moving further for outdoor – possibility of new lead!
11 th April 2024	1.1 Nurturing Care and Support	Projection for next year.	Meeting with Noreen Campbell. Training sessions -Family Connect Shauna.	Shauna and core team to be identified. Liaising Cuthbertson Primary.	Initial meetings. Training sessions – 2 day Creation of plan.	Shauna will be better informed to allow a action plan to be created to determine sitting the resource next year.	Share with whole team Discuss further in management team.

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Awakening the sleeping giant

Design a learning environment that inspires and stretches learning



Balance

Choice

Provocation

Calm

Challenging

FUN

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Power of Observation

Never underestimate the power of good quality observations recorded by a skilled early years worker.



- Never assume you know the child's thoughts.
- Be careful not to intrude on learning
- Meet the child as a learner.
- Share the knowledge

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Curriculum Implementation



- Be present with the children
- High expectations for all children
- Responsive and Intentional learning opportunities
- Holistic approach to assessment

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Learning Together

- This isn't a choice – it is an essential part of the story.
- Leaders are learners too
- Empower and include everyone

<https://youtu.be/JrZi745XBV8>

<https://youtu.be/E116ruR0HdU>

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Continuous Professional Development



- Coaching & Mentoring
- Valued workstreams
- Continuous Professional Development links to our School Improvement Plan
- Invest in "Time to talk"
- Self-evaluation to support Inspection processes and continuous improvement.

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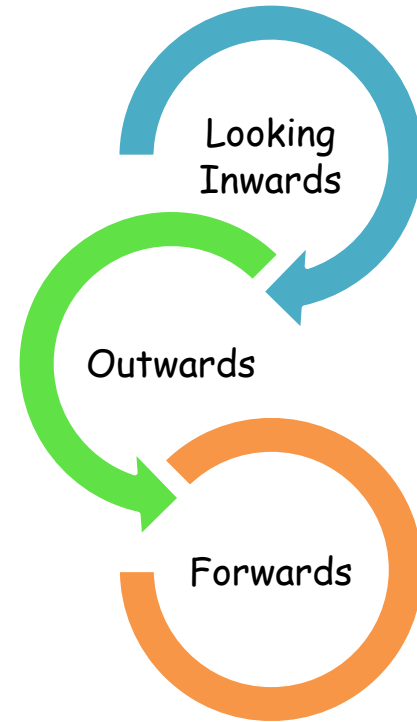
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Connected System

Within ELC in Glasgow we connect with other organisations **looking inwards, outward and forward** to achieve the best outcomes for our children.



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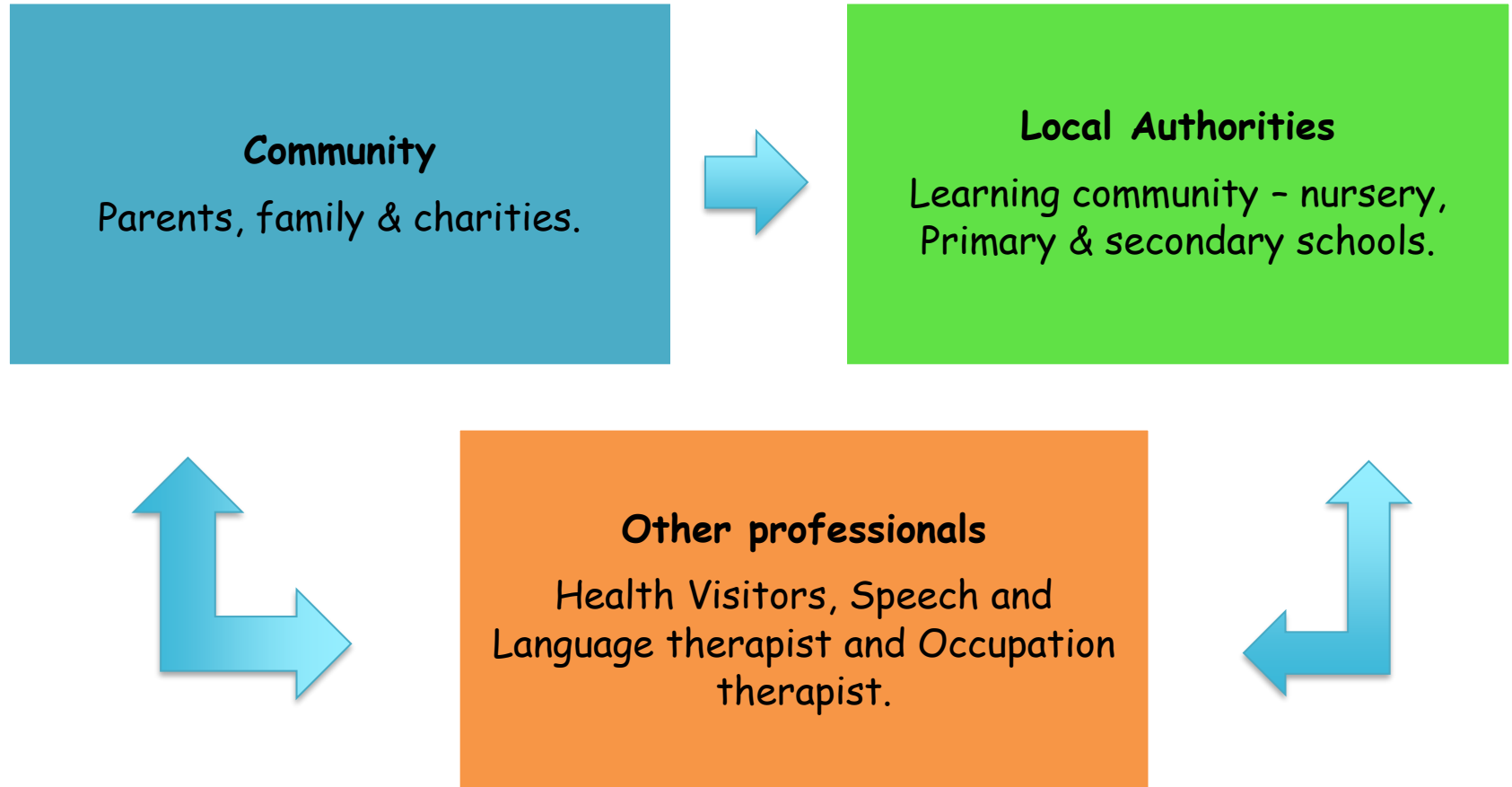
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Connecting Working



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Community Links



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Family Engagement

Monthly Book Bugs Sessions



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Forest forager's

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Community Coming Together



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Health Professionals

- Health Visitors
- Speech and Language Therapist
- Occupational Therapist
- Dietitians



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Collaborative working with schools

- Early - first level collaboration working network..
- Collaborative working between nurseries, schools Educational Psychologist's to create a settling plan for children.



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Teachers Visiting Children's Learning Environment



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Quality Workforce

Glasgow delivers high quality learning for our children therefore we require a high-quality workforce:



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Peer Review

- Grand Challenge: *Almost all (90%) practitioners within our learning community will confidently moderate the 3 national priorities to ensure better outcomes for all.*
- 3 Nurseries working together to improve practice.
- Building on staff's skills and knowledge
- Create a Self-Evaluation calendar
- Termly Visits to each nursery

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Key focus on what we are evaluating:

Challenge question: 2.3 Learning, Teaching and Assessment -

To what extent do our learning environments support different types of play?



How good is our early learning and childcare?

February 2016

Transforming lives through learning

Feedback to peers.

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Collaborative working



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Empowered System

Empowered ; making positive choices, taking action to advance, and being confident in your ability to make and execute decisions

At Rowena everything we do is discussed and taken forward as a staff team
Small tests of change allow a period of adjustment, and buy in, sharing knowledge and experience

Enabling a shared vision improves staff morale, pride in the knowledge they have and an overall collective belief in what we are doing is the best for our children.

We achieve this with full staff meetings termly and interim weekly small group meetings.

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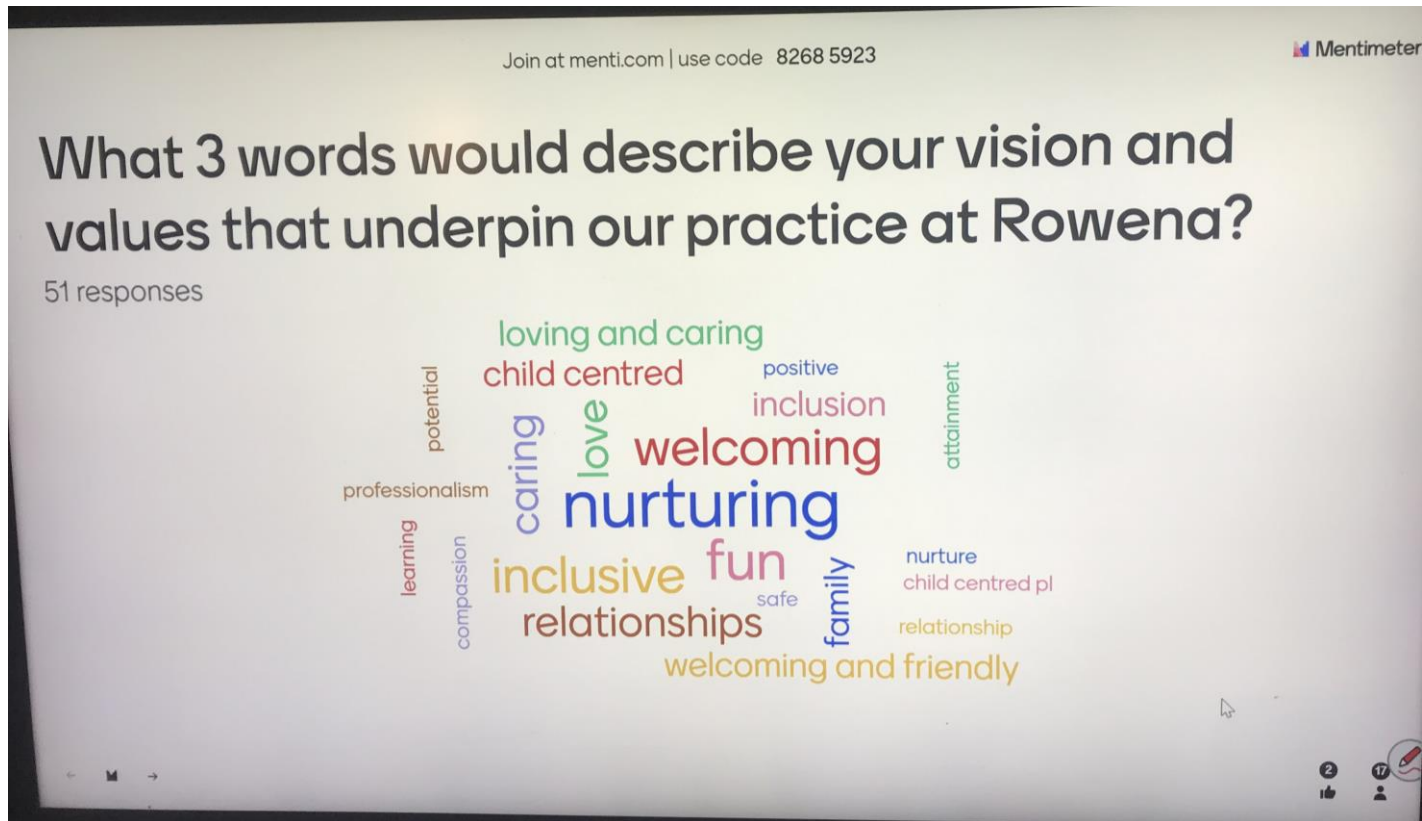
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Revisiting our vision and values



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These are shared with parents

Rowena Nursery Guiding Principles

At Rowena **relationships** are fundamental to us. We are a kind and caring team who ensure we provide a safe base for all. We have a real focus on getting to know our children and families and work together to enable everyone to reach their full potential.

At Rowena, we pride ourselves in treating our colleagues, children and families with the highest **respect**. We value and celebrate children as individuals, from different backgrounds and cultures where listening to their voice is central to everything we do. We take a holistic approach to understand individuals and are mindful of the feelings and opinions of others.

At Rowena we value a **child centred** pedagogy where children's interests and needs are placed at the heart of everything we do. We do this by listening to their voices, actions and emotions. Children are active participants and co-creators in their learning and in the life of their nursery.

At Rowena we provide a **nurturing** environment where children are loved, cherished and cared for by kind and understanding adults who know them well. Each child's interests and aspirations are encouraged and supported to ensure they reach their full potential.

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What do our parents think?

Danielle Morrow

I think the principles chosen are great. I see them all actively practiced in the nursery just from the small interactions at drop off and pick up. Also from stories and hearing about Jacks day clearly shows all of the principles are being met by all staff.

We can see your values when we walk in the nursery: staff are smiling and welcoming, the environment is designed around children and most of all our child is always happy to come and sad to leave. A child that runs in happy is a child that feels loved, cared and listened.

I like the values of Rowena. We always feel welcomed once we enter the nursery. We are happy for friendships our son has made and really appreciate every chat we have with every nursery worker.

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Everyone has a voice that is listened to



What do we do well?

What could we do better?

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The guidance we use to inform practice



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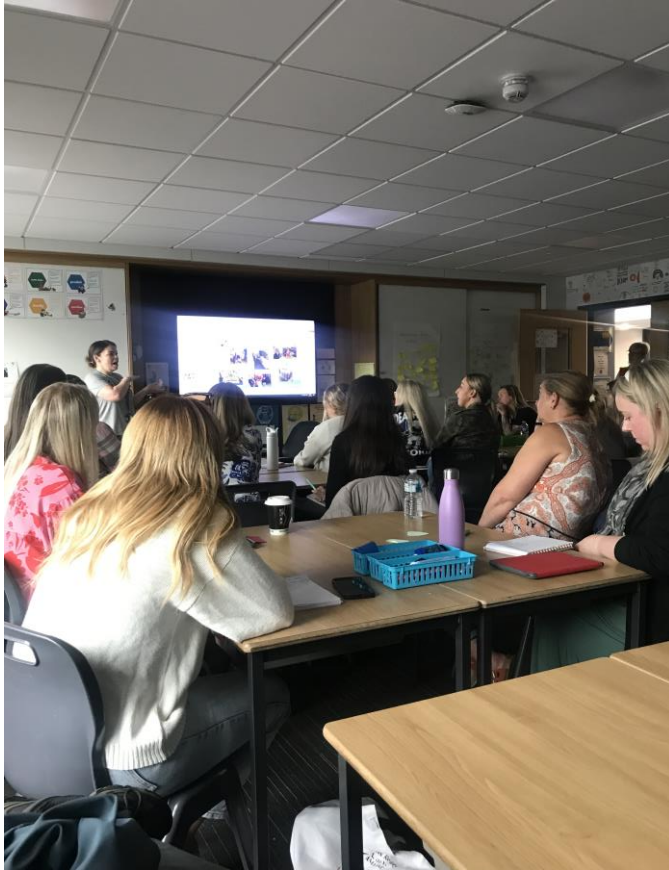
Childrens rights are respected -

Childrens voices are heard - with or without words

Children are leaders in their own learning – children are consulted and through quality interactions with adults



Reflection and learning is continuous...and not just for the children!



- Learning community
- Outside agencies – speech and language, educational psychologist
- Health visitors
- Social work

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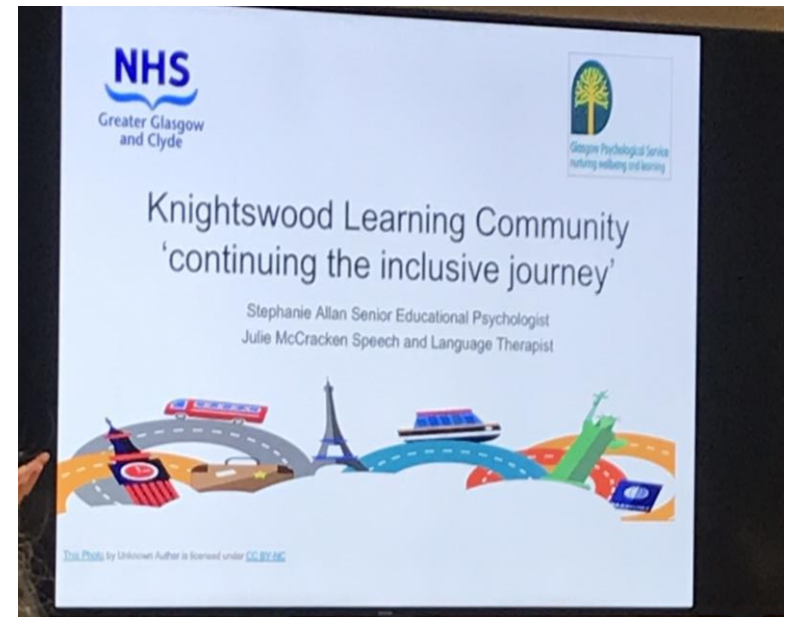
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Continuous Personal Development



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Consultation and collaboration



Our families and communities work together to achieve the best outcomes for children



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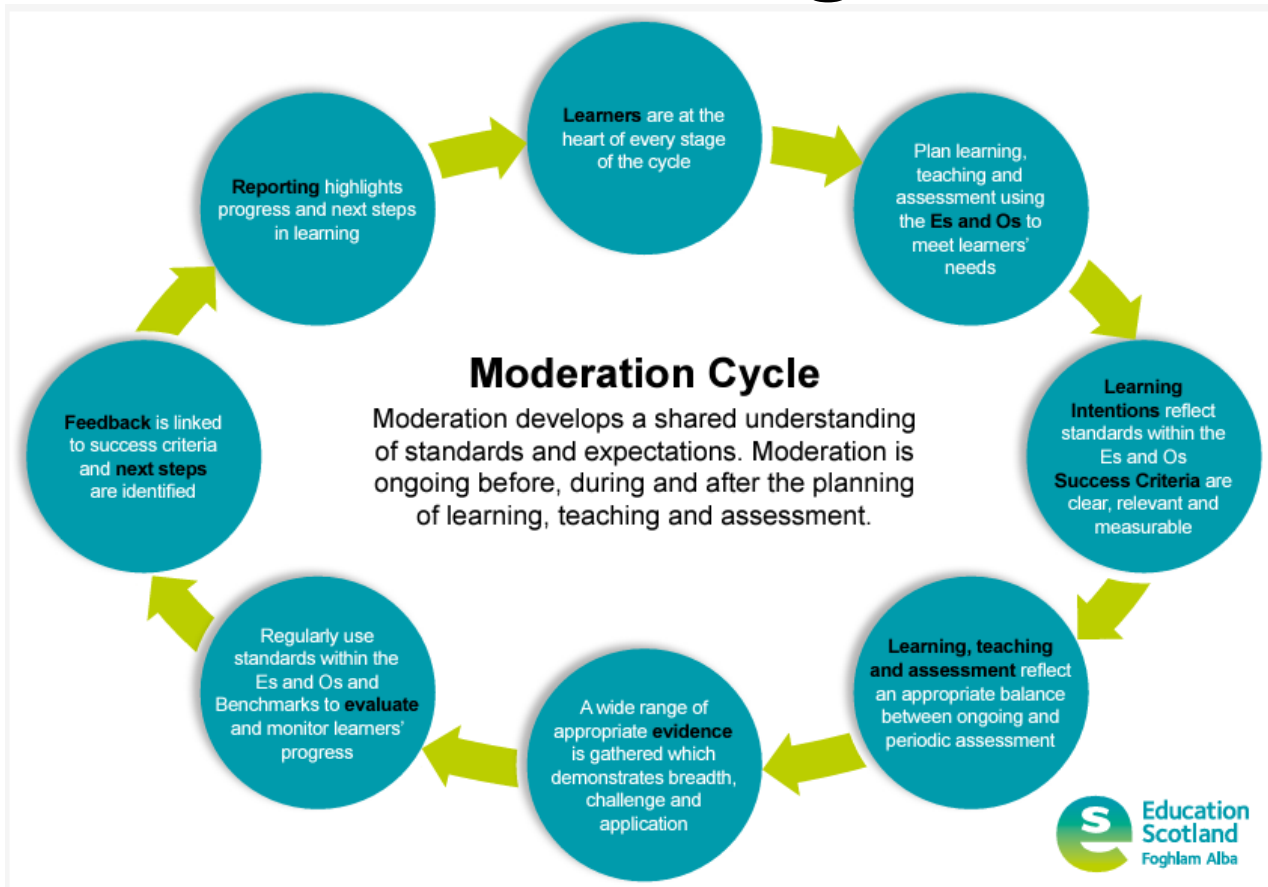
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Evaluation on the impact of learning



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Overall Intentional Planning Evaluation

Session; Aug-Oct 2023

Area: Literacy

<p>Experiences and Outcomes</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a</p>
<p>Benchmarks</p>	<p>Listening and talking with others</p>
<p>Learning Intentions</p>	<p>I can use songs, stories and rhyme to increase my vocabulary</p> <p>I am beginning to understand that letters make words</p> <p>I can recognise letters within my name</p> <p>I can use different methods to communicate my needs and wants</p> <p>I can share my thoughts and ideas and know that I will be listened to and respected</p> <p>I can engage in rich conversations sharing thoughts and ideas with peers and adults</p> <p>I can understand that the sounds of some words are similar to others (Rhyming)</p>
<p>Success criteria- how do you know?</p>	<p>The majority recognise letters within their name.</p> <p>Visual prompts are offered to all children to support understanding of instruction and routines. A few children use visuals or objects of reference as a means to communicate.</p> <p>All children have had the opportunity to engage with MAKATON through songs. Through repetition the majority of children are able to recall the signs for each stage of the song.</p> <p>Most children are able to use descriptive language when engaging in <u>two way</u> conversations.</p> <p>Most children are using mathematical language when building and creating art work, models and structures</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Almost all children - over 90%</p> <p>Most children - 75-90%</p> <p>Majority of children - 50-74%</p> <p>Less than half of the children - 15-49%</p> <p>A few children - less than 15%</p> </div>	

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What is the impact of an empowered team



- There's an awful lot of fun along the way
- I can share my skills and knowledge
- I am valued
- I can learn from my mistakes
- I have a voice

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