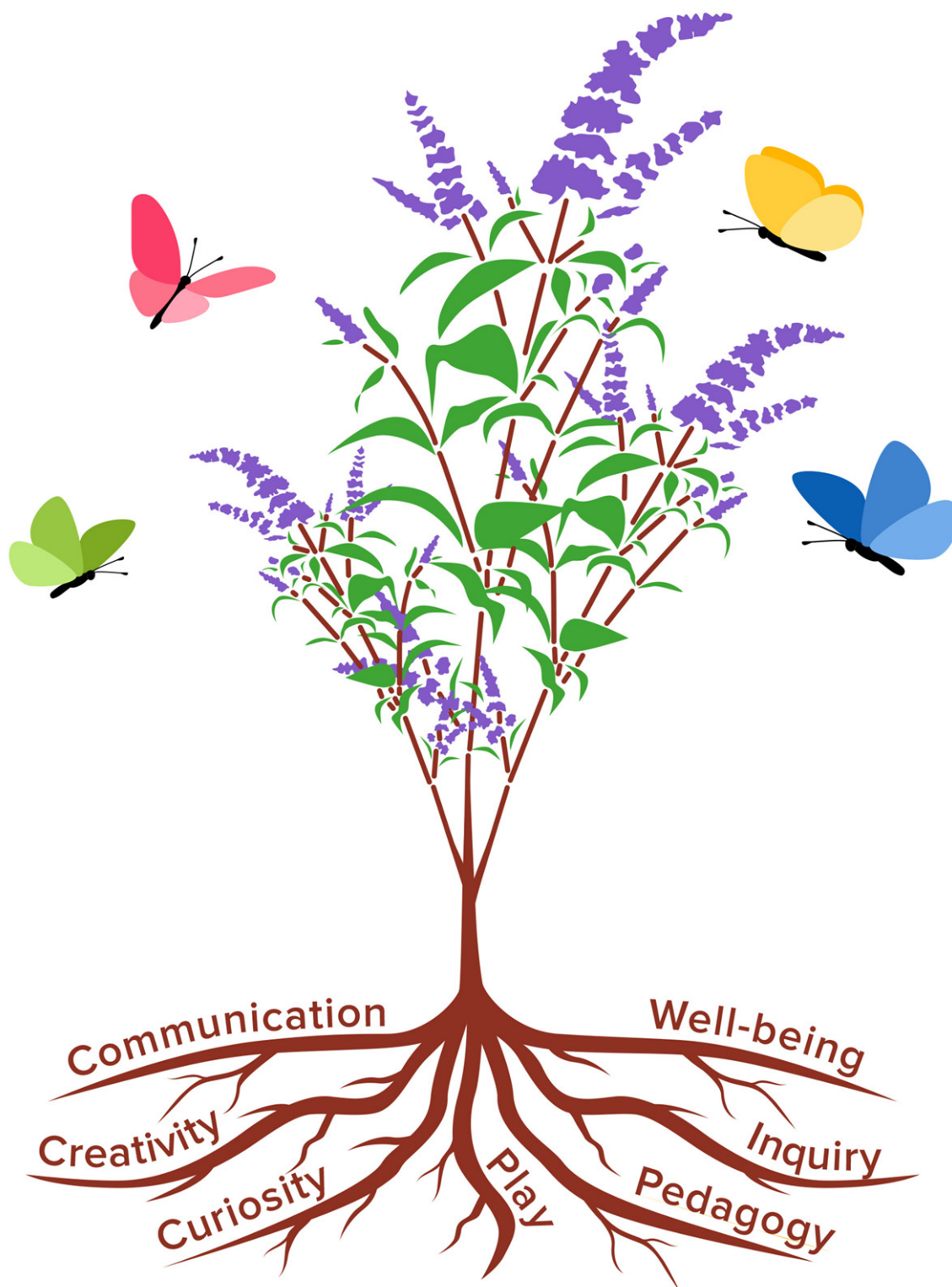


Aberdeen Early Learning and Childcare Training Programme 2018/2019



Biographies

We have great pleasure in welcoming some of the most influential early years thinkers to our professional learning programme for 2018/2019

Juliet Robertson

Juliet is one of Scotland's leading education consultants who specialises in outdoor learning and play. She works at a national level delivering training, giving keynote speeches, leading and supporting innovative outdoor projects and writing content for websites, documents and case studies. She is passionate about enabling schools, play organisations and early years settings to provide quality outdoor learning and play opportunities for children and young people.

Juliet also works at an international level providing inspiring and engaging presentations and training everywhere. In the past two years alone, she has toured Australia, New Zealand, Hong Kong and the Czech Republic. She provided the kickstart training for the first outdoor nurseries in Lithuania and worked with universities and schools in Spain and Belgium.

After years of ghost writing and public blogging, Juliet is now an author of *Dirty Teaching: A Beginner's Guide to Learning Outdoors* (2014) and *Messy Maths* (2017).

Jan White

Working across the UK and internationally, Jan is a leading thinker and writer on outdoor play and advocate for high quality outdoor provision for services for children from birth to seven. With thirty years' experience in education, she has developed a deep commitment to the consistently powerful effect of the outdoors on young children. She is currently an Early Education Associate, adviser for several landscape and equipment companies, convenor of the Landscapes for Early Childhood national network, and teaches on the Masters programme at CREC (Birmingham City University). She provides training courses, conference keynotes and consultancy for a wide range of early years settings.

Professor Jan White is also an award-winning author of *Playing and Learning Outdoors: making provision for high quality experiences in the outdoor environment with children 3-7*

Pete Moorhouse

Pete Moorhouse is an Artist Educator and Early Years Consultant. He is an associate trainer for Early Education and is an Honorary Research fellow at The Graduate School of Education, University of Bristol researching creative and critical thinking in early years. He is the author of several journal articles and books and a Member of ICEnet – the International Creative Education Network.

Anna Ephgrave

Anna was an Assistant Headteacher for the EYFS. Prior to this post she was an Advanced Skills Teacher, leading and developing a very successful Early Years Team within a Primary School for over 20 years. Her work in that foundation stage led to Outstanding grades in three OFSTED inspections without any forward planning or focus activities! She is passionate about the need for children to feel confident and independent. Outdoor learning and risk taking play a large part in the experience she offers the children. She has recently had a very successful book published by Routledge "The Reception Year in Action – A Guide To Success"

The 2018/2019 programme also benefits from the knowledge and skills of local partners as well as our own Early Year's Service.

Draft

Outdoor Numbers

Numeracy is all about numbers which are a tool for helping us to interpret and explain what happens in the world around us. Very often, there is an over-emphasis on measurement, shape, position and movement experiences outside. In this course we will focus specifically on numbers and how outdoor play is the place to learn counting skills, the art of subitising, estimation and many other practical early numeracy skills children need to acquire through child-centred, play-based experiences. It is based upon the book *Messy Maths: A Playful, Outdoor Approach for Early Years*.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about maths outside in relation to developing numeracy skills and summarising the main points;
- Spending time observing children playing outside to consider how to develop the children's knowledge, understanding and use of numbers in ways which support their interests and needs;
- Developing a range of resources for use outside and trialling these to gauge impact and effectiveness with individual or specific groups of children.

Expected outcomes for the participants:

- To improve knowledge and understanding about numeracy outdoors. This will, in turn help participants see the connection between numeracy and the outdoor environment;
- To begin the process of developing a numeracy-rich outdoor environment which focuses upon children's needs and interests;
- To develop the confidence to continue embedding maths outside beyond the duration of the course.

Dates: Mon 12 Nov 2018, Mon 25 Feb 2019 and Mon 29 April 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Where's the Maths in that?

It is common for practitioners to observe children who have a consistent interest or pattern of behaviour in an outdoor space. This could be running around, a passion for dinosaurs or a keenness to cycle all the time. In this course we look at how these passions and preferences can be used to develop and extend maths skills and understanding.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Observing a child or group of children playing outside. To create a mind-map of mathematical ideas based upon these observations;
- From here, develop a collection of provocations and challenges that makes the maths real and relevant to these children and to observe the impact of these interventions;
- To consider how to adapt routines and make tweaks to the outdoor space to enable the child or group to experience maths in fun, interesting ways that engage them.

Expected outcomes for the participants:

- To improve knowledge and understanding about how to meet children's needs in ways that simultaneously embed maths concepts;
- To begin to develop the habit of thinking and reflecting about the mathematical potential and possibility of outdoor environments and how children behave outside;
- To be able to integrate children's interests and needs into a maths-rich outdoor space.

Date: Tue 22nd Jan 2019, Tues 12th Mar 2019 and Tues 14th May 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Developing Zones in your Outdoor Space

By focusing on one zone or area for improvement outside, the participants develop a systematic approach to improving outdoor provision in a small-scale and therefore more manageable way. The technique is child-centred and begins with observations of how children play in one zone and how to further develop the zone in a participatory approach which involves children at each step.

For ELC establishments that wish to consider a flow of learning between indoor, outdoor and off-site experiences, the approach works equally well. For example, a participant may choose to look at ways of improving water play and can apply the approach to a water tray inside, a water area outside and the locally available experiences of water such as streams, ponds or the beach.

The approach uses the 5R framework, that considers the rights of the child, responsibilities of the adult, routines around the zone, resources needed and re-imagining the (outdoor) space. Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about their chosen zone or area for improvement and summarising the main points;
- Developing at least one zone or area of their outdoor provision using the 5R framework;
- Trialling a range of techniques for consulting and involving children regardless of their developmental level;
- Ensuring the work undertaken is part of the overall approach within the establishment to the quality improvement process.

Expected outcomes for the participants:

- To improve knowledge and understanding about specific areas of outdoor play. This will, in turn help participants see the breadth and depth of play possibilities outside;
- To develop the capacity to further improve other zones or areas of outdoor provision. The 5R framework can be used as a basis for this to happen;
- To be able to dovetail the outdoor improvements into the wider improvement processes within the establishment.

Date: Thur 24th Jan 2019, Thur 7th Mar 2019 and Thur 16th May 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Outdoor Book Bags

There is a symbiotic relationship between books and being outside. Children who have broad experiences outside tend to make better connections to concepts and narratives in books. Likewise, books are a motivation and gateway to exploring the outdoors.

In this course, participants will look at a range of approaches for fostering the link between books and being outside, primarily through the creation of outdoor book bags. It will be a collaborative approach where participants explore books with their children, create family outdoor book bags and trial these within their settings. By sharing ideas and resources, the participants will learn from each other and enjoy using books with their children way beyond going on bear hunts and looking for Gruffalos. Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about the value of books in the context of outdoor experiences and summarising the main points;
- Trialling a range of strategies to using books outside or as a springboard to outdoor experiences;
- Developing and trialling at least one family outdoor book bag for use within their setting;
- Sharing generously with other course participants so that everyone finishes with a broad range of books and possible lines of development for use within their establishment.

Expected outcomes for the participants:

- Develop confidence and skills at creating outdoor experiences using books;
- To learn what constitutes a great family outdoor book bag through trialling and sharing experiences;
- To broaden the repertoire of books used outside both at nursery and at home.

Dates: Tue 27th Nov 2019 Tues 5th Mar 2019 and Tues 30th Apr 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Naturalising your Outdoor Space on a Shoestring Budget

There is now plenty of research that suggests that children need and enjoy playing in natural spaces. A well-planned and designed natural play space can provide experiences that:

- Improve children's physical development;
- Enable children to think and play in creative and imaginative ways;
- Promote positive physical risk taking within a framework of safety;
- Help children learn more about the natural world and increases children's knowledge about nature;
- Provide a valuable context for developing life skills including literacy and numeracy;
- Create a calmer outdoor space which is more restorative and enables children to better focus.

This course explores how Nicolson's Theory of Loose Parts and Gibson's Affordance Theory can be utilised to create simple changes to your outdoor space. In doing so, the biodiversity of your outdoor space will be improved and it becomes a better place not just for learning and play but for wildlife too. The emphasis is on low-cost and doable ideas that don't involve digging up the asphalt.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background research and reading about the benefits of natural spaces and to summarise findings;
- Undertake an audit of the outdoor space;
- Using the information and practical tips gained on the courses to naturalise their outdoor space;
- Observe how the children at their establishment use their spaces before and after the changes have been made and comment on the impact of changes made;
- Creating a maintenance plan and using it to ensure the outdoor space is cared for, so that the improvements are sustainable.

Expected outcomes for the participants:

- To improve their knowledge and understanding of loose parts and affordances and demonstrate this through the changes made to their outdoor space;
- To increase confidence at making small scale, simple changes to the outdoor space to improve nature play opportunities;
- To develop a shared sense of ownership of the outdoor space and the changes made which have positively impacted on children's experiences within this space.

Dates: Mon 26th Nov 2018, Mon 4th Mar 2019 and Mon 13th May 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Mark Making Outdoors

Mark making helps children develop many different concepts and skills across different curriculum areas. Through mark making children are expressing their thoughts, feelings and ideas as well as their creativity and imagination. It is fundamental to children's learning and development. Many children naturally prefer to play outside when given the choice. Thus, this course is designed to help practitioners support and further develop mark making opportunities outside based upon children's needs and interests.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about mark making and summarising the main points;
- Auditing their current outdoor provision in terms of the mark making opportunities;
- Observing a group or individual child who enjoys playing outside and who does not normally engage in mark making inside;
- Developing and carrying out a series of actions to improve the mark making opportunities outside and to reflect upon how these support children who prefer to play outside to engage in spontaneous mark-making.

Expected outcomes for the participants:

- To improve personal knowledge and understanding about mark making and how this can be supported in an outdoor context;
- To be able to respond to individual or groups of children who do not show a natural inclination for mark making;
- To understand how the environment presents opportunities for mark making that are different to those inside and how to make the most of these opportunities.

Dates: Mon 14th Jan 2019, Mon 11th Mar 2019 and Mon 3rd Jun 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Meeting the needs of two-year-olds through outdoor play

What do 2-3-year-olds need for wellbeing, learning and development? How does the outdoor context help to address the needs of two-year-olds?

This course will introduce early years professionals to the outdoor environment and the 10 key areas of outdoor provision and practice that help meet the needs of two-year-olds.

We will consider:

- What it is to be 2-3 years old and how playing outdoors best meets this;
- Important elements of provision outdoors;
- Learning by doing: drives for play and thinking through action;
- How adults can best support young children outdoors.

Date: 5th March 2019:

Time: 1:00pm-3:30pm

Venue: Beach Ballroom, Northern Lights

Tutor: Jan White

Learning in the Outdoors: creating an inclusive environment for young children

This course is for Teachers and Practitioners working with funded 2-year-olds and children up to 4 with a high needs for developmental support.

What is it like to be two? What do 2-3 year-olds need for wellbeing, learning and development? What does the outdoors need to be like to fulfil their needs and meet their enormous drive to move, explore and understand?

Through establishing the critical role and importance of playing and learning outdoors for very young children, this one-day course will consider why children of this age/stage *must* be outdoors for a great deal of the time. By exploring how to provide a stimulating and appropriate outdoor environment that fully responds to their needs, the day will also generate enthusiasm and commitment to being outdoors with every young child.

We will consider:

- What it is to be 2-3 years old and how playing outdoors best meets this;
- The relevance and power of the outdoors and how to harness that power;
- Important elements of provision outdoors, including movement, sensation, interest, challenge, agency, interaction and nurture;
- Learning by doing: drives for play and thinking through action;
- Supporting emotional needs and development of emotional regulation;
- How adults can best support young children outdoors.

Date: 6th March 2019

Time: 9:30am-3:30pm

Venue: Beach Ballroom, Northern Lights

Trainer: Jan White

Anna Ephgrave "The Power of Play"

This course will explore levels of involvement and how these link to brain development and child-initiated play. Practitioners will be supported to better organise an enabling environment to promote deep involvement during child-initiated play and explore the role of the adult during child-initiated play (to observe, assess, plan and teach - on the spot!)

Date: 21st Nov 2018

Time: 9:30am-12:00pm or 1:00pm-3:30pm

Venue: Curl, Aberdeen

Trainer: Anna Ephgrave

Anna Ephgrave "Child-initiated play and 'planning in the moment' to maximise progress".

This full day course will explore the paperwork associated with child-initiated play since this 'play' cannot be forward planned, the delegates will have to reflect on how they can 'plan in the moment'. This method has been developed over the past ten years as a way of recording some of this 'planning' afterwards.

Date: 22nd Nov 2018

Time: 9:30am-3:30pm

Venue: Curl, Aberdeen

Trainer: Anna Ephgrave

Pete Moorhouse- Introducing Woodwork in Early Years Education

Woodwork is a very special activity to introduce to young children and has the potential to make a profound impression. Woodwork is full of learning opportunities and is a very popular activity with children. Deep levels of engagement and intense concentration are common and the children often remain involved in their explorations for extended periods regularly in excess of an hour.

The workshop will look at ways in which woodworking can be safely introduced to pre-school nursery settings. We will look at the theory and how woodwork meets many learning and development aspects of the curriculum and look at examples from other countries that have been working successfully with wood for many years. We will talk about risk and safety issues. There will be explanations of the most suitable tools for young children and instruction on how best to use them. We will look at the most suitable woods. Information on potential suppliers of wood/ tools will be provided.

Participants will gain an understanding of:

- how to set up a woodworking area.
- be confident in setting up activities, open-ended explorations and longer-term projects
- the resources required
- Further details can be seen at: <https://irresistible-learning.co.uk/woodwork/>

Date: 22nd Apr 2019

Time: 9:30am-3:30pm

Venue: Duthie Park

Trainer: Pete Moorehouse

Pete Moorehouse - Intelligent materials: making learning irresistible

This workshop looks at the value of using intelligent materials – objects that children can use in a multitude of different ways, exploring different possibilities, to express their imagination. Combining natural or recycled materials, the child is at the centre of their learning as they use their imagination to create various arrangements/constructions/narratives as they combine the objects.

Materials are explored in many ways, following the child's line of enquiry but with the practitioner sharing their journey of discovery – researching and learning together. The exploration of materials encourages open-ended discovery and a focus on process. Natural and recycled materials can be seen as intelligent materials offering many possibilities for exploration and associated learning.

Creativity and curiosity underline children's emergent thinking and development. We will look at examples from Reggio Emilia which has had a long tradition of working with natural and recycled materials and gain insights from Froebel (gifts), Nicholson (loose parts) and Goldschmeid (Heuristic play). We will look at how placing and arranging meets many learning and development aspects of the EYFS. The workshop will look at ways in which intelligent materials can be incorporated and developed in early years settings. We will look at example of loose parts indoors and in the outdoor environment

From this course you will learn to:

- Provide appropriate resources to encourage open ended exploration;
- Prioritise children taking the lead role in their learning;
- Learn about various pedagogies that support investigation with intelligent materials;
- Gain ideas for where to resource materials;
- Suggestions for open ended explorations and longer term projects;
- Practical session for practitioners to explore a selection of materials, gain confidence and share the experience of making creations.

Date: 24th Apr 2019

Time: 9:00am-11:30am

Venue: Curl, Aberdeen

Trainer: Pete Moorehouse

Pete Moorehouse - Encouraging creativity: Creative and critical thinking

This course is designed to develop understanding of what creativity means and explore ways in which we can best encourage creativity. We will start by defining creativity and critical thinking and then looking at the different aspects of children's thinking that contribute to the process of developing ideas. I will emphasise the importance of creativity as a fundamental skill that not only impacts on all areas of learning but also impacts on young children's long-term outcomes to become resourceful and resilient adults. We will look at how creativity fits within the characteristics of effective learning and how it embraces all areas of learning.

The training will explore the many factors that contribute to children's creative and critical thinking, from the impact of the environment to working together with parents. We will look at the role of the teacher in extending their thinking by looking at sustained shared thinking practice and how best to interact with children during the creative process. We will also consider ways in which we can monitor children's creative progression especially in relation to their developing thinking skills.

From this course you will:

- Gain a thorough understanding of what creativity means;
- Learn why creativity is so important in education and in life in general;
- Look at the many elements that contribute to encouraging and nurturing young children's creativity;
- Investigate the role of the teacher in extending creative and critical thinking;
- Look at the role of the environment and resources;
- The importance of documentation and reflective learning practice;
- Working together with parents to support children's creative thinking;
- Opportunity for practitioners to get creative exploring different materials;
- View examples of inspiring provocations;
- Think about ways of monitoring children's creative progression.

Date: 23rd April 2019

Time: 12:30pm-3:00pm

Venue: Curl, Aberdeen

Trainer: Pete Moorehouse

Children as Active Learners

Duration: 3 sessions of 6 hours plus support follow-up between sessions 2 and 3

Suitable For: Tier 1 and 2 staff who work with children aged 2-6 years. A minimum of 2 participants from each setting is requested to enable peer support.

Course Content:

How do we meet the needs of young children in an ever-changing, fast-paced world? How might we fulfil our role in helping young children make sense of their world? How do we know what they need?

This course embraces the notion of 'children as active learners' and is designed to equip you to meet the needs and rights of young children in early years settings through:

- deepening your understanding of how children learn and make sense of the world;
- developing your observation skills to respond to children's curiosities and wonder thereby extending children's learning and motivation;
- adapting your environment to enable children to develop holistically;
- acknowledging your own learning journey through becoming a reflective practitioner.

Course participants are expected to actively engage in between sessions by:

- building a case study of one child through observations;
- applying new learning to these observations to extend the child's development;
- working on a reflective journal (provided by the tutor);
- reading course handouts and other relevant material.

Part One of this course explores how young children grow and develop in their early years through movement, how they investigate the world around them through their senses and how they develop a sense of themselves. It draws into focus the importance of resources and the environment and introduces participants to observation techniques that help to create more responsive practices.

We will:

- Investigate the importance of movement, imitation, the senses and play in early childhood through activities and video clips;
- Explore the challenges and possibilities of encouraging young children to be independent and creative in their learning;
- Consider the role of risk-taking in a child's development;
- Develop observation skills that enable planning in the moment, provocations and spontaneous responses to children's activities;
- Introduce a reflective journal to help practitioners deepen their own learning journey.

Part Two of the course will focus on how children make sense of the world around them through watching, listening, engaging and playing.

We will:

- Explore the importance of children's agency in learning;
- Consider how children view their world, develop meaning-making strategies and learn how to self-regulate through play;

- Discuss the importance of cultural values in meaning-making;
- Investigate the critical role of emotional development and its link to a child's capacity to learn;
- Consider the role of storying and story-telling in inclusionary practices for all children;
- Share our observational experiences and case studies;
- Build further reflective practice skills.

Part Three focuses on the importance of the practitioner's ability to listen and attune themselves to their children's needs, to record their observations, reflect on them and plan next steps.

We will:

- Learn how to attune to children in our settings and deepen observational practices;
- Discuss how to develop a rights-based approach in early years settings;
- Explore how practitioners create a reflective practice;
- Embed our new skills in current government documents and guidelines;
- Discuss the importance of engaging with families;
- Share our experiences of observational practices;
- Share our experiences of becoming reflective practitioners.

Each session will involve practical activities such as movement, art, theory, video observations, time to reflect in small groups to share individual practices and time to create and work with a reflective journal. **Follow-up time in individual settings is also offered to help review and maintain new practices as a result of engaging in this course.**

Expected Outcomes:

On completing this course you will:

- Have a deeper understanding of the importance of active learning through movement, imitation, the senses, play, emotional development, communication and socialization in a young child's life;
- Know how to act responsively to meet children's needs;
- Be able to link child development, observations and reflective practices to relevant government documents and policies;
- Feel confident in your child-observations;
- Experience greater confidence in your own expertise and understanding as an early-years professional through becoming a reflective practitioner.

Trainer: Dr. Elizabeth Henderson

Date: 16th November 2018, 12th February 2019 and 7th May 2019

Time 9:30am-3:30pm

Venue: TBC

Providing Quality Early Learning and Childcare

This course is suitable for teachers and senior practitioners who are new to or returning to ELC.

This is a three part course which will focus on providing quality ELC. The course aims to deepen staff's knowledge and understanding of pedagogy and practice in ELC. It is based around documents such as Building the Ambition, How Good is our Early learning and Childcare and other relevant documents which influence and shape ELC.

Expected Outcomes for participants:

- To build confidence for those working in ELC settings;
- To make links between theory, practice and policies to reinforce aspects of high quality provision;
- To develop a deeper understanding of the role practitioners play in supporting and challenging children's learning.

Dates: 28th Aug 4th Sept and 11th Sept

Time: 1:30pm-3:30pm

Venue: Frederick Street

Trainer: Early Years Team

An Introduction to Child development

This is an introductory course which will give an overview of child development. Development is the term used to describe changes in a child's physical growth as well as their ability to learn the social, emotional, behaviour, thinking and communication skills.

Expected outcomes for the participants:

- Participants will gain a deeper understanding of child development;
- Participants will be introduced to, and supported in the use of Aberdeen City's Child Development Overviews;
- Participants will have a greater understanding of how to create a learning environment which will support children's development.

Dates and venue to be confirmed but can also be offered to an Associated Schools Group

Trainer: Early Years Team

An Introduction to Autistic Spectrum Disorders

This course will support practitioners to have a good basic understanding of Autistic Spectrum Conditions.

Participants will be able to recognise the cause of challenging behaviour in those on the spectrum and help create an Autism friendly environment. In addition the course will increase knowledge and understanding of effective communication techniques to increased confidence in working with people who have an Autistic Spectrum Condition.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Craig Henderson, Grampian Autistic Society

“We need to talk about Jo”: Helping Families to Understand and Get On Board

This course will support participants to leave with a greater understanding of why families react in different ways when told certain information. Participants will also leave with a confidence in talking with family members and be more able to approach, conduct, and finish difficult conversations about sensitive topics.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Craig Henderson, Grampian Autistic Society

An Introduction to ‘How Good is our Early Learning and Childcare?’

This course will explore How Good is our Early Learning and Childcare? Self-evaluation for self-improvement has been a feature of improving the early years sector in Scotland for many years. This course will support participants explore their progress, development and practice to identify what has improved and what still has to improve.

Expected Outcomes

Staff will become familiar with the new quality framework and will understand the significant relationship between effective self-evaluation and improvement.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Early Years Team

Making Sense of the Documents

To help staff to understand how legislation and documents impact, influence and effect daily practice. We will also look at the relationship between the underpinning values and principles which guide our work and how these meet the standards required for the sector.

Expected Outcomes:

- Participants will gain an understanding of how the guidance supports your work;
- Attendance will allow you to reflect on your own setting and practice to help ensure you are meeting the needs of your children and families.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Early Years Team

Supporting Quality in the ELC

A suite of courses delivered by Great Western Pre-School for staff at all levels. These short courses will be guided by the self-evaluation of settings and will include

- The Environment - This course can be broken down into short sessions to support each bay in the room. We discuss the physical set up of an enabling environment with resources that have a high play affordance. We look at setting up individual bays in a holistic way that supports the Curriculum, in particular, literacy and numeracy. Group discussions around our current environments encourage the attendees to share good practice and problem solve any obstacles.
- Play - This course will reflect on the theory behind a play-based approach. We will touch upon the resources, environment and ethos that supports play. Throughout the course we will look at the features of play and play types. Through discussions and examples, the attendees will be able to identify play types and how to support these during the session.
- Observations - This course will support hands on observation skills and writing. It will help you to confidently identify a variety of observation types, identify and analyse the learning taking place and create appropriate next steps.
- Schema - During this course we will identify different schematic play that our children exhibit and how we can support this through environment, resources and language. We will identify challenging behaviour and discuss how to support this in a positive way through schemas.

Dates and times will be arranged on demand.

A suite of training materials, delivered to managers in ASG's, will include

A selection of training materials will be developed to support managers to lead high quality provision. These will be shared with managers and will include:

- Using the Leuven Involvement Scale to promote involvement;
- Monitoring and Tracking Children's Learning;
- SSSC Badges;
- Assessment and Moderation;
- HGIOELC- Sharing Practice.

Programme for Excellence and Equity Practitioners

The programme for Excellence and Equity Practitioners will be varied and include:

- New Family Learning Guidance and introduction to PEEP;
- Adverse Childhood Experiences including;
- Attachment based practice;
- Management of Risk;
- Eligibility criteria;
- Support afforded to children with additional support needs;
- An intensive programme from Starcatchers to support best early years practice.

Locality Planning:

- Understanding the direction of the Council;
- Understanding the current community offer.

The Excellence and Equity Agenda with particular focus on:

- LAC (including at home);
- The impact on literacy.

These courses can be delivered to other groups upon request.