Early Years Scotland
Professional Learning Programme
March - December 2019
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Welcome to the EYS Professional Learning Academy

Early Years Scotland (EYS) is delighted to launch this current professional learning programme, which will be offered at our fabulous city centre EYS Professional Learning Academy in Glasgow. We will be featuring a diverse range of opportunities for Professional Learning.

In addition to our range of regular Professional Learning sessions, we have introduced our innovative approach to professional dialogue through our exciting ‘In Conversation With...’ events, offering participants an opportunity to engage and network with an early years specialist.

Details of all of our excellent Professional Learning opportunities will be listed regularly within the Professional Learning area on the EYS website, along with booking instructions.

Check our social media pages too for updates on additional Professional Learning sessions throughout the year.

All of our Professional Learning sessions will provide you with a fabulous opportunity to record Post-Registration Training and Learning (PRTL) for your SSSC/GTCS registration. We look forward to welcoming you at our EYS Professional Learning Academy!

We have indicated a suggestion of who should attend our sessions but this is not an exhaustive list, and we would welcome any individual who is invested in improving early learning experiences for children.

Click here to book your place at any session
www.earlyyearsscotland.org/professional-learning/upcoming-professional-learning

Early Years Scotland Professional Learning Academy
Edward House
199 Sauchiehall Street
Glasgow G2 3EX
‘We know that most young children already come to ELC settings as active, experienced learners with a natural curiosity. From the beginning, they are a person and a unique individual.’ Building the Ambition, 2016.

This session will explore a range of effective approaches to working with the youngest children through investigation and consideration of prominent early years theorists. We will also discuss ideas of how to create and develop nurturing and stimulating environments for our youngest children. This exploration will support strategies for observation, planning and assessment.

Objectives

• To explore the creation of developmentally appropriate environments for 0-3 year olds
• To consider using observations of schemas in planning
• To develop understanding of theory, policy and pedagogy

Who should attend?
Managers/Practitioners/Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/IBE

‘Children’s experiences and their capacity to learn and develop are enhanced by being able to experience nature first hand. Simply being outside in fresh air is beneficial, but when children are helped to actively explore nature themselves, the dividends for improving outcomes are exponential.’ My World Outdoors, 2016.

Getting ‘Out To Play’: Practical Strategies for Outdoor Learning
Thursday 25 April | 2.00pm - 4.30pm

Scotland’s National Position Statement on Outdoor Play and Learning states that ‘playing outdoors enhances learning and is fundamental for children and young people to thrive in health, wellbeing and development’. This session will consider the values inherent in outdoor play including the child’s right to play.

Objectives

• To link national policy, curriculum and practice in the development of outdoor learning
• To improve knowledge and understanding of how to use the outdoors in providing breadth, depth and challenge
• To consider the role of the adult in supporting outdoor learning experiences
• To develop an understanding of the child’s right to outdoor learning experiences

Who should attend?
Managers/Practitioners/Early Years Teachers/ Lecturers/ Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/IBA

Leadership for learning is a journey of joint inquiry, exploration and reflection that can involve everyone who believes in making a difference for children.’ Waniganayake & Semann, 2011.

Do you have, or aspire to a leadership role in ELC? This session will consider leadership theories and practical strategies to support you in leading effective teams.

Objectives

• To develop a deeper understanding of a range of theories of leadership and how these can be put into practice
• To reflect on your own leadership style
• To consider practical strategies to encourage effective team-working and support accountability in your setting
• Develop strategies to inspire and motivate your staff team to support positive experiences for children and staff

Who should attend?
Managers/Aspiring Managers/ Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/IBE

March/April 2019

Leading Practice – Leading People
Tuesday 26 March | 9.30pm - 12.00pm

Challenge Me! I’m Under 3
Thursday 4 April | 2.00pm - 4.30pm

4 | Early Years Scotland Professional Learning Programme
Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.

Rogers.

Effective environments for play are crucial to support the learning and development of all children. Through reflecting on the pedagogy of play, you will consider the use of planning and observation to create enabling play environments and time in the school day for play.

Objectives
- To consider the importance of play and involvement to the learning and development of young children
- To reflect upon your environment and consider the use of open-ended resources to enable play
- To review current policy and link to your practice

Who should attend?
Early Years Teachers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: [www.trybooking.co.uk/IBO](http://www.trybooking.co.uk/IBO)

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Loose parts naturally advance children's cooperative play and provide rich opportunities for language development and sustained shared thinking which fosters emerging literacy. This session will promote strategies to extend children's vocabulary and understanding through the introduction of loose parts.

Objectives
- To enable delivery of meaningful literacy-rich environments using a variety of loose parts
- To consider the use of loose parts to enable storytelling and symbolic play
- To explore the role of the adult in closing the vocabulary gap

Who should attend?
Managers/Practitioners/Early Years Teachers/Lecturers/Local Authority Staff and Officers

Price
£75 Non-Members/£65 Members

*ALL PARTICIPANTS AT THIS SESSION WILL RECEIVE A COPY OF THE SSTEW SCALE PUBLICATION*
Pedagogical Practice: What does it look like?
Friday 7 June  | 2.00pm - 4.30pm

Give children in your setting the very best start in life.

In this session, we will use Policy, National Guidance and Frameworks to reflect on your practice and provision, considering the importance of attachment and effective interactions between children and adults to develop the best evidence-informed practice for the youngest children.

Objectives
- To consider what makes the difference for children and families
- To further explore current frameworks and practice guidance to support reflective practice
- To explore putting pedagogy into practice

Who should attend?
Managers/Aspiring Managers/Practitioners/Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/ICC

Understanding Sustained Shared Thinking
Tuesday 11 June  | 9.30am - 12.00pm

This session will explore the definition of pedagogy, whilst examining and exploring the Care-Givers Interaction Scale on Cognitive and social behaviour outcomes. Parents/carers are vital home-based pedagogues and reflection on the importance of this role will be explored alongside actions to support practice.

Rich conversations and interactions can be an integral part of everyday practice and will be examined in relation to sustained shared thinking to support high quality provision.

Objectives
- To increase and strengthen knowledge and understanding of effective pedagogy in the early years
- To understand the importance of parents as early educators outwith the ELC setting, and have strategies to enrich and enhance the home learning environment
- To feel confident and know how to apply sustained shared thinking to practice with children and families

Who should attend?
Managers/Aspiring Managers/Practitioners/Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/ICC

Quality Provision Through Excellent Pedagogical Leadership
Tuesday 27 August  | 2.00pm - 4.30pm

'A pedagogical leader is someone who understands how children learn and develop and makes this happen.' O’Sullivan, 2009

Looking Outwards, Looking Inwards, Looking Forwards: everyone has the responsibility to lead, whether you lead a setting, a team or your own practice. This session will explore your understanding of pedagogical leadership and how this can be developed further through professional reflection, dialogue and research.

Objectives
- To define pedagogical leadership within ELC
- To reflect on the values and qualities required for pedagogical leadership
- To consider the role of an effective pedagogical leader
- To explore practical leadership strategies that will enhance your provision

Who should attend?
Managers/Room Leaders/Practitioners/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/ICK
Play, Observation and the Learning Cycle  
Thursday 5 September | 2.00pm - 4.30pm

“Observation is the key to understanding young children as learners and a vital tool in finding out more about them as individuals. It is an integral part of the assessment and planning cycle and a firm basis for reflection.” 
Drake, 2006.

This session will explore a range of effective approaches to observation, assessment and planning in the early years.

Objectives
- To explore strategies for responsive planning following children's needs and interests
- To reflect on children's involvement in their learning
- To consider approaches to planning in the early years

Who should attend?
Managers/Practitioners/Early Years Teachers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/ICL

How Good is our Early Learning and Childcare?  
Monday 16 September | 2.00pm - 4.30pm

“Self-evaluation for self-improvement has been a feature of improving the early years sector of Scottish education for our youngest children for many years” How Good is our Early Learning and Childcare?, 2016.

This session will explore ‘How Good is Our Early Learning and Childcare?’ the framework for self-evaluation for the early learning and childcare sector. You will consider effective use of the framework within ELC settings making links between policy and practice.

Objectives
- To investigate the question: ‘What is effective self-evaluation?’
- To reflect on how to use the new self-evaluation framework for continuous improvement in your practice
- To discuss the quality indicators and relate them to your practice

Who should attend?
Managers/Aspiring Managers/Practitioners/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JJA

Outdoor Explorers: Taking STEM outside  
Thursday 26 September | 9.30am - 12.00pm

‘Children learn most readily and easily in a laboratory-type environment where they can experiment, enjoy and find out things for themselves.’
Simon Nicholson, 1971

From an early age, children are inspired by their personal experiences of the world around them. Natural, open-ended materials and loose parts offer endless possibilities to explore the world around them. This session will offer practical strategies to maximise STEM learning in the outdoor environment.

Objectives
- To consider how the natural environment can support children to develop problem solving and critical thinking skills
- To discuss the creation of learning environments that inspire and extend children's learning
- To explore opportunities to support the involvement of families in children's learning experiences

Who should attend?
Managers/Practitioners/Early Years Teachers/Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JIG
Creativity in Early Learning and Childcare

Monday 7 October | 2.00pm - 4.30pm

“What is creativity? It’s about seeing things differently. It’s about finding new approaches to the challenges we face. Creativity can shape our future for the better.” Scotland’s Creative Learning Plan, Education Scotland, 2013

There is often a ‘fear’ around creativity; what it looks like and ‘who’ can be creative. The eminent educationalist Sir Kenneth Robinson is quite clear about it: creativity is not a special quality bestowed on special people. “If you’re human,” he says, “It comes with the kit.” (Robinson, 2013)

This session will explore these ideas whilst sharing ideas for practice.

- Consider what we mean by creativity in ELC, what it looks like, why it is important and should be promoted
- Consider how by supporting children’s creativity skills, we are also supporting increased empowerment, resilience, self-discipline, self-esteem and curiosity
- Explore and examine the reasons and effects of the proposition that children's creativity is often increasingly stifled as they go through their learning journey, rather than supported and encouraged.

Who should attend?
Managers/Practitioners/Early Years Teacher/Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JIH

Making Storytelling Excellent

Thursday 24 October | 2.00pm – 4.30pm

“Living traditions are like trees and living tradition bearers are like the leaves that grow on the trees. Every so often, the leaves fall to the ground, melting into the earth, their legacy feeding new growth from the tree. While tradition bearers come and go, the tree stands, grows, remains. Nurtured, it flourishes. Neglected, it dies.” Conrad.

Storytelling in the early years is such a powerful medium and is an amazing way to introduce new words, ideas, concepts whilst unlocking a child’s imagination. This session will explore this further and discuss the key features of storytelling.

Objectives
- To revisit the benefits, values and critical importance of stories and books as part of children’s development and learning
- To consider the ways in which storytelling and books can be a core part of the curriculum and practice in every setting.
- To consider the current research and evidence and how this can inform practice, and how the participants’ practice can inform evidence and research
- To revisit the key features that make for excellent storytelling sessions, including a focus on pedagogy, the environment and resources.

Who should attend?
Managers/Practitioners/Early Years Teachers/Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JJ

Tracking Children’s Learning

Monday 4 November | 4.00pm - 6.30pm

Recording a child’s progress is essential in ensuring and recognising a child’s development, personal achievement and will inform meaningful practice and provision.

Tracking supports expectations for progression through a broad general education and enables challenge within opportunities for enriching learning experiences. This session will explore tracking and how it measures progress in learning and consolidation of learning.

- To revisit the meaning and purpose of tracking children’s learning
- To consider how tracking cannot be undertaken in isolation, but is inherently linked to making effective observations, planning, recording and assessment
- To consider different approaches and methods of tracking children’s learning currently in use in different settings and parts of the country. Encourage participants to link this learning to own practice.

Who should attend?
Managers/Practitioners/Early Years Teachers/Lecturers/Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JIK
The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.

—Loris Malaguzzi

This session will explore why loose parts are offered in the creation of an environment which encourages creativity, problem solving and possibilities for discovery. The theory and key role of the adult will be explored to develop strategies to be implemented within your practice.

Objectives
• To explore the range of loose parts available
• To develop an understanding of how children benefit from the provision of loose parts
• To consider the role of the adult in developing environments

Who should attend?
Managers/Practitioners/Early Years Teacher/Lecturers/
Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JIL

Exploring STEM Through Loose Parts
Tuesday 19 November | 2.00pm - 4.30pm

Why Loose Parts Play in Early Learning and Childcare?
Wednesday 4 December | 9.30am - 12pm

‘The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.’ —Loris Malaguzzi

This session will explore why loose parts are offered in the creation of an environment which encourages creativity, problem solving and possibilities for discovery. The theory and key role of the adult will be explored to develop strategies to be implemented within your practice.

Objectives
• To explore a wide range of loose parts
• To develop an understanding of how children benefit from the provision of loose parts
• To consider the role of the adult in developing environments

Who should attend?
Managers/Practitioners/Early Years Teacher/Lecturers/
Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JIL

Preparing for Inspections
Various Dates

Come along to this informal session where you will engage in dialogue with Early Years Scotland Staff and colleagues from other ELC settings. Take this opportunity to share practice and reflect on frameworks and expectations in your next inspection. Consider best practice in self-evaluation, leadership, inclusion, care and learning to deliver high quality ELC provision.

a) Tuesday 2 April | 4.00pm - 6.00pm
Book here: www.trybooking.co.uk/IPF

b) Monday 13 May | 10.00am - 12.00pm
Book here: www.trybooking.co.uk/IPT

c) Tuesday 4 June | 4.00pm - 6.00pm
Book here: www.trybooking.co.uk/IPS

Price
£30 Non-Members/£20 Members

Book here: www.trybooking.co.uk/JIS

Tracking Children’s Learning
Monday 4 November | 4.00pm - 6.30pm

‘If we experienced life through the eyes of a child, everything would be magical and extraordinary.’ —Akiane Kramarik, poet.

‘Children are born naturally creative and eager to explore and interact with the world around them. Loose Parts offer unlimited opportunities to think imaginatively and see solutions.’ —Daly & Belogovsky, 2015.

This session will explore the use of loose parts in the creation of an environment which encourages an understanding of STEM through problem solving, exploration and discovery.

Objectives
• To explore a wide range of loose parts
• To develop an understanding of how children benefit from the provision of loose parts
• To consider the role of the adult in developing environments

Who should attend?
Managers/Practitioners/Early Years Teacher/Lecturers/
Local Authority Staff and Officers

Price
£50 Non-Members/£40 Members

Book here: www.trybooking.co.uk/JIL

Various Dates
Wednesday 4 December | 9.30am - 12pm

‘If we experienced life through the eyes of a child, everything would be magical and extraordinary.’ —Akiane Kramarik, poet.

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Objectives
• To explore a wide range of loose parts
• To develop an understanding of how children benefit from the provision of loose parts
• To consider the role of the adult in developing environments
STAN GODEK WORKSHOPS

Stan Godek is a renowned expert in mindfulness techniques. Originally specialising in working with trauma, the effects of abuse and managing challenging behaviour, Stan now delivers a wide range of training for those working with children, young people and adults in social care, education and health sectors and increasingly works on Attachment Theory and its relationship to Brain Development in infancy.

Session 1: Working with/Managing Distress in the Early Years – an Introduction
Thursday 21 March | 9.30am - 12.30pm

- First 3 Developmental stages - milestones and behaviours
- Infancy, Toddler and pre-school - a focus on Erikson
- Brain Development and behaviours - the critical period
- Impact of adverse experiences and early trauma
- Resilience - what it does and how it develops

Price
£55 Non-Members/£45 Members*

Book here: www.trybooking.co.uk/IQG

* Book all three sessions and receive a £5 discount on each session.

Session 2: Theoretical Perspectives and Underpinning Knowledge
Thursday 2 May | 9.30am - 12.30pm

- The Attachment Process through infancy
- Attachment Theory - Key Constructs which help us understand certain behaviours
- Emotional and cognitive development - their impact on self-regulation of behaviour
- Empathy - how it develops and what it does

Price
£55 Non-Members/£45 Members*

Book here: www.trybooking.co.uk/IQH

* Book all three sessions and receive a £5 discount on each session.

Session 3: Managing Distress
Thursday 6 June | 9.30am - 12.30pm

- The brain and behaviour - The Amygdala and the Stress Response System (fight/flight/freeze)
- The Toddler and the sub-cortical brain
- Stress chemicals and what they do
- The Arousal Response Cycle and Strategies for calming and de-arousal
- Stress Reduction - an introduction to Mindfulness Techniques

Price
£55 Non-Members/£45 Members*

Book here: www.trybooking.co.uk/IQJ

* Book all three sessions and receive a £5 discount on each session.
Previous participants said...

“A great session that I would highly recommend to other practitioners.”

“Great presentation and discussion points.”

“Loved it! Absolutely brilliant course – can’t wait to see what else you offer! Thank you!”

“I’ve really learned a lot today and feel this would help myself and my staff team a lot.”

“Good balance of theory and practical tips.”