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Early Years Scotland Professional Learning Guide

Professional Learning with Early Years Scotland

Early Years Scotland is committed to providing the very best start in life for every child in Scotland. We are the leading national organisation for children pre-birth to 5. We work directly with managers and staff teams, with children, parents and carers in local communities and in prisons.

Early Years Scotland offers a range of professional learning opportunities to inspire, encourage and support your practice. We aim to create a hub where collaborative thinking and learning is cultivated.

As a specialist early years organisation, we bring a wealth of experience to our professional learning events and look forward to sharing great practice with you as we strive to give Scotland's children the best start. Career-long professional learning allows you to stay informed in the ever-changing landscape of a sector experiencing rapid growth and development. Commitment to professional learning, reflection and personal development ensures that your knowledge of policy, practice and pedagogy is up-to-date and relevant. Your learning pathway will be underpinned by current legislation, the latest research and best practice shared by colleagues from across the sector and will encourage you, your team or your organisation to reflect upon and develop your provision.

Our professional learning opportunities can be delivered at a time and place to suit you; in-house, in your setting or at a centrally organised venue. We also offer weekend and evening opportunities and we are currently developing a new online learning platform. All of our professional learning opportunities can be used as evidence towards meeting the standards for your professional body, SSSC/GTCS.

Regular professional learning sessions will be offered in our Professional Learning Academy in Glasgow city centre. These are tailored to support the professional learning needs of the Early Learning and Childcare (ELC) workforce, offering a shorter, focussed input on a diverse range of themes.

PRICE PER PERSON	MEMBER RATE	NON-MEMBER RATE
Full-day	£90	£100
Half-day	£45	£55
Professional Learning Session	£40	£50

The following is a sample of the professional learning opportunities offered by Early Years Scotland. These can be requested as full day sessions, half day sessions, twilights and more. Please contact us for more information on discounted prices for members and affordable prices for non-members. Session content, location and timing can be tailored to meet the needs of your service; please get in touch to discuss how we can make this work for you.

Developing High Quality Provision

Loose Parts: a key to discovery in play

You will explore the use of loose parts 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 loose parts

Unlocking Schematic Play

You will explore the foundations of schemas and extend learning further. You will consider recent research exploring a range of schema evident in open-ended play and provide more depth and knowledge on the topic.

Objectives:

- To explore schematic play and the theories behind it
- To be able to identify a range of schemas
- To consider observations and planning to support schematic play

Discovering the world through STEM

Children engage with their world through concepts of science, technology, engineering and maths; this session will support your practice to nurture future innovators.

'Why expect children to start science at primary school when they are creating their own explanations of the world from the moment they are born'
Primary Practical.

Objectives:

- To develop an understanding of what STEM looks like in your setting
- To unlock each STEM subject, exploring practice to develop these subjects and concepts
- To explore the role of the adult in supporting STEM subjects

Rich, Engaging Environments for 2 year olds

This session will explore a range of effective approaches to working with 2 year olds through investigation and consideration of prominent early years theorists. This exploration will support strategies for observation, planning and assessment.

Objectives:

- To explore the creation of effective environments for two year olds
- To consider using observations of schemas in planning
- To develop understanding of theory, policy and pedagogy

Challenge Me! I'm Under 3

'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

Leading Literacy through Loose Parts

"In any environment, both the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kinds of variables in it." Nicholson, 1974

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

The Learning Cycle: Observations, Assessment and Planning in the Early Years

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

'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.

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 early years

Getting 'Out To Play': Practical Strategies for Outdoor Learning

'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.

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

Is it Playtime Yet?: Creating Opportunities for Play in P1

'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

Managing Effective Transitions

Quality transitions are of paramount importance in the early years. This session will consider the range of transitions children may undergo and how early years practitioners can support them by working effectively and meaningfully with families.

Objectives:

- To explore the range of transitions in young children's lives
- To consider the importance of effective communication, collaboration and partnership working
- To investigate effective approaches to transitions

Leading People, Leading Practice

Aimed at early years practitioners who have, or aspire to, leadership roles, this session will consider leadership strategies and theories and give a clearer understanding of the meaning of leadership.

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 build confidence in your leadership skills
- To consider strategies for team building and change management

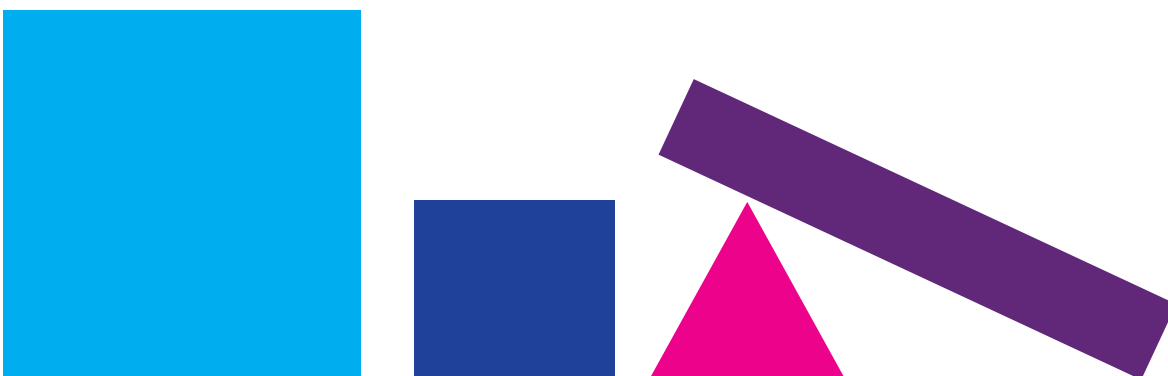
Making Storytelling Excellent

'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.



Fostering Quality Relationships

Working with Children who are Affected by Parental Imprisonment

In Scotland, as many as 27,000 children every year have a parent in prison. When a parent is in prison, family relationships can break down. This can lead to a higher risk of re-offending and of children growing up to become offenders themselves.

Objectives:

- To explore the ways in which you can support young children and families affected by parental imprisonment
- To consider the policy landscape within Scotland, and what research tells us
- To explore practical ways of supporting young children in early years

Prevention and Early Intervention: Brain Development

This growing brain is influenced by many factors, including a child's relationships, experiences and environment. In this session, you will learn about the crucial role staff play in supporting early brain development.

Objectives:

- To develop an understanding of theory and research of early brain development
- To consider the role of early years staff in supporting and influencing young children's development
- To reflect on the crucial role of parents/carers

Supporting Children Affected by Disadvantage

In light of the current National Improvement Framework aimed at addressing the Scottish attainment gap, you will explore how you can break the link between disadvantage and low achievement in the early years.

Objectives:

- To explore research on the link between the early years of life and later success
- To consider the importance of putting families at the heart of local services
- To investigate the importance of the home learning environment
- To develop strategies for providing the best support for children as individuals

Involving and Engaging Parents

'We want to ensure that parents and families are equal partners in their child's education and learning'. Delivery Plan for Scotland, 2016.

We know from research that when parents/carers are meaningfully involved in their child's learning, children are more successful and achieve more. This session will cover the importance of effective parental engagement and involvement in the early years.

Objectives:

- To understand what is meant by parental involvement and engagement and why it is important in Early Learning and Childcare (ELC) settings
- To review the role of parents/carers in your setting
- To consider strategies to create effective Home/ELC partnerships.
- To understand the positive difference parents/carers can make

Understanding Sustained Shared Thinking

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 every-day 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

Guide to Quality

Building the Ambition

“The guidance reflects the principles and philosophy of early intervention and prevention within the Early Years Framework to give children the best start in life; and bring about transformational change for Scotland’s children.” Building the Ambition, 2014.

You will reflect on Building the Ambition, considering the importance of attachment and effective interactions between children and adults. You will link policy and research to practice.

Objectives:

- To consider what makes the difference for children and families
- To question, what do young children need?
- To explore putting pedagogy into practice

Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families

“Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families recognises the importance of pregnancy and the first years of life in influencing children’s development and future outcomes. A focus on this period is therefore critical to achieving positive outcomes for Scotland’s children and families.” Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families, 2010.

This session focuses on the importance of the earliest years for our youngest children.

Objectives:

- To consider your role in supporting the four key principles and the nine features of Pre-Birth to Three in practice
- To understand the importance of early brain development and how theory links into practice
- To develop an understanding of heuristic play and effective environments for young children

How Good is Our Early Learning and Childcare?

“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

Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports children and their parents to work in partnership with the services that can help them.

You will develop our understanding of the key principles and outcomes of GIRFEC and consider how to embed a deeper understanding of the wellbeing indicators in your setting.

Objectives:

- To identify GIRFEC’s eight well-being indicators
- To take an overview of the National Practice Model
- To identify how early years practitioners and managers can put this into practice and support families
- To consider research on the importance of wellbeing in the early years

Curriculum for Excellence

Curriculum for Excellence was designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum.

This session will focus on an overview of the Early Level of the Framework and address specific chosen elements to meet the needs of your setting.

Objectives:

- To explore the Curriculum for Excellence Framework
- To reflect on current practice and provision within Early Learning and Childcare
- To offer practical support and guidance on chosen elements of Curriculum for Excellence Framework

Early Years Scotland can also support development of Voluntary Management Committees to provide effective management of early years settings, to better understand the early years sector, and to provide effective personnel management, supervision and development. Please get in touch to find out more. If you have identified any area of development in your setting requiring support that is not currently offered, please let us know and we will endeavour to create a bespoke professional learning opportunity for your needs.



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