

RBC HELLO 2 Celebration Conference

Madejski Stadium

13th July 2017

9.30AM - 4PM

THE ROLE OF PRACTITIONERS – MEASURING IMPACT

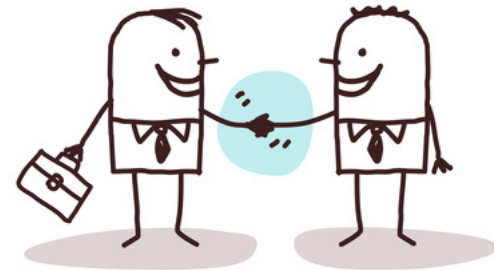
Emma Mottershead,
Senior Early Years Advisory Teacher

Communication and Language Activities



Get into pairs

- Label yourself 'a' or 'b'.
- I will be giving instructions to each pair individually, please ensure if it is not your turn your eyes are shut.
- People who are 'A' please shut your eyes.



Partner 'B'

- Please tell your partner all about your weekend plans.
- Give them as much information as you can... Are you going anywhere? What jobs do you have to do? Who is involved? etc.

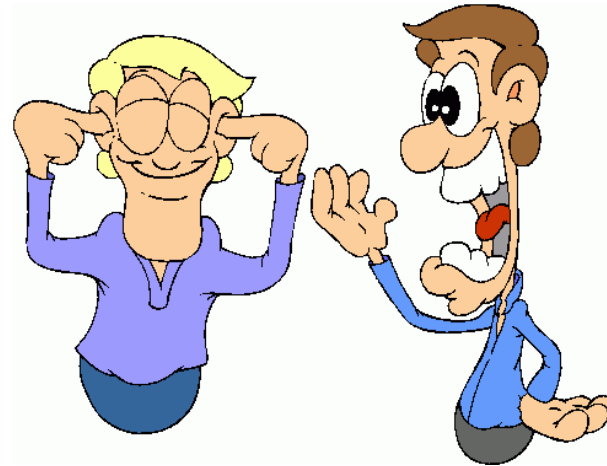


Now 'B' shut your eyes and 'A' open

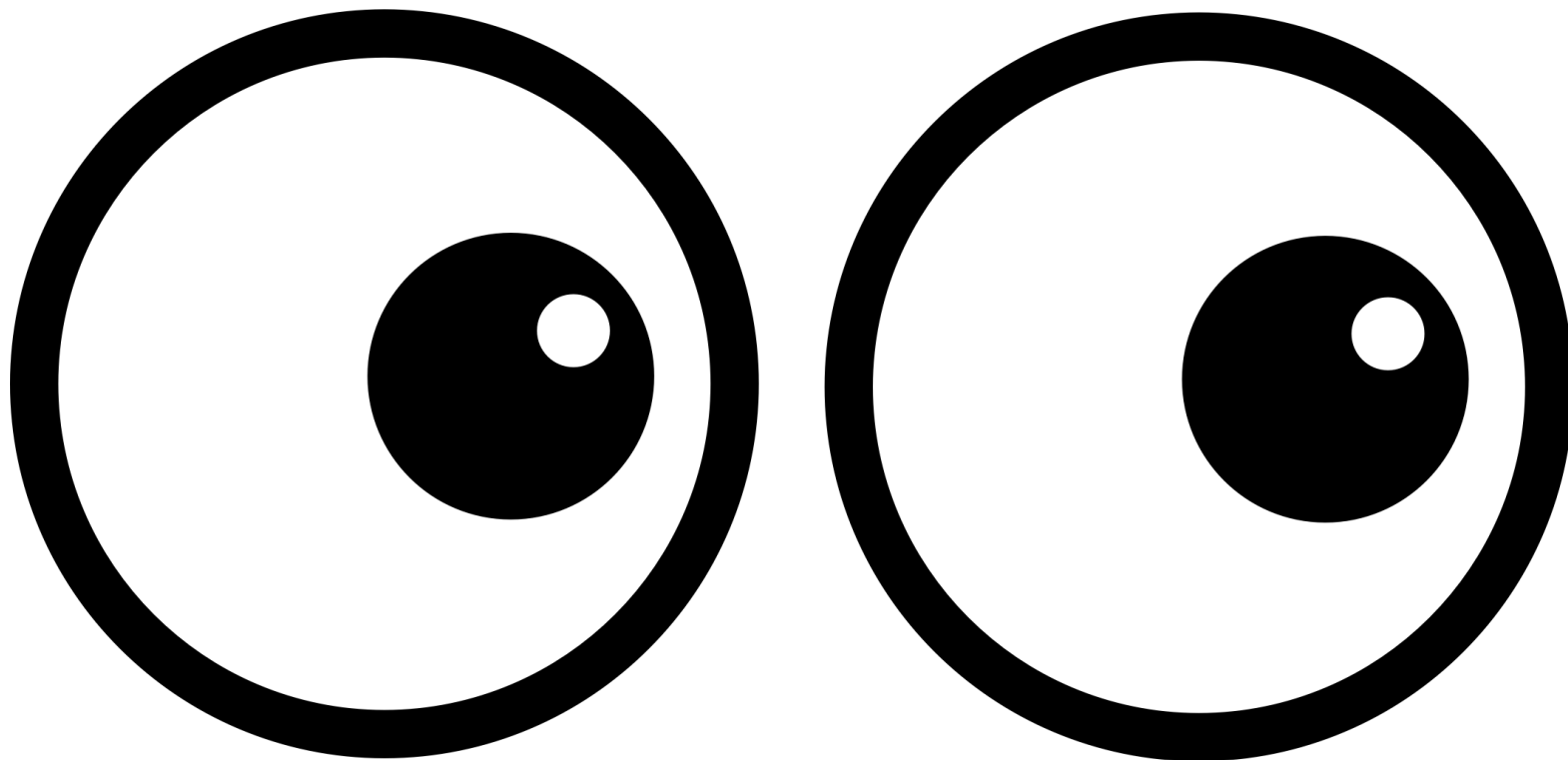


Partner 'A'

- When partner 'B' begins to speak do not make eye contact, listen to another person, rustle in your bag, put your make up on, whatever you can think of.



Everyone open their eyes ...



Let's try this again ...

- This time partner 'B' close your eyes.



Partner 'A'

- Tell your partner about your holiday plans. If you have no holidays planned then tell them about your dream holiday. Make sure you share all the information.

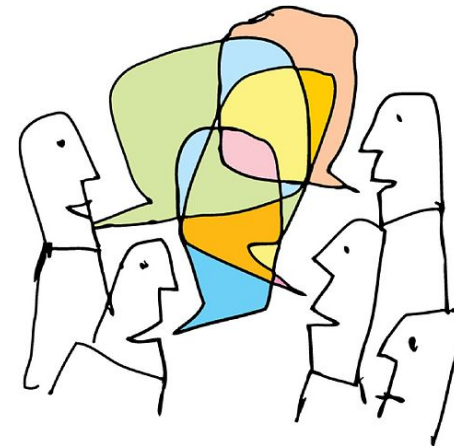


Now 'A' shut your eyes and 'B' open

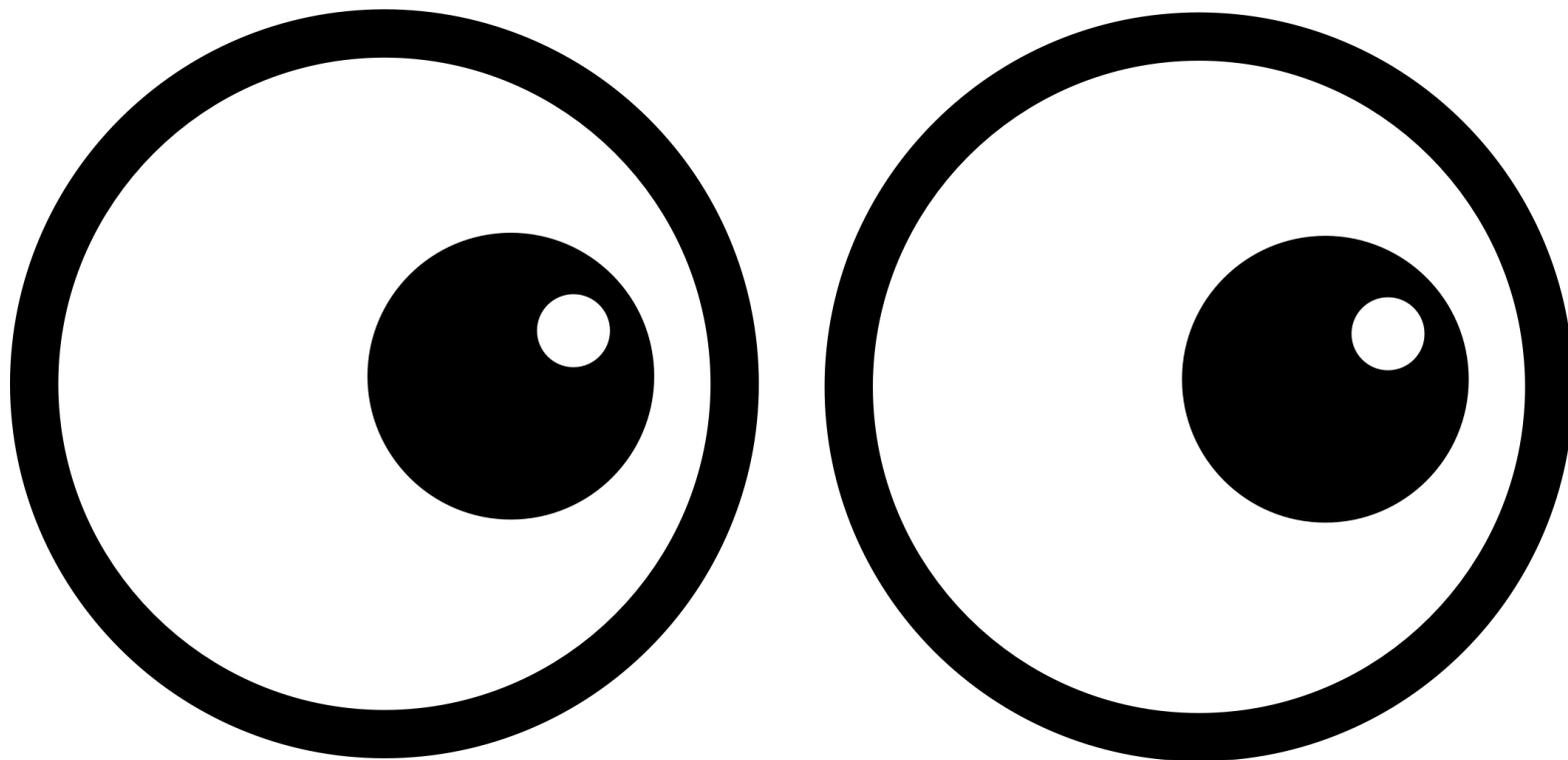


Partner 'B'

- As soon as they start talking, interrupt. Each time they try again interrupt with information about you.



Everyone open their eyes ...



Last Time ...

- Partner 'A' close your eyes.



Partner 'B'

- Think of a question to ask your partner.
- It can be about anything but make sure they will know the answer.



Now 'B' shut your eyes and 'A' open

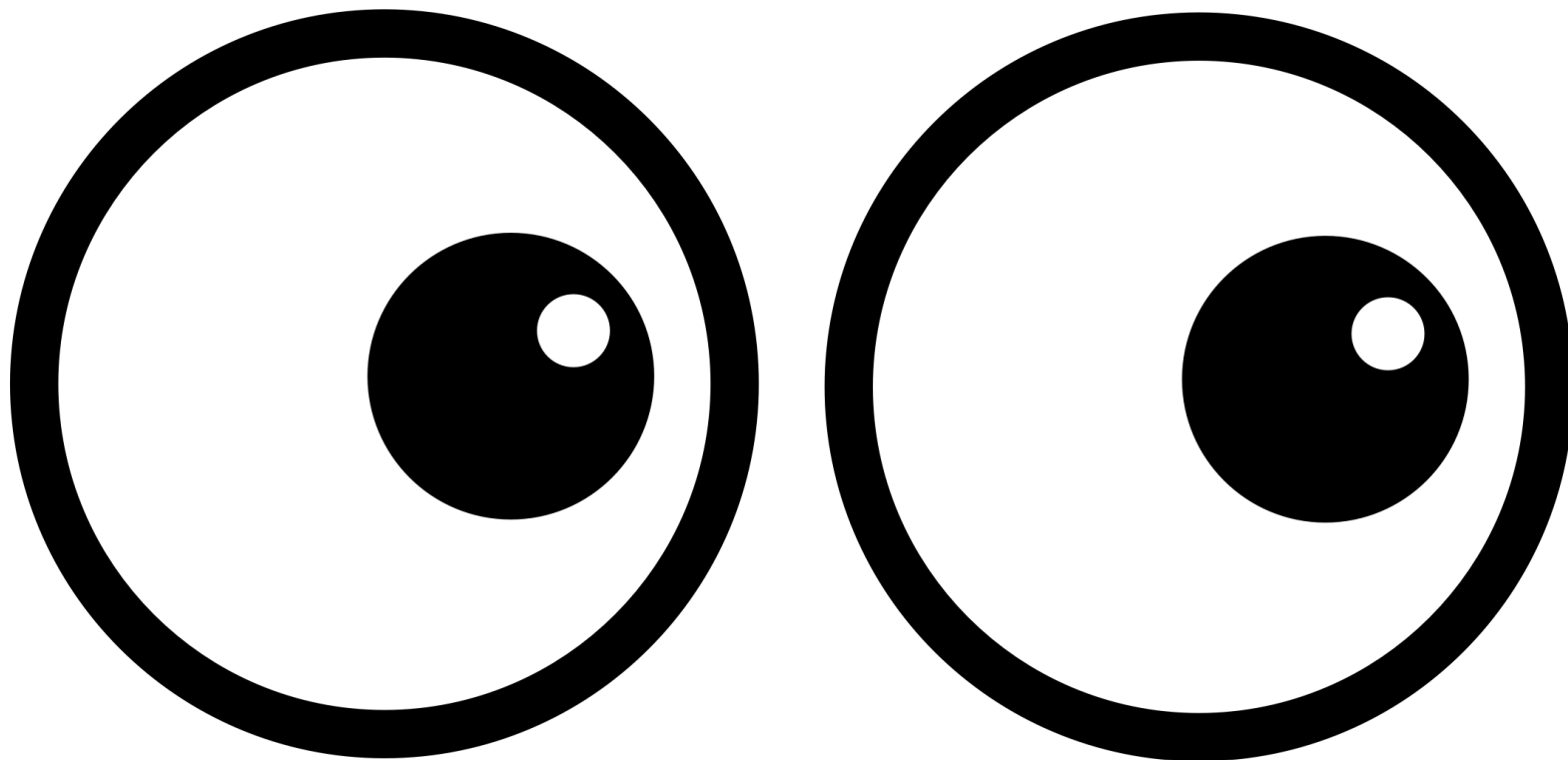




Partner 'A'

- When your partner asks you something, count to 10 slowly in your head before you answer.
- 1 elephant, 2 elephant, 3 elephant etc. Good way of ensuring you count slowly.
- Note how your partner responds to this.

Everyone open their eyes ...



Are you certain ...

- Practitioners in your setting/room:
 - Understand what communication is
 - Understand language development
 - Give children time to answer
 - Ask relevant questions
 - Can communicate this confidently to parents

Activity to try after the conference

- Arrange to watch an activity in your setting for a short period of time; approx 2-3 minutes.
- You may find a structured observation sheet useful for this
- Make a note of the activity and who was involved
- Write down as much as you can of the language of the adult and the language of the child during this activity
- Audio recording will help you to do this accurately but you will need appropriate permissions.



Activity:

Follow up and reflection

- How many questions did the adult ask?
- Who said the most?
- How long were the child's sentences?
- How well did the child understand?
- What helped support speech, language and communication?



RBC HELLO 2 Measures

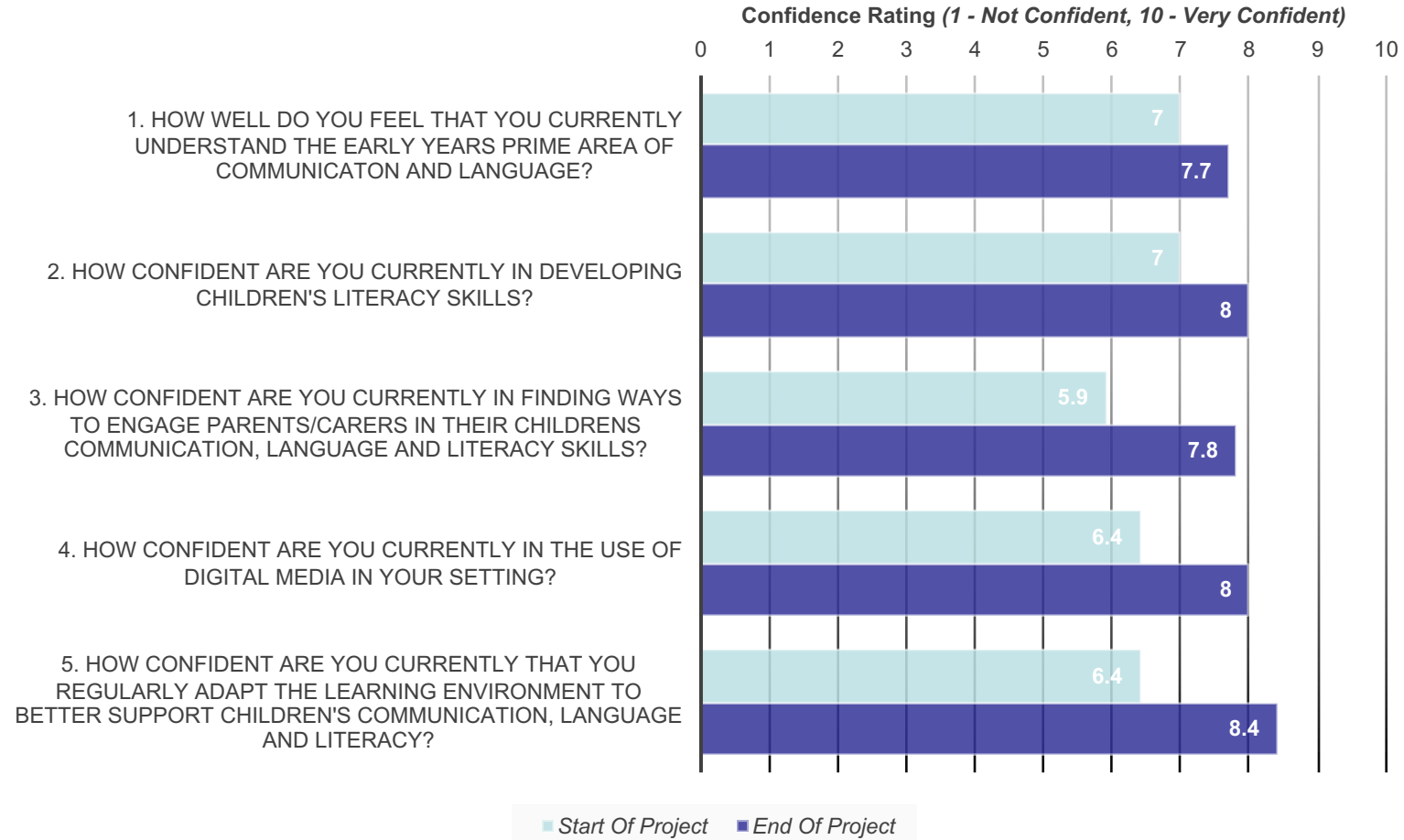
- Measure impact using agreed impact measures at the start and end of project:
 - Renfrew Language Scales
 - ITERS & ECERS measures
 - Raw Baseline prime data (PSED, CL & PD) on focus children
 - Practitioner engagement and confidence survey
 - Parental voice survey

NB definition of focus children = EYPP or children causing concerns with speech & language – a minimum of 5 children from your room
- Case study

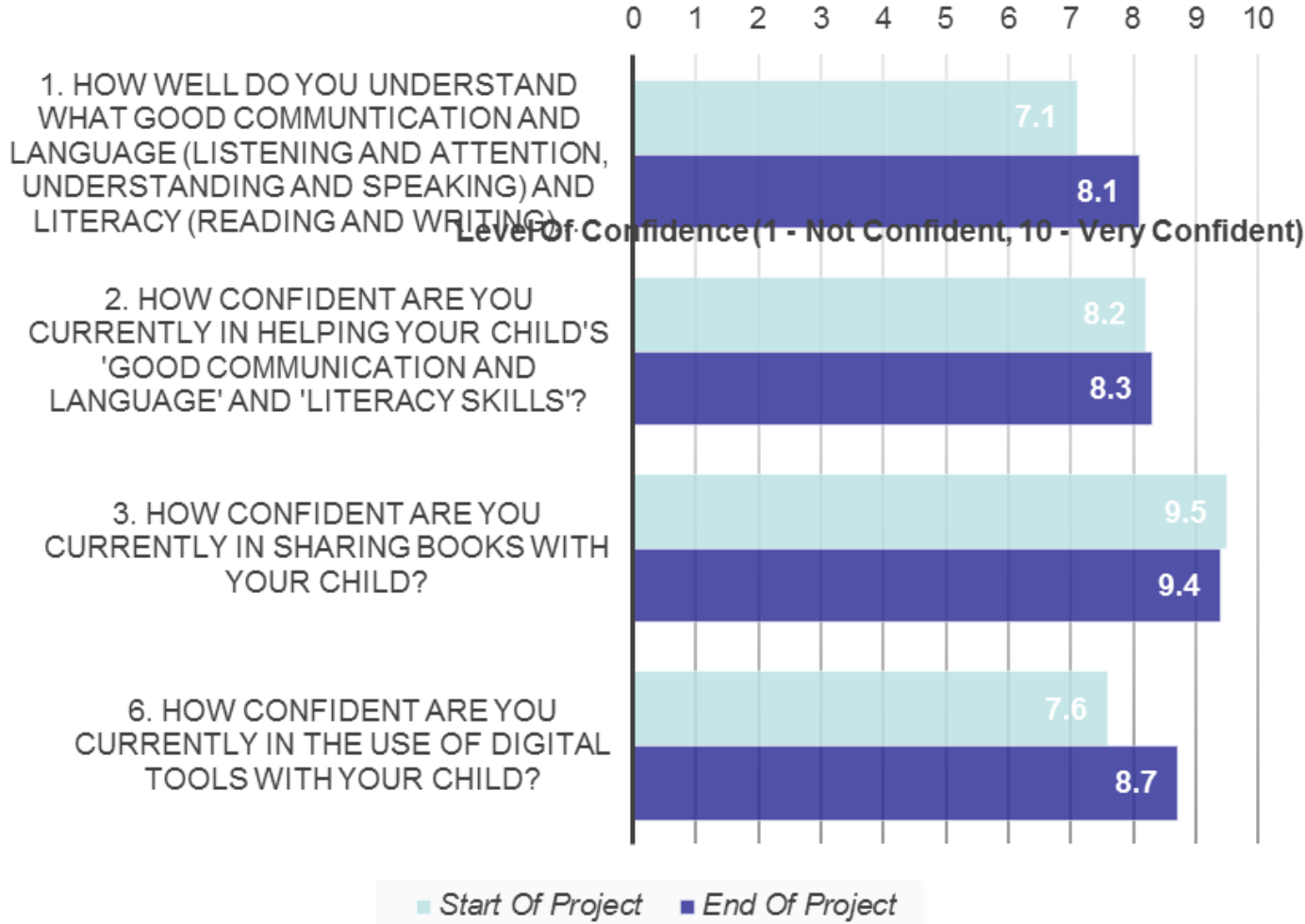
Case Studies

- Focus of work
- Why we did this
- What we did
- Evidence of impact on children
- Evidence of impact on practitioners/the learning environment/parents
- Next steps

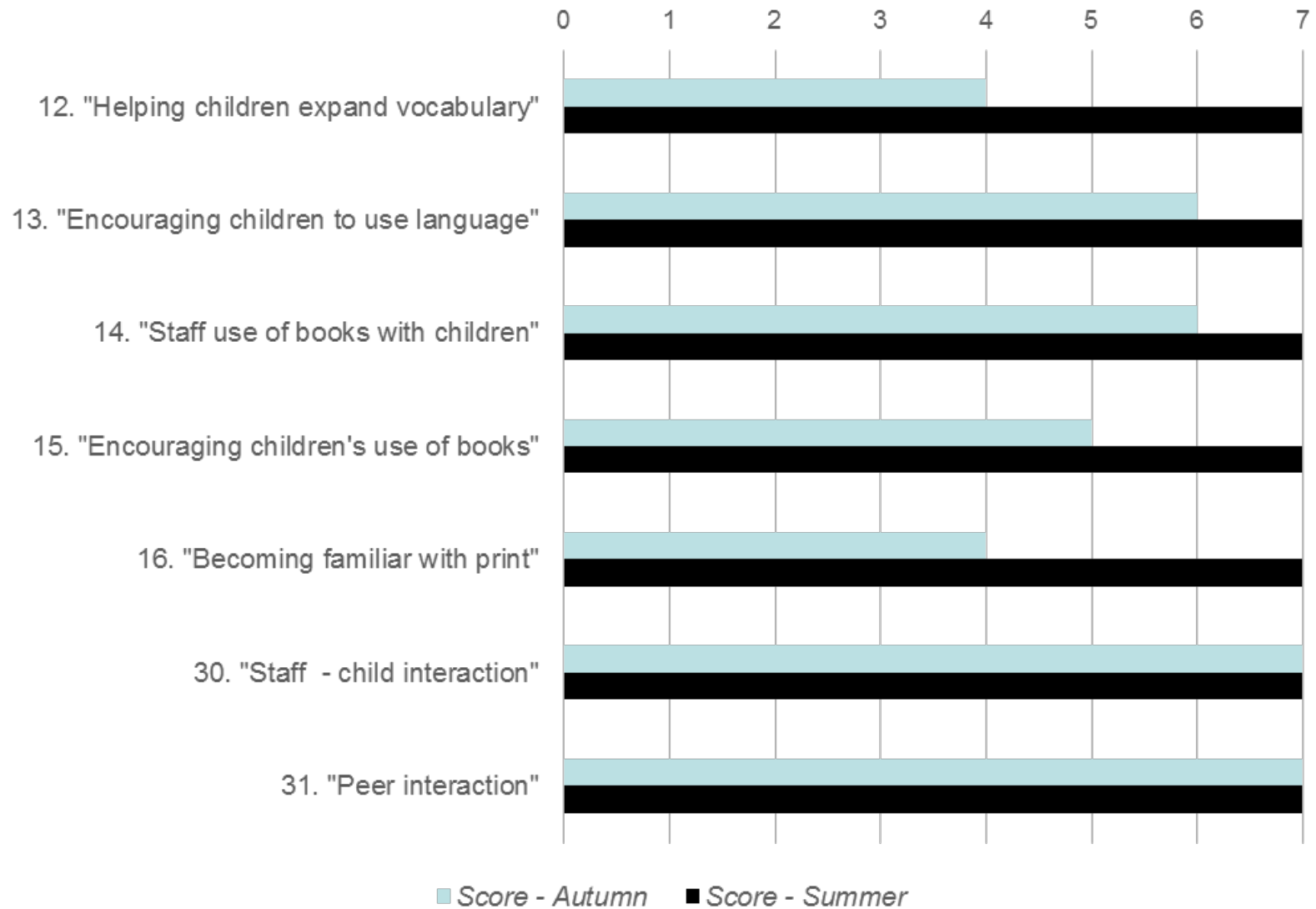
Practitioner Survey



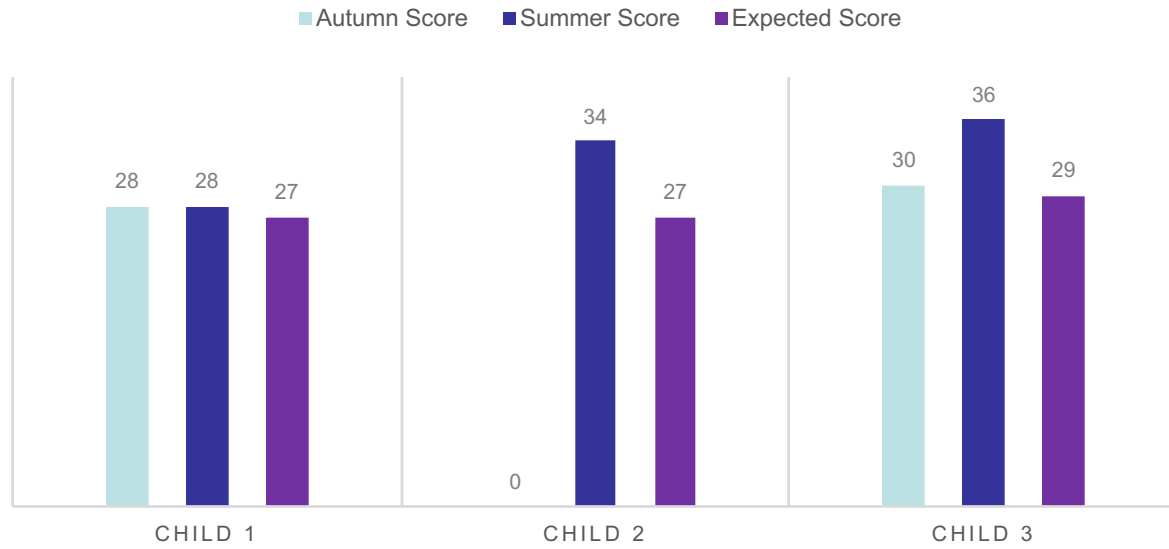
Parent Survey



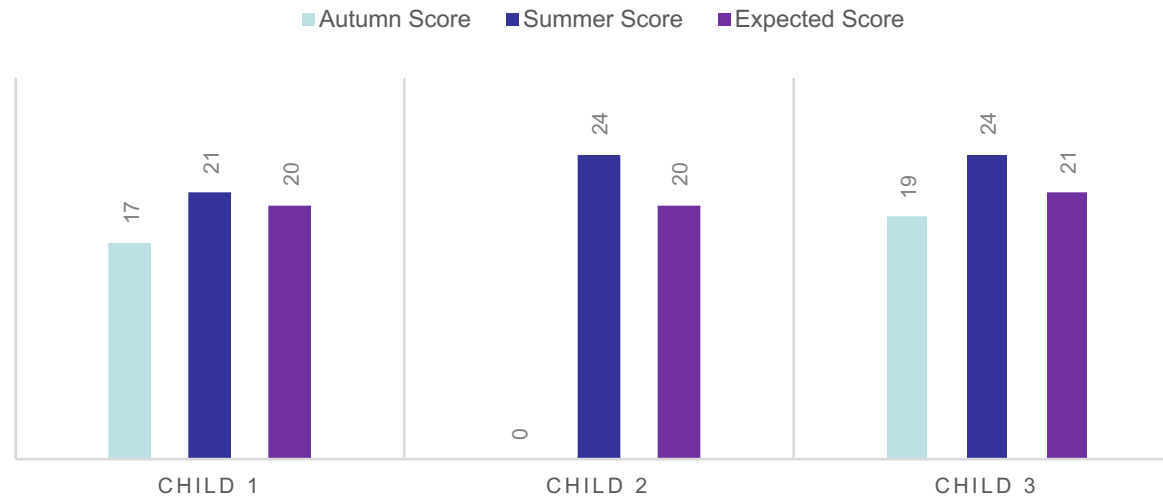
ECERS



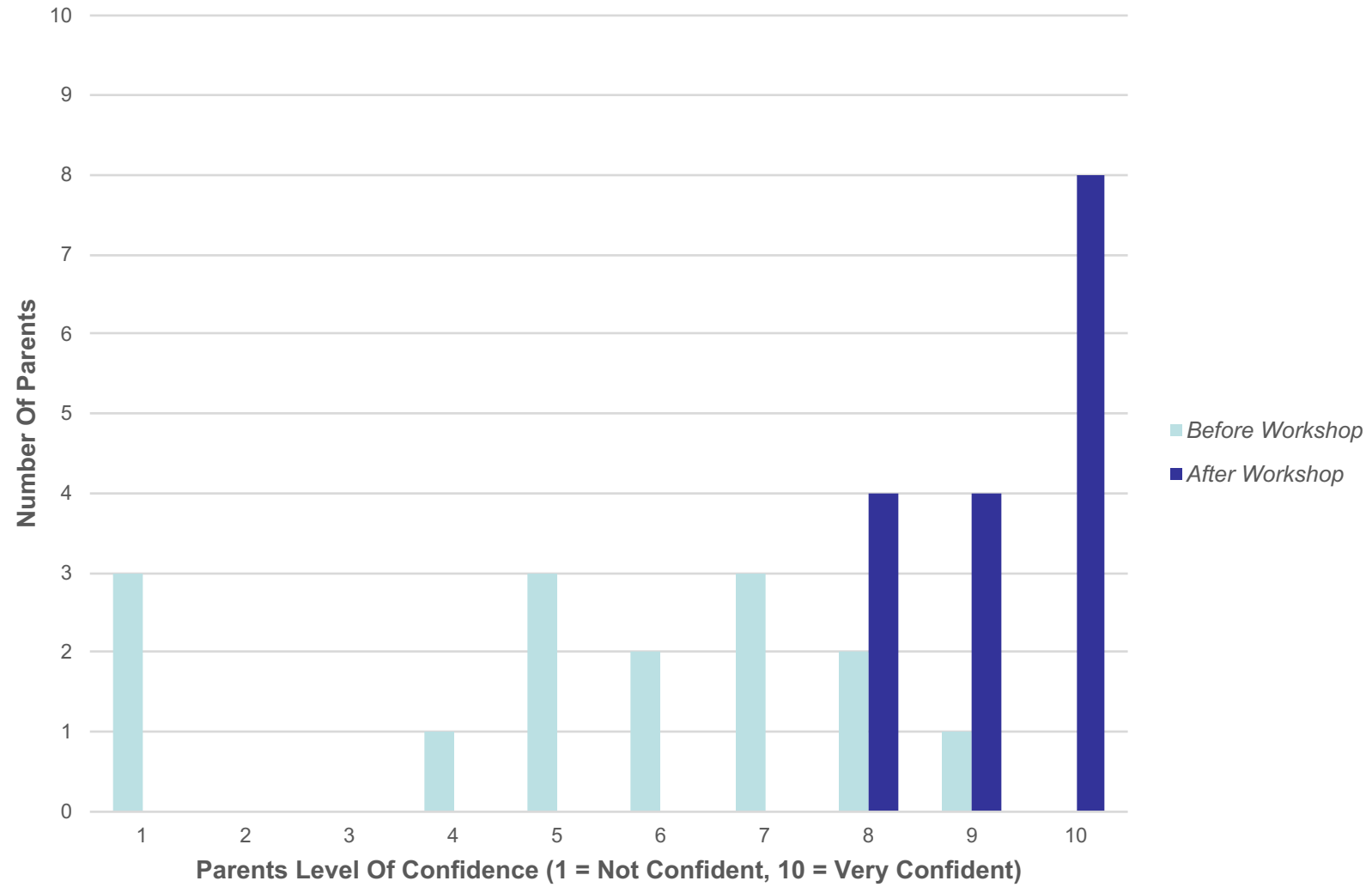
RENREW PICTURE TEST: INFORMATION TEST



RENREW PICTURE TEST: GRAMMAR TEST



Parent Confidence: Story Telling



Guskey's Model of Evaluating CPD

Level 1 Staff reactions to the professional development program	Level 2 Staff learning - Evidence shows that their knowledge has changed/skills have developed	Level 3 The setting - Staff are supported to put into practice what they have learned	Level 4 The setting - Practices have consistently changed & everybody has improved which you have 'measured' in some way	Level 5 The children – there is evidence to show that as a result of this training the children's learning has improved

Guskey's Model of Evaluating CPD Example

Level 1 Staff reactions to the professional development program	Level 2 Staff learning - Evidence shows that their knowledge has changed/skills have developed	Level 3 The setting - Staff are supported to put into practice what they have learned	Level 4 The setting - Practices have consistently changed & everybody has improved which you have 'measured' in some way	Level 5 The children – there is evidence to show that as a result of this training the children's learning has improved
Your staff thought the story telling staff meeting was useful	You have observed better story telling in your setting	You have purchased new books & developed story telling areas	You have revisited ITERS or ECERS & the scores have improved	Individual Renfrew & raw Baseline prime data improve

Key Points

Practitioners:

- Have an appropriate knowledge of communication and language in young children and babies which they apply
- Observe, track, support and monitor children's communication and language alongside parents and carers
- Consistently demonstrate a high quality use of language through songs, rhymes, stories, books and environmental print

Next steps for the project

- Continue to evaluate the impact measures
- Sharing via a publication
- Encourage our settings to work alongside a new setting

Any Questions?

