

Name:

EARLY YEARS LIBRARY

Introductory Workbook

for Leaders and
Champions

INTRODUCTORY WORKSHOP



This activity
accompanies
introductory
workshop
video 1

Activity 1. Getting to know the EYL

Take some time to look at the EYL booklets.

Write down one EYL strategy you are already using :

What sorts of things do you do? Give examples.

What about your setting or your practice has helped you to do this:

Write down one EYL strategy you would like to find out more about:

What interests you about this strategy?

What about your context could make this easier or more difficult to put into practice?

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This activity accompanies introductory workshop video 2

Activity 2. Weaving the EYL into daily practice

Pick an EYL strategy that interests you and think about how it could be put into practice in 4 different ways throughout the day.

EYL Strategy



GROUP TALK

Write or draw!



ACTIVITY or GAME

Write or draw!



ROUTINES & TRANSITIONS

Write or draw!



EVERYDAY INTERACTIONS

Write or draw!

Reflection point



How might a child's home background or previous learning experiences change:

- *What the adults do*
- *How the child responds*

INTRODUCTORY WORKSHOP



This activity accompanies introductory workshop video 3

Activity 3. Thinking about quality

Keeping the same EYL strategy as Activity 2, imagine you are with a colleague or in a setting extremely skilled at putting it into practice. What would you see or notice? What would that feel like?

Observing the adults

I would see the adults do these things:

I would hear the adults say things like:

Their voices would sound:

I would **not** see the adults do these things:

Observing the children

I would see the children do these things:

I would hear the children say things like:

I would **not** see the children do these things:

Observing the environment

I would see these resources:

The atmosphere in the setting would feel... (circle your top three)

✦ Joyful

✦ Calm

✦ Focused

✦ Inquisitive

✦ Playful

✦ Loving

✦ Creative

add your own

Reflection point



What sources of knowledge are you drawing from when imagining this scenario (e.g. books, formal learning, observations, etc.)

INTRODUCTORY WORKSHOP



This activity accompanies introductory workshop video 4

Activity 4. Reflective practice & professional dialogue

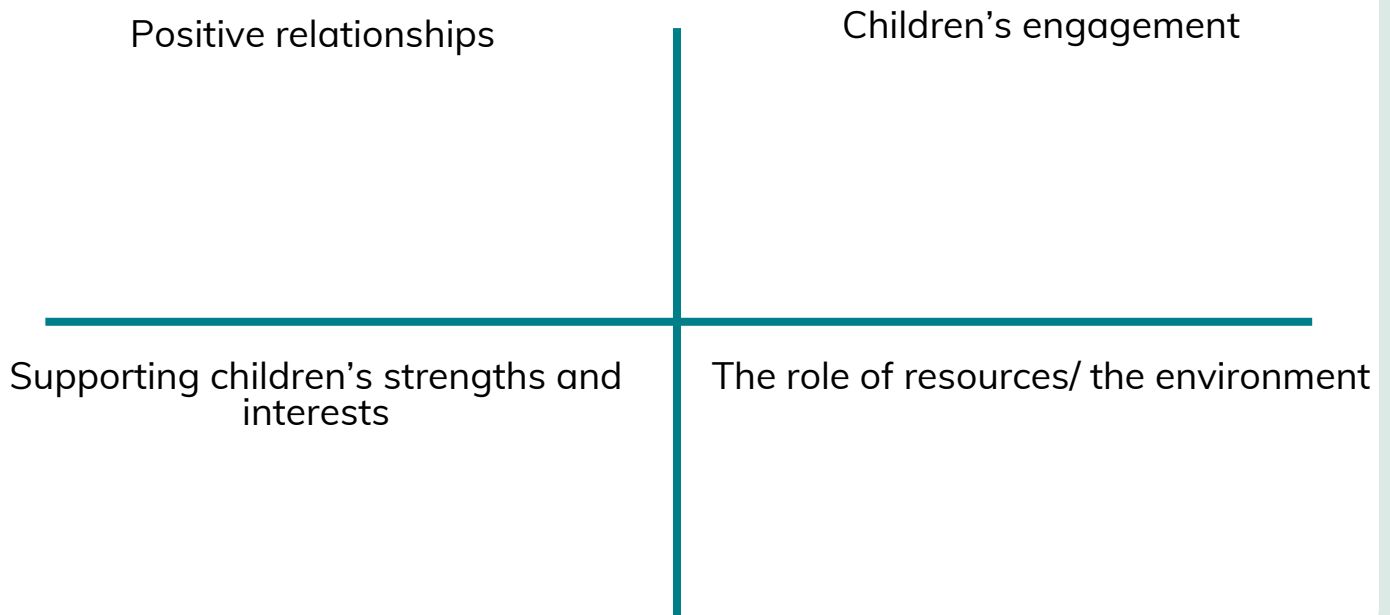
Notice. As you watch the video, make notes of strengths in the educator's practice as well as what you might do differently.

Strengths:

-
-
-

What could be different:

Reflect. What did you notice in the video in relation to these different aspects of practice? Remember to think about strengths as well.



Give constructive feedback. Imagine the educator in the video is a member of your team and practice giving feedback to them (take turns with a real member of your team, discussing what you would say).

- Focus on the positives.
- Frame aspects of practice you would do differently in terms of what the practitioner should think about to encourage self-reflection.

INTRODUCTORY WORKSHOP

Leaders and Champions



This activity accompanies introductory workshop video 6

Activity 5. Readiness

Sources of strengths or difficulties



Which of the following actions would be strengths in your setting, and which might be more difficult to do. What could you put in place to overcome difficulties?

	strength (S) or difficulty (D)	Ideas for overcoming difficulties
Identify pockets of time to engage with EYL materials (inc. workshop and workbook).	<input type="text"/>	<input type="text"/>
Display EYL resources and make sure they are easy to access.	<input type="text"/>	<input type="text"/>
Regularly follow-up with staff and encourage their use of EYL resources.	<input type="text"/>	<input type="text"/>
Organise peer observations and conversations around practice.	<input type="text"/>	<input type="text"/>
Model and advise on the use of EYL strategies in everyday practice.	<input type="text"/>	<input type="text"/>
Support staff to make decisions about their practice and praise their efforts.	<input type="text"/>	<input type="text"/>

INTRODUCTORY WORKSHOP

Leaders and Champions



This activity accompanies introductory workshop video 7

Activity 6. Roles and responsibilities

Discuss roles and responsibilities in the team.

EYL Champion(s) - Choose 1 or 2

Leaders

Responsibilities for EYL activities (assign a person to each role).
You can add your own if needed.

Identify pockets of time to engage with EYL materials (inc. workshop and workbook).

Display EYL resources and make sure they are easy to access

Regularly follow-up with staff and encourage their use of EYL resources.

Organise peer observations and conversations around practice.

Model the use of EYL strategies into everyday practice

Support staff to make decisions about their practice and praise their efforts.

PLANNING MEETING

Leaders and Champions



This activity accompanies the planning meeting with the EYL team

Activity 7. Planning for the EYL

01.

PLANNING

—

What will you do to try out the EYL before rolling it out to other staff?
How will you assess how it fits within your setting?

When is the workshop for staff going to take place?



Actions

02.

USING THE EYL

—

How will you make time for staff to engage with resources?
How will you support staff?
How will you develop their skills & knowledge?



Actions

03.

KEEPING GOING

—

What will you do to make sure your plans work in the long term?
How will you check in with how things are going?



Actions

Notes



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Notes



A large, empty, rounded rectangular area intended for writing notes.

Notes



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