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EARLY YEARS LIBRARY

Introductory Workbook

for Leaders and
Champions

INTRODUCTORY WORKSHOP

for Leaders and Champions




This activity accompanies the leaders & champions' introductory workshop video 1

Activity 1. The EYL teaching strategies

Goal: to learn about the 10 EYL teaching strategies and discuss the similarities and differences between them.

Take some time to look at the EYL Overview booklet, in particular the descriptions of 'teaching strategies' used in the EYL. Then read the examples below. For each teaching strategy, write the number of the example you think best matches it.


Art & creative projects



Books & songs

DI
Direct instruction & modelling


Drawing & writing


Games & role play

Q&A
Q&A and discussions


Repeating sounds & words


Repetition through routines


Strategy practice & physical learning

display
Visuals & tools in the environment

There is one example for each teaching strategy, but you might be able to spot more than one strategy being used in each example.

1. The children are playing with animals in the small world area. The adult is joining in, using words such as 'habitat' and 'rainforest' when talking about homes for their animals.

2. The children are planting sunflower seeds with an adult. The adult asks them questions to help the children count how many seeds they are planting in each row and add together how many sunflowers have been planted.

3. The children are tracing and cutting around their hands, and then painting them to make a class 'friendship collage'. On each hand, the teacher scribes the children's ideas for what makes a good friend.

4. An adult is reading a book to the children, when they come to a part of the story where the character does something wrong. The children and the adult discuss how the character might have felt, and what they could do to fix things.

5. The children are making piles of objects that start with the same sound, with an adult supporting them by saying the starting sound.

6. In the mud kitchen, children are using chalk to write 'orders' and 'recipes' for mud pies.

7. The children are playing a board game with two dice. The adult supports them to add the two numbers together using the dots on the dice to work out how many spaces they need to move forward.

8. The children are copying an adult clapping and stomping different repeating patterns.

9. In the classroom, there is a poster of 'how to be kind' and a picture of a caterpillar. Every time an adult 'catches' a child being kind, they add a body segment to the caterpillar.

10. At the start of every circle time, children 'check in' with how they are feeling and choose a 'feeling face' to put their name or picture on.

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This activity accompanies the leaders & champions' introductory workshop video 3

Activity 2. Using the EYL

Goal: to discuss what the 3 'top tips' for using the EYL look like in practice and how they can be

In the EEF video:

Which EYL target skill is being targeted for the children's learning and development?

EYL Target Skill (child)

Which EYL teaching strategy is being used by the adult?

EYL Teaching Strategy (adult)

Which of the 'top tips' for using the EYL can you see being used?
What could be done differently by using the 'top tips' even more?

How is it used?

How could it be used differently or improved?

Top tip 1:
be responsive and flexible

Top tip 2:
repeat the strategies

Top tip 3:
make it engaging

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This activity accompanies the leaders & champions' introductory workshop video 7

Activity 3. Building on strengths

Goal: to practise focusing on strengths in yourself and in your team.

What strengths do you bring to your role? Use the word cloud for inspiration, then add your own ideas.

I am well organised

I foster discussions about practice

I am a good communicator

I am trusted

I am encouraging and positive towards staff

I make time for professional development

I set clear goals

I give useful feedback

I know how to motivate staff



What strengths does your team have for working with the EYL? Use the word cloud for inspiration, then add your own ideas.

they will have a go at new things

they work well as a team

they learn from each other

they really care about the children



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This activity accompanies the leaders & champions' introductory workshop video 7

Activity 4. Active listening

Goal: to familiarise yourself with the principle of active listening and the "Checking-in Prompts" from the EYL toolkit.

Imagine that you are working with the educator in the EEF video instead, and that this is your first checking-in meeting with them. This is the goal you had set together.

EYL target skill
(children)

learning the order of numbers
(numbers and counting)

Educator's
goal

To use Q&A with children in an engaging way

With another leader or champion, take turns role playing the educator in the video and the leader checking in with them. Using the "Checking-in prompts" in your toolkit, write down questions you could ask them or statements you could make. Remember the goal is not to give feedback but to use active listening techniques to help them reflect on their practice. You can pause being 'in' and 'out' of character to give you time to write down your questions.

Conversations starters

Open questions

Appreciations

Reflect back

Summarise

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Activity 5. Slowing down

Goal: to reflect on the value of slowing down in everyday practice.

When you're teaching and you're in the thick of it, it can be quite easy for the day to run away with you (...) I think we're very good at slowing it down and taking the time, but I think it made us value and give even more time to the child's experiences.

Sam, previous EYL educator

What do you think about the idea of slowing down to find more time? What feelings first come to your mind?

Think of a time when you 'slowed down to achieve more'. What happened? (write, draw or just talk) How did you find the time? How did it make you feel?

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These activities accompany the leaders & champions' introductory workshop video 8

Activity 6. Preparation tasks

Goal: to assign responsibilities for tasks that need to be done before using the EYL.

Responsibilities for EYL preparation tasks (assign a person to each role).

Introduce EYL to all staff.

Make time for staff to watch parts I and II of the introductory workshop for Early Years educators before starting, and part III in week 3.

Plan for the first week of using the EYL, including choosing a focus EYL booklet for supporting children's skills.

Set aside time for setting goals with staff

Make all EYL resources and materials easily accessible

Activity 7. Regular tasks

Goal: to assign responsibilities for tasks that need to be done when the EYL is being used.

Responsibilities for regular EYL tasks (assign a person to each role).

Review weekly planner every week, including organising regular peer observations.

Document progress e.g. using the 'provision scan'

Encourage and stimulate conversations and reflections amongst the staff.

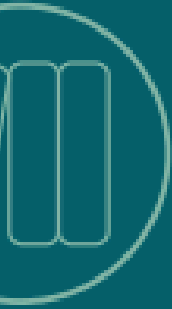
Arrange and hold active listening 'check-ins' with staff about their use of the EYL and their goals.

Remind staff about using the EYL and regularly engage them with it.



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