

GOAL-SETTING PROMPTS for Leaders & Champions

These are some ideas of goals for staff at different levels of expertise.

Apprentice/ inexperienced staff:

- I will notice how others are using the EYL strategies or supporting EYL children's skills in their practice
- I will plan activities that support the EYL target skills using the EYL booklets
- I will use the EYL booklets and paired reflections confidently
- I will plan engaging activities

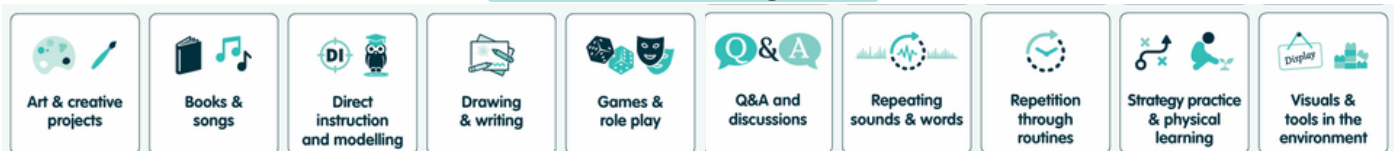
Experienced staff:

- I will increase my own awareness of practice, e.g. I will be able to name the strategy I am using or the skill I am supporting and how
- I will raise questions about practice by drawing on the EYL
- I will adapt EYL activities to the needs of children in my setting
- I will plan for intentionally using the EYL in everyday opportunities
- I will look for opportunities for using the EYL in the environment and provision

Highly experienced/ expert staff:

- I will supporting others in using the EYL by facilitating discussions
- I will help others adapt activities to the needs of the children
- I will model excellent practice to others
- I will read about research or theories around my EYL focus and share my new knowledge with others.

10 EYL Strategies



EYL Top Tips

Be responsive and flexible

Repeat the strategies and the skill support

Make it fun

Leaders & Champions support principles

Strengths-based

Active listening

CHECK-IN PROMPTS

for Leaders & Champions

These are some questions and sentence starters you could use to guide your check-in conversations with staff about the EYL:

conversation starters

- What have you been trying?
- Why this?
- Tell me about ____
- What has gone well?
- What have you noticed?
- Was there anything that surprised you?
- What would you like to get out of/focus on?

appreciations

- I appreciate that you are willing to ____
- You handled ____ very well.
- That's a good suggestion.
- Which bit did you enjoy/were pleased with?

open questions

- How would you like things to be different?
- What else could you do?
- When would you be mostly likely to __?
- What do you think you will lose if you do __?
- What knowledge would be useful for you to have?
- What is getting in your way or making it hard for you to work towards your goals?
- Who might be able to help?
- What resources could you use to help you?
- How can I help you with __?
- Help me understand __
- What do you want to do next?

reflecting back

- So you feel ____
- It sounds like you ____
- You are wondering if ____

summarising

- Let me see if I understand so far.
- Here is what I have heard. Tell me if I have missed anything.
- Did I miss anything?
- If that's accurate, what other points are there to consider?
- Is there anything you want to add or correct?

GOAL SETTING and CHECKING IN



member of staff

Date

EYL target skill (children)

Goal

Check in date

Notes from check-in or goal updates

Check in date

Notes from check-in or goal updates

10 EYL Strategies

-  Art & creative projects
-  Books & songs
-  Direct instruction and modelling
-  Drawing & writing
-  Games & role play
-  Q&A and discussions
-  Repeating sounds & words
-  Repetition through routines
-  Strategy practice & physical learning
-  Visuals & tools in the environment

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Slow down to achieve more