

## Dundee City Council: Education Department

### Validated Self Evaluation Template

#### **Theme: Early Years' CPD and Training**

**Task:** *To evaluate the impact of Continuing Professional Development (CPD) opportunities and approaches offered to Early Years practitioners and settings across the public, private and voluntary sectors.*

**Background:** Dundee City Council's Education Department operates 29 pre-five settings across Dundee comprised of 8 stand alone nursery schools, 20 nursery classes or Early Years Centres located in Primary schools and a birth-to-2 provision in Menzieshill High School which provides childcare to school-aged parents, allowing them to continue with their secondary education studies.

In addition to this, the Education Department commissions places for children aged 3-5 years from 21 private nurseries and one voluntary sector provider. The Department also supports 170 active child minders together with a range of early years' services delivered by other agencies and groups from Health or the voluntary sector. To ensure the highest possible quality of service delivery and care and early learning experiences for children the Education Department also provides CPD and training to voluntary and private sector personnel.

The delivery and support of early years' services together with appropriate CPD is influenced by national guidance such as *The Early Years Framework (EYF)* policy document, the *Getting It Right For Every Child (GIRFEC)* agenda and, more recently, the *Early Years Collaborative (EYC)* initiative. Our locally produced guidance, *Learning Together in Dundee, Early Years - Birth to Six Years* underpins recommended practice and service delivery across the city. This guidance was published in 2009, has been made available to all who work with young children in the public, private and voluntary sectors and is supported by related in-service training to all these sectors.

#### **What were we evaluating? 3 Strands:**

- (a) Responsive Planning at the Early Level of *Curriculum for Excellence***
- (b) Pre-registration training for prospective registered Child Minders**
- (c) Access to training for private and voluntary sector partners**

#### **What is working well?**

The very good mutually respectful and effective relationships between education staff and private nurseries in partnership with DCC Education Department.

The wide range and very good quality of early years' services currently supported and guided by Education department staff which will provide a firm foundation on which to take forward the work of the recently formed Dundee Early Years Collaborative.

The very good effectiveness and approaches of Early Years Team members.

The positive culture and relationships which foster and support Quality Assurance across sectors. Participants in all activities, regardless of role or setting displayed an open-ness and confidence attesting to an ethos of mutual respect and of feeling valued. All demonstrated good abilities at reflecting on practice and on children's learning.

The well planned interactive approaches which allow for systematic and effective collaborative working practices across agencies and sectors.

**What do we have to do next?**

<b><u>Aspect for development</u></b>	<b><u>What do we have to do? (what do we actually have to develop / revisit / improve?)</u></b>	<b><u>What are the resource implications? (human / practical / financial)</u></b>	<b><u>Who will take this forward? (who will take the lead / what is the timescale?)</u></b>	<b><u>What will improvement look like? (how will we measure this?)</u></b>
<p>Build on effective Quality Assurance (QA) approaches to ensure all stakeholders aspire to the highest standards. The shift from <i>good to great</i>.</p>	<p>Introduce planned and timetabled focus groups and telephone sampling into QA calendars to gather more robust self-evaluation information.</p> <p>Introduce and develop data gathering systems.</p> <p>Analyse gathered data to determine future improvement needs.</p>	<p>No additional cost financially.</p> <p>Existing staff implement and support.</p>	<p>Early Years QIO (lead)</p> <p>EY team members</p> <p>Take stock and review progress in February 2014</p>	<p>Information gathered indicates improved learning and care experiences for children.</p> <p>Data systems effectively and efficiently record QA feedback and progress. Analysis of data identifies future training/CPD needs, gaps.</p> <p>Systems indicate that quality CLPL is embedded in both Early Years and the wider Education sector.</p>
<p>Offer more tiers of training to allow experienced staff to engage in deeper learning and improved skills development.</p>	<p>Plan and write course content to meet differentiated needs of staff.</p> <p>Seek (and audit) external training providers who can deliver an appropriate range of CPD to meet the diverse</p>	<p>Plan and write course content which addresses a range of abilities and experience.</p> <p>Training Coordinator with support from the Workforce Development Group to seek</p>	<p>Early Years QIO (lead)</p> <p>EY team members</p> <p>EYCC Training Coordinator</p> <p>Workforce Development Group members</p>	<p>Staff across sectors and at various levels of responsibility attend CPD that more appropriately differentiates and meets their CLPL needs.</p> <p>Children engage on a daily basis with well informed and</p>

	needs of the workforce.	<p>training which meets a range of skills and experience.</p> <p>Costs for external trainers.</p> <p>Time for writing, seeking and auditing materials and course content.</p>	Take stock and review progress in February 2014	<p>skilled adults.</p> <p>Data systems are in place to effectively and efficiently record QA feedback.</p> <p>Data Analysis identifies future training/CPD needs and gaps.</p> <p>QA systems determine that high quality CPD is embedded in Early Years - and in the wider Education sector.</p>
More effectively engage with regulators to ensure the appropriateness of Quality Assurance processes, procedures and CDP content.	Make contact more regularly with regulators to facilitate shared understanding, vision and values.	<p>No financial implications</p> <p>Efficient time and planning arrangements</p>	<p>Educ. Manager, EY (lead)</p> <p>EY QIO</p> <p>EY Team members</p> <p>Review within 12 months</p>	Parents are confident that their children receive high quality early learning and care in line with recommended practice and local and national guidance.