



Education and Learning
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NEWSLETTER

ELC Newsletter, Issue 36, November 2024

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STEM Nation Award – Call for Family Learning

The STEM Nation Award has been developed by Education Scotland to celebrate, promote and build on effective practice in STEM education within and across sectors.

All early learning and childcare (ELC) settings, primary schools, secondary schools and providers of community learning and development (CLD) are eligible to apply for the STEM Nation Award. Settings may apply for an individual element or any combination of elements. Settings which achieve all five elements within a three-year period will be eligible for the full STEM Nation Award after successfully completing a validation conversation.

Register your programme

Detailed information for the **STEM family learning** element:



STEM family learning

Who is this for?

The **STEM family learning** element recognises practice and commitment to family learning within early learning and childcare settings and schools.

Settings applying for this element will be using STEM to make **connections** with the local community. This work will be helping to deliver **equity** in STEM by building STEM capital to support all learners and their families.

What does this look like?

- We are taking action to make a difference to where we live through community-based STEM and Learning for Sustainability projects. We work in partnership with relevant agencies, including community learning and development, third sector and further education partners, to develop and deliver relevant, fun and engaging STEM family learning opportunities.
- Parents and families are actively and meaningfully involved in STEM family learning programmes and activities.
- Practitioners work with parents and families to identify and reduce barriers to participation. Parents' own learning journeys are negotiated, valued and supported.
- STEM education is a regular feature in our school or setting events and communications with parents and families.
- Our parents and families are gaining an understanding of the importance of STEM skills, careers and pathways.

Links to key documents and resources:

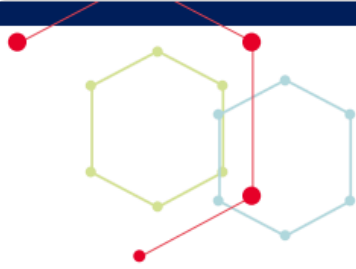
- [STEM self-evaluation framework](#)
- [How good is our school? \(Fourth edition\)](#)
- [How good is our early learning and childcare?](#)

- [Learning together: national action plan](#)
- [Parentzone Scotland](#)
- [Education Scotland: Community learning and development](#)
- [What is family learning?](#)
- [Family Learning Framework](#)
- [Engaging parents and families – A toolkit for practitioners](#)

The online directory at STEMnation.scot provides further links to organisations and resources that offer professional learning opportunities and support in this area.

Your evidence may include:

- Survey feedback from parents and families.
- A calendar or outline of STEM family learning opportunities.
- Communication with parents and families regarding STEM such as newsletters, website information or social media feeds.
- Data showing the number of parents and families engaging with STEM family learning activities.
- Photographs or links to videos from family learning events.
- A supporting statement from a community partner that has benefitted from a STEM activity led by the school or setting.



Evaluation statements (select one)

- A diverse range of parents and carers are active participants and contributors to family learning programmes which build STEM capital. Parents and carers are aware of the importance of STEM skills and have a good understanding of learners' progress and achievements in STEM.
- Practitioners are aware of the concept of STEM capital and are actively encouraging learners and their families to participate in STEM family learning events in the setting and or local community. Learners' achievements in STEM are shared with parents and carers.
- The setting is not actively leading or supporting STEM based family learning opportunities. Practitioners show limited knowledge of the concept of STEM capital or the barriers to participation faced by families. Details of learners' progress and achievements in STEM are not regularly shared with parents and carers.



Guidance for validators

Further information

Education Scotland Podcasts

Education Scotland are currently working with the Digital Team to develop two podcasts with Generations Working Together and Aberdeen City Council Family Learning Team. To inform the discussion during these podcasts we would like to invite our colleagues from the network to inform the discussion:

- *Generations Working Together are recording a podcast with @educationScot discussing the new GWT #intergenerational lesson plans for teachers to help them support children to engage with older adults. Do you have a question that could be answered during the podcast? If so, we would like to hear from you! Send your questions to lorraine@gwt.scot by 2 Dec 2024.*

- *Aberdeen City Council Family Learning Team will be discussing the newly published Family Learning – Keeping the Promise Award. If you have any questions that you would like answered by the Team, please contact Susan.Doherty@educationscotland.gov.scot by 2 Dec 2024.*



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Christmas Holiday Childcare - Inch View WAC

Inch View Wraparound Care will be open for childcare sessions some days during the school winter break. Bookings are now open for school holiday sessions for the following dates:

- Monday 23 December 2024
- Tuesday 24 December 2024
- Friday 27 December 2024
- Monday 30 December 2024
- Friday 3 January 2025

Please make your bookings as soon as possible to avoid disappointment through the normal process in the portal: [Kids Clubs - Portal - Perth & Kinross Council](#).

Children must be registered to use the service. You can register your child at [Kids clubs registration form - Perth & Kinross Council](#).

All Kids Clubs and WAC services will re-open in line with schools and ELC settings on Monday 6 January 2024.

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Apple Tree Nursery

On 3rd September 2024 we welcomed Care Inspectorate into nursery on an unannounced inspection.

The Inspector had undertaken some research on the setting prior to her visit, including looking at the website, social media, companies house (Ltd companies) and environmental health, as well as relevant submissions to Care Inspectorate.

The Inspector had a calm and respectful approach, ensuring the whole team were at ease and allowing them to continue to fulfil their role as they would do any other day.

Throughout the inspection the Inspector checked in with management with any queries she had allowing time for discussion and explanation. Apple Tree Nursery found this to be a great approach as it allowed for professional discussion between Care Inspectorate and the management team during the end of inspection feedback.

Some highlights from the inspection:

Children benefitted from a respectful, caring setting where staff interactions were kind and supportive. All staff welcomed children and families warmly into the service, promoting an inclusive ethos.

The pace and flow of the day was attuned to children's needs and wishes, supporting them to feel settled and engage well in their play and learning.

Staff successfully created highly engaging opportunities for children. Language, literacy and numeracy was fully embedded throughout and well facilitated by staff.

The management team effectively raised standards by empowering and motivating staff. Staff were encouraged to read up to date research and best practice, to reflect on their own practice and enhance children's outcomes.

Children benefitted from a setting that was furnished and decorated to a very high standard. Within the playrooms, lighting and various fabrics were used to soften spaces, providing a real sense of warmth and comfort.

Feedback from staff team was that it was an engaged, calm and fair inspection and the approach to the inspection was very welcomed.

[Read Inspection Report](#)

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Improvements to Maths Curriculum



click pic to view video

Work on the Curriculum Improvement Cycle has now begun. This is a systematic review of the Scottish curriculum to ensure it remains up to date and relevant for children and young people.

Over the next few weeks we'll be sharing videos from colleagues across the education system focusing on the early work to review the maths curriculum.

Check out this video from **#EarlyYears** support teacher Rachel Dawson on what most excites her about the prospect of an updated maths curriculum.

Visit the Curriculum Improvement Cycle blog to find out more.

[Read more](#)

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Incredible Years



Incredible years Toddler, Basic, School age groups running from 17th February - 20th June 2025. Groups will run in both Central and rural areas throughout Perth and Kinross based on demand. These courses will focus on bringing parents/carers together to share ideas and support positive outcomes with the following:

IY Toddler Programme ages 1-3

- support parents/carer
- to help toddler feel loved and secure / strategies to manage separation and reunion
- Encourage language, social and emotional development
- Establish clear and predictable routines

IY basic programme ages 3-6 & School age ages 7 -12

- support parents/carer
- building their child's language, academic, emotional, and social skills to help them become ready for school
- building relationships between parents/carers and children
- supporting their child to develop independent behaviours and routines, such as mealtimes, bedtimes, getting dressed and following house rules

- managing behaviours such as tantrums, defiance and aggression.

Baby Incredible Years

The Incredible Years ® Parents and Babies Programme is a group-based prevention programme for parents of babies ages 0-12 months. This universal programme is delivered to parents in 12 weekly 2-hour sessions starting when their babies are 4-6 weeks of age.

The programme is guided by cognitive social learning theory, child development and relationship building principles. Using video vignettes, observational and experiential learning and reflective methods, the programme encourages parents to promote optimal baby development by means of physical, tactile, auditory and visual stimulation, to speak “parentese” and read to their baby, to nurture their parent-baby relationship, to help them understand their babies developmental milestones, to cope with their babies’ crying and learn strategies to stay calm and baby-proof their home. Parents have opportunities to practice responsive interactions with their babies frequently within the group with group leader feedback.

Research has found attendance at group is associated with improved parenting confidence, reduced stress and improved parental mental health.

To make an application for any of our programmes , please complete an application form [writeable Generic Application form](#) and send it to Parenting@pkc.gov.uk.



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Solihull Approach - Courses for Parents

Supporting emotional health and wellbeing from 0-19+

Free online courses for all parents, carers, grandparents and teens

- Antenatal and postnatal baby bonding
- Understanding your child or young person
- Your child or young person with additional needs
- Teenager's feelings and brain development
- And lots more specialist courses

Designed by clinical psychologists in partnership with practitioners and parents



Residents of SCOTLAND



Scottish Government
Riaghaltas na h-Alba
gov.scot



Use Access Code
TARTAN

Online learning: free courses and resources for all Scotland families. Plus, specialist emotional and mental health learning for teenagers.

Parents can sign up to better understand their child's feelings and behaviour and raise them to be emotionally aware, sociable and confident. Courses are tailored for all stages of a child's development to help all family members through reflective, supportive learning without judgment.

[More information](#)



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Antenatal Peep

The central Parenting and Family Learning delivers a range of support for families with children from pre-birth to 16/17 years.

Antenatal Peep supports parents to:

- think about their baby, tune in to their baby's feelings and respond sensitively (also known as reflective function)

- understand the importance of sensitive parenting to developing a loving, consistent and secure attachment
- become more aware of the social and emotional aspects of the transition to parenthood
- manage their own (sometimes difficult) feelings that are aroused by a new baby
- understand how to support their baby's early learning and brain development
- meet other expectant or new parents and develop a supportive network group, and engage with other local services
- reduce the risk to the early parent–infant relationship (by helping to prevent, for example, isolation, anxiety and low-level depression)



These things help parent-baby bonding and attachment. Research indicates that strong relationships enhance parents' confidence and self-esteem. They also contribute to better outcomes for the child in terms of their cognitive development (learning and understanding), the relationships they build, and their resilience to cope if life gets tough.



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Solihull Approach Foundation Training

The Solihull Approach is a framework which helps provide a practical way of working with and supporting families. It aims to increase the emotional health and wellbeing of children and their families, ensuring children have a good emotional start in life whilst supporting parents in a creative and consistent approach. The Solihull Approach helps parents process their own emotions and anxieties allowing them to cope and focus more clearly on how to assist their children's emotions, anxieties and behaviours.



Training Group 4

- 3 hour e-learning, this should be completed before attending the first session, this can be completed in segments.
- Session 1 – 8th January 2025 14.30 - 17.30 in person session, Perth Grammar School
- 1 hour learning to be completed before session 2.
- Session 2 – 15th January 14.30-17.30 virtual MS Teams
- Session 3 – 22nd January 14.30-17.30 virtual MS Teams

Training Group 5

- 3 hour e-learning, this should be completed before attending the first session, this can be completed in segments.
- Session 1 – 12th February 2025 9.30-16.30 in person session, Coupar Angus PS
- 1 hour learning to be completed before session 2
- Session 2 – 27th February 2025 18.00-21.00 virtual MS Teams

Training Group 6

- 3 hour e-learning, this should be completed before attending the first session, this can be completed in segments.
- Session 1 – 4th March 2025 14.30 - 17.30 in person session, venue TBC

- 1 hour learning to be completed before session 2
- Session 2 – 11th March 14.30-17.30 virtual MS Teams
- Session 3 – 18th March 14.30-17.30 virtual MS Teams

Aims:

1. To introduce practitioners to the Solihull Approach model as applied to working with babies, young children, young people and their families.
2. To introduce practitioners to the developmental effects of childhood trauma in relation to working with children and their families.
3. To introduce a model for understanding the impact of relationships on health and wellbeing and the impact of adverse childhood experiences on health and wellbeing.

Outcomes:

1. Practitioners will be more confident to support children, young people and their families.
2. Practitioners will be more aware of the impact of trauma.
3. Practitioners will have an effective and consistent approach across agencies as a shared framework.

[Book now](#)



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Be the Change Live

A virtual volunteer fair promoting some of Perth and Kinross' wonderful volunteer involving organisations and their volunteer roles.



Book now



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Early Learning & Childcare In-service Day



Almost 200 early years practitioners from our local authority and funded providers joined together on our November Inservice Day to take part in workshops supporting the youngest children across Perth and Kinross. We welcomed a wide range of professionals and practitioners to lead the workshops which included Family Engagement and Supporting Parents, Fine Motor Skills Workshop, CIRCLE Up-Up & Away, Observations and Next Steps in Learning, Case Tracking, Closing the Gender Attainment Gap and Bringing the UNCRC to life in Early Learning and Childcare settings.

Thank you to everyone who joined us to share high quality practice which is already evident in our settings and who left with more great ideas to share with colleagues, children and their families and in settings.

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Block Play Training - Riverside PS ELC

Two staff members of the Riverside PS ELC Team attended the Block Training in August. This training was very positively received by both staff who returned to the setting full of ideas and inspiration to share with their colleagues.

The training session encouraged the adults to explore their own creativity and in groups they had to work collaboratively to create their own structures – of course they became very competitive and each group were desperate to outdo the next – proving how much fun block play can be for anyone.



Our staff returned to the nursery and instantly shared their experiences and knowledge with their colleagues. The whole team were then keen to implement the suggestions that had been made.

Our first focus was the environment - our block play area had originally been set up in an area that was a thoroughfare – children walking back and forth constantly – this meant structures were often knocked over by accident. So, we worked together to move the block play area to a much bigger and quieter part of the nursery. We incorporated a range

of new resources that had been suggested – wooden people, flat wooden shapes and a wider range of blocks.

This immediately resulted in far more children utilising this area and the resources within it. The children remain focused for longer on creating their structures as they are now left for them to return to when they are ready. The structures are now more elaborate and more creative with staff taking a keen interest in the stories that go with them!

We see an increase in teamwork, where groups of children will be involved in discussions of what goes where. Staff and children have reflected on the changes made to the environment and all feel it is one of the most positive changes we have made!

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Tell us what you think about our learning resources

Have you used our learning resources on the Learning Zone, continuous professional learning (CPL), Children and Young People CPL portal, Step into Leadership or Careers in Care websites?

We'd love to know your thoughts on our learning resources. Your suggestions and feedback will help us understand what works well for you and highlight any areas we need to improve. If you haven't used the resources, please let us know why.

The closing date for responses is **5pm on Monday 9 December 2024**. The survey will take about 10 minutes to complete.

[Share your views](#)



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Calling all employers, managers and supervisors

Remember about the new three month rule for new starts

Do you know that new staff must **apply** for SSSC registration within three months of starting their role and **be registered** within six months?

Depending on the information provided, an application can take a bit longer as we may need to get more information or carry out additional checks. We will keep you up to date as the application progresses but it will help your new staff if they get their applications in as soon as possible.

Have you downloaded our #SSSCregistered poster for your office? It's a great way to remind you of the importance of getting your new staff registered in time.

[Read more](#)

[Download poster](#)



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CPL+ MyLearning Badge opportunity for early learning and childcare workers

Have you seen Scottish Government's nutritional standards and practical guidance for early learning and childcare providers in Scotland, **Setting the Table**?

By reflecting on what you've read in the guidance and applying your knowledge in your practice setting, you'll be eligible to apply for a SSSC CPL+ MyLearning Badge. This can be used as evidence towards your SSSC CPL requirements.

[Read the guidance](#)



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Annual returns

This year's annual returns will be available to service providers for completion between **6 January and 2 March 2025**. The closing date includes an extension of two weeks on our usual six-week deadline.

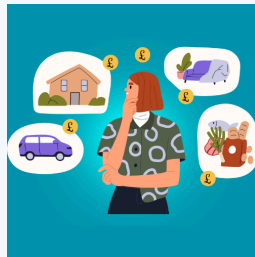
Each year, you are asked to complete an annual return. This gives important information that helps us plan, inform and carry out our inspections and improvement work. Care Inspector share some of the information with other organisations, such as the Scottish Social Services Council and the Scottish Government, and they use it to produce several statistical publications that you can view on the website.

Annual Returns

[Read more](#)



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