



# *Stonegate Training*

## Training Directory

2018

t: 0845 55 787 15  
e: [info@stonegatetraining.co.uk](mailto:info@stonegatetraining.co.uk)  
w: [www.stonegatetraining.co.uk](http://www.stonegatetraining.co.uk)  
Twitter : @stoneg8training

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## An introduction

With over thirty years experience in the early years and care sector, and ten years as a training provider, Stonegate Training (ST) aims to deliver quality training experiences that supports, challenges and inspires dedicated practitioners/staff, leaders and managers to carry out their roles with passion, enthusiasm and dedication.

In January 2007, Debbie Garvey set up Stonegate Training (ST) to advocate quality provision for children, young people and families, alongside quality training experiences for the dedicated practitioners who work with them. Debbie is also an active trainer, writer and speaker on the subject of leadership, mentoring, team building and reflective practice, and the roles these play in quality improvement for the early years education, childcare and playwork sectors.

Stonegate Training has worked across the country, with a range of early years settings to develop quality for young children. This has included developing forums for Leaders & Managers, quality improvement tools and monitoring frameworks, creating, developing and disseminating in-house training for trainees, early years practitioners, leaders and managers.

Alongside this, ST has developed a broad range of direct delivery training for early years practitioners, in order to support access to good quality early years training available at a local level. ST also collaborates with several hand-picked exceptional associate early years consultants/trainers to enable us to deliver training to a wider audience and on wider themes.

We would be delighted to work with you, to create a two-way learning experience that supports all children to have quality experiences every day. We think that you will find us to be flexible, approachable and one of the most competitively priced training providers on the market. We have trained over 25,000 people, and we are immensely proud of the excellent reputation we have developed.

Over the last ten years, Stonegate Training has worked across the UK & Ireland, with a variety of organisations, Businesses, Local Authorities, Voluntary Sector Organisations etc. to develop individual bespoke packages, such as, one-off training, conferences, team meetings, forums/networks, quality improvement tools, monitoring frameworks, creating, developing and disseminating in-house training etc. We would be delighted to work with you, to create a two-way learning experience that supports you and your teams.



Since our launch, over 30,000 people have benefited from our training and consultancy programmes...

You and your team could be next...

Please do not hesitate to contact us should you require any further information:

**t: 0845 55 787 15**    **e: [info@stonegatetraining.co.uk](mailto:info@stonegatetraining.co.uk)**    **w: [www.stonegatetraining.co.uk](http://www.stonegatetraining.co.uk)**

## **Stonegate Training (ST): our offer**

We do not believe in a one-size-fits-all approach to training. What you will find in our directory is a pick and mix of tasters.... every programme will be tweaked to fit your team, your audience and your staff. Before any delivery, we will talk to you about your individual company/team needs.

Included in this training directory is an overview of some of the activities we undertake, if you cannot find what you are looking for please get in touch, much of our work has been developed as a result of individual requests which has then proven useful to other organisations.

### **Consultancy**

We also offer a range of consultancy activities. We are always interested in new projects, so please get in touch and we'd be delighted to help.

### **Bespoke Training**

Training written especially for you and your organisation. This could be a one day programme on a specific subject to a year long package to support the leaders within your organisation. All training is grounded in current thinking, legislation, research and good practice.

### **Coaching and Mentoring**

Individual one to one and group coaching and mentoring are recognised widely in the business world as a useful way of supporting and developing staff. ST uses qualified coaches and mentors to support staff at a range of levels to develop personal action plans, continuous development plans and career development plans. This can be linked to leadership and management training in order to develop in-house programmes of support.

### **Developing Quality Practice**

An opportunity to have external support: ST will work alongside you to observe, evaluate and develop quality practice. This programme can be linked to the Team Development Programme (see below) or any of the individual training courses we offer.

### **Monitoring and Evaluation**

Much of the work currently undertaken needs to be monitored and evaluated, in order to respond to Local Authorities, Shareholders, Senior Managers, Funders, or other Stakeholders. Whether the funding is coming directly into Local Authorities or Organisations or into individual sites, ST can help you with the monitoring and evaluation of such projects.

### **Research**

Often undertaking research is recognised as a vital part of the sector in which we work, however this is often not the time or personnel to undertake these activities. ST can help by conducting data collection, interviews, focus groups etc. to collate information and prepare this into research reports linked to appropriate theory in the specified area.

## **Team Development Programme**

A three, four or five-day programme tailored specifically to meet your requirements, interspersed with individual mentor/coach sessions for the whole team. This programme is designed to support teams in a range of stages of development by using the individual mentor/coach sessions to influence the training programme.

## **Training**

On the following pages are overviews of some of our training packages. They can be used singularly, in groups, as whole day workshops or split over two sessions etc.

We can be as flexible as you need us to be... The aim of Stonegate Training is to offer flexible training to meet your individual needs. Following this introduction are some detailed descriptors of some of the most popular courses we have delivered. Of course, there are only so many courses we can put into a brochure, so please get in touch if you are looking for training not mentioned here. Additionally, should you require more detailed descriptions, or have any questions regarding any course mentioned, please do not hesitate to ask.

The training programmes are designed in such a way that they can be pitched for use with well-established or aspiring leaders/managers, middle managers/officers as well as practice-based personnel and all our programmes can be used for a range of continuing professional development situations.

If there is a specific training programme you require that is not mentioned here, then please get in touch – we are always keen to develop new training programmes to respond to your requirements.

We would like to take this opportunity to thank you for taking the time to read this training directory and we look forward to working with you in the future.

Best wishes

Debbie Garvey

Stonegate Training

For more information, please contact:

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**w: [www.stonegatetraining.co.uk](http://www.stonegatetraining.co.uk)**

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## **Our Training Directory: A little explanation...**

As previously mentioned, our training is designed to be a pick and mix of learning and development subjects, designed to support you and your team to offer the best possible quality experiences in your work. The programmes included within the ST Training Directory cover a range of subjects and are all tried and tested across a range of organisations and with a range of learners.

As our portfolio has grown, we've had to start putting the programmes into some kind of order... and we had to start somewhere... So, for ease of reference, we have categorised our training into two key sections:

- **Leadership & Management Professional Development:**

The programmes within the Leadership & Management section are grounded in theory, good practice and current research, and offer opportunity for delegates to personally reflect, engage with materials and consider ways to develop their own and others' practice.

- **Practice Development:**

The Practice Development section contains programmes that we believe are suitable for 'hands on' staff development. The programmes within this section offer your staff/teams opportunities for Continuous Professional Development covering a range of topics.

# *Stonegate Training*

Leadership & Management  
Professional Development

2018

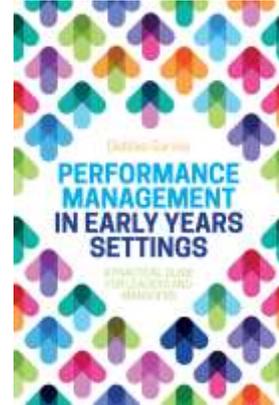
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# Sickness, Attitudes and Supervision: Exploring Performance Management in the Early Years

## Overview

Managing staff is not always easy, and this new two-day programme is designed to help leaders and managers at all levels, manage some of the day to day difficulties of performance management.

Based on the new book 'Performance Management in Early Years: A practical guide for leaders and managers' by Debbie Garvey (2017), this course will cover areas such as induction, supervision, sickness monitoring and feedback etc.



## Aim:

To support leaders and managers in developing skills, knowledge, understanding and confidence in a wide range of performance management areas.

## Objectives:

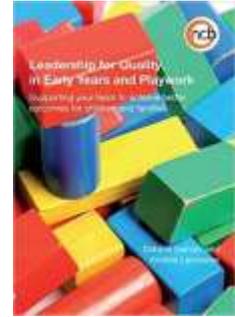
By the end of the session, delegates will have had the opportunity to:

- Explore a range of research, theory, legal and good practice around performance management
- Examine their own experiences and consider how this influences practice  
Consider scenario's and case studies to assist in developing understanding
- Cover a range of performance management related topics, such as induction, health and wellbeing, supervision, CPD and using feedback
- Develop an action plan to consider own practice

# Leadership for Quality

## Overview

A two-day programme developed as part of (and linked to) research undertaken whilst writing the book *Qualities of Leadership* (written by Debbie Garvey & Andrea Lancaster). This programme considers a range of skills, qualities and attributes needed to be the leader you want to be, in the modern care sector. The two days offer a range of individual, small group, large group and tutor led activities and the materials include, opportunity to explore and debate, consider the necessary skills, theoretical readers and practical activities etc, to cater for all learning types.



The two days cover a range of leadership/management related topics, and throughout links are made to other roles we undertake, and how we can all influence practice regardless of our role and place in the hierarchy. As part of this programme an element can be developed to support the establishment of a peer network to maintain ongoing reflective practice and continuous self-development.

## Aim of the training

To raise, maintain and improve the quality of leadership by offering skills and support to those in (or hoping to be in) this role.

## Programme

- Exploring Learning Styles
- Considering Leadership Theories
- Developing Action Learning Sets
- Using Personal Reflection
- Exploring Personal, Social & Emotional Development (PSED) & Well-Being in the Workplace
- What is Quality?
- Teams & Team work
- Visions & Values
- Data Collection & Information
- Introduction to Outcomes Based Accountability (OBA) & SLVA Planning
- ALS & Action Planning

## Outcomes of the training

By the end of the session participants will have:

- Had an understanding of the role of a leader
- Identify and explore how the associated skills and theory can be transferred to other roles
- To practice and explore key skills required in the leadership role
- Be able to synthesise leadership and management theory with personal experience and practice
- To reflect on current and previous practice, experience and theory to inform leadership/management practice
- Be able to identify some of the problems leaders/managers face, and utilise a range of tools and solutions

# **Making A Difference???**

## **Overview**

This half day session looks at an introduction to using evidence, such as data etc., to show the impact on outcomes, and how our work makes a difference in outcomes for children and families. This session is grounded in current theory and good practice and will support delegates in developing impact monitoring techniques for a range of sources/funders.

## **Aim of the training**

To raise knowledge and understanding in the importance of impact monitoring and a range of techniques that can be used to support this area of work

## **Programme**

- History & Background – where are we now
- Why Impact Monitoring?
- Key Theories and Good Practice
- Making a Difference???
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- An awareness of the history and background
- Examined some key theories and areas of good practice
- Considered why we need to monitor impact in order to show improved outcomes
- Explored personal roles in making a difference to outcomes
- Begun to develop an action plan to take learning forward

# Developing Quality through Peer Observation

## Overview

A full day programme, using theory, good practice and video clips to support the use of peer observation to raise practice. This stepped approach to developing peer observation in a safe and reflective environment has been successfully developed in many settings across the country.

## Aim of the training

To develop the quality of staff development, work performance and customer experiences by exploring Peer Observations.

## Programme

- Defining Quality?
- Developing Quality
- Introduction to Peer Observation
- Experiences of Observation
- Stepped Approach to Peer Observation
- Peer Observation Skills
- Practice Skills
- Action Planning

## Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored the theory around peer observation
- Considered how peer observation raises quality
- Identified and practiced key skills
- Explored the associated paperwork
- Begun to develop an action plan for implementation

# Developing a Toolkit to Support and Challenge Teams

## Overview

The developing the support and challenge training is designed for practitioners working across a variety of organisations, who as part of their role, offer support and challenge to a range of staff. It is grounded in current theory and good practice and offers the opportunity to explore this complex area of work, ways of developing the role and tools to support reflective practice.

## Aim of the Training

To raise the quality of support and challenge offered by increasing knowledge and understanding

## Programme

- What is Quality?
- What Develops Quality?
- Definition of Support & Challenge?
- Personal Experiences of Support & Challenge
- Stages of Relationships
- Conflict in the Workplace
- Constructive Confrontation
- Giving & Receiving Feedback
- Developing Reflective Practice

## Outcomes of the Training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the key theory/good practice that can help to develop the support/challenge role
- Explored some of the associated skills and knowledge
- Considered how to encourage reflective practice opportunities
- Begun to develop an action plan to take learning forward

# Reflective Leader of Practice

## Overview

A two-day programme written specifically for Continuous Professional Development (CPD) for aspiring or new leaders and managers. This higher level programme considers our roles in developing our own and others reflective practice and leadership of reflective practice. The programme aims to develop skills, knowledge and understanding of the important role reflection plays in the modern leadership role.

## Aim of the training

To raise reflective leadership of practice, by increasing knowledge and understanding.

## Programme

- The Support & Challenge Role
- Personal Experiences
- Behaviour and Learning
- Conditions of Learning
- Journaling
- Gap task: Significant Learning Situations
- Constructive Confrontation
- Conflict Resolution
- Action Learning Sets
- Your Leadership Journey
- Emotional Intelligence

## Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Considered theories that can develop the leadership of practice role
- Explored theories that can support reflection
- Identified and practiced key skills associated with the role
- Developed understanding of a range of planning and evaluation tools
- Explored significant learning situations and critical incident analysis
- Explored the use of action learning sets to develop practice

# **Role & Responsibilities of Senior Leaders**

## **Overview**

A full day programme exploring the roles and responsibilities of team leaders, deputy managers, managers and leaders at all levels. This programme will explore how and why roles and responsibilities are (and should be) defined, how to ensure these are clarified and evaluated.

## **Aim of the training**

To raise the knowledge and understanding of developing roles and responsibilities across all levels.

## **Programme**

- Defining Quality
- Creating a Vision
- GAPS Analysis
- Driving & Restraining Forces
- Roles v Responsibilities
- Defining Roles & Responsibilities – Whose job is it?
- Action Learning Sets
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- Explored the role and responsibilities of leaders & managers in developing, raising & maintaining quality
- An understanding of the role of 'visioning' in supporting the roles and responsibilities of staff/teams
- Have an understanding of the key driving and restraining forces for improvement
- Have knowledge of the role of rights and responsibilities in the workplace
- Begun to develop an action plan to take learning forward

## **The Right Person for the Job??**

How do you know if you are getting the right person for the job? This one day programme will give leaders and managers the opportunity to explore recruitment, retention and in particular the potentially difficult area of safer recruitment. Developed during research for the book 'Performance Management in Early Years: A practical guide for leaders and managers' by Debbie Garvey (2017), this session will also explore current research, and the legal and good practice ways to ensure you get the right person for the job.

### **Aim:**

To support leaders and managers in developing skills, knowledge, understanding and confidence in staff recruitment.

### **Objectives:**

By the end of the session, delegates will have had the opportunity to:

- Explore legal and good practice guidelines in relation to safer recruitment
- Examine the various stages of recruitment and what safer recruitment considerations need to be made at each stage
- Consider scenario's and case studies to assist in developing understanding
- Explored some of the barriers and benefits in this area
- Begun to develop an action plan to develop practice

# **Stress & Wellbeing in the Workplace**

## **Overview**

A full day programme exploring how we can support well-being in the workplace for staff and colleagues. We will consider recent theory and good practice, explore the benefits and barriers to developing wellbeing and begin to create an action plan to take learning forward. This programme will equip delegates with the skills, confidence and knowledge to identify and manage their own, and others stress and wellbeing.

## **Aim of the training**

To raise the knowledge and understanding of the importance of developing effective methods for managing stress and wellbeing in the workplace.

## **Programme**

- What is Stress
- Causes of Stress
- Stress at Work
- Neuroscience & Brain Development
- Multiple Perspectives
- Signs of Stress
- Positively Managing Stress/Developing Wellbeing
- Sources of Help
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the theory around stress and wellbeing
- Considered the signs and symptoms of stress and ways to positively manage the effects
- Considered the range of perspectives that influence stress and wellbeing, and how this influences practice
- Explored a range of self-help techniques and some external sources of support
- Begun to develop an action plan to take learning forward

## Team Development Programme

A three, four or five-day programme built specifically with your team in mind. The sessions cover the theory and practice around team dynamics, team building, supporting and challenging, conflict management /resolution etc, but the sessions are designed in consultation with you and your team. This is a truly unique and bespoke course for staff development.

All training is developed and designed to improve confidence and self-esteem in a range of situations. The training programmes are based on current leadership, management and team good practice, so skills, theories and knowledge are easily transferred to a range of business areas.

All training is supported and underpinned by theory and research – so for example theories such as Howard Gardner’s Multiple Intelligence and Tuckman’s Greasy Pole theories will be covered.

Other examples of possible sessions which can be included:

- Training for trainers
- Mentor skills
- Peer support & challenge skills
- Dealing with difficult people
- Facilitation skills
- Understanding behaviour
- Theories of learning
- Learning styles
- Using action learning sets
- Reflective practice
- Giving feedback
- Understanding monitoring and evaluation

This programme can be accompanied by individual one-to-one mentor sessions which feed in to and support the training programme and vice-versa the mentor sessions feed in to and support the training programme.

# **Training for Trainers**

## **Overview**

A two-day programme aimed at staff, consultants, trainers, leaders, managers and advisory officers etc. who currently, or aspire to, deliver training to a range of settings. As part of a continuing development programme this offers an opportunity to explore the key skills, techniques and methods necessary to facilitate a range of successful training sessions, workshops and courses.

## **Aim of the Training**

To develop skills, knowledge and confidence of participants engaged in the delivery of training

## **Programme**

- Exploring Key Concepts
- Developing Practice
- Resource Packs
- Exploring Current Research and Theory
- Planning, Developing and Facilitating a Training Course
- Using Feedback and Evaluations

## **Outcomes of the Training**

By the end of the session participants will have:

- Considered current research, theory and good practice
- Explored some of the problems trainers face and considered some of the tools and strategies to support them
- Explored and developed the importance of reflective practice in relation to delivery of training
- An understanding of planning, feedback and evaluation tools

# Understanding your Team

## Overview

A full day programme looking at supporting leaders and managers to have a sound knowledge and understanding of key theories, research and good practice. This programme will support leaders, managers and those aspiring to develop their careers in supporting and developing team dynamics, understanding team roles and developing the role of the manager/leader.

## Aim of the training

To develop a greater understanding of the skills and knowledge needed to lead and manage a team in the modern workplace.

## Programme

- Managing & Leading Performance
- Working with Difficult People
- Motivation & De-motivation
- Multiple Perspectives on Staff Behaviour
- Considering Emotional Intelligence
- Key Theories
- Action Learning Sets

## Outcomes of the training

By the end of the session participants will have:

- Developed an understanding & knowledge in team development
- Explored motivation & de-motivation
- Considered a range of factors effecting teams and staff
- Considered & explored key theories, concepts and good practice
- Have an understanding of the use of action learning sets in the workplace
- Begun to develop an action plan to take learning forward

# Using Supervision to Develop Practice

## Overview

Originally developed to meet the Skills for Care recommendations of undertaking supervision with all staff; this course considers the definition of supervision, the law and good practice. Through delivery across a range of sectors, this has course has proven useful to a range of staff and teams. Through the sessions we will consider good practice, a range of tools and techniques and how to use supervision to develop reflective practice approaches, ensure quality experiences for customers and to develop performance management programmes.

## Aim of the training

To raise the knowledge and understanding of developing staff supervision and how this supports quality practice/customer care.

## Programme

- Supervision and Current Thinking
- Mentoring and Coaching Techniques
- Developing Quality Practice
- Wider Context of Supervision in Leading and Managing Staff
- Developing Peer Observation Links to Supervision
- Links to Appraisal
- Developing Individual Action Plans
- Using Feedback

## Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the theory around supervision
- Explored some of the associated skills
- Considered the barriers and benefits of supervision, and how this influences practice
- Examined how to encourage reflective practice opportunities
- Begun to develop an action plan to take learning forward

# *Stonegate Training*

Practice Development

2018

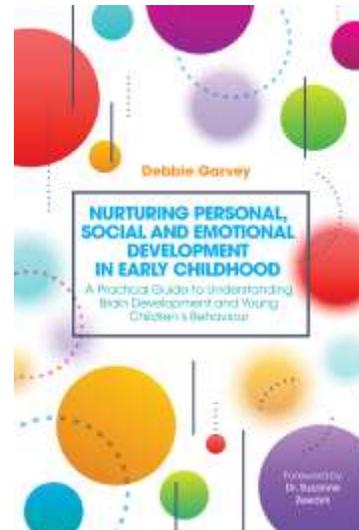
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# Brains, Behaviour and PSED

## Overview

This two day programme offers an in depth exploration of the importance of neuroscience in understanding and nurturing young children's behaviours.

Based on the new book 'Nurturing Personal, Social and Emotional Development in Early Childhood: A Practical Guide to Understanding Brain Development and Young Children's Behaviour' by Debbie Garvey (2017).



This course will cover areas such brain development, influences on PSED, wellbeing and listening etc., and consider how some of the well-meaning things we do for and with young children are not always as helpful as they might first seem.

### **Aim:**

To support practitioners in developing skills, knowledge, understanding and confidence in a wide range of PSED related areas.

### **Objectives:**

By the end of the session, delegates will have had the opportunity to:

- Explore a range of research, theory, legal and good practice around neuroscience, PSED and behaviours
- Examine their own experiences and consider how this influences practice  
Consider scenario's and case studies to assist in developing understanding
- Cover a range of PSED related topics, such as neuroscience, the importance of touch, relationships, behaviours, self-regulation and resilience
- Develop an action plan to develop practice

# **Celebrating & Promoting Diversity**

## **Overview**

This half-day session will challenge and support practitioners to genuinely engage with celebrating and promoting diversity. The session explores the effects of discrimination and exclusion and considers ways to develop practice.

## **Programme**

- Background & Current Legislation
- Effects of Discrimination, Exclusion & Prejudice
- Staff Roles
- Working with Everyone
- Strategies, Resources & Tools for Developing Practice
- Action Planning

## **Aim of the Training**

To genuinely engage staff/teams in considering their own practice in relation to celebrating & promoting diversity.

## **Outcomes of the Training**

By the end of the session participants will have:

- Considered strategies for developing and extending current practice to ensure the diverse needs of all children and their families are promoted.
- Explored the role of the key person in ensuring the needs of children and families are met and reflected within the learning environment.
- Increased knowledge of current legislation
- Increased knowledge of the effects of discrimination and exclusion
- Explored the importance of working with parents on equal opportunity issues
- Recognised the impact staff have on the experiences of children
- Developed awareness of resources and tools to support, review and develop practice.

This half-day workshop can be combined with the half-day workshop of Equal Opportunity – An Introduction to create a full day programme

# Characteristics of Effective Learning

## Overview

A full-day programme looking at creative ways to improve experiences for children to develop the Characteristics of Effective Learning (CEL). This in-depth session will cover the most up to date legislation, documentation and research and support practitioners in reflecting on, improving and developing their own practice.

## Aim of the training

To develop practitioner understanding of providing quality experiences for children in order to develop the Characteristics of Effective learning (CEL).

## Programme

- Born to Learn?
- Theory, Legislation & Good Practice
- Exploring the Characteristics of Effective Learning (CEL)
- Pedagogy, Teaching & Learning
- Adult Role in CEL
- Theory into Practice: CEL in Settings
- Supporting the Early Home Learning Environment (EHLE)
- Action Planning

## Outcomes of the training

By the end of the session participants will have:

- Considered brain development and the importance of neuroscience in early years
- An understanding of current theory, legislation and good practice
- Considered, in detail, the CEL
- Explored the role of the adult in supporting & developing the CEL
- Developed ways to support the EHLE
- Begun to develop an action plan to take learning forward

# **Child Development – An Introduction**

## **Overview**

A full-day programme offering essential underpinning knowledge of child development in the early years. This programme is suitable for all staff with roles as a key person, implement the EYFS and undertake OAP (Observation, Assessment & Planning). The session also considers the importance of working in partnership with parents and supporting the Early Home Learning Environment (EHLE).

## **Aim of the training**

To develop practitioner knowledge, understanding, confidence and practice in relation to Child Development and working in the Early Years.

## **Programme**

- Key Theory, Research & Good Practice
- Play, Learning & Teaching
- Influences on Child Development
- Linking Child Development to OAP
- Policy into Practice
- Supporting the ELHE
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- Be aware of some key theories, research and good practice
- Explored the key areas of child development
- Knowledge of a range of influences on children's development
- Considered how knowledge and understanding of child development supports children's all round development
- Developed knowledge and understanding of the links between child development and OAP
- Considered ways to support the EHLE
- Begun to develop an action plan to take learning forward

# Children's Rights

## Overview

A one day course, grounded in current research and theory. This workshop offers an opportunity for participants to put children's rights at the heart of practice. Participants will consider the United Nations Convention on the Rights of the Child (UNCRC, 1989), the links to Early Years Foundation Stage and other documentation and, for example, how we can support children's right to play and be involved in decisions that affect them.

## Aims of the Training

To explore the role of the UNCRC in modern Early Years, Childcare and Playwork practice

To consider the links between Children's Rights and current documentation

## Programme

- What are children's rights?
- Why should children have rights?
- Rights Vs. Responsibilities
- Promoting children's rights in practice

## Outcomes of the Training

By the end of the session participants will have:

- An awareness of the UNCRC and how this links to current research, theory and documentation
- An understanding of the importance of children's rights
- An understanding of the issues around rights and responsibilities
- Reflected on the UNCRC in relation to their own practice
- Begun to develop an action plan to consider how to promote children's rights in their own practice

# **Developing Emotionally Enabling Environments**

## **Overview**

This full day programme considers current research around the development of emotional enabling environments. There will be opportunities for delegates to considering the specific emotional needs of very young children.

## **Aim of the training**

To explore the knowledge, understanding and skills associated with providing an emotionally enabling environment

## **Programme**

- Background and Theories
- What makes an emotionally enabling environment?
- What is PSED?
- Embedding Good Practice
- Multiple Perspectives of PSED
- Policy into Practice
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- Explored some of the key research, theory and concepts
- Considered how to embed good practice
- Examined how our own experiences influence practice
- Explored the features of an emotionally enabling environment
- Considered some strategies and activities to support and develop emotionally enabling environments
- Begun to develop an action plan to take learning forward

# **Developing Quality in the Early Years**

## **Overview**

A one day course, grounded in current research and theory which has reflective practice as its central theme. This workshop offers an opportunity for participants to develop their knowledge and understanding regarding quality provision and to put children's personal, social and emotional development at the heart of practice.

## **Aim of the training**

To raise the knowledge, understanding and confidence regarding quality provision for very young children

## **Programme**

- What is Quality?
- Defining quality in the early years
- Children's rights
- Influences on children's PSED
- Policy into practice
- Inspiring Children – Inspired Practitioners....

## **Outcomes of the training**

By the end of the session participants will have:

- Considered quality practice and provision in the early years
- Explored some of the theory and key research in this area
- Reflected on their knowledge and understanding of developing children's rights
- Explored current policy and how this influences practice
- Reflected on their role in inspiring young children's learning and development
- Begun to develop an action plan to take learning forward

# **Empathy Dolls – A PSED Approach**

## **Overview**

An interactive half-day session looking at the powerful influence of empathy dolls in child care and early years settings. The session is linked to developing Personal Social & Emotional Development (PSED), Social, Emotional Aspects of Development (SEAD), managing behaviour and supporting all children to feel included, secure and valued.

## **Aim of the Training**

To develop participants understanding, knowledge and confidence in the use of empathy dolls in early years

## **Programme**

- Case Studies
- Research and Theory
- Supporting communication and language and PSED
- Development of Empathy Doll characters

## **Outcomes of the Training**

By the end of the session participants will have:

- Explored the use of empathy dolls
- Developed links between PSED, SEAD and EYFS materials and the use of empathy dolls
- Reflected on the use of empathy dolls to support own practice
- Considered how to engage children in the use of empathy dolls in the early years

# **Equal Opportunities – An Introduction**

## **Overview**

A thought provoking half-day session looking at the importance of equality of opportunity for all children. The session will explore what is appropriate language and how to support families. There will be opportunity to develop an action planning for your setting.

## **Aim of the Training**

To support practitioner confidence in exploring and developing equal opportunities for all children and families.

## **Programme**

- Background & History
- Using Appropriate Language
- Promoting Equality of Opportunity
- Working with Families
- Action Planning

## **Outcomes of the Training**

- Increased practitioner knowledge and understanding of anti-discriminatory practice
- Explored relevant legislation and standards of good practice within the EYFS
- Considered how to deliver activities and experiences to promote equality of opportunity
- Become familiar with terminology used when talking about equal opportunities
- Developed understanding of the importance of working with parents on equal opportunity issues
- Developed confidence in meeting the needs of all children

This half-day workshop can be combined with the half-day workshop of Celebrating & Promoting Diversity to create a full day programme

## **Eat Better, Start Better**

### **Overview**

A ½ day workshop based on the Children's Food Trust Eat Better Start Better: Voluntary Food & Drink Guidelines for Early Years Settings in England – A Practical Guide. This workshop looks to explore how we can ensure we meet the EYFS requirements for the provision of healthy, balanced and nutritious food.

### **Aim of the Training**

To raise practitioner knowledge and understanding of how to implement Eat Better Start Better in settings

### **Outcomes**

- To increase understanding of children's basic nutritional needs
- To consider the impact of good nutritional balance and nutritional deficiencies
- To raise awareness of food labelling
- To increase knowledge and understanding of healthy meals, snacks and diet
- To promote positive partnerships with regard to healthy eating

### **Programme**

- Introduction to Eat Better Start Better
- Understanding a healthy diet
- Looking at food groups and balance
- Planning a balanced menu
- Partnerships with children and families
- Portion control
- Understanding labels

## **Making Mealtimes Matter**

### **Overview**

A ½ day workshop exploring how we can ensure mealtimes are a fun, social and nutritional experience for young children.

### **Aim of the Training**

To increase practitioner knowledge and understanding of providing good practice and quality mealtime experiences

### **Outcomes**

- Understand that mealtimes provide a valuable learning experience that covers all areas of the EYFS
- Consider strategies to promote the mealtime independence of young children
- To look at solutions to the challenges faced when supporting young children at mealtimes

### **Programme**

- Own mealtime experiences
- Making mealtimes matter for children
- Individual eating needs
- Table talk???
- Involving children
- Action planning – managing mealtimes

**These two workshops can be combined to make a full day training programme:  
(Food, Glorious, Food)**

# **Pedagogy, Brain Development & Early Childhood**

## **Overview**

A one day programme, aimed at senior staff, looking at the key theories and good practice in regards to pedagogy, attachment, brain development and early childhood. This programme will support staff to consider the theories in relation to their own practice, develop further knowledge and skills and consider how to use this knowledge to support other staff and inform future practice.

## **Aim of the training**

To develop practitioner understanding of the link between brain development, key theories and good practice to support quality experiences for children and families.

## **Programme**

- Background & History
- Theories & Good Practice
- Policy into Practice
- Multiple Perspectives of PSED
- Supporting Families
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- Analysed a range of key up-to-date research and theory
- Explored and reflected on developing and extending current practice
- Explored brain development, attachment and early childhood at a deeper level
- Recognised a range of impacts and effects on the experiences of children & families
- Considered ways to develop own and others practice
- Begun to develop an action plan to take learning forward

# Promoting and Developing Self-Regulation and Resilience

## Overview

This one day programme was developed as part of the research for Debbie Garvey's (2017) book *Nurturing Personal, Social and Emotional Development in Early Childhood: A Practical Guide to Understanding Brain Development and Young Children's Behaviour*. The session will offer delegates the opportunity to explore and develop their understanding around resilience and self-regulation.

**Aim:** To support practitioner knowledge, skills and understanding in developing emotional wellbeing in young children.

- Introductions & Welcomes
- Behaviour Theories
- Neuroscience (Brain Development)
- Resilience and Self-Regulation
- Multiple Perspectives: Influences on Behaviour
- Policy into Practice
- Risk, Challenge and Resilience
- Health and Safety... & Behaviour Management???
- Action Planning
- Questions, Evaluations and Close

## Objectives:

By the end of the session, participants will have had the opportunity to:

- Reflect on current and future practice
- Explore the developing knowledge of neuroscience and brain development, and consider how this can be used in practice
- Consider how a range of factors influence children's wellbeing and development
- Examine how our own experiences influence practice
- Consider some strategies and activities to support and develop self-regulation and resilience in young children
- Develop an action plan to take learning forward

# **Promoting Personal, Social and Emotional Development in Very Young Children**

## **Overview**

A one day course, aimed at practitioners working with the very youngest children and the leaders and managers who support them. This programme looks at PSED in fine detail and gives participants opportunity to explore this in relation to practice.

## **Aims of the Training**

To raise practitioner knowledge and understanding of Personal, Social and Emotional Development and how to support the very youngest children

## **Programme**

- Background and Theories
- What is PSED?
- Embedding SEAD into everyday practice
- Multiple Perspectives of PSED
- Policy into Practice
- Action Planning

## **Outcomes of the Training**

By the end of the session participants, will have:

- Opportunity to recap on SEAD programme and consider how this can be embedded into practice
- Considered how we can support the personal, social and emotional development of very young children
- Explored the aspects of PSED
- Considered the links to child development
- Explored some strategies and activities to support PSED in young children
- Begun to develop an action plan to take learning forward

# Reflective Practice Skills

## Overview

A half-day session exploring the skills, knowledge and understanding needed to develop reflective practice. Aimed at participants in a range of settings, this session offers an opportunity to explore underpinning theory, own practice and current thinking around importance of reflective practice in developing quality provision.

## Aim of the Training

To develop participant's skills, knowledge and confidence in engaging with reflective practice

## Programme

- What is Quality?
- Research and Theory
- Journaling
- Reflection, Self-Reflection, Evaluation and Self-Evaluation
- Action Planning

## Outcomes of the Training

By the end of the session participants will have:

- Explored personal definitions of quality and how this influences own practice
- Opportunity to explore current research, theory and good practice
- Explored the use of reflective journals to increase confidence and own learning
- Discussed ways of developing quality provisions through use of a range of tools
- Developed an action plan to inform future practice

# **Risk & Challenge in Play**

## **Overview**

A one day programme based on current research, theory and good practice. An opportunity to explore current understanding and practice in supporting children to take risks and experience challenge, the links to Personal, Social & Emotional Development (PSED) and raising resilience.

## **Aim of the Training**

To develop skills, knowledge and confidence in supporting children to experience risk & challenge in Early Years, Childcare & Playwork

## **Programme**

- Defining Risk, Challenge & hazard
- Why Risk & Challenge?
- Links to current documents and good practice guidance
- Developing risk & challenge in Early Years, Childcare & Playwork
- Benefits & barriers

## **Outcomes of the Training**

By the end of the session participants will have:

- An awareness of theory, research and good practice
- Reflection on own experiences and influences on practice
- An understanding of Risk & Challenge for children
- An understanding of the issues surrounding Risk & Challenge and the balance with safety
- Developed ideas and an action plan to promote Risk & Challenge in their own setting

# **Safeguarding: Policy and Practice**

## **Overview**

An informative and interactive full day training session looking at current legislation in regard to Safeguarding practices. Aimed at participants across the care sector, this session offers an opportunity to explore underpinning theory, own practice and current thinking around the importance of Safeguarding Policy & Practice. This course has perhaps a unique approach in that it covers all aspects of Safeguarding within the Care sector, including children, adults and safeguarding issues in the workplace

## **Aim of the Training**

To develop participant's skills, knowledge and confidence in Safeguarding Policy & Practice issues.

## **Programme**

- What is Safeguarding?
- Exploration of current Legislation, policy, research and theory on Safeguarding
- Opportunity to reflect on own practice
- Consider current practice and how current documentation can inform the development of quality
- Future developments, action planning and the next steps

## **Outcomes of the Training**

By the end of the session participants will have:

- Explored definitions of Safeguarding across a range of sectors/services
- Opportunity to explore current legislation, research, theory and good practice
- Explored a range of evidenced based scenarios to inform practice
- Discussed ways of developing quality provision & practice
- Consider implications to own/service/sector policies and practices
- Developed an action plan to take learning forward

# **S.O.A.P – Simple Observation, Assessment & Planning**

## **Overview**

A full day programme exploring the skills, knowledge and understanding needed to develop observation, assessment and planning (OAP). Aimed at participants in a range of settings, this session offers an opportunity to explore OAP in line with underpinning theory, own practice current legislation and documentation. This programme also considers the two-year-old assessment/Integrated review and showing impact on outcomes.

## **Aim of the training**

To raise practitioner skills, knowledge and understanding of observation, assessment and planning and how this supports children's learning & experiences

## **Programme**

- Exploring the EYFS
- Why do OAP?
- How to Undertake OAP..
- Practice Skills
- Impact Assessment & Monitoring
- Two-year-old Progress Check/Integrated Review
- Supporting the Home Learning Environment
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- Explored current legislation and documentation
- Explored the barriers and benefits and how this influences practice
- Explored the links to the two-year-old progress check/Integrated Review
- Practiced the skills required for OAP
- Considered ways to support parents involvement in their children's learning
- Begun to develop an action plan to take learning forward

# **Supporting Behaviour & Conflict Resolution**

## **Overview**

A one-day programme considering the behaviours children display, developing a greater understanding of the reasons behind behaviours and ways to develop conflict resolution.

## **Aim of the training**

To support practitioner skills, knowledge and understanding of dealing with behaviours and to develop conflict resolution understanding.

## **Programme**

- Behaviour Theories
- Why do children behave the way they do?
- History & Background
- Let's look at naughty....
- Influences on behaviour
- Unwanted behaviour??
- Supporting Behaviour
- Conflict Resolution
- Action Planning

## **Outcomes of the training**

By the end of the session participants will have:

- Explored some key theories and concepts to increase knowledge
- Explored key influences on behaviour
- Considered strategies and activities to support practice
- Developed a deeper understanding of relevant documentation that can support
- Developed an action plan to take learning forward

# Supporting Boys in the Early Years

## Overview

A half-day session exploring the skills, knowledge and understanding needed to support boys in early years provision. Aimed at participants in a range of settings, this session offers an opportunity to explore this area of practice in line with underpinning theory, own reflections and current good practice.

## Aim of the Training

To raise practitioner skills, knowledge and understanding of the unique support needed for boys in early years provision.

## Programme

- Background and research
- What are little boys made of (... and other myths explored)
- Experiences into practice
- Supporting Superhero Play
- Differentiating activities
- Planning for boys
- Future developments, action planning and the next steps

## Outcomes of the Training

By the end of the session participants will have:

- Explored key research and theory regarding supporting boys
- Had opportunity to explore own values and experiences and consider how these relate to practice
- Considered ways to differentiate activities
- Developed ways to plan for children's needs and interests
- Begun to develop an action plan to take learning forward

# Supporting Vulnerable Children

## Overview

A one-day programme looking at some of the key issues surrounding the most vulnerable children. The programme will consider how practitioners in the early years and play sector can support children and their families, from a wide range of circumstances including, traveller families, teenage parents, families living with Domestic Violence/Substance abuse, foster families and children with Special Education Needs and Disabilities (SEND).

## Aim of the Training

To raise practitioner skills, knowledge and understanding of the unique and sensitive support needed for vulnerable children and their families.

## Programme

- Background, research and good practice
- Defining vulnerability?
- Embedding children's PSED in everyday practice
- Multiple Perspectives of PSED
- Supporting parents
- Action Planning

## Outcomes of the Training

By the end of the session participants will have:

- Explored some of the key issues facing vulnerable children and their families
- Explored vulnerability in it's widest context, as well as considering some key issues in detail
- Have an awareness of the impact of Domestic Violence, Drugs, Alcohol, etc on children and their families
- Have an awareness of supporting a range of parents, including teenage parents, parents living with Domestic Violence/substance abuse, foster parents etc
- Begun to develop an action plan to take learning forward

# Supporting Young Children to Understand Diversity

## Overview

A full-day programme looking at how we can use Empathy Dolls and other props and resources to support children to understand diversity. This course covers a range of diverse groups and cultures, but has a particular focus on wider diversity, such as gender, same sex parent families and Gypsy, Roma, Traveller families.

## Aim of the training

To develop children's and practitioner's understanding of diversity.

## Programme

- What Influences our Understanding?
- Statistics and Myths
- Introducing Empathy Dolls
- Using Empathy Dolls
- Developing Practice
- Using Props and Resources
- Action Planning

## Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the theory, research and good practice
- Explored the use of empathy dolls, resources and props and how this can influence practice
- Considered how to encourage opportunities for using empathy dolls/props
- Begun to develop an action plan to take learning forward

# Using PSED to Support Early Intervention

## Overview

This programme will give delegates the opportunity to explore the wider context of PSED, and what influences it, and how this can be used to support Early Intervention strategies, approaches and methods.

## Aim of the training

To raise the knowledge and understanding of PSED and how this supports Early Intervention

## Programme

- History & Background
- Defining PSED
- Key Theories
- Influences on PSED
- Exploring Early Intervention
- Role of the Key Person
- Action Planning

## Outcomes of the training

By the end of the session participants will have:

- Examined some key theories, research and areas of good practice
- Explored the wider context of PSED & Early Intervention
- Considered the influences on children's PSED
- Considered the role of the key person
- Begun to develop an action plan to take learning forward

# What's it Like to be Two-Years-Old?

## Overview

A six-week, day a week, programme designed specifically for those practitioners working with two-year-olds, but would also be particularly beneficial for those working under the vulnerable two-year-old programme, or with rising three's. This detailed, programme is grounded in research and theory, and explores current good practice.

## Aim of the training

To raise the knowledge and understanding of working with two-year-olds

## Programme

Throughout the six-week programme, we will cover the following areas. There are also gap tasks between the weeks, action learning sets to support practitioner reflection and a final symposium for practitioners to share their experiences from the programme.

- Week 1: Uniqueness of Being 2
- Week 2: PSED
- Week 3: Behaviour
- Week 4: Play
- Week 5: Working with Parents
- Week 6: Symposium: Sharing Learning

## Outcomes of the Training

By the end of the session participants will have:

- Identified the unique learning needs of two-year-olds
- Knowledge of key aspects of brain development for two-year-olds
- Explored the child development stages with a particular reference to being two-year-old
- Developed and extended understanding of 'active learning' and the role that two-year-olds play in planning
- Identified exciting and innovative play experiences for two-year-olds
- Explored effective strategies for challenging the thinking of two-year-olds and extending their learning
- Understanding of the purpose of the two-year-old progress check/Integrated Review and have clear ideas about how to document and share information effectively with parents and other professionals

This programme can be modified for evening workshops for childminders.