

Setting Strategies and Practices

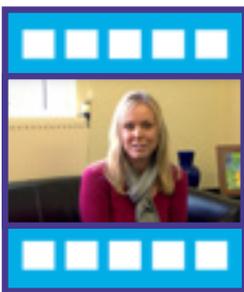
High Achieving White Working Class (HAWWC) Boys



Key Facts

EVIDENCE

- Less advantaged children who access a high quality, early education programme, achieve better outcomes and enter formal schooling with enhanced school readiness.
- Both parents and children benefit from a close and individualised support from a trained and experienced educator, who has designated responsibility for ensuring their wellbeing and development.
- A play based, active pedagogy which encourages child initiated activity and offers a broad range of learning experiences provides a stronger foundation for lifelong learning than a narrowly focused, formal, didactic approach.
- Settings which offer support for parents alongside education and care for children are more effective in developing school readiness and engaging families in the educative process at home and at school.
- Early years settings which are an integrated part of a local system which supports children from birth to school offer better transition experiences for children and families.
- An effective local early years system provides an integrated network of support around families, including education and care, community and family activities, parenting support and health advice.



Children's Learning Activities



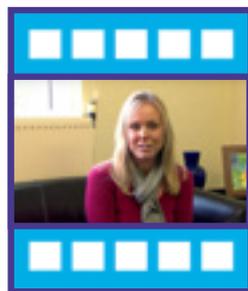
Relationship with Key Person



Parent Partnership in Children's Learning



Accessing Childcare & Early Education



Parent Support & Advice



Community & Family Activities

HAWWC Boys Project Video Blogs



Project Findings

Early Education Entitlement: Most but not all, the high achieving children had accessed their early education entitlement from two years, with many attending childcare before. A few parents made an active choice to be with their child at home, while others did not rate the provision available. Flexible and consistent provision, with a local focus and knowledge, is favoured.

Positive and Close Relationship with Key Worker: The perceived skills and competence of the key worker are critical in facilitating or reducing take up of places, with some parents needing a lot of encouragement to engage with provision. Where the key worker had developed a strong and lasting relationship with both the parent and child, prior to and during attendance, and tailored their support individually, the benefit

to both child and parent was clear. Knowing the child and parent well is paramount. Parents generally preferred settings with more experienced, skilled and mature staff – “not kids looking after kids”.

Curriculum and Pedagogy:

A play based, active pedagogy with a focus on social-emotional (friendships) and dispositional (self-regulation, persistence, concentration, curiosity) development was favoured by parents for their young sons, with plenty of outdoor, first hand, creative and exploratory rather than formal, highly structured activities.

Parent Advice and Support: Settings that provide parental support and advice, with a non-judgmental focus on coping and parenting skills, attract more sustained engagement. Links to local schools where access for boys with older siblings is easier and transition pathways are clear are welcomed.

Community and Family Activities:

Settings that offered more than early education and childcare, including family activities, health advice and participation in local community events and life are appreciated and trusted.



More Information

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Action Points

- Parents need to be encouraged and supported to access their young boys’ early education entitlement.
- The Key Worker system should be further embedded in all early years settings, with each family having an identified lead practitioner, with a brief to support the child and family.
- The training of the early years workforce needs further investment and its professional status emphasised.
- The quality of EYFS curriculum and pedagogy needs to be further enhanced so that all settings which support less advantaged children are judged as good or outstanding.
- The importance of outdoor experience and physical activity within a play based, broad and active learning programme should be promoted.
- An integrated local system, with early education and care as a key component, alongside health and parenting support, with a birth to eighteen approach to ensure continuity and progression should be developed.
- Partnership arrangements between early years settings and primary schools should be encouraged. Early years settings and primary schools should work together to become community anchors, actively supporting social cohesion and community participation.

