

Working Together to Improve Literacy Outcomes

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Aim: By June 2019 90% of pre-school aged children in an identified nursery class will achieve *secure skills in phonological awareness and fine motor skills.

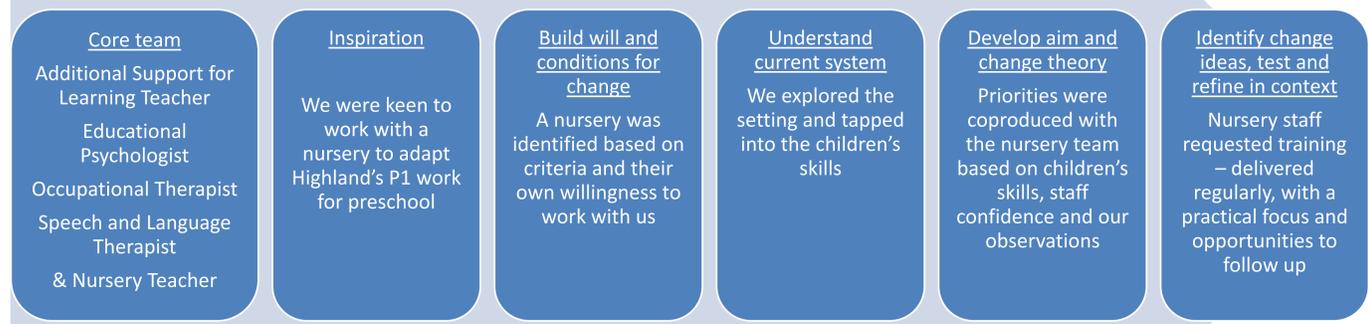
Vision: To work collaboratively with an early years community to improve literacy readiness in a group of pre-school aged children.

The Language meets Literacy practicum is part of the Children and Young Persons Improvement Collaborative (CYPIC).

It has brought together multidisciplinary teams from health and education to work collectively to support emergent language and literacy skills in pre-school children, including those growing up in social disadvantage.

The practicum embodies current Scottish Government and health policy and provides opportunities to explore innovative and effective service delivery to support the health and wellbeing needs of all children.

Lothian project timeline



Method



Collaborative planning

We identified a nursery passionate and committed to improving outcomes for children. Along side this, a strong quality improvement focus helped to guide next steps and gather information using tools such as:

- interviews
- observation
- screening of children
- driver diagram
- pareto chart
- collaborative planning
- self-confidence rating

Achievements

- ✓ Time spent building relationships and understanding the system has resulted in a strong collaborative process. Staff report:

An increased awareness, and offering of more opportunities to embed language and literacy activities in nursery. Language & fine motor activities are now naturally built into the day.

They are more aware of progress and increased engagement of individual children.

- ✓ The nursery teacher joining the core team brought her understanding of the context and strengthened links between staff and project team

Results

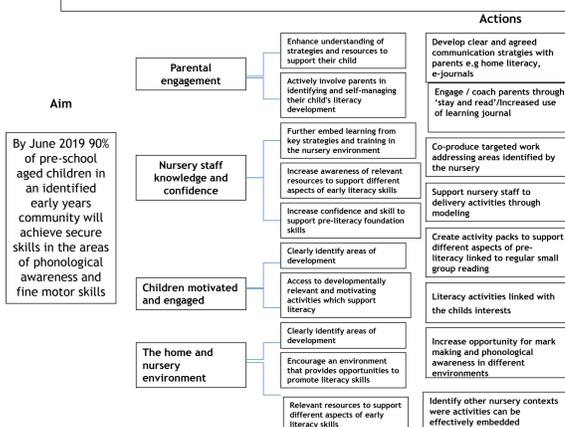
Our long term outcome measure will be any changes in the children's skills as assessed by the amended Highland Developmental Overview. Our current measures are around frequency of early literacy activities offered in nursery, staff confidence levels (see run chart), and feedback from staff (see wordle).



Process Change

Using baseline data and collaborative decision making with the nursery team, we were able to identify where to focus our improvement work. The areas agreed were to improve staff confidence and knowledge of phonological awareness and pre-writing skills, and how these support early literacy. One change idea was to deliver a series of regular workshops, followed up by coaching in the nursery to support staff to embed ideas into the everyday nursery experiences offered to the children.

Edinburgh CYPIC Language meets Literacy Project @ L Nursery
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The driver diagram, shared and refined with nursery staff, clearly displayed the key drivers we believed would support us to achieve our vision.

Key Learning

- ✓ We have learnt the importance and the value of starting small, testing change and learning from the data.
- ✓ Quality Improvement theory has been informative and inspiring, but application in practice has transformed our thinking and helped us understand the journey for sustainable change.
- ✓ We have found new ways to work together and collaborate to find creative solutions.

Next Steps

- ✓ Repeat fine motor and phonological awareness aspects of the adapted Highland developmental overview to identify children who may need enhanced support
- ✓ Continue to build staff confidence with phonological awareness
- ✓ Actively involve parents in identifying and self-managing their child's literacy development
- ✓ School will continue to track the progress of the children during P.1
- ✓ Consider scale and spread to other Early Years Settings

Key Reference Materials

