

WORKSHOP PROGRAMME

WORKSHOP SESSION 1 - (10.45 – 11.30)

NAME	ORGANISATION	TITLE OF WORKSHOP
Heather Richards RWg12	New Leaders in Early Years Student (CCCU)	<p style="text-align: center;">Every Early Years Leader Matters: A small scale Evaluation of the New Leaders in Early Years Programme</p> <p>This overall aim of this research was to evaluate the effectiveness of the New Leaders in Early Years Programme, a programme designed to recruit and retain graduates within the early years sector, in preparing candidates for leadership roles. Critical incident forms were completed by 3 candidates on the programme and 7 semi-structured questionnaires were also completed. These data collection methods provided an in-depth insight into the lived experiences of the candidates studying on the programme. An analysis of the data identified that the programme had provided candidates with the skills and attributes necessary to be effective early years leaders. All candidates who had participated in the research demonstrated some level of leadership in their day to day work even if they did not recognise this themselves. The data collated also provided an insight into some of the difficulties encountered by candidates during the programme.</p>
Vanessa Linehan RWg15	New Leaders in Early Years Student (CCCU)	<p style="text-align: center;">'A Unique Parent'</p> <p>This workshop will explore the idea of parent partnership through action research carried out over a 2 year period at a community playgroup in central London. The research identified seven key barriers to partnership and makes recommendations for practice at the setting.</p>
Hannah Lefeuvre RWg19	New Leaders in Early Years Student (CCCU)	<p style="text-align: center;">Back to Square One</p> <p>This workshop will share the fascinating outcomes of a small-scale research project in a rural -pre-school, which placed a marked-out square on the floor each week. The workshop will outline the children's responses to this simple provocation, which served as a revealing observational frame for children's physical, socio-emotional, cognitive and creative skills and development. The workshop will also include some practical activities and hopes to inspire discussion around space allocations, practitioner intervention, resources and resourcefulness</p>

WORKSHOP SESSION 2 - (12.00 – 12.45)

NAME	ORGANISATION	TITLE OF WORKSHOP
<p>Lea Smith</p> <p>RW g15</p>	<p>New Leaders in Early Years Student (CCCU)</p>	<p>An exploration of ways to effectively support families with English as an Additional Language (EAL) in the context of a Sure Start Children’s Centre.</p> <p>Focusing on a targeted group run in a Children's Centre, this research used an action research methodology to implement changes and improvements into the group. The research explores three main areas; strategies to effectively support parents, bilingual language acquisition and measuring the effectiveness of the group.</p> <p>Using action research, practical changes made within the group to encourage parent-child interactions. Furthermore, a new programme was developed to support parents engagement in their communities, as well as the introduction of a new evaluation system to aid parents to share their views despite the language barrier. Effectiveness of, and challenges within this process are discussed.</p>
<p>Blanca Acerboni</p> <p>RW g12</p>	<p>New Leaders in Early Years Student (CCCU)</p>	<p>What factors affect women's re-entry into the workplace after having children?'</p> <p>This workshop is mainly based on the research that I did for my dissertation. In the first half of the workshop I will explain my dissertation research. I used the parenting websites ‘mumsnet’ and ‘netmums’ in order to survey mothers to find out the factors affecting whether they went back to work or not. The factors that affected women returning to work (or not) after they had children were mainly around the price and availability of childcare; about attachment to their careers; and about their sense of identity.</p> <p>Question and Answer: Workshop participants will have the opportunity to ask any questions they may have about my research.</p> <p>Group Discussion: There will be time for a group discussion about Early Years issues related to my research. As the majority of my participants were from professional backgrounds the discussion will mainly be focused on how effective Early Years services are for professional families.</p> <p style="text-align: center;">Points that could be discussed -</p> <p style="text-align: center;">How suitable/accessible are Early Years services for working mothers?</p> <p style="text-align: center;">Do Early Years services have gendered expectations of parents (such as assuming that many mothers will have free time to volunteer etc.?)</p>

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NAME	ORGANISATION	TITLE OF WORKSHOP
Victoria Stirrup RWg19	New Leaders in Early Years Student (CCCU)	<p style="text-align: center;">Exploring Partnership with Parents</p> <p>This workshop is based on my research that took place in a Children’s Centre in a coastal area of high deprivation. As part of my role as Early Years Practitioner role within the Children’s Centre I worked with children and families. I was particularly interested in the transition some of the parents had made from using the Children’s Centre themselves to volunteering, studying for NVQs and working within the crèche. Through getting to know the parents at the centre I was aware of some of the challenges that they and their families had overcome- the journey they had taken. From my studies on the MA Early Years programme I was aware that the construction of parents experiencing multiple disadvantage within UK early years policy were deficit ones. Contrary to this, and a particular point of interest for this study is the increasing message within early years policy that parental engagement is inherently empowering for the parents who take part.</p> <p>I was interested in finding out why the parents at the centre had chosen to volunteer and what they felt they gained from this experience in terms of benefits for themselves, their children and their families. If the parents in this study felt that engaging with the centre was an empowering experience. These questions formed the basis of my dissertation research and I used this as an opportunity to explore my own interest in using narrative methodologies that place the voices of the research participants at the centre of the research process.</p>