



## GETTING READY TO LEARN

### Application Guidance for an Integrated Approach

If applying for 3 or 4 themes, you may wish to consider an integrated approach. This would enable you to deliver the themes in a holistic way, running a series of sessions for parents incorporating different themes.

#### SECTION 1

In this section outline your setting's existing provision, established prior to participation in Getting Ready to Learn. (This will make clear how much work was *already* ongoing within your setting.)

#### SECTION 2

In this section outline events planned specifically to deliver Getting Ready to Learn messages.

For example, you may be holding a workshop in term 1 to provide information about areas of learning for Education Works and to explore developmental stages for Ages and Stages.

You may be holding an event to launch Big Bedtime Read but **also** focussing on developing speech and language for Ages and Stages.

Record the number and type of events to be held each term, including the purpose, for example:

#### Term 1:

- A workshop to introduce Education Works in Preschool, Ages and Stages and Happy Healthy Kids
- A play and stay session to demonstrate how child learn through play (Education Works)
- A workshop to introduce Big Bedtime Read; sharing information about the importance of reading and good bedtime routines.

#### Term 2:

- Two workshops to develop parents' knowledge of healthy lifestyles and physical exercise (Happy Healthy Kids/Ages and Stages)
- Two stay and play sessions (Education Works/Ages and stages)
- A modelled reading session (Big Bedtime Read)

This section may also include activities that have been adapted to support delivery of Getting Ready to Learn, for example, you may choose to modify existing curriculum meetings to focus on the themes and share information with parents about how to **improve the home learning environment** or adapt established play and stay sessions to put more emphasis on development of specific skills, **modelling how to support children at home**.

### SECTION 3

In this section, outline the areas of focus within each theme. Although there will be an integrated approach to delivery, the messages relating to each theme should be clear, for example:

Happy Healthy Kids:

Parents will:

- be given examples of healthy snacks and demonstrations of appropriate portion sizes
- be provided with information about the importance of physical exercise;
- participate in physical activities during workshops;
- be encouraged to borrow resources to develop physical skills at home

**We would strongly advise that attention is paid to the performance indicators for each theme when planning activities. This will help ensure that the planned experiences will provide parents with appropriate knowledge and confidence to support their children at home.**

Settings are advised to consider key performance measures to ensure planned programme will contribute to outcomes, for example, the main focus for Happy Healthy Kids is on increasing parent understanding of the importance of physical activity and reduced screen time. While activities may include healthy eating, emotional development and other areas related to health, the key focus should be physical exercise.

(Pre and post questionnaires will be provided to support gathering of evidence of impact)

| Education Works in preschool  | Happy Healthy Kids   | Ages and Stages   | Big Bedtime Read   |
|---|--|---|--|
| <b><u>Key performance measures will include:</u></b>  | <b><u>Key performance measures will include:</u></b>   | <b><u>Key performance measures will include:</u></b>  | <b><u>Key performance measures will include:</u></b>                       |
| % of parents participating  | % of parents participating   | % of parents participating  | % of parents participating   |
| % of parents reporting an increased understanding of the pre-school curriculum and how children learn through play.                   | % of parents reporting an increased understanding of the importance of gross and fine motor skills and the impact on brain development | % of parents reporting an increased understanding of their children’s developmental milestones              | % of parents reading a bedtime story <b>at least</b> 3 times per week      |
| % of parents reporting an increase in activities in the <b>home</b> to support their development? (e.g. playing, talking and reading) | % of parents reporting an increase in their child’s regular physical activity  | % of parents reporting they have introduced more activities at home to help support children’s development. | % parents reporting improved bedtime routines as a result of the programme |
| % of parents reporting a reduction screen time  | % of parents reporting a reduction screen time   | % of parents reporting a reduction screen time  | % of parents reporting use of library services                             |
|   | % of parents reporting an increase in healthy eating habits  |   | % of parents reporting a reduction screen time                             |

### SECTION 4

In this section, record planned expenditure for the funding allocated for each theme.

**If session costs are needed, please provide a full breakdown including amount required from the total available funding.**