Learn with Fred
Background – Hotspot Literacies

- Two year funding from Education Scotland
- Targeted approach to family literacies delivery – linked to Christie Commission’s view on early intervention
- One of the 5% SIMD areas in the city using data which indicated the likelihood of potential literacies needs down to a street level and offering everyone in those areas, with a child 0 – 5 years old, the chance to take part
Aims

To highlight and reinforce the important role parents have as their child’s first educator.

- Awareness of learning opportunities
- Share knowledge and information
- Develop parents’ skills and build confidence
Themes

• Songs, Rhymes and Music
• Language and Communication
• Sharing Books
• Play
Initial Engagement with Families

• Door knocking

• Messy Play/Baby Memory Books/Family Fun

• Invite to participate
Relationship with Parents

- Positive, trusting partnership
- Met families individually
- Introductory session
Working with Parents

- Parent Time/Family Time
  - Chill out/feedback/snack

- Fun, interactive and **learner led** as much as possible

- Hook in parents/light bulb moments (experiential learning)

- Making quality, useful resources

- Do it **with** them not **at** them

“What are we doing this week?”
Fred’s Role

• Attachment
  - Introductory session
  - Special to each child
  - Fred Time
  - No replacements!

• Learning tool in group and at home

• Attachment to parents
Fred’s Travels

Adult Learning Awards, Edinburgh

Wedding in Glasgow

Mums’ Night Out

Las Vegas

Always in handbag

Ninewells Hospital

Fred's Travels
Language and Communication

• Talk to your child from birth
  o “Babies brains are built not born.” (Unknown)
  o True/False Quiz
  o Early brain development
Language and Communication

• Having a conversation with your child
  ➢ Smelly boxes/key rings
  ➢ Input from Speech & Language Therapist

• Conversation Prompts and Practical Activities
  ➢ Feely bags
  ➢ Fred’s House play mats
  ➢ Post Box
  ➢ Fred’s morning
  ➢ Room on the Broom
I never thought about how hard it can be if they don’t know the right words. I had nightmares about that Lego!

I use the post box for all sorts of things – colours, counting, sorting - and we sing the song! She loves it so that’s half the battle!

I like the key ring, I’ve put it with my other keys. I use it when we’re shopping and he’s much better behaved.

I liked the counting to 5 tip – I did that – asked him loads of questions and never gave him a chance to answer. He must have thought ‘Will you just shut up for a minute!’ Now I just ask one question and wait for him to answer.

Talking about ‘bumpy’ words with him has really helped so much. He’s much better now and his dad and I are a lot less stressed and upset.

We made another playmat at home for his cars – we put in a garage, bridge and petrol station.
Evaluation Methods

- Baseline Evaluation
  - Interaction with children
  - Knowledge of how children learn
  - Confidence in knowing how to support child to learn

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<thead>
<tr>
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<th>Start of course</th>
<th>End of course</th>
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<tbody>
<tr>
<td>Slightly confident</td>
<td>44%</td>
<td>0%</td>
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<tr>
<td>Confident</td>
<td>44%</td>
<td>33%</td>
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<tr>
<td>Very confident</td>
<td>12%</td>
<td>67%</td>
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Outcomes

• Working as a childminder

• Four mums used skills gained to plan structured activities in a local mother & toddler group and one member of LWF joined the group

• Initially volunteered with local project, consequently gaining full time paid employment

• Completed HNC in Childcare and working in school nursery

• Gran joined kinship carer group
Developments

• Delivered in community settings in other SIMD areas of city and one block in partnership with OPFS

• Delivered as part of nursery transition in local school

• Developed Books for Bairns as an offshoot from the project with funding from Big Lottery, delivered in community and nursery settings
Developments

- LWF rolled out in Falkirk and Levenmouth
- Experiential learning used as a tool in delivery of a variety of family literacies programmes
- Experiential learning workshops delivered to Education Department ASNAs, practitioners across Tayside and Fife
Research

• Longitudinal research over 5 years around concept of parents being first educators of their children and the difference a programme of support can make to parents who have difficulty identifying with this concept
• Working in two local primary schools to build parents’ capacity at different stages in early literacies and child development from 2 year old provision to P2
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