

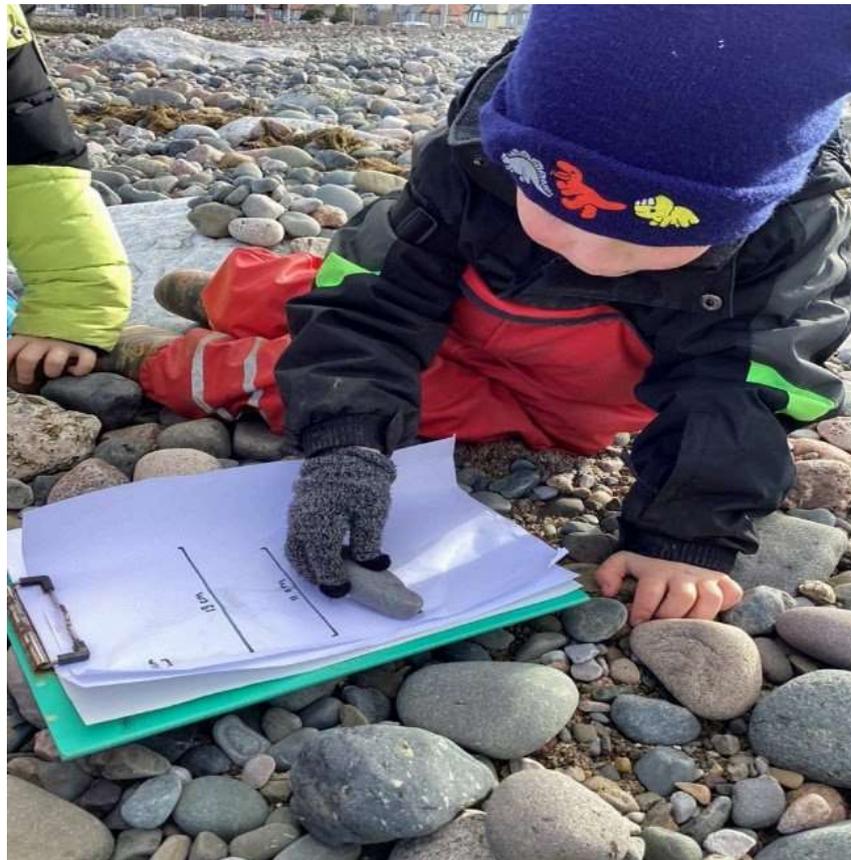
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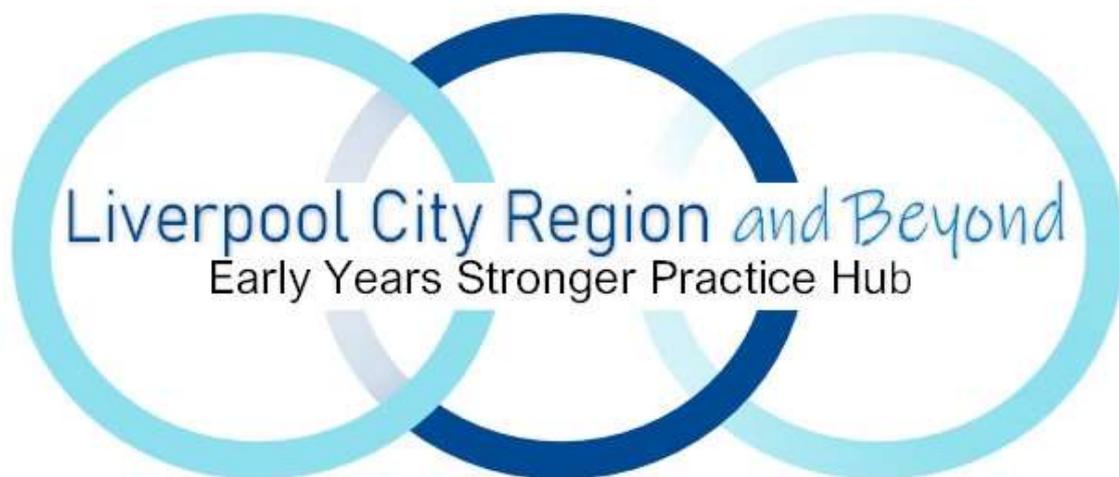
January 2025



Happy New Year and welcome to the Liverpool City Region and Beyond Early Years Stronger Practice Hub January 2025 Newsletter.

January 2025 issue

Welcome, CPD, Research in Practice, Quality education through a reflexive lens, Dingley's Promise Training, Childminding Drop In, BBC Tiny Happy People, Module 8 DfE Child development, Educator Self-Regulation and Wellbeing Affirming Workplaces Webinar, SPHub Feedback Form.



**Liverpool City Region and Beyond Early Years_
Stronger Practice Hub Continual Professional_
Development Opportunities**

Firstly, if you haven't already please book on to our conference in February:

Saturday 8th February 2025 9.30a.m. – 12.30p.m. at at The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB.

Our theme for the conference is: **Sustainability and the Under Threes through the 3 Pillars and the Sustainable Development Goals** with Diane Boyd (Early Years Consultant) who will share examples of how young children under three and sustainability can be explored with the educators who work with them.

To book a place let us know via email on sphubnw@evertoncentre.liverpool.sch.uk

LEARNING WALKS

Are you looking for inspiration in your learning environments in the New Year? Book onto our Learning Walks on offer over January, February and March:

Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. Thursday 30th January 9.30a.m. – 11.45a.m.

East Prescott Nursery School, 86 East Prescott Road, Liverpool L14 1PW. Tuesday 4th February 9.00a.m – 11.30a.m

Ganney's Meadow Nursery School and Family Hub, New Hey Road, Woodchurch, Wirral, CH49 8HB. Wednesday 5th February 1.30-3.30p.m.

Duke Street Nursery School, Duke Street, Chorley, Lancashire, PR7 3DU. Thursday 13th February 9.30a.m. – 11.45a.m

Crank Nursery, Crank Nursery Ltd, Crank Hill Crank, St Helens, WA11 7SD.

Monday 3rd March, 9.30a.m. – 12.30p.m.

If you wish to offer your setting for a learning walk to share practice especially linked to research in communication or early mathematics, let us know via email on

sphubnw@evertoncentre.liverpool.sch.uk

Do you require any support in supervisions? We are offering an online supervision session you might like to access live:

SUPERVISIONS ONLINE - Wednesday 22nd January

2025 10.30-11.30a.m. Information session on why supervisions are important for staff wellbeing and retention and how to implement them successfully in the early years workforce.

Audience: Managers and Room Leaders

To book a place let us know via email on

sphubnw@evertoncentre.liverpool.sch.uk

Due to popular demand we are offering Movers again:

MOVERS IN THE EYFS

THE MOVEMENT ENVIRONMENT RATING SCALE (MOVERS) IS A NEW METHOD OF MEASURING THE QUALITY OF ENVIRONMENT AND PEDAGOGY IN WHICH YOUNG CHILDREN ARE ENCOURAGED TO MOVE AND BE PHYSICALLY ACTIVE.



Course Aims and Outcomes:

- Have a greater understanding of the importance of children's physical development.
- Have a greater understanding of how we can support physical development in the EYFS
- Become familiar with the MOVERS document
- Use the MOVERS rating scales in your setting to audit your provision and plan for improvements

CPD Sessions are delivered by the Liverpool City Region and Beyond Stronger Practice Hub

Face to face training in Warrington. The Hub, 79 Capesthorpe Road
WA2 0JF

CPD split into two half days of delivery with a short gap task

1st session Monday 3rd Feb 9 -12 noon

2nd session Monday 10th Feb 9 -12 noon

Open to all Early Years practitioners in the LCR and Beyond Stronger Practice Hub Local Authorities. PVI's, Nursery Schools and EYFS school staff. Please e mail below to secure a place.



Email: SpHubNW@evertoncentre.liverpool.sch.uk

Website: www.evertonnurseryschoolandfamilycentre.org



Email: sphnw@evertoncentyre.sch.uk

Website: www.evertonnurseryschoolandfamilycentre.org

SELF REGULATION IN THE EYFS

Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. These skills are also sometimes described as executive function capability.



CPD Sessions are delivered by
Liverpool City Region and Beyond Stronger Practice Hub

Face to face training in Warrington. The Hub, 79 Capesthorpe Road
WA2 0JF

One day CPD split into two half days of delivery with a short gap task

1st session Friday 7th February 9 - 12 noon

2nd session Thursday 13th February 9 – 12 noon

Open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub Local Authorities. PVI's, Nursery Schools and Nursery school staff in primary schools.

Open to all Early Years practitioners in the LCR and Beyond Stronger Practice Hub Local Authorities. PVI's, Nursery Schools and EYFS school staff. Please email to secure a place.

sphubnw@evertoncentre.liverpool.sch.uk

If you haven't accessed our recorded sessions, we still have the following available for staff team training or individual professional development:

RECORDED SESSIONS

We have recorded **nine sessions** online for staff training:

SKILLS BEFORE WRITING online recorded session by Amanda Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years staff exploring skills before early writing

If you would like to access this training session, email

sphubnw@evertoncentre.liverpool.sch.uk

EMOTIONAL REGULATION online recorded session by Maria Beale (SENDSCO) and Emma Doran (Early Years Co-ordinator) from Whitefield Primary School, Liverpool. Maria and Emma share how they have worked with children in the early years and their families exploring emotional regulation.

If you would like to access this training session, email

sphubnw@evertoncentre.liverpool.sch.uk

NURSERY RHYMES online recorded session by Faye Johnson, Assistant Headteacher from Everton Nursery School and Family Centre has put together a session on exploring Nursery Rhymes as a staff team with young children.

If you would like to access this training session, email sphubnw@evertoncentre.liverpool.sch.uk

COMMUNICATION AND LANGUAGE online recorded session by Amanda Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years staff exploring communication and language.

If you would like to access this training session, email sphubnw@evertoncentre.liverpool.sch.uk

OAP (ORDINARY AVAILABLE PROVISION) - Amanda, one of our Hub team has put together a recording on OAP (Ordinary Available Provision) in early years. If you would like to access this 30 minute training sessions, email

sphubnw@evertoncentre.liverpool.sch.uk

USING MUSICAL INSTRUMENTS - Craig and Pip from East Prescot Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments. Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

If you would like to access this 30 minute training sessions, email sphubnw@evertoncentre.liverpool.sch.uk

MATHEMATICS RECORDED ONLINE – Rebecca Morgan

(Nursery Teacher) has recorded a practical session online to share with colleagues to explore mathematics. If you would like to access this training session, email

sphubnw@evertoncentre.liverpool.sch.uk

EARLY EMOTIONS RECORDED ONLINE

An introduction to early emotional health, the issues children face and links to socio-economic backgrounds, previously by Kaya Doyle (Hub Manager) online live.

Now available as a recorded session – If you would like to access this training session, email

sphubnw@evertoncentre.liverpool.sch.uk

SENSORY CURRICULUM RECORDED ONLINE - email our sph

email address if you would like to access for your school or setting a recorded session from Emma-Louise Scott (Nurture Teacher) sharing her experiences and practical examples of a sensory curriculum.

If you would like to access this training session, email

sphubnw@evertoncentre.liverpool.sch.uk

Finally, look out for the PEEP practitioner session:

FUTURE PRACTITIONER PEEP SESSION – are you interested in

accessing PEEP for yourself as a practitioner?

If you are interested in finding out more about this CPD session email the sph email address and register your interest on PEEP practitioner training. Kaya Doyle (Hub Programme Manager) will contact you with more details.

All CPD sessions are open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub 10 Local Authorities. To book on any CPD session live or recorded email: sphubnw@evertoncentre.liverpool.sch.uk

CHILDMINDER INFORMATION:

CHILDMINDER DROP IN

Every Wednesday 9.30-11.30a.m. at Deysbrook Community Centre, **Liverpool**, L12 4XF.

Every Wednesday 9.30-11.30a.m., term time, St Hilda's Church Hall, Hunts Cross, Stuart Avenue, **Liverpool**, L25 0NG

Every Thursday 9.30 - 11.30a.m. Beck Community Centre 20 Esthwaite Ave, **Kendal** LA9 7NZ, open all year round except Christmas

You're invited to LCR Stronger Practice Hub Childminder

Network Saturday 25 January 2025 10:00 - 11:00 (GMT)

[https://teams.live.com/joinmeeting/9331412489407?
p=GFOqd4wCrV38cn99r1](https://teams.live.com/joinmeeting/9331412489407?p=GFOqd4wCrV38cn99r1)

Tap on the link or paste it in a browser to join.

This is a re occurring meeting on the 3rd Saturday of each month.

The aim of the Liverpool City region and Beyond Stronger Practice Hub Childminder Forum is to gauge if there is a need which as some childminders are isolated with limited or no

networks in their LAs. We aim to initially give some case studies from childminders and share how the Liverpool City Region and Beyond Early Years Stronger Practice Hub has supported them over the last 12 months, plus give any national updates, share what CPD we have and share the EEF and DFE funded interventions.

If you attend a drop in or meet up with other childminders across the Liverpool City Region and Beyond area, please let us know so we can advertise, allowing local childminder colleagues to attend, join in and network.

WELLCOMM BAGS

If you are a Liverpool Childminder and wish to borrow a Wellcomm bag to use with your children, email the sph email as we can support you and loan a Wellcomm bag to you for a period of time.

CHILDMINDER NETWORK RESOURCE BAGS

If you would like to access these resources, email us on our sph email address.

Don't forget to access information from our national Stronger Practice website:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-ey sph>

We also have a local website on our lead school website. See here for more information:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>



research in practice

Opportunity to take part in project to consider how can Ofsted conceptualise 'vulnerability' in its work within the education and social care sectors?

Further information and how to book: [How can Ofsted conceptualise 'vulnerability' in its work within the education and social care sectors? New dates added | Research in Practice](#)

Online session dates using MS Teams:

- 23rd January 09:30-11:30 – Early years professionals specifically
 - Additional twilight session 22 January 2025, 16:00-18:00 for professionals in Early Years, Education, Further education and skills or children's social care settings regulated and inspected by Ofsted.
-

Quality education through a reflexive lens Educators



Dr. Diane Boyd



A key aspect of quality education in early childhood is the ability to be critically reflexive in your approach. In relation to early years practice, knowing why a particular approach to learning and teaching is taken is a starting point for determining the meaning and value of education and taking responsibility. This can be empowering for educators observing and understanding the true value of children's engagement and participation in their learning. Michelle Bennett a childminder of eleven years' experience in Morecambe Bay reflected *"I always like to reflect by looking back. I ask myself what has gone well? I always reflect on my practice daily"* as it clarifies her thinking. As educators you must challenge any narrow focus of pre-determined outcomes, with little room for creativity and experimentation. Instead, focusing on preparing children for the 21st century and the need to be self-determined, critical thinkers, and independent decision makers through inquiry-based learning. UNESCO, (2017) suggested that creativity, problem solving and divergent thinking were the necessary requirements for the 21st century. So, more than ever is the need to be critically reflective of the pedagogical experiences planned for your children and ensuring they are strong, safe and empowered. Being reflective starts with a

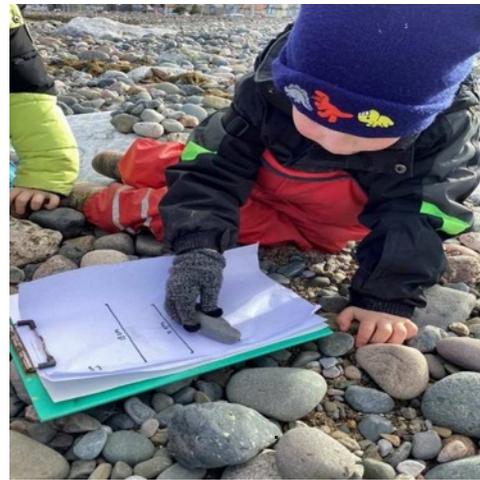
readiness to question personal practice, underpinned by your values, beliefs and assumptions. This critical reflexivity is also part of socio – cultural, economic and environmental sustainability, using the provocations to question and critique any unconscious bias. **The Stronger Practice Hub** embedded sustainability into their training for all providers in the **Liverpool City Region and Beyond area**. The training is aimed at nursery providers, managers, childminders, teachers, all educators that are working within early childhood.

Michelle reflected upon how she initially felt at the start of the free training, highlighting that as a word ‘Sustainability’ she had no awareness of the word at all, *“I don’t know the word or how this affects me, I was a bit blind to the training and wondered if I will be out of my depth.”* But a key element of a quality educator (Sustainability Development Goal 4 Quality Education, UNESCO, 2015) [THE 17 GOALS | Sustainable Development](#) is professionalism and as Michelle stated, *“I wanted to keep learning.”* She further reflected, *“that having access to free quality training was a massive boost and the fact I can fit into my week, was getting my brain going!”*

Kim Wilson Quality Manager for Honey Pot Nurseries in Liverpool initially saw only one aspect of sustainability and thought this was more *“eco-training”*. She reflected that to them sustainability was *“focused on recycling, reducing waste, and protecting the environment. However, through The Stronger Practice Hub training and further reflection, she and her team came to realise that sustainability encompasses so much more. As a staff team we now understand that*

sustainability is built upon three core pillars”.

In contrast Helen O’Hagan of Sandcastles Children’s Nursery also in Morecambe, came along to the training *“because the training sounded really interesting”* and gave her a *“tingle”* because she already knew about sustainability, and this was *“credible quality training that aligned with my thinking!”* Helen reflects about her practice daily and recognised that it is a part of quality provision. All participants however were extremely thankful that this was *“not online anonymous training but quality face to face”* as Helen said, *“it was brought to me!”*



Sandcastles Nursery Morecambe Bay - SDG 14 Life Below Water

Children

As educators you also allow opportunities for children to reflect upon their learning experiences. Learning is flexible and can be in the moment and there is no guarantee that the ‘planned’ learning may not always happen as planned. This is a time for engaging in self-reflection, asking key questions such as: *“How did this activity support children’s understanding and learning, and how can I respond?”* Reflection must be honest and critical, allowing time to consider next steps or extensions. Drawing on an inquiry-based approach to early childhood pedagogy, educators can be flexible and creative adapting their practice in the moment, accommodating their children’s learning dispositions. In this way learning is relevant, and meaningful to the children when this moves away from the narrow focused ‘teaching without learning’ process and more towards the Reggio Emilia-based approach of contextual learning (Malaguzzi, 1993).

Childminder Michelle ensures that at the end of the day or at the start of a new week she asks the children to reflect on what they had liked and why, or if there was something that had provoked them. Michelle was keen **“to see what they were interested in”** to ensure she was starting from their interests. She gave an example of how one little girl had become more vocal due to Michelle’s new input on sustainability using a ‘Hub beach training’ lens. Michelle stated she was “seeing the positive impact on the experiences I offer, as its their world and this matters to them”. Her oldest little girl aged 3 years, had become more upset about the littering on the beach and when she saw an adult drop litter, Michelle recalled *“she shouted you need to pick that litter up, as it could damage the fish in sea”!* The DfE strategy(2021) [Sustainability and climate change strategy - GOV.UK](#) reiterates this too, stating *“children and young people are worried about climate change and want to know more about: the impact this is having now and how this will impact their future lives”*. The DfE highlighted how schools and nurseries needed to engage with Sustainability and Climate Action.

Kim reflected that because of attending the training, the SDGs are now embedded into both their planning documents and policy. On their planning the specific SDG logos are attached to the themes planned to support educators and students to make connections. She further articulated that *“this knowledge transformed our approach. We no longer see sustainability as just a “green” initiative but as a mindset that impacts how we teach, learn, and collaborate with our staff, children, and families”*.

See below example of how both thinking and planning at Honey Pot now reflects a sustainability perspective.



The Reggio Emilia Approach

The Reggio Emilia approach positions both the child, adult and family as co-learners, co-researchers collaborating with each other on a non-hierarchical level. This approach resonates with the holistic, interconnected nature of early childhood education for sustainability, with all the community being a part of the community. The approach draws on an emergent curriculum with multimodal interactive learning processes, where active learning through investigations, conversations and collaborations are at the core of quality pedagogy (SDG 4 Quality Education) (UNESCO, 2015).

Michelle recognised that sometimes *“I don’t have the answer, so we research using the iPad and we search as they are constantly wanting to learn”*. The key here is the need for honest reflective practice, recognising how she herself needs to grow. Reflective educators can extend, challenge and freely observe whilst positively scaffolding the children’s learning. Michelle further noted that *“her oldest little girl encourages the younger ones to be involved in the research and learning, due to her excitement and interest”*. The DfE (2021) strategy again notes that educators and children need *“to translate this knowledge into positive action and solutions”* and this is what the children in Michelles care are doing. Different strategies support children’s communication and language (C&L) development with research showing this benefits disadvantaged children greatly. The Education Endowment Foundation (EEF) toolkit under C&L [EEF | Communication and Language](#) stresses this and highlights collaborative talk and modelling language and new vocabulary as key. In this example, the older child was the scaffolder and mentor, revisiting previously heard language but also motivating the younger children to start to develop research skills, a key requisite for the 21st century.

Kim too reflected that at Honey Pot Nurseries they *“actively encourage children to share their ideas, ask questions, and collaborate with their peers during projects. Through group activities, they develop skills such as teamwork, problem-solving, and communication, which align with the socio-*

cultural pillar". Riley (2008) notes the importance of children being an integral part of all aspects of their learning and their assessment process. This could also be in the form of visible learning, where children contribute to a A3 thinking pad, to be used as both a record of the activity but also a reflective journal to revisit together. Consider the language here with children revisiting and recalling the process and demonstrating their authentic understanding because they are involved. The thinking pads can also be taken out beyond the gates with the children so they can freely access them, revisiting and extending their thinking whilst engaging in the environment. Provocations are another key element of the Reggio Emilia approach as they offer sparks of interest or potential and ignite the children's curiosity. If the educator is passionate and engaged about sustainability, then children are more likely to become empowered in their own thinking.

Helen used the term "*joyful*" when reflecting upon the Stronger Practice Hubs training about sustainability and how this made her feel. This passion is translated across into the choices of resources, provocations and experiences offered to the children. Helen regularly takes her children to the beach and through her passion and knowledge, supports her children to develop empathy and care for their ecological world.

Additionally, books can be used as a provocation to start a process of inquiry, but they can also be used as a reflective tool to consolidate the children's understanding further.

Michelle says books to her are a source of choice for the children, as they are freely available, "*children can look at them any time*" but also as a prompt, taking our "*books with us all the time. Books are now much more as a resource for learning, because the children are remembering aspects from books*".

For example, after the Hub beach training Michelle used the beach as a provocation rather than just as a place to spend time making sandcastles. Together she and the children investigated the shoreline, looked for litter and identified indigenous shells from the Bay. She stated she is now more sustainably aware, and that because of the provocations she offers "*the children reflect now and are more vocal as a result. They are remembering the topics now and more caring*

consequently” resonating with SDG 14 Life Below Water (UNESCO, 2015).

Further reflections on the training offered

As a result of the quality training on sustainability Michelle felt that this offered her more potential learning experiences, stating, *“I feel the training is an avenue I am going to explore more. The little people are our future”* and the *“the little ones are very vocal because they want to be part of it (the future) as well”*. From a business perspective Michelle reflected and felt the Hub training had *“given me a different outlook as a business, to think more about the world we live in and capturing the world now. This means not just going to beach as an activity but to see the beach to help the planet because the children want to learn, so we are learning together.”*

Images below Childminder Michelle- pedagogical sustainable activities SDG 14 and SDG 15.



This learning together resonates with the Reggio Emilia philosophy but also the idea of the nursery as a community of learners (Wave and Lenger, 1991). As a result of this new Sustainable lens Michelle also reflected upon how her training has not just benefitted herself as a childminder, but the children's relationship with their family and community resonating with Sustainable Development Goal SDG 11 (Sustainable Communities and Cities) (UNESCO, 2015). Michelle stated that this transformative thinking *"is rippling out into their family"*, as the *"children teach their families too, so they are more involved now"*. For example, Michelle had taken the children to her local charity shops to source new resources during their neighbourhood walks (SDG 12 Responsible Consumption and Production) (UNESCO,2015), and the parents reported to her that *"the children were starting to say, what can we donate to the charity shop?"*

Kim also noted that because of the children taking 'sustainability' home with them, their parents are now asking more questions and wanting to get more involved. As a result of attending the Hub training Kim reflected on how Honey Pot Nurseries have embedded *"understanding Sustainability"* into all internal training across the settings, as well as sending educators to participate in Hub woodland training too.

When Helen reflected upon her future planning for 2025, she realised that she needed to make her small steps larger and embed the Sustainable Development Goals into her provision, making them more visible. She reflected on *"how the training furthered my learning and my thinking, especially using the SDGs"*. She drew upon an example of practice. Sandcastles has always been linked to the local care homes and after attending the Intergenerational Maths conference she reflected upon how she could make the visit more aligned with the SDGs (UNESCO,2015). Helen *"reflected it had brought the SDGs to life for her!"*

Quality educators (SDG4 Quality Education) use reflection to move not just the planning forward with extensions and

provocations, but to clarify their thinking too. Critical and honest reflectivity highlighted to Helen at Sandcastles that she wanted to make sustainability *“more visible to her parents and families”*. She felt she needed to support the community *“to recognise humans place in their world and help make this more physical. Early Childhood she stated has a deep reach and I need to use it more.”*

As reflective educators moving forward is key, Michelle also reflected after the training *“that was really beneficial to us all”* on forward thinking, recognising too *“that as a small business she wanted to get families involved more.”*

Helen too made this reflection stating that she uses ‘Tapestry’ to communicate with the parents, and after the Stronger Practice Hub training, she realised that whilst many of our activities and practices align with the SDGs the *“SDGs are mentioned only 4 times since September on tapestry, so my new goal for new year is to explicitly acknowledge the SDGs more routinely in communications with families”*.

Kim also was able to reflect more deeply because of the Stronger Practice Hub training noting *“We feel incredibly prepared to take on the role of Sustainability Lead and develop a robust Climate Action Plan. This leadership role has allowed us to reflect deeply on our curriculum and how we can take further steps to promote sustainability across all areas of learning.”* Kim was now able to clearly make connections to all aspects of the three pillars *“stating moving forward, we will continue to: expand our projects to include more real-world, hands-on experiences that reinforce the three pillars of sustainability; engage families and communities to build a shared responsibility for sustainability and measure our impact and identify further opportunities to reduce waste, support economic initiatives, and foster inclusion”*. She reflected, *“the training helped us realise that our children are the future of our country. By embedding sustainable practices into their learning experiences from an early age, we are not*

only nurturing responsible individuals but also creating lifelong learners who can become change-makers in their communities”.

This article has demonstrated not just the importance of quality training provision but also the need to constantly reflect and move your thinking and pedagogical provision forward in to the 21st century. Later this month there is a podcast with educator Emma-Louise Scott from Everton Nursery School and Family Centre talking about what reflective practice and sustainability means to her - please look out for the podcast which we will advertise on our website:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>



EARLY YEARS INCLUSION PROGRAMME



Dingley's Promise Training is bringing about a fundamental change in early years practice across England.

Using our knowledge and experience of supporting children with Special Educational Needs and Disabilities (SEND) in our nursery settings for over 40 years, we have developed a range of inclusion training courses to help others supporting children with SEND in the early years.

These courses are funded by the Liverpool City Region and Beyond Early Years Stronger Practice Hub, and are available to all those working with children in the early years in your local authority, at no cost to you.

Each course has been designed to enable flexible remote learning and includes webinars and resources for practical application of the learning within daily practice.

Courses include:

- Introduction to Early Years Inclusion
- Managing Difficult Conversations
- Behaviours That Challenge

Go to www.dingley.org.uk/training to find out which course is available in your area.



For more details and to sign up

Email: SpHubNW@evertoncentre.liverpool.sch.uk



training@dingley.org.uk



Dingley's Promise Training

[BBC Tiny Happy People Website](#)

If you haven't discovered the BBC Tiny Happy People website yet, please view as this website provides a wealth of information for parents and professionals, developed by professionals to support children to talk. There is a recorded video that takes you on a tour of the website:

<https://www.bbc.co.uk/tiny-happy-people/articles/zbvjdjsg>



Department
for Education

Have you seen the recent module 8 from the DfE Child development module series on:

Supporting individual differences and needs.

The module covers the provision for children with developmental differences and needs in early years settings. It explains your role as an early years educator in planning, observing and assessing children's learning and development in the context of inclusive environments.

<https://child-development-training.education.gov.uk/about/module-8>

Support settings to manage neurodiversity within the workforce and sharing wellbeing affirming practice.

Booking is through the Eventbrite link below.

Educator Self-Regulation and Wellbeing Affirming Workplaces



Tuesday 21st January 2025
6.30pm - 8.00pm

Kerry Murphy has worked in all aspects of early education supporting settings, families and children with SEND. We are delighted to welcome her back for a brand new webinar on educator self regulation. During this webinar, Kerry will focus on how we support the educators in our setting and become wellbeing affirming workplaces.



 Funded by
UK Government

<https://www.eventbrite.co.uk/e/educator-self-regulation-and-wellbeing-affirming-workplaces-webinar-tickets-1106978906709?aff=oddtcreator>

Don't forget to access information from our national Stronger Practice website:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysh>

Here you will find information about our podcasts as well as blogs and training sessions.

We also have a local website on our lead school website. See here for more information:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>

Liverpool City Region and Beyond Early Years Stronger Practice Hub Feedback Form

If you have attended any of our conferences or face to face training, please scan the QR code and send us feedback. Many thanks.



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