

1

Prepare, Reflect and Plan

- Agree/prepare professional development conversation focus
- Reflect on own knowledge, skills and practice
- Set goals within an agreed action plan

2

Build Knowledge and Motivate

- Select credible sources of evidence such as the Early Years Toolkit and Evidence Store.
- Identify the 'best bets' from the evidence
- Consider their relevance to individual contexts

3

Identify ways to support the development of practice

- Review current approaches, practices and goals
- Identify an expert educator to model/support/instruct
- Rehearse the practice and offer feedback

4

Plan opportunities to embed and review

- Provide prompts and cues to support practice
- Scaffold peer support and opportunities for self-monitoring
- Encourage productive repetition of practice

5

Review goals

- Review goal setting and action plan
- Celebrate achievements
- Share success with others





PROMPTS FOR FACILITATING A PROFESSIONAL DEVELOPMENT CONVERSATION



Prepare, Reflect and Plan

- Have you any thoughts about what you would like to focus on today in our conversation?
- What skills, and practice do you feel confident and less confident with?
- What are your short and long term goals?
- Discuss any considerations for individual and setting context.



Build Knowledge and Motivate

- What do you think the impact will be for children if you use this approach and practice?
- Let's explore the evidence together.
- How relevant is the evidence to our setting and our children?
- What do you think could be the 'best bets' for us to focus on?
- Is there an expert educator who can support?



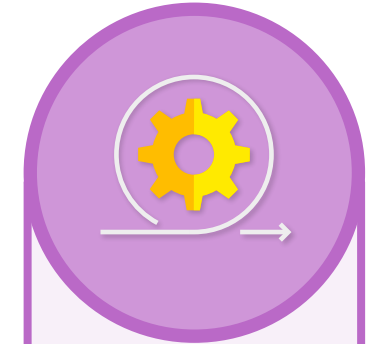
Identify ways to develop practice

- We can arrange for you to observe this particular approach and practice being modelled.
- We can watch the video exemplification and discuss what we see the educator doing.
- Do you think what you observed is similar to your own practice? What do you need to develop further?
- Take time to have a go (rehearse) then we can build in time for feedback.



Plan opportunities to embed and review

- Are there any prompts or cues needed to support this approach/practice to embed?
e.g. checklists, visuals.
- Would peer to peer support be helpful?
- What about the use of video to self-monitor?
- Let's consider the context for the practice.



Agree new goals

- Review goals
- What do you feel has gone well?
- What have been the challenges or barriers to you achieving your goals?
Explore solutions.
- What would you do differently next time?
- What achievements do you feel proud of?
Let's share with others!




PROFESSIONAL DEVELOPMENT CONVERSATION ACTION PLAN TEMPLATE

This action plan is designed to support professional development conversations between individuals: for example, peer to peer, leader to educator. The length of time between each conversation can be flexible and responsive to the individual setting involved whilst ensuring momentum and impact is maintained.

Name:

Role:




Prepare, Reflect
and Plan

Date

Agreed focus

Short term goal

Long term goal



Build Knowledge
and Motivate

Date

Impact on children

What does the evidence tell us?

Identified as 'best bets'






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Name:

Role:

 Identify ways to develop practice	Date	Support for developing practice	Support for embedding practice	Context for practice
 Plan opportunities to embed and review				
 Agree new goals	Date	Successes	Review short term goals	Review long term goals




PROFESSIONAL DEVELOPMENT CONVERSATION ACTION PLAN TEMPLATE EXAMPLE

This action plan is designed to support professional development conversations between individuals: for example, peer to peer, leader to educator. The length of time between each conversation can be flexible and responsive to the individual setting involved whilst ensuring momentum and impact is maintained.


Name: Chris

Role: Level 2 educator - New key person with 2yr old children.



Prepare, Reflect
and Plan

Date	Agreed focus	Short term goal	Long term goal
	<ul style="list-style-type: none"> • New role as key person. • To focus on communication and language approaches and practices. • Confident sharing books. 	<ul style="list-style-type: none"> • Chris feels less confident to develop children's vocabulary. • To develop practices within teaching and modelling vocabulary. 	<ul style="list-style-type: none"> • To develop all approaches and practices in communication and language. • To support children's identified communication and language difficulties.



Build Knowledge
and Motivate

Date	Impact on children	What does the evidence tell us?	Identified as 'best bets'
	<ul style="list-style-type: none"> • Explored CL strand in EY Toolkit. • Increase children's learning by seven months. • Impact positively on children's spoken language, expressive vocabulary and early reading skills. 	<ul style="list-style-type: none"> • Explored The Early Years Evidence Store. • Vocabulary instruction effective in shared book reading. • Those more at risk need more consideration. 	<ul style="list-style-type: none"> • Combine both explicit vocabulary instructions such as naming/labelling, discussing word meanings, and implicit teaching strategies such as recasting and extending.






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Name: Chris

Role: Level 2 educator - New key person with 2yr old children.

 <p>Identify ways to develop practice</p>	Date	<p>Support for developing practice</p> <ul style="list-style-type: none"> • Watched video exemplification to understand the approach of 'teaching and modelling vocabulary'. • Focused on practice videos for explaining and showing and recasting. 	<p>Support for embedding practice</p> <ul style="list-style-type: none"> • Room leader will model/instruct and support Chris to develop and rehearse these practices. • Chris will ask a peer to video his practice to review and enable feedback. 	<p>Context for practice</p> <ul style="list-style-type: none"> • Chris will carry out these practices with his key children, throughout his daily interactions.
 <p>Plan opportunities to embed and review</p>				
 <p>Agree new goals</p>	Date	<p>Successes</p> <ul style="list-style-type: none"> • His key children have made progress in spoken language and using a wider range of vocabulary. • Share progress with parents/carers and at next staff meeting. 	<p>Review short term goals</p> <ul style="list-style-type: none"> • Chris has achieved his short term goals. • He is feeling more confident and skilled in using both explicit and implicit teaching strategies to develop children's vocabulary. 	<p>Review long term goals</p> <ul style="list-style-type: none"> • Chris is keen to improve the early identification of children with speech, communication and language difficulties. • He wants to know what he can do to support these children.