

Embedding the Peep Progression Pathway



Project Aim: 80% of parents/carers participating in the Pathway will report increased confidence in parenting skills and knowledge of child development by June 2017.

Method - PDSA

- Information Leaflets (2 Cycles) - Will using the leaflet get more families engaged in participating in the Pathway? Will practitioners feel more confident promoting with the leaflets?
- Additional Time (2 Cycles) - Will having devoted additional time for families interested in the Pathway help parents/carers complete portfolios for assessment in a timely manner?
- Embedded Pathway (2 Cycles) - Will more people complete a portfolio if it is made an integral part of the group?
- Specific Pathway Group (3 Cycles)- Does participation in a specific pathway group make a difference to parents' motivation and to completion of a unit? Will having a termly Pathway group provide mentoring opportunities and lead to other practitioners delivering the Pathway in their own services?



Process Change - things we've developed

We now offer two termly Pathway groups - one offered specifically to foster carers and the other offered universally. Parents/carers sign up specifically for these groups because they are motivated to complete a portfolio.

At universal groups, where we deliver the Pathway, we offer additional time at the end of sessions to provide parents/carers working on a portfolio support towards completion.

Practitioners have found that introducing the information leaflet at the beginning of the term has been helpful in promoting and sharing information about the Pathway effectively.

Achievements

"This course has made me see everyday life as learning opportunities."

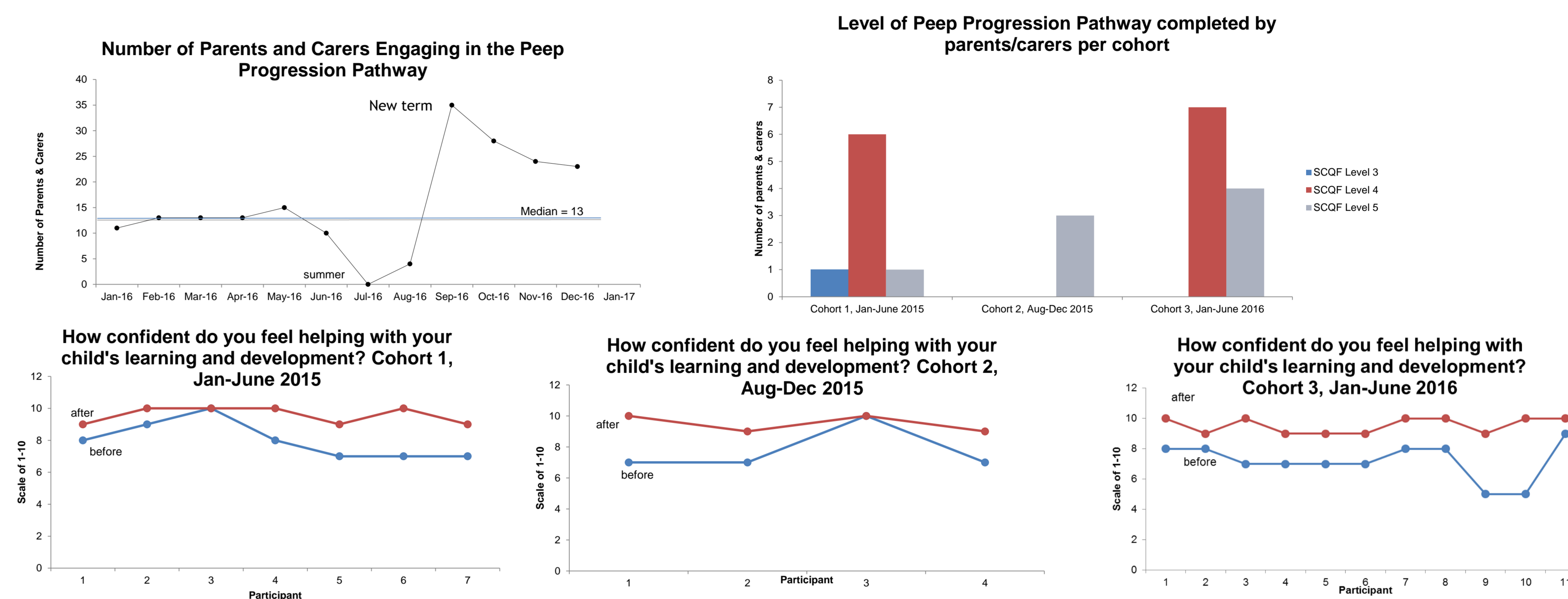
"Learned a lot about how everyday things I was already doing is bringing him on...I wouldn't have realised this without Peep."

"Peep has provided me with the tools and support to confidently teach my child new skills. It has helped me to feel confident as a new parent."



15 parents & carers attended celebration in September and received Pathway certificates, 3 parents/carers are progressing and completing further pathway units, some at higher level, 1 parent has become a trained Peep volunteer and is running a group and also completing City & Guilds unit.

Results



Key Reference Materials

- Enabling Parents study** - this independent study examined the impact of the Peep programme for parents/carers. Key findings of the study found that Peep parents, compared to the non-Peep parents:
- reported significantly greater awareness about how to help their child's literacy development
 - improved their socio-economic status (as measured by their job)
 - took more courses, particularly in basic skills.

Parents also considered Peep to be a source of support and encouragement.

Enabling Parents: The Role of Peep in Supporting Parents as Adult Learners, October 2004. Kathy Sylva*, Maria Evangelou*, Rachel Taylor*, Andrew Rothwell*, Greg Brooks** * Department of Educational Studies, University of Oxford ** School of Education, University of Sheffield

EPPE and GUS studies -

- the quality of the Home Learning Environment is more important for intellectual and social development than parental occupation, education or income
- this study showed that the learning environment in the home had a greater influence over children's outcomes than their mothers' social class or education level

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2014) *Effective Pre-School, Primary and Secondary Education Project (EPPSE 3-16), Influences on student's development at age 16*. Ref: ISBN 978-1-78105-402-4, DFE-RR354

Melhuish, E (2010) *Impact of the Home Learning Environment on child cognitive development: secondary analysis of data from 'Growing up in Scotland'*. Scottish Government Social Research

Key Learning Points

- Embedding the Pathway into our everyday work was something we wanted to do as a team and the QI programme allowed that to happen by keeping us organised and focused.
- We've learned that we can offer the Pathway in different ways and settings and depending on the motivation of parents/carers can be successful delivering the programme effectively.
- To be successful, we've also learned that practitioners need to have the right support and tools to feel confident in delivering the programme. Supporting practitioners effectively is linked to motivating the parents to engage in the Pathway.

Next Steps

- We're continuing to flexibly offer the Peep Progression Pathway and analysing the different ways we approach families to get involved and how our delivery styles impact interest in and completion of portfolios.
- We will start tracking further educational attainment and progression towards employment of parents/carers after completing the Peep Progression Pathway.