Bristol Standard discussion group

Dimension 7 Staffing, Leadership & Management Rosie Coulstring and Julia Harkess

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Use these notes following the group discussions to look deeper into your practice. Think about

How does this relate to your practice?

What evidence have you got to portray your identified strengths?

Link : Working with Assistants | Bristol Early Years

STRENGTHS

How do we support & promote self-care in our setting?

- Keeping Friday's work free or just for admin and cpd. This frees up time to extra things to make the setting better, like Bristol Standard.
- Sitting down and eat with the children, finding an opportunity to pause and eat.
- Reading Kate Moxley book on Early Years wellbeing.
- Finding time to have a private breather and space (when working with assistants)
- Asking colleagues how they are each morning.
- Modelling kindness.
- Make staff tea and biscuits, value them.
- Having good relationships and respect for each other.
- Reminders displayed to calm down and tips on how to that.

How do we allow enough time for reflection and discussion on different aspects of practice?

- Have a notebook to jot things down – what worked well etc
- Finding time to have those reflections.
- Use this forum to have reflective discussion.
- Constantly reflecting and discussing.
- We discuss everything during the day, what is working well, what we want to change.

How do we use mentoring, peer observation and network support on different aspects of practice?

- Sharing ideas with each other and having the opportunities to share ideas.
- Making time to meet up with childminding colleagues.

How do we maintain effective communication in our setting?

- Maintaining constant communication with assistants.
- Jot down ideas on a weekly planner.
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How do we promote a culture of learning and the development of professional identity for everyone?

- Attend reflective forums
- Discuss CPD/training that staff can attend.
- Share information with assistants, giving them the opportunities to ask questions and find out more, encouraging a culture of learning.
- Discuss Bristol Standard with assistants and involve them
- Having a setting uniform for practitioners.

How do we provide regular opportunities for everyone to engage in CPD?

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How do we encourage everyone to be involved in an aspect of leadership or management in our setting?

- Split business and teaching between staff, so that practitioners have their own role within the setting.
- Manage paperwork and time.
- Make use of outside agencies, senco, cm support etc.

How does leadership inspire and motivate everyone in our setting?

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How do we ensure that we regularly discuss and review our values and aims?

- Reflecting on what I do and why I do things by using the Bristol Standard.

  *You can cross reference evidence from Dimension 1 – Values and Aims.

TARGET

1. Speak with assistant to ask what they would like from their role.
2. To book more CPD
3. To concentrate on our own self-care, maybe taking up yoga and also look for the positives in every day, no matter how small.

BENEFIT

1. The children would benefit from….
2. The children would benefit from having a practitioner who has new ideas and confidence and renewed inspiration. I would like to do a speech and

language and that would have a direct benefit. I would hope to feel more in tuned to the children's needs.

3. The children will benefit from practitioners who feel more relaxed and providing a more relaxed atmosphere for the children to be in. Modelling finding a pocketful of positivity in the little things.

When you will do it.

Who? You!

What? How are you going to do this?

When? Timeline date this