

## Rationale for Change

The Map-do-review Method has been used since 2014 to enable children to have a meaningful voice in decision making. A change in staffing structure, an increase in hours and rapid change over 2018-2019 has impacted on the frequency of practitioner's engagement in the method, resulting in its usage becoming inconsistent. Therefore, it is necessary to develop strategies for its application and consider ways of improving practitioner's confidence so that a consistent approach can be re-established and be sustainable.

**Aim: To increase early years practitioner's engagement with the Map-do-review method to 50% of overall usage by April 2020.**

## Innovation to Date

The ELC team at Innerwick Early Years Setting are passionate about listening to children's voices – practice central to a play-based pedagogy which promotes each child's right to be heard and to play. The Map-do-review method was established through a BACP research project (2013-2014) and continues to impact positively on children. This innovation was identified as empowering children to lead their own learning and to provide them with a meaningful voice (Education Scotland Inspection, June 2019). The Senior Practitioner has shared the method through workshops, visitor tours of the setting and an article in the SSSC's online newsletter (June 2015).

The method involves children engaging with a map of the learning environment, whilst creating a plan for play with adult support. The method enables all children, irrespective of developmental stage, to have a voice: children participate at their own level by using their own form of self-expression. The practitioner's role involves observing, listening intently to children and documenting their own particular voice throughout, be it gesture, eye contact, symbol-making or verbal. A parent whose child initially communicated through gesture understood the positive impact, "Map-do-review is an excellent idea, especially for some of the kids that can't express much of what they want to do. They have the visual, that gives them a lot of confidence". Children's plans and subsequent learning develop into sustained periods of play, which can extend over long periods of time. Reviews are created when a child is ready.



Logan, William and Cosima's 27.3.19  
Bull shed plan  
The bulls are going to arrive tomorrow. Stick them right into the pen. I will go in the pen, we need another shed for another baby to come - "Only 2" says Cosima  
We will have four gates so the bull can get in, so they can't get out. They are in the willow house so they get fresh air. Put in barley and more straw  
"Bring the food in my skin steer" says William  
WHAT IS THAT? "A Babcat"

Children often collaborate in plan making, however the length of a plan and the decision to create a review is self-determined by individual children.

William 1.4.19  
It was a bit tricky, doing that work in there. Getting all four gates, that was tricky. Logan and Cosima did it with me, we needed more people... 10.

Cosima 15.5.19  
I liked helping Logan, it was very kind of Logan to bring his bulls to nursery. It's lovely to see Logan's bulls, they have not arrived yet. We are going to get them from Logan's farm. Build a farmer van, bull will go in, to arrive at nursery.

Map-do-review supports a variety of children's voices, not solely the verbal, from the photos taken by children when designing the map at the start of each year to the symbols and drawings used to represent plan ideas.

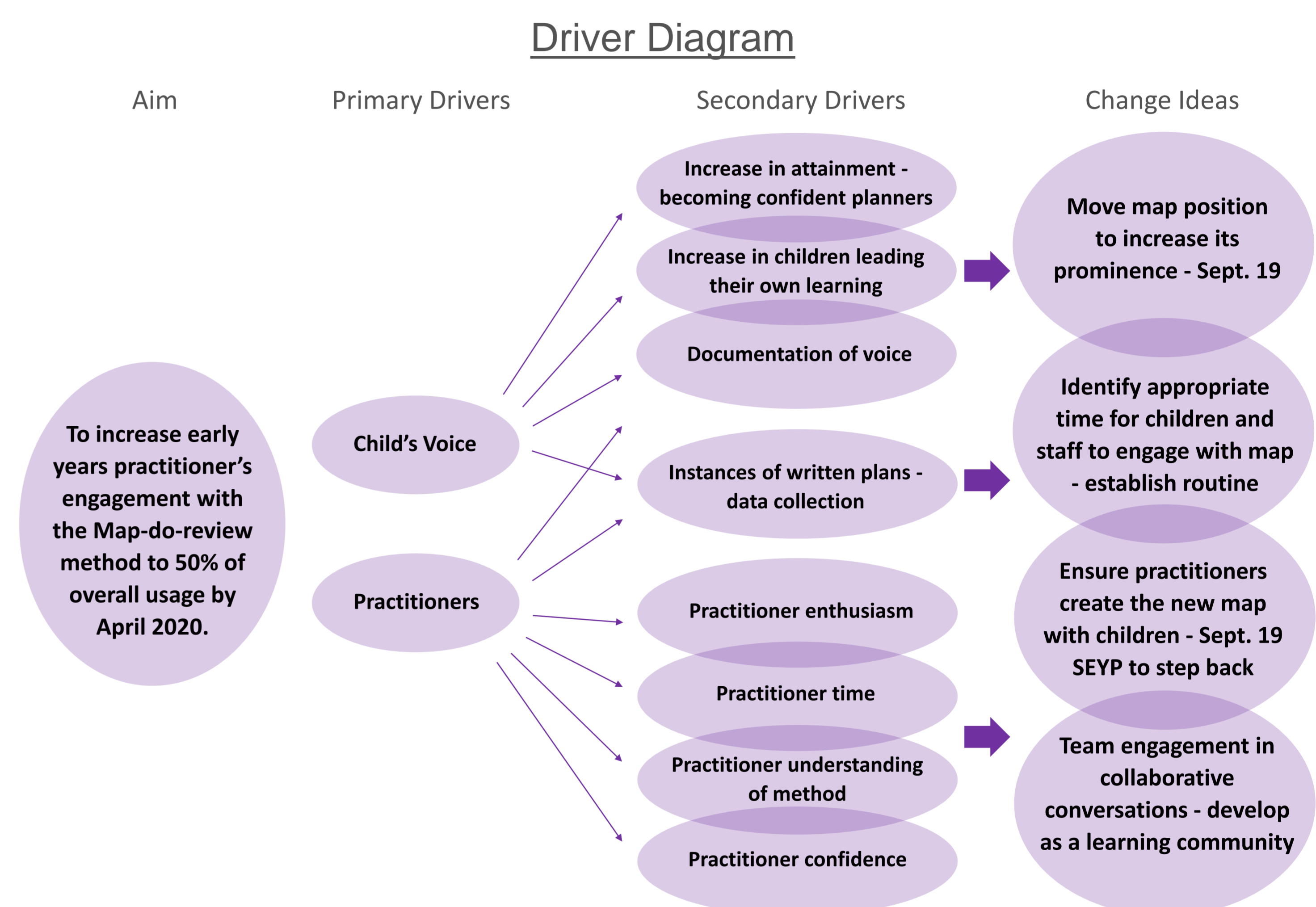
## Summary of Learning

Practitioners are determined to develop and improve their current approach with Map-do-review. In order to support the process of change and ensure the project is a success the team established project aims:

- Deeper engagement from all children and practitioners
- All practitioners should have equal understanding and value the purpose of the map and its impact
- Practitioners share the collective responsibility to engage
- Develop a consistent and sustainable method of application
- Maintain and develop further, children's existing high levels of engagement in self-directed learning through play

## Key Achievements to Date

In the early stages of development work the production of a driver diagram set a structure for the process of change.



## Supporting Evidence

A planned programme of outcome and process measures will gather data throughout the whole project - May 2019 to April 2020. The measures and data gathered will provide an overview of which change ideas have the most impact on the main aim of the project. Some initial data gathering provided a baseline from which to work from. A questionnaire for staff (June 2019) gauged confidence with Map-do-review at the outset and the need to raise practitioner confidence was made apparent.

### Increase in practitioner confidence - qualitative and quantitative data

Rating performance on a 1 to 10 scale – finding the average	Established user - SEYP	Practitioner Team
Question 1: How engaged do you currently feel with the whole Map-do-review method?	8	4.33
Question 2: How confident do you currently feel about using the process of the Map-do-review method to support children to have a voice?	10	5.83

Data gathering on practitioner's engagement in the early stages of the project already shows improvement, an indication that the main aim for **50% of overall usage by April 2020** is realistic and achievable.

### Practitioner's engagement (usage) with method - quantitative data

Percentage of usage over a set timescale	Established user - SEYP	Practitioner Team
October 18 to end of March 19	90%	10%
April 19 to end of June 19	63%	37%

## Next Steps

The project will continue through to April 2020, at which point an evaluation of the results and impact of change will be shared.