

Inclusive Practice

SLC 2 - Attention and Listening – Practitioners Role



Please note: the SLC cards should be worked through in order from cards 1 – 6

It is important that we are conscious of the impact of the role we play in developing children's attention and listening skills, placing value on the approaches we use. There are many different strategies that can be applied to practice, and it is helpful to reflect on what each of us do day to day, to monitor the impact on children's attention and listening skills.

TASK 1

Have a look at the list below. Do any of the statements resemble your practice?

- I shake a tambourine to signal to all children to stop and listen ready for tidy up time
- I say a child's name before speaking to them to ensure they know communication is meant for them
- I model active listening when a child talks to me
- I plan activities targeted specifically to a child's attention and listening skills
- I am conscious of how I use the routine to support children's attention and listening
- I use the child's interests to gain and maintain their attention
- I monitor the language I use, to ensure that it is age/stage appropriate
- I am mindful of environmental factors when monitoring a child's attention and listening skills

Building Best Practice - Work with a partner to reflect on and add to this list of simple strategies

TASK 2

Research – Take some time to build on your knowledge.

Over the next two weeks, each practitioner is to spend 30 minutes developing their knowledge and understanding of the subject matter.

Be sure to use reputable sites such as the ones listed below and try to find time in your working day to share something that you learned with a peer.

- Communication supportive environments for practitioners (ican.org.uk)
[ican.org.uk/media/1779/communication-supportive-environments-for-practitioners.pdf](https://www.ican.org.uk/media/1779/communication-supportive-environments-for-practitioners.pdf)
- Listening and understanding - Help for early years providers (GOV.UK)
[help-for-early-years-providers.education.gov.uk/communication-and-language/listening-and-understanding](https://www.gov.uk/help-for-early-years-providers/education.gov.uk/communication-and-language/listening-and-understanding)
- Every Child a Talker (ECAT): Strategies and Resources (Leicestershire County Council)
resources.leicestershire.gov.uk/education-and-children/early-years/childcare-practice/teaching-learning-and-assessment/every-child-a-talker-ecat/strategies-and-resources