

## **Parents as Planners.: The ORIM cycle.**

### **Using the Recognition Strand to Evaluate and to Plan with Parents.**

#### **What can you do to make a programme include and fit all families, maximise take up and encourage high levels of participation?**

In Sandwell MBC, Saeeda Butt, Parents as Partners in Early Learning (PPEL) Manager, works with a group of parent volunteers who will support other families to use the ORIM model to help with early learning at home. Saeeda is passionate about parents and carers 'owning' the learning and understanding the child development and family interactions behind the ORIM based activities. At one parent volunteer evaluation session, two parent volunteers, Emma and Beenish, explained that they wanted to plan further ORIM themed activities that the families could do on visits to the library and in the school holidays. Saeeda supported their ideas, helped them to plan and evaluate, and then produced the professional resources that could support other families. (See the two examples below.) The trainer here is **recognising** the skills, enthusiasm and the knowledge that the parents and carers have about their own children and validates this through making the resources with them. ORIM thus becomes a powerful model for change and growth and is relevant to the families and the local community leading to the high participation and engagement of families.

*I could see how the ORIM framework could be a tool that would work with parents. Through the PPEL work in Sandwell, we were already researching and working with families in the home environment and ORIM offered the chance to develop parents' knowledge of their child's learning development with fun activities! Once we started to introduce the REAL training I was amazed by the impact that the REAL/ORIM work has on practitioner practice as well as parental knowledge. There is a 'light bulb' moment that happens and the REAL/ORIM approach becomes a part of everyday language and literacy experiences. The challenge for me became the need to ensure that every early years' practitioner received REAL training and that they then had the support to put it into practice.*

(Saeeda Butt, Sandwell MBC)

#### **Emma's (Parent Volunteer at a Children's Centre) Library Visit Trail Card.**

Here are Emma's words and observations about ORIM and Seeing the REAL world through the Eyes of a Child:

- I attended training in 2022 for 4 weeks.
- I thought that the training was going to be dull and boring but it was too much fun! It was lighthearted, interactive and certainly not your average training session.
- ORIM is easy to follow for me as a parent. It's things that I do every day but I didn't realise it was research!
- It's given me validation to know what I am doing is OK and that I am doing the right thing.
- It's also made me realise there's more to bringing up a child!



<p><b>Opportunities for children's learning,</b></p> <ul style="list-style-type: none"> <li>• Telling the time – What are the libraries opening hours &amp; how long will we spend there.</li> <li>• Environmental Print – Signposts &amp; shop signs. Parking the car, do we need to pay? How much for how long.</li> <li>• Reading books, discovering what we like best. Lots of choice and opportunities to explore new interests.</li> <li>• Books are in alphabetical order. Can we find a book or return it to its correct place?</li> <li>• Technology, checking books in &amp; out through the machine.</li> </ul>	<p><b>Recognising children's progress and achievements,</b></p> <ul style="list-style-type: none"> <li>• Encourage child to explore and choose their own books.</li> <li>• Praise their reading</li> <li>• Show interest in what they like and encourage them to find out more about that subject.</li> </ul>
<p><b>Interaction or talking with children,</b></p> <ul style="list-style-type: none"> <li>• Listen to child read.</li> <li>• Guided reading, it's about understanding the words and helping my child to understand the story...not just reading the words.</li> <li>• Have conversation about the book that they have chosen.</li> <li>• Ask questions about their interests and find books about them.</li> <li>• Checking out books, how long do we keep them. How do we use the machine, using your membership card.</li> </ul>	<p><b>Model or showing children what to do,</b></p> <ul style="list-style-type: none"> <li>• Read stories to them.</li> <li>• Talk/show them what you like to read and why.</li> <li>• Talk about why the library is important to the community and what other services are available there (computers/photocopying/ study booths).</li> <li>• Put the library receipt on the fridge at home so that we have a reminder of when books need to be returned.</li> </ul>



## Beenish's ORIM plan for 'things to do in the holidays'.

Beenish, a parent volunteer, wanted to plan activities for the children in the holidays. Following on from her parent volunteering training she first of all brainstormed ideas on an ORIM grid, and then put the activities sheet together.

Here are Beenish's words:

- It has helped me do more things with my children- especially outside. Instead of cooking and cleaning all the time- this has helped me to make more time with the children to do things outside.
- It has reassured me.
- I am following my children's interests.
- It has made a difference. My children talk to me more. It's made them more open.
- It has helped me in my role as a new volunteer.

## Beenish - ORIM for ideas for parents to do on holiday





<p><b>O</b>pportunities for children's learning,</p> <p>for example, going to the park, riding a bike, baking cakes, reading and acting out stories</p> <p>Dancing to the music.</p> <p>Playing football outside being physically active.</p> <p>Colouring outside, drawing and making pictures.</p> <p>Colouring the pictures.</p>	<p><b>R</b>ecognising children's progress and achievements,</p> <p>for example, taking photos of what your child can do, make pictures, praising your child and telling them how well they've done</p> <p>Praising the children using the signs and words on the picture.</p> <p>My children's faces light up when I praise them.</p> <p>Giving children stickers and encouraging them.</p> <p>Taking photos of the children to show what they have done.</p>
<p><b>I</b>nteraction or talking with children,</p> <p>for example, all that you talk about with your child are examples of the types of interaction you do to support your child's learning.</p> <p>Listening helps interaction</p> <p>Reading books together.</p> <p>My little one is 3 years and older one is 6 years.</p> <p>They like to do actions to go with the story especially, "Going on a Bear Hunt."</p> <p>My younger child loves the actions and my older one likes me to ask questions about the story.</p>	<p><b>M</b>odel or showing children what to do,</p> <p>for example, the different ways of learning that you show or demonstrate to your child. Children learn by copying others</p> <p>I show them first what to do, it could be riding a bike or building structures with blocks.</p> <p>I would encourage them to have a go.</p>



**Thank you to Emma, Beenish and Saeeda for sharing their ideas.**

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