

Olga Lukaseviciene – Manley Summers

Childcare level 2 progress review – Tanyia Beg

Olga is **very clear** about the impact she intends to have when she meets Tanyia for a progress review. At the start of the programme, Tanyia was shy and reserved, but proved herself capable of high standards in her first assignment. Since then, however, assignments have not been handed in, communication has been poor, and there has been tension between the apprentices in the workplace. Around these issues, Olga built an **effective** agenda for the review.

Olga's pre-review conversation with Tanyia's Functional Skills teacher and **excellent** interview with Tanyia's employer helped to colour in a fuller picture of Tanyia's progress and performance. Olga then used this information together with her own observations to create a hypothesis about Tanyia's recent underperformance. Through her **particularly effective** coaching, Olga explored all areas of concern without prejudice and with an open mind.

- (Olga) "Are there any issues why you couldn't provide the assignments on time?"

Her **effective** non-confrontational style allowed Tanyia to evaluate her own weaknesses and so identify and 'own' appropriate resolution actions – some of which she had done in preparation for the review.

- (Tanyia) Resolved the problems of unreliable internet connection by bring her work into the training centre on a USB drive.

Tanyia's **excellent** articulation of her work-place challenges shows she is developing her independent working abilities **well** and clearly understands her real-world learning.

- Reorganising the storage of toys.
- Changes to door security and visitor logging.

That said, Tanyia is **clear** that the improvements to the children's safety and experience have been as a result of the **effectiveness of the team-working** with her colleagues and their ability to **communicate effectively** with the employer.

Using **effective** open questioning, Olga sensitively pursued a previous concern about tension between colleagues in the workplace. Tanyia outlined the solutions the team developed and confirmed that tensions are now resolved.

Olga **skilfully** introduced the topic of Functional Skills through an Information, Advice & Guidance (IAG) discussion about her future aspirations. This indirect approach allowed Tanyia to voice concerns about her dislike of maths, but to reflect on its importance for her onward progression. Olga's saving of the positive feedback she had collected from Tanyia's Functional Skills teacher until this point had a particularly motivating impact on Tanyia, as evidenced in her post-review interview:

- (Tanyia) "Sometimes you find out your strengths – like with my maths – I had no idea!"

This strategy of **building confidence and motivation** around the subject Tanyia dislikes the most was an important precursor to Olga's **increase in expectations** of Tanyia.

Olga uses the review **effectively** to learn more about Tanyia. *[Too often, reviews focus on the delivery of the Reviewer's opinions, with the Reviewer doing most of the talking.]* Olga's **well-structured**

evaluative conversation allowed Tanyia to identify her strengths and explore her weaknesses without ever losing the motivation to invest more time and energy in her studies.

Olga **skilfully explored** the developments needed over the coming weeks. For instance, her **excellent** evaluation of the difference between the employer's view of Tanyia's ability to support the children, and Tanyia's own view that roles and responsibilities are not sufficiently clear, led to a specific and positive action for the next visit to the workplace.

- (Employer) "Tanyia was not too sure how to support the children."
- (Tanyia) "There's too much confusion in the place."

During this visit, Olga intends to choreograph a conversation between the employer and the learners to develop all parties' understanding of the issue, but without confrontation and without creating tension. *[An observer can easily extrapolate Olga's chances of success based on the skills she has demonstrated during this film.]*

Tanyia is developing **extremely well** and is an **effective** reflective practitioner: she is clear about issues in the workplace, issues with her own motivations, and her own skill development needs. She appears to be very resourceful, yet knows when to seek help from her team-leader and/or Olga.

As part of looking forward, Olga **effortlessly** introduced the next assignments and deadlines into the motivational flow of the conversation.

The **excellent** plenary showed Olga that Tanyia has understood all elements of the conversation and remains motivated for the challenges ahead.

Further evidence of impact in the post-review interview:

- (Tanyia) "It is really good to have a one-to-one with your tutor because you're able to find out things you didn't know before and just achieve your targets and know how to get there."
- (Tanyia) "The support that I get now, it's really, really made it really easier for me to know exactly where I want to be, because I had an idea of where I wanted to be, but I didn't know how to get there. But with the support now, I know what needs to be done and how I can get there."

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- **Very good** preparation for the review allowed Olga to discover the reasons for Tanyia's recent underperformance.
 - **Excellent** communication with the team responsible for Tanyia's educational experience.
 - **Particularly effective** coaching allowed Olga to keep an open mind and supported the learner's own performance evaluation.
 - **Excellent** development of the learner's confidence and motivation.
 - **Excellent** development of the learner's reflective skills.
 - **Sensitive** handling of differing opinions allows Olga to build consensus and avoid confrontation.
 - **Excellent** use of IAG to focus the learner on ultimate goals and the relevance of individual barriers to their achievement.
 - Olga has **high expectations** of her learner and builds this well as she increases her understanding of her learner's abilities.
 - **Strong** and **effective** planning of short-term goals.
 - **Excellent** checking of understanding.