



Adult Learning and Skills Service

Family Learning Courses

Promoting life-long learning
for the whole family





What is family learning?

Family learning focusses on engaging with parents and carers and their children to support educational attainment, social skills and raise self esteem. It supports both children and parents/carers to improve their core skills and promote further learning.

Our courses and workshops feature a relaxed and informal learning environment where individuals are encouraged to take part with interactive activities and group discussions. Parents and children are given opportunities to work together to help encourage a positive relationship and build good communication skills.

What courses and workshops do you have on offer?

Our family learning teachers are qualified to deliver a variety of sessions and topics, and they have excellent experience of working with both adults and children of all ages. At the Adult Learning and Skills Service we pride ourselves on creating family learning opportunities that meet the needs of the local area and we understand that these requirements vary according to the geographical region.

The following is a list of the types of family learning courses we have on offer but please contact us if your requirements are not mentioned. See back cover for details.



Accredited family learning qualifications – English, maths and childcare.

Healthy households – learn the importance of healthy eating from pre-pregnancy to a child up to 7 years.

Playful parents – look at the importance of different types of play and the benefits to health and learning.

Preparing for school – how to support a child through the transition of starting school.

Creative child – look at the learning and skills acquired through messy, imaginative and musical activities.

Positive parenting – look at the positive techniques to support a child's behaviour.

Confident children – focus on ways to support a child's confidence and self-esteem.

Chatty child – focus on the importance of good communication and ways to promote speaking and listening with a young child.

Sharing experiences – focus on a range of different learning experiences around investigation and curiosity.

Child development – focus on early child development and look at ways to support physical, social and language development.

Baby play – focus on supporting babies to play and learn.

Science – focus on age appropriate, fun science activities for a child.

Crafty Children – focus on age appropriate craft activities, the learning benefits and basic health and safety.

Learning through play – focus on play to support physical, intellectual, language, emotional and social development.



Starter for Ten programme

Our Starter for Ten is a parenting programme designed to promote preschool children's school readiness. Our programme aims to improve the child's school readiness by enhancing their:

- Communication and language skills
- Personal, social and emotional development

At the end of the programme the child will have successfully completed the 10-step checklist to help prepare them for school. The child will receive a certificate and a Starter for Ten puppet upon completion of the programme. The programme is 12 guided learning hours and is aimed at parents/guardians and children learning together.

Bespoke family learning opportunities

There is always the opportunity to create a more bespoke course that would suit the needs of your organisation. This could include incorporating courses such as British values, SEN and equality and diversity.

What to do next

If you would like any further information or you would like to see if we can design and arrange a course specifically for your requirements, please contact our Family Learning Curriculum Manager, Anne Rucroft on 01609 535581 or alternatively email anne.rucroft@northyorks.gov.uk



Get in touch today...
...we would love to hear from you.

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Contact us

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

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