



Welcome to the eight edition of the Education Mile Newsletter. Our aim is to share regular local and national information for families in the City. If you would like to find out anything further on any items or you would like more advice or information, please contact the **Family and Young People's Information Service**, **020 7332 1002**, fyi@cityoflondon.gov.uk. Website: www.fyi.cityoflondon.gov.uk.

What is Modern Day Slavery?

Modern day slavery refers to any form of forced human exploitation for labour or service, such as human trafficking and forced labour. Unfortunately, slavery still exists today in over 130 countries. The International Labour Organization (ILO) estimates that over 21 million people are victims of modern-day slavery. In the United Kingdom data collated in 2013 estimated that there were potentially between 10,000 to 13,000 victims of modern-day slavery. However, traditional means of measuring crime (victimisation surveys or police records) are less effective at measuring the prevalence of modern-day slavery as the victims are often too traumatised to report their exploitation, or do not self-identify as victims.

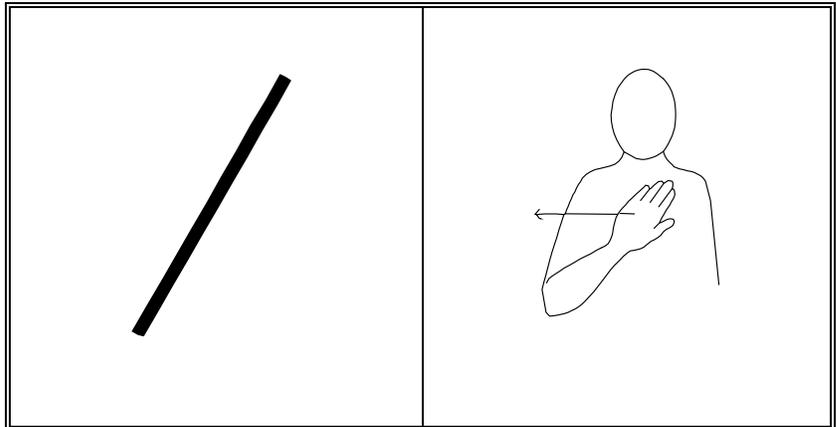
If you have concern that someone may be subject to modern day slavery, contact the **National Modern Slavery Helpline on 08000 121 700**



Makaton sign

Being able to communicate is one of the most important skills we need in life. Makaton is designed to support spoken language, so signs and symbols are always used with speech. If you would like to know more about Makaton or want to attend training, then contact me at isabelle.britten-dennie@cityoflondon.gov.uk

This term's sign is: **No**



Developing high-quality adult-child interactions in the early years (From an article by Kathy Brodie - Early Years Professional and trainer based in East Cheshire.)

1 | Pay attention when talking to children

Paying full attention when you are talking with children will allow you to notice when children use new words, explain their thinking or explore ideas with you. It will also allow you to extend children's understanding and skills through open-ended questioning.

2 | Time for children to think and reflect

Children will benefit from periods of quiet time to think about their experiences, assimilate knowledge and listen carefully to the language around them. Small dens where children can "snuggle in" are ideal places for them to absorb words, observe social interactions or understand how to communicate with different types of people as they are watching and listening. Ask yourself: When are children allowed to have quiet activities or able to observe others?

3 | Modelling language

Remember to use running commentary as well as questions. Early years should not be "The Spanish Inquisition". Questioning yourself aloud ("I wonder how many cups I need? I know, I'll count everyone here.") demonstrates how to solve problems and gives examples of question structure.

4 | Use every opportunity

Sometimes the best interactions, those that leave a lasting impression with children, happen at tidying up time or when you are washing hands in the bathroom. Children will know that you are really interested in what they have to say if you value these interactions as much as any others.

Remember that non-verbal communication is also important, such as having joint, shared interaction, using eye contact and gestures.

5 | Home learning

The home learning environment is a critical element of children's language and communication experiences. Collaborating with parents to encourage them to talk with their children at every opportunity – from walking to the setting, to discussions whilst shopping and reading together at bedtime – can improve the amount and quality of the interactions that children have.

6 | Have fun!

Adults should enjoy talking with children and having fun with language. When was the last time you had fun with words?

Listen and learn

Some of the best-quality interactions are between children themselves...Don't underestimate the importance of peer interactions, especially if you have children who are shy or reluctant speakers with adults. How many observations do you have of children talking to each other?

