



Hanen Learning Language and Loving It

Pilot Report

March 2023

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About the evaluator

The project was independently evaluated by a team from NatCen Social Research: Mary McKaskill, Berenice Scandone, Alina Fletcher, Nicky McGuinness and Helena Takala.

The lead evaluator was Mary McKaskill. She managed fieldwork, analysis and reporting.

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Acknowledgements

We would like to thank Caroline Coyne and Helen Laycock from Communicate SLT for their collaboration on the project. They have been a pleasure to work with as thoughtful, curious delivery partners throughout, and always generous with their time and insights. We are grateful to the nursery managers, nursery staff and programme leaders for contributing their time and views. Finally, we want to thank colleagues at the EEF, particularly Maria Pomoni and Sarah Tillotson, for their support throughout.

Executive summary

The project

Learning Language and Loving It™ – The Hanen Program® for Early Childhood Educators (Hanen LLLI) is a training programme for Early Years (EY) practitioners to promote language and literacy learning in nurseries as well as supporting the development of social skills. The training programme is designed to provide staff with practical strategies to enhance children's communication and language skills, through specialised ways of interacting and communicating with children during normal daily routines.

The EEF previously funded an efficacy evaluation of Hanen LLLI that was reported in April 2022. Results found that surveyed participants reported they would prefer a mixed delivery mode for both training sessions and video feedback sessions. The Hanen Centre developed materials so the training could be provided flexibly. The EEF wished to explore whether mixed-mode training delivery was feasible and suitable for both PVI and maintained settings before subjecting this new delivery model to an impact evaluation. NatCen was commissioned to conduct a pilot evaluation between January 2022 and August 2022, ahead of an efficacy trial beginning in November 2022. The findings from this pilot evaluation have been used to inform improvements to the Hanen LLLI programme ahead of delivery in the efficacy trial. Findings are also being used to consider the sustainability and scalability of the mixed-mode delivery of Hanen LLLI training.

Hanen LLLI provides training to EY practitioners who work with children aged 3-4 years. Hanen strategies, which are manualised and evidence based, are applied in interactions with all children in the setting during normal daily routines with the aim of supporting their language development. An introductory session, six workshops and five reflective video sessions and a baseline visit were delivered to 35 participants from 16 nursery settings over a period of five months. Delivery was mixed mode, with the introductory session, baseline visit, three of the workshops and one of the reflective video feedback sessions being held in person and the remaining sessions (three workshops and four video feedback sessions) online.

Hanen LLLI was delivered by Communicate SLT, a Blackpool-based organisation. Two Hanen-certified programme leaders, a speech and language therapist (SLT) and an EY consultant, provided the training and video feedback sessions to the participants. A project manager supported recruitment, delivery set-up, ongoing monitoring, and cover cost payment.

705 children from 17 nurseries in the Liverpool City Region were recruited to the pilot: 9 were maintained (that is, state funded) settings, and 8 were private, voluntary or independent (PVI) settings.

The pilot evaluation focused on the feasibility of mixed-mode delivery of LLLI and the extent to which trained practitioners (practitioners who took part in the Hanen LLLI training programme) can cascade their learning to non-trained practitioners in their settings. Fieldwork involved a web-based survey to all participants and in-depth qualitative fieldwork. Qualitative fieldwork included workshop observations, five in-depth case studies at nurseries, and interviews with the programme leaders. The in-depth case studies included a nursery visit and interviews with trained practitioners, non-trained practitioners, and nursery managers.

The intervention developers are Communicate SLT and the Hanen Centre. The Hanen Centre developed the intervention and adapted the content to be delivered online as part of their Covid-19 response. To our knowledge, this is the first time that LLLI has been delivered in mixed mode.

The pilot study was carried out between January 2022 and August 2022. Following recruitment in January and February 2022, the intervention was delivered from March 2022 through July 2022.

Table 1: Summary of pilot findings

Research question	Finding
Mixed-mode delivery	Mixed-mode delivery of Hanen LLI was found to be acceptable to practitioners and met with positive feedback from participants. Attrition from the intervention was low, particularly at a setting level, and most key barriers to implementation applied to the online sessions. Several enablers were found for high-quality delivery and participation, both internal (such as the mixed-mode format and high-quality facilitation) and external (such as buy-in from participants and managers, and opportunities for reflection). There was no key difference observed between how PVI and maintained settings engaged with the mixed-mode delivery of Hanen LLLI.
Cascading learning	The strategies deployed in the training enabled trained practitioners to use a range of strategies to intentionally cascade learning to non-trained practitioners within their settings.
Training length and dosage	The training length and dosage piloted is sufficient to deliver the core course content.

Additional findings:

Several enablers for high-quality delivery and participation were found in this evaluation and are summarised under the categories logistical, experiential and attitudinal. While there were some enablers internal to the intervention, such as the mixed-mode format and high-quality facilitation, others were external. These included strong buy-in and curiosity from the participant and their nursery manager and opportunities to practice Hanen LLLI strategies and reflect on their impact in sessions with children.

Barriers to implementation mostly applied to online sessions and included: low confidence with technology, technical issues and external distractions. However, in most cases, these barriers were overcome through preparation in advance of sessions and ultimately did not lead to attrition. This report makes recommendations for proactively mitigating these barriers to enhance participants' experience and minimise the risk of disruption.

The strategies developed by Communicate SLT and Hanen enabled practitioners to use a range of strategies to intentionally cascade learning to non-trained practitioners within their settings. The most frequently applied cascading strategy was to model Hanen LLLI strategies in practice with children, and encourage conversation about the strategies with their non-trained colleagues. Just over half of the participants who responded to the survey said that they have regularly used Padlet to cascade learning.

Qualitative fieldwork found that settings had intentions of structured cascading through all-team training in the Autumn rather than while the intervention was in progress. Moreover, the main conditions that enabled learning to be cascaded within settings were buy-in and curiosity from non-trained practitioners and opportunities for trained and non-trained practitioners to co-deliver sessions with children.

The pilot involved six workshops and six video feedback sessions, whereas the main trial will involve five workshops. This pilot found that this training length and dosage is sufficient to deliver the core course content. However, there were optional exercises and videos in workshops that were almost always cut from the agenda due to time constraints.

Introduction

Existing evidence

In 2017, the EEF published Law et al.'s¹ review of early language interventions, which recommended further evaluations of language interventions delivered by Early Years (EY) practitioners, in EY settings, and specifically recommended trialling Hanen LLLI. The review highlighted three evaluations of Hanen LLLI which, overall, showed high effect sizes on staff's conversational responsiveness to children and children's linguistic productivity and complexity. However, the findings of these studies hold low security ratings (per EEF guidelines), were undertaken in the US, and completed with small samples of settings/practitioners.

The EEF funded a randomised controlled trial (RCT) of Hanen LLLI in 147 maintained nurseries in 2019–20. Delivery of the trial and programme was extended for another academic year, as delivery was disrupted due to the closure of EY settings to most pupils from March–June 2020, as part of Covid-19 lockdown measures. Unfortunately, the further disruption to education and care in January–March 2021 through a subsequent lockdown led to the cancellation of the impact evaluation, as it was not feasible. Delivery of the programme continued, but was provided online. The Hanen Centre developed materials so the training could be provided mixed mode with deliverers able to plan which sessions could be delivered to trainees online or in person, to adapt to the level of Covid-19 restrictions in place.

While the impact evaluation of the intervention was cancelled, NatCen still carried out an implementation and process evaluation (IPE), which was published by EEF in April 2022.² Findings indicated that the programme was very well received by EY staff, who perceived the programme to have a positive impact on their practice and children's language development. As far as the team is aware, this is the first project to deliver the programme in a mixed-mode format and therefore EEF wished to explore whether this mode was feasible and suitable for both PVI and maintained settings, and have the pilot formally evaluated. NatCen was commissioned to evaluate the pilot intervention ahead of the recommissioned RCT, due to commence in Autumn 2022.

Intervention background

The Hanen Centre is a highly regarded Canadian charity that has developed a suite of programmes to support language development. The Hanen Learning Language and Loving It programme (LLLI) provides training for EY practitioners to develop their approaches to developing children's language. Whereas many language interventions focus on vocabulary, Hanen LLLI's emphasis is on conversation and oral narrative. It provides practical strategies for helping all children in the classroom build language and social skills. These strategies include:

- encouraging children to initiate and engage in conversational interaction
- encouraging extended individual and group conversations between adults and children
- modelling more sophisticated language to expand the child's oral language skills and facilitate the development of decontextualised (or abstract) language.

In addition to teaching strategies to EY practitioners, Hanen LLLI supports them to enhance their reflective practice capabilities for continuous quality improvement.

The intervention is delivered through these activities:

- an introduction session
- a baseline visit to the nursery by Hanen LLLI providers

¹ <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language>

² <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/learning-language-and-loving-it-efficacy>

- training workshops where Hanen LLLI strategies are taught and practised
- video feedback sessions where practitioners appraise a video of themselves interacting with children alongside a Hanen LLLI programme leader
- a graduation celebration at the final workshop.

The Hanen Centre website's resource centre also has resources available to Hanen LLLI participants to use throughout and after their training.

Intervention stage of development

In this pilot project, LLLI was delivered by Communicate SLT, a Blackpool-based organisation that provided the programme to settings in the previously funded trial. The programme involved two Hanen-certified programme leaders delivering training to a group of over 30 EY professionals. Training consisted of one introduction session, six 2.5-hour group training sessions (total 15 hours), and five individual video feedback sessions. While the Hanen LLLI programme is an existing manualised intervention, the two programme variations being piloted in this study were: (1) delivering it mixed mode (half online and half in person) and (2) the strategies used by trained practitioners to cascade learning to non-trained practitioners in their settings.

Results from the April 2022 Hanen LLLI process evaluation found that surveyed participants reported they would prefer a mixed delivery mode for both training sessions and video feedback sessions. For example, nursery staff reported that the sessions were 'less intimidating' when delivered remotely and that practitioners being able to record their own video to watch during the feedback sessions which provided a more typical example of practice, as opposed to the programme leader recording the video as the original Hanen LLLI guidance states. A further benefit of the mixed mode was that it could make the programme more affordable, less burdensome for trainees and scalable.

The pilot study followed the same programme of activity as outlined in the previous section. The main elements of the pilot, that were variations on the original Hanen LLLI design and implementation guidance, were:

- mixed-mode delivery (rather than all in person or all online)
- formalising the expectation of practitioners to cascade learning into their settings.

Additionally, an online platform, Padlet, was introduced where links to all course materials were shared with attendees. This can also be used as a communication channel. This was provided in addition to the resources available through the Hanen Centre website.

A cascading plan was developed by Communicate SLT as part of the Hanen LLLI pilot. It outlined how programme leaders would encourage participating practitioners to cascade learning through their settings through providing space in sessions for action planning and follow up. Strategies to support cascading included:

- encouraging trained practitioners to identify a cascading buddy within their setting to work with
- making Hanen LLLI resources available to all staff within a setting through Padlet and the Hanen Centre website
- encouraging trained practitioners to apply the skills gained in observation, feedback and coaching for improvement through the training to their settings to support non-trained colleagues to apply strategies to their practice.

At baseline nursery visits, opportunities to cascade learning were discussed with nursery managers to generate buy-in in the process and better understand their motivations for embedding Hanen LLLI strategies within the setting.

The design and schedule of the remote and in-person sessions were carefully considered by the delivery team and in collaboration with EEF. Consideration was given to maintaining or developing aspects of the sessions trainees and deliverers favoured such as:

- opportunities for relationship building between programme leaders and settings

- informal sharing of practice
- growing a community of practice within the participant cohort
- understanding of the layout and resourcing of nursery settings
- a gap in time between video taking and discussion of the video in feedback sessions.

Additionally, work was done in the sessions to highlight the links between the Hanen LLLI strategies and the new Early Years Foundation Stage (EYFS) statutory framework to support buy-in and cascading of learning through current practice.

The attention given to the training programme design was to ensure that core elements were present and consistent, regardless of whether a session was online or in person.

Hanen LLLI will be delivered in mixed mode for the 2022–23 trial. This pilot provided an opportunity for the delivery team to test the new design elements. The pilot evaluation generated insights that can be applied to enhance the mixed-mode delivery format and guidance for cascading learning, thus optimising the intervention ahead of the trial.

Rationale and capability building

As highlighted above, provision of the training programme in a mixed-mode format, to the best of our knowledge, has not yet been delivered. Further to this, the findings from the Covid-19 affected process evaluation of the programme only relate to the state-maintained EY sector. Therefore, to ensure the delivery team have sufficient capability to provide Hanen LLLI training to all types of setting in a mixed mode of delivery, NatCen proposed funding the team to deliver the programme to one cluster of EY settings ($n = 17$) before the start of the new efficacy trial in 2022–23. This cluster included both PVI and maintained nursery settings.

Interim findings from this study were shared with EEF and Communicate SLT in a presentation by NatCen in May 2022, and those findings have already been used to inform any adaptations made to the Hanen LLLI programme for the trial to begin in November 2022. Adaptations and improvements to the intervention delivery plan were minimal and were implemented within the initial programme design. There were no changes to the intervention that required the logic model to be redrafted ahead of the trial.

Intervention

This section provides a detailed description of the intervention, with its components described in line with the TiDIER checklist.³

Name

Hanen Learning Language and Loving It programme (LLLI): a pilot assessing the feasibility of a mixed-mode delivery model in PVI and maintained EY settings. Assessing the feasibility of learning from Hanen LLLI training being cascaded to non-trained practitioners within participants' settings was not the primary objective of the pilot evaluation, but it was explored during fieldwork.

Why

The Hanen LLLI intervention was designed to be delivered in person. However, a recent process evaluation (NatCen Social Research, upcoming) took place during the Covid-19 pandemic, when the programme delivery organisation changed the delivery mode from in person to remote for two core elements of the programme: group training workshops and video feedback sessions. The process evaluation highlighted interest from participants to continue delivering these

³ <https://www.bmj.com/content/348/bmj.g1687>

activities in mixed-mode format (in person and remotely) even outside the Covid-19 context. In this pilot study, the Hanen LLLI programme is delivered mixed mode from start to finish for the first time. This pilot evaluation aimed to find out if mixed-mode delivery is feasible for both PVI and maintained settings.

Who

The programme developers are the Hanen Centre, a Canadian charity that has developed a suite of programmes to support language development.

In the pilot, Hanen LLLI was delivered by Communicate SLT, a Blackpool-based organisation who provided the programme to nursery settings in the previously funded trial. The programme involved two Hanen-certified programme leaders⁴ delivering training to a group of 43 EY professionals from 17⁵ nurseries that are either PVI or maintained settings.

What

The LLLI provides training for EY practitioners to develop their approaches to developing children's language. It provides practical strategies for helping all children in the classroom build language and social skills. Training was delivered to practitioners by programme leaders in workshops. Practitioners were then able to reflect on their practice implementing their training in video feedback sessions.

Table 2: Overview of content per workshop

Workshop	Session outline
1	Roles educators play, conversation styles, language stages
2	Observe, wait, listen (OWL), follow the child's lead, give a reason to communicate
3	Cueing conversational turns, social routines, and using comments and questions
4	Encouraging interactions in group situations
5	Labelling and expanding to extend vocabulary
6	Reviewing strategies, extending the topic

How

The Hanen LLLI strategies include encouraging children to initiate and engage in conversational interaction, encouraging extended individual and group conversations between adults and children, and modelling more sophisticated language to expand the child's oral language skills and facilitate the development of de-contextualised (or abstract) language. These strategies are taught to practitioners through the Hanen LLLI programme, which includes six workshops and five video feedback sessions.

The pilot involved a mixed mode delivery of the Hanen LLLI programme with workshops and video feedback sessions delivered to practitioners both virtually and in person.

Where

The pilot was delivered in 17 nursery settings (eight PVI and nine maintained) in the Liverpool City Region.

⁴ One speech and language therapist and one Early Childhood consultant.

⁵ 18 nurseries were recruited; however, one withdrew before the start of the programme. The largest nursery had 149 pre-school children registered and the smallest 13.

When and how much

Following a period of recruitment and information sessions in January 2022, the pilot was delivered from March to July 2022. Teaching cover payments were administered to participating nurseries in August 2022. This made the Hanen LLLI programme free at the point of access for participating nurseries.

Training consisted of six, 2.5-hour, group training sessions and an orientation/ introductory workshop (total 17.5 hours, including the orientation / introductory workshop) and five individual video feedback sessions. Among them, the orientation / introductory workshop, along with workshops 1, 5 and 6 and the baseline and first video session, took place in person and the rest of the workshops and video sessions were held virtually using Zoom. Starting with workshop 2, practitioners attended a video feedback session with a programme lead before the workshop. Identical workshops were delivered on Tuesday, Wednesday and Thursday of workshop weeks, and participants selected which group they would be in when they were onboarded to the programme by Communicate SLT.

Research questions

The aims of the pilot evaluation were to assess the feasibility of the intervention's mixed-mode delivery format of the Hanen LLLI training programme and the extent that trained practitioners can effectively cascade their learning to non-trained colleagues within their settings. Children's outcomes were not evaluated as part of this study nor was the feasibility of the impact evaluation.

Table 3: Research questions

Intervention dimension	Research questions
Mixed-mode training delivery	<p>RQ1a Is this type of mixed-mode delivery acceptable to practitioners?</p> <p>RQ1b Are there any key barriers to implementation, and ways in which barriers can be overcome?</p> <p>RQ1c What are the key enablers to high-quality delivery and participation?</p> <p>RQ1d Are there any key differences between how PVLs and maintained settings engaged with the mixed-mode training?</p>
Cascading learning	<p>RQ2a Do the strategies for cascading developed by Communicate SLT and Hanen for the pilot enable trained practitioners to cascade learning to non-trained colleagues?</p> <p>RQ2b What conditions within settings enable learning to be effectively cascaded?</p>
Training length and dosage	<p>RQ3 Is the training length and dosage sufficient to deliver the programme, taking into account variations in delivery from the previous evaluation?</p>

Ethical review

NatCen has a robust ethics governance procedure. Research projects are scrutinised by the NatCen Research Ethics Committee (REC). The REC consists primarily of senior NatCen staff. If necessary, external research experts or professional experts ('lay people') may also be invited to review individual studies. Depending on the nature of the research and the perceived level of risk, projects undergo either an expedited review (scrutiny by the REC Chair) or a full review by the sitting REC.

The REC procedure is designed to provide ethical advice and guidance. It ensures that all research undertaken by NatCen is ethically sound and meets the ethical standards of government and other funders. The process provides reassurance to potential research participants and, where relevant, to gatekeepers through whom they are approached. The REC completed a full review of the pilot study and approved the study design in March 2022.

Data protection

Like with all NatCen projects that involve the collection, storage or processing of personal data, this project had its own data security plan. The plan detailed all data security procedures applied, including names of those who had access rights to respondent confidential data, details of third parties (e.g., transcribers) involved in the project, and specific requirements for data destruction. The plan was updated throughout the project via regular monitoring and internal audits. There was no breach to data security procedures throughout the pilot study, but if such an event occurred, this would have been immediately raised as an Information Security incident. Incidents were to be automatically flagged and reviewed immediately by Mary McKaskill and other senior staff in the organisation to agree corrective actions. This would have included amendments to the data security plan where required to minimise risk of reoccurrence.

NatCen were the data controller and the data processor. The lawful basis for processing data is 'legitimate interest'. NatCen issued a privacy notice to all concerned parties and published it on the study's webpage also. All data will be deleted six months after the end of the project. Participants were made aware of how their data would be processed for this evaluation through a detailed Memorandum of Understanding (MoU) and agreeing to the privacy notice. Nurseries that expressed in interest in taking part in the pilot signed an MoU which explained in detail what their participation in the pilot evaluation will involve, including both participation in the intervention and the evaluation of it. The privacy notice and MoU can be found in Appendix E and F.

Nurseries provided parents with information about the evaluation, as NatCen could have witnessed children and nursery staff interacting during site visits. However, that did not form part of the formal data collection, and no data was collected from children.

Project team

The evaluation was led by Mary McKaskill as the principal investigator, with Dr Tina Haux providing senior oversight and quality assurance. Data was collected and analysed by an experienced team of researchers in the NatCen Centre for Children & Families.

Table 4: Evaluation team

Names	Project role	Role and institution
Mary McKaskill	Principal Investigator, Project Lead	Research Director, NatCen Social Research
Helena Takala	Joint Project Manager	Senior Researcher, NatCen Social Research
Nicky McGuinness	Joint Project Manager	Senior Researcher, NatCen Social Research
Alina Fletcher	Project Support	Researcher, NatCen Social Research
Tiarnan McDonough	Project Support	Researcher, NatCen Social Research
Sehaj Bhatti	Project Support	Researcher, NatCen Social Research
Monica Dey	Project Support	Research Assistant, NatCen Social Research
Tina Haux	Senior Quality Assurance	Director, Children & Families, NatCen Social Research

Methods

Recruitment

Intervention recruitment

Recruitment for the intervention took place in January–February 2022 and was carried out by Communicate SLT. They recruited 17 nursery settings (eight PVI and nine maintained settings) in the Liverpool City Region. Initially, 18 nursery settings were recruited, but one withdrew before the start of the programme.

The short recruitment window was made possible by limiting the pilot to the Liverpool City Region, where the delivery team have good working relationships with colleagues at the local authority level through previous and current delivery of training to this area. NatCen knew from the EEF's regional team that there was (and remains) great appetite for training and support for language development in Liverpool. Additionally, NatCen anticipated that settings which were part of the control group in the last trial may have been interested in taking part, thus getting an opportunity to receive the programme.

Nurseries that expressed interest in taking part in the study signed an MoU, which explained in detail what their participation in the pilot evaluation would involve. In signing the MoU, nurseries agreed to take part in both the intervention and evaluation. Settings had to ensure that all participants had access to a laptop and camcorder or tablet in order to participate in the pilot. Once selected to take part, settings could be involved if they sent 50%–75% or at least two staff, depending on nursery size, who work with the preschool cohort. Participant numbers within settings were capped below 100% of staff participation so that the feasibility of cascading learning could be evaluated. There were some exceptions made to this. One setting sent more than 75% of their staff on the training and two settings were permitted by EEF to send one practitioner as they were able to ensure that they would still meet the terms of engagement outlined in the MoU.

Evaluation recruitment

Recruitment for the pilot evaluation involved selecting five case study settings from the sample of settings involved in the intervention ($n = 17$) to take part in qualitative fieldwork. All 17 settings were invited to take part in a web-based survey and all participants were observed through the workshop observations. NatCen selected five settings for in-depth case study investigation. The criteria for selecting which settings would take part in the case studies included:

- **Setting type:** three PVI and two maintained settings
- **Size:** three settings with less than 40 pupils and two with over 40 pupils
- **Workshop day:** we ensured that the sample included attendance at each of the programme delivery days (Tuesday, Wednesday or Thursday), to reflect the spread of engagement and capture any variation in experience across the groups.

Review of intervention and logic model

The research team held a logic model / intervention development and evaluation analysis (IDEA) workshop with Communicate SLT in February 2022. In the workshop, the team reviewed the existing Hanen LLLI logic model in light of the recent process evaluation and delivery plans for the pilot.

The existing logic model was adapted and streamlined to reflect the intervention elements being piloted, and the pilot evaluation aims. Differences in the pilot logic model to the pre-existing version include:

- adding more granular descriptions of mixed-mode delivery
- adding cascading of learning as a formalised intervention element
- adding 'change mechanisms' to articulate anticipated enabling factors and quality markers
- removing most child-level outcomes as they were not a focus of this evaluation.

The revised logic model provided a framework through which all data collection instruments were developed. The Hanen LLLI pilot logic model can be found in Figure 1 of this report and the full Hanen LLLI logic model being used for the forthcoming trial (Autumn 2022) can be found in Appendix A.

Data collection

Table 5 summarises the data collected to answer the pilot evaluation's research questions and test the intervention's logic model.

Table 5: Data collection and analysis methods in line with their relevance to the logic model

Research methods	Data collection methods	Participants/ data sources	Data analysis methods	Research questions addressed	Implementation/ logic model relevance
Qualitative	Observations (in person & online)	SLT and EY programme leaders, nursery practitioners	Thematic analysis	RQ1a, b, c, d RQ3	Mixed-mode delivery. Length and dosage.
Qualitative	Case study interviews	Nursery managers, trained practitioners, non-trained practitioners	Thematic analysis	RQ1a, b, c, c RQ2a, b RQ3	Mixed-mode delivery. Cascading of learning. Duration and dosage. Implementation. Short/medium term outcomes
Qualitative	Interviews with programme leaders	SLT and EY programme leaders	Thematic analysis	RQ1a, b, c, d RQ3	Mixed-mode delivery. Length and dosage.
Quantitative	Web-based survey	Trained practitioners	Descriptive analysis	RQ1a, b, c, c RQ2a, b RQ3	Mixed-mode delivery. Cascading. Length and dosage. Implementation. Short/medium term outcomes
Quantitative	Attendance data	Trained practitioners	Descriptive analysis	RQ1c, d RQ3	Length and dosage. Programme attendance

Attendance at workshops and video feedback sessions was monitored by Communicate SLT and shared with NatCen throughout the delivery period. NatCen researchers carried out all other quantitative and qualitative data collection for this evaluation.

There were three strands of data collection. These were implemented sequentially, but ran with some overlap in order to align meaningfully with programme delivery and allow for flexibility of participants' availability.

Strand 1: Observation of mixed-mode training workshops

NatCen observed two in-person and one online training workshop – three sessions in total. These observations provided insights into feasibility and fidelity and stimulus material for interviews and the web-based survey. Workshops 1 (in person), 3 (online), and 5 (in person) were observed so that they spanned the duration of the intervention and included content that was relevant to the research questions. The rationale behind attending those particular workshops was to observe at the beginning, middle and end of the training programme, a mix of online and in-person sessions and one session per delivery day. This allowed researchers to observe most of the practitioners taking part in the intervention (any participants not observed were due to absence on the day and/or attending a different day that week).

At each observation, researchers recorded notes in a semi-structured observation framework (see Appendix C).

Strand 2: Qualitative research with settings and programme leaders

Qualitative research was carried out exclusively with the five case study settings selected. The aim of Strand 2 was to gain a deeper understanding of the experiences of mixed-mode, length of training and cascading, which were used to inform development of a web-based survey (see Strand 3 below).

NatCen carried out five case studies with target nurseries in May–June 2021. Nurseries were selected on size and setting type (PVI or maintained), so that a complete range of experiences and perspectives would be reflected in evaluation and allowing us to answer the research question about any key differences between these settings.

Fieldwork for these case studies involved:

- **Interviews with five nursery managers.** These interviews explored experiences of mixed-mode training, length of training, barriers and facilitators to implementation, and extent of cascading knowledge.
- **Interview(s) with one or two practitioners who took part in the intervention.** These explored understanding of the programme and aims; perceived adequacy of support, particularly focused on mixed-mode delivery changes in practice; perceived impacts for children; and recommendations for intervention improvements.
- **Interview(s) with one or two non-trained practitioners.** These explored cascading of training and the setting experience of some colleagues receiving training, such as implications on staffing.

NatCen researchers aimed to conduct all interviews in person and arranged fieldwork at a date and time that was most convenient to the setting. Settings were provided the list of the roles that researchers would like to speak to and then the setting nominated appropriate personnel who had availability. Due to conflicting schedules, NatCen was unable to visit one site, so interviews were conducted with nursery staff by telephone or online.

Table 6 summarises the features of the five nurseries that were selected to take part in the in-depth qualitative case studies. All the nurseries that were selected agreed to participate in this strand of evaluation fieldwork.

Table 6: Nursery sample by criterion

Nursery type	Nursery size		Total
	Under 40 pupils	Over 40 pupils	
PVI	2	1	3
Maintained	1	1	2
Total	3	2	5

Within those case studies, data was collected from 21 respondents spread across trained practitioners, non-trained practitioners, and nursery managers. A breakdown of response rates by respondent type is displayed in Table 7.

Table 7: Response rate by respondent type

Respondent type	Total
Trained practitioners	9
Non-trained practitioners	7
Nursery managers	5
Total	21

In addition to the setting visits in May, NatCen also conducted an interview with each of the two programme leaders: a speech and language therapist and an EY consultant from Communicate SLT. These individuals delivered all the workshops and video feedback sessions. These interviews provided evidence on the delivery of training and video feedback, and perceived impacts and recommendations for intervention improvements from the perspective of these expert programme leaders both with regards to the mixed-mode delivery as well as the length of the training. The interviews were conducted by telephone / online.

Researchers used semi-structured topic guides that were designed to explore the different elements of the logic model from the perspective of each participant group. Topic guides are attached in Appendix B.

Strand 3: Web-based survey

The final strand included a short web-based survey of all trained practitioners in all the participating settings. The questionnaire was developed based on the qualitative research from Strand 2, with settings as well as conversations with the developers and EEF. The survey is included in Appendix D. The themes explored in the survey include:

- views of mixed-mode delivery
- barriers and enablers to implementation
- cascading activities.

The survey took place in June 2022, when the intervention was still in progress but in the concluding stages and participants had experienced all of the core elements enough to form opinions and provide feedback. All trained participants were sent a web link to participate in the survey which took 10–15 minutes to complete.

At the time the survey was launched in mid-June 2022, 35 participants were still engaged with the intervention. Twenty-six completed the web-based survey, reflecting a response rate of 74%. Tables 8 and 9 provide a breakdown of responses by nursery type and size.

Table 8: Sample overview by nursery type

Nursery type	<i>N</i>	%
Maintained	9	35
PVI	15	58
Unsure ⁶	2	8
Total	26	100

Table 9: Sample overview by nursery size

Nursery size	<i>N</i>	%
Less than 40 children	12	46
More than 40 children	14	54
Total	26	100

Data analysis

All qualitative interview data was digitally recorded with permission from participants and transcribed by an external professional transcription agency.

NatCen managed the data and carried out within and cross-setting analysis using charting in Excel. Using the themes covered in interview topic guides and incorporating new emerging themes, a matrix was set out in which each row represents an individual and each column a theme and any related sub-themes. Transcript data was thematically summarised and illustrative verbatim quotes were added to the matrix. These summaries and quotes were linked to verbatim transcript data for cross-referencing, quality assurance checks, and transparency. Once all transcripts were coded, analysis was carried out by theme and individual responses. A framework maintaining individual narratives allowed for thematic comparison and identification of areas of convergence and dissonance, adding richness to the analysis. Triangulation of all data and thematic synthesis by the main pilot domains provided a comprehensive assessment of evidence of promise, feasibility and readiness for trial.

⁶ 'unsure' was a choice option in case the practitioner completing the survey wasn't sure if their setting was a PVI or maintained setting.

Data from the survey was analysed using SPSS version 25. Based on the specification and the timescales for analysis, the analysis was descriptive. This included frequency analysis and subgroup analysis for key break variables, where numbers permitted it.

Timeline

Table 10 outlines the timeline of the programme and evaluation activities from pilot inception.

Table 10: Pilot intervention and evaluation timeline

Date	Intervention activity	Evaluation activity
January–February 2022	Recruitment	Ethical review Logic model review
1–3 March 2022	Welcome workshop	
8–10 March 2022	Nursery visit and baseline video session (in person)	
14 March 2022		Ethical approval
15–17 March 2022	Workshop 1 (in person)	Workshop observation 1
22–24 March 2022	Workshop 2 (virtual)	
w/c 28 March 2022 w/c 4 April 2022	Video feedback session (in person)	
26–28 April 2022	Workshop 3 (virtual)	Workshop observation 2
w/c 2 May 2022 w/c 9 May 2022	Video feedback session (virtual)	Case studies <ul style="list-style-type: none"> • Five nursery visits • Interviews with trained practitioners, non-trained practitioners, and nursery managers • Interviews with programme leaders
17–19 May 2022	Workshop 4 (virtual)	
w/c 23 May 2022	Video feedback session (virtual)	
w/c 6 June 2022	Video feedback session (virtual)	
14–16 June 2022	Workshop 5 (in person)	Workshop observation 3 Web-based survey launched (open for three weeks)
w/c 21 June 2022 w/c 27 June 2022	Video feedback session (virtual)	
5–7 July 2022	Workshop 6 (in person)	Analysis and reporting
July–August 2022		

Findings

Participants

Forty-three participants from 17 nursery settings were recruited to participate in the intervention. The total group of recruited nurseries had the following key characteristics:

- **Type:** nine maintained and eight PVI settings
- **Context:** fifteen urban and two rural
- **Size (children enrolled):** seven with more than 40 children and 10 with 40 children or less.
- **Size (practitioners):** six with more than five practitioners and 11 with five or fewer practitioners
- **Pupils eligible for EY Pupil Premium:** seven with less than 10 children, six with 10–14 children, and four with over 20 children up to 32.
- **Percentage of pupils with English as an Additional Language:** eight with less than 10%, four with 10–20%, and five with over 30% to up to 61%.

Retention, particularly at the setting level, was high throughout the pilot study intervention delivery. Eight participants withdrew from the intervention.⁷ For six of those participants, their setting remained part of the pilot. One setting withdrew all their participants from the pilot before the programme began, making up two of the eight total individual withdrawals. Reasons for withdrawals from the programme were due to personal circumstances (e.g., long-term sickness, moving to a new job) and there was no evidence that participants withdrew out of dissatisfaction.

Retention on the programme at the individual level was 80% and at the setting level, 94%.

The attendance rate overall for the workshop was 96% and lower at 80% for the video feedback sessions. Attendance rates were lower for video feedback sessions 4 (72%) and 5 (47%). In the *Formative findings* section, we discuss strategies that could encourage more consistent engagement, such as making the final session the in-person video feedback. There is no indication that attendance rates decreased the longer the programme went on; rather, attendance had decreased slightly in the middle but increased again by the end of the programme. Tables 11 and 12 show attendance rates by workshops and video feedback sessions.

Table 11: Attendance rate by workshop sessions

Workshop sessions	Total %	Tue %	Wed %	Thu %
Introductory workshop: w/c 28th Feb	100	100	100	100
Workshop 1: w/c 14th Mar	100	100	100	100
Workshop 2: w/c 21st Mar	100	100	100	100
Workshop 3: w/c 25th Apr	95	88	100	100
Workshop 4: w/c 16th May	87	88	87	88
Workshop 5: w/c 13th Jun	100	100	100	100
Workshop 6: w/c 4th Jul	89	100	78	80
Total workshops	96	97	95	96

⁷ Eight participants withdrew once the intervention had started. For seven of those participants, their setting remained part of the pilot. One setting withdrew in June 2022, one month before the completion of the pilot. Those eight individual withdrawals do not include the setting that withdrew in February 2022 before the intervention started. All eight individual withdrawals reported received the intervention between March and June 2022.

Table 12: Attendance rate by video sessions

Video sessions	Total %	Tue %	Wed %	Thu %
Baseline video	98	94	100	100
Video feedback session 1	95	100	93	86
Video feedback session 2	82	88	80	75
Video feedback session 3	82	75	93	75
Video feedback session 4	72	94	45	60
Video feedback session 5	47	50	55	20
Total videos	80	84	80	73

Evidence to support logic model

Focusing on process and implementation, this pilot evaluation gathered direct evidence on the inputs, activities, outputs and change mechanism in the Hanen LLLI pilot study logic model. Findings support the logic model to the extent that it is feasible to deliver intervention as is described in the model and provide greater insight into role of change mechanisms within the intervention was achieved. For this pilot, 'change mechanisms' are defined as the enabling factors underpinning implementation and the experiences that practitioners have that provide the conditions for outcomes to develop.

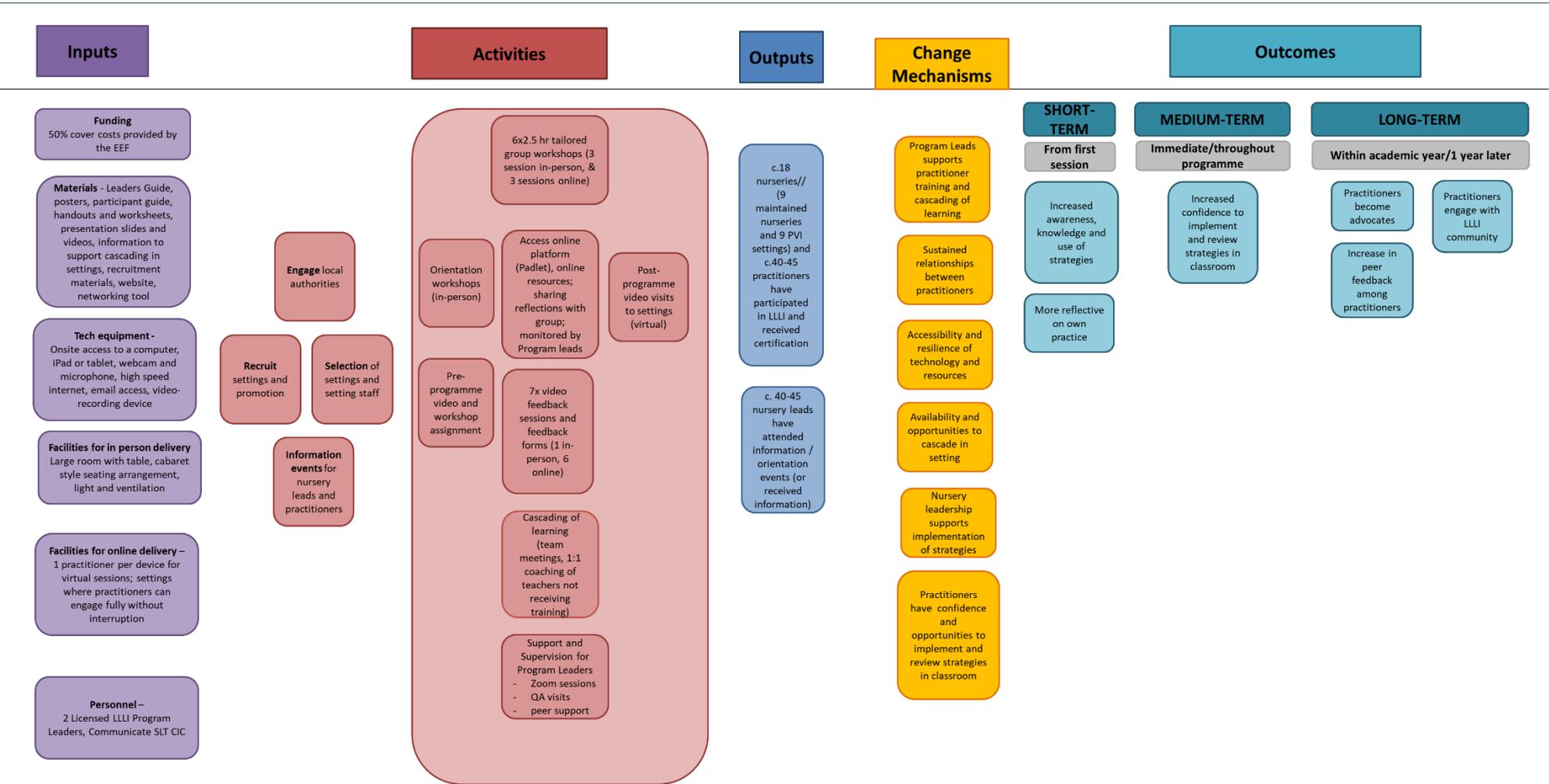
Short-term and medium-term outcomes for participants and settings were measured retrospectively through qualitative interviews, and the participant survey and findings support the programme logic.

The logic model for the pilot can be found in Figure 1 and the logic model underpinning the trial is located in Appendix A.

Logic model

Figure 1: Logic model

Learning Language and Loving It™ - The Hanen Program® for Early Childhood Educators Logic Model (Pilot)



The remaining sections in this chapter summarise findings from the qualitative and quantitative data collection, demonstrating the range of views expressed by the respondents in relation to the research questions for this evaluation.

Formative findings are presented as recommendations, based on the interpretation of these results, in a later section of this report.

Mixed-mode training delivery

The findings from the pilot evaluation show that delivering Hanen LLLI with mixed-mode delivery is feasible and acceptable to participants. This is evidenced by the low setting attrition rate (with the exception of a slight decrease in attendance for video feedback sessions 3 and 4), combined with consistent positive feedback heard in the case study interviews and web-based survey.

Acceptability of mixed-mode delivery to participants

Practitioner feedback on mixed-mode delivery was positive. Practitioners felt the overall delivery of training workshops and video feedback sessions worked well. Over 85% of practitioners who participated in the survey felt the individual training workshops suited their delivery mode well. Despite lower attendance of video feedback sessions 4 and 5 (see Table 12), overall, 9 out of 10 respondents (<90%) felt the video feedback sessions suited their delivery mode well.

Participants recognised the advantages of both delivery modes. The evaluation did not find any negative views of the mixed-mode delivery format on the whole. However, participants and programme leaders did describe the advantages and disadvantages of online or in-person elements to participation and engagement. This was typically related to the content being delivered. The in-person mode was deemed better suited for learning and practising the Hanen LLLI strategies, which requires deep engagement throughout the duration of the workshop and high levels of interaction. On the other hand, the online mode works well for delivering information and promotes self-reflection in the context of the video feedback sessions.

While participants did find the in-person workshops more enjoyable than the online workshops and video feedback sessions, they still appreciated the online sessions available through mixed-mode delivery.

Preference for in-person workshops can be grouped in two categories: socialising and learning.

Socialising

Practitioners enjoyed being present for in-person sessions and liked being able to interact face-to-face after a period of remote interaction forced by the Covid-19 pandemic. The in-person workshops were facilitated to maximise opportunities for interaction and community building through ice-breakers and mixing participants for group exercises within sessions. The time between activities and during breaks the in-person workshops allowed for informal networking and socialising that was difficult to replicate online:

'We've had two years of Zoom and what not, and I know it's useful for some things, but from a school perspective, because we've been in our own little bubble, to go out and have a sense of life as it was!' [L3, Trained practitioner]

Learning

Practitioners also felt in-person attendance complemented their learning styles and better enabled them to learn and share ideas with other practitioners. Programme leaders felt that the in-person workshops better enabled practitioners to learn Hanen LLLI strategies and expressed concern that difficulty focusing online and reduced energy levels towards the end of online sessions diminished participants' ability to fully grasp the strategies being taught.

While many of the participants shared a preference for in-person learning, a minority of participants expressed that the online format was better suited to their learning style.

Appreciation for online elements

Appreciation of the online intervention elements by participants was mainly related to the reduced travel time that online learning presented. Respondents also reflected that they felt the mixed-mode offer made the best use of everyone's time. Practitioners noted that the online workshops enabled practitioners to participate in a setting of their convenience, removing the need to travel to a workshop venue.

'For me, personally, I've quite liked the online because it doesn't involve so much travelling, because where it's been done in Liverpool is quite a long way from where I live' [C11, Trained practitioner]

Online video feedback sessions

While the survey showed a broad acceptance of online video feedback sessions, the in-depth interviews showed conflicting views on these between the programme leaders and the participants. Programme leaders expressed a strong preference for the online video feedback sessions while participants preferred them in person.

Programme leaders felt that delivering the video feedback sessions online enhanced the experience and better enabled participant self-reflection through removing some of the temptation to seek direct feedback from the programme leaders. They also recognised the convenience that doing the sessions remotely provided for both parties, and particularly emphasised the value of participants doing the sessions in a private setting where they felt comfortable to honestly reflect. Participants, however, missed the feedback that they were able to get from the programme leaders in terms of body language while they were watching the video, and felt that the in-person video feedback sessions were a better experience than online sessions. When reflecting on advantages of the online video feedback sessions, participants interviewed primarily acknowledged that delivering them remotely was more convenient for the programme leaders.

Key barriers to implementation and ways in which they were overcome

The most common barriers to engagement were related to technology and fall into two categories: low confidence with technology and technical issues. Additional barriers to participant engagement included having a strong preference for either in-person or online learning and external distractions during online workshops. These barriers were largely overcome and ultimately did not lead to abnormal levels of attrition or core elements of the intervention not being implemented as intended. The later sections of this report interpret the significance of these barriers and offer recommendations to proactively mitigate them to further enhance the quality of the intervention.

Low confidence with technology

Practitioners with a lack of confidence felt their abilities using technology were limited and feared they would be unable to access remote workshops. This lack of confidence was often rooted in limited prior experience of remote learning or the technology used for the training and video feedback sessions. While this lack of confidence did not translate to poor overall attendance or attrition, participants could have experienced levels of anxiety that negatively impacted their ability to engage, as that was energy that could have otherwise been spent focusing on the content.

'You just feel more part of it [in person]. You feel like you can engage, and you don't feel ... Because I'm a technophobe, anyway, it's just like, it's just so intimidating looking at a screen. I'd rather look at people's faces' [L4, Trained practitioner].

The programme leaders reflected that they spent additional preparation time for the online sessions than they would for the in-person workshops, to overcome low confidence with online delivery.

Technical issues

Programme leaders and participants raised technical issues as a barrier to mixed-mode delivery and researchers observed technical issues arising and being overcome in the sessions that they observed. Technical issues that were experienced during in the pilot were:

- video or sound not working during workshop delivery, requiring the programme leaders to pause the session to resolve the issues

- poor internet connection, resulting in difficulty joining online sessions or dropping out
- devices malfunctioning
- difficulty uploading videos for the video feedback session, in some cases resulting in videos being uploaded late without the programme leaders having a chance to watch them in advance.

Many of these issues were resolved without causing a significant negative impact on the programme's implementation.

Solutions that practitioners found to technical challenges to these challenges included:

- using their mobile hotspot to connect to the internet for greater connection stability
- checking Zoom functions work ahead of sessions
- changing devices
- emailing the programme leaders for additional technical support and troubleshooting.

'Catch-up sessions' as well as the option to attend workshops on a different day were offered to participants, which reduced the impact of technical issues that impacted attendance.

The programme leaders felt that having two facilitators at each session was key to overcoming barriers related to technical issues, as each knew that they could rely on the other to carry on delivering the content should one of them drop off due to technical issues, such as internet instability. This also reduced anxiety relating to potential technical issues during programme delivery.

Strong preferences for either in-person or online learning

Mixed-mode delivery requires agility on behalf of the learners to adapt to the different delivery modes. Depending on their preferred learning style, some participants found this easier than others, and those with strong preferences towards either in-person or online learning experienced challenges switching between the two delivery modes.

External distractions during online sessions

While participants were all encouraged from the outset to ensure that they had a private space free from distractions for the online workshops and video feedback sessions, this was not always possible. This sometimes led to participants taking telephone calls or talking to colleagues during workshops, which would not have been possible in an in-person workshop.

'It is very difficult to get a quiet space in school to be able to do online workshops and I can't go home because I'm needed after school. There is no real answer to this' [AX19, Trained practitioner].

The programme leaders adapted their facilitation style to encourage participants to maintain focus during the workshops and reduce the temptation to multitask. They did this by being more directive when seeking participation from the group by calling on individuals and encouraging participation from all present.

The programme leaders noticed that this barrier primarily applied to workshop participation and that participants consistently ensured that they had a private space for the video feedback sessions.

Key enablers to high-quality delivery and participation

Across the evaluation datasets, key enablers for high-quality delivery and participation in the Hanen LLLI pilot can be grouped into three broad categories: attitudinal, logistical and experiential. Furthermore, there were enabling factors for high-quality delivery that were generic and broadly applicable to Hanen LLLI, and those that were directly relevant to the mixed-mode delivery format in this pilot.

Attitudinal enablers

The logic model lists 'senior leadership buy-in to Hanen LLLI' as a change mechanism and the evaluation has confirmed that this is key. Senior leadership buy-in as an enabling factor manifested in the following two ways:

- Releasing staff members from their day-to-day responsibilities to attend training without them being made to feel that their absence was placing a burden on colleagues in the setting.
- Viewing the benefits of practitioners taking part as organisational rather than individual.

Another key attitudinal enabler was practitioner motivation and curiosity to engage. Practitioners recognised the relevance of Hanen LLLI on their practice, which enhanced their motivation to engage with the programme content and apply learning to their settings.

Logistical enablers

Dates for sessions were set from the outset, which allowed settings to plan for staff cover well in advance, and minimise disruption.

While practitioners did provide feedback that they enjoyed the in-person workshops more than the virtual ones, the mixed-mode structure of the intervention was an enabling factor for participation through reducing travel and making it easier to fit Hanen LLLI training within their daily schedules. This is illustrated by the quote on page 21 (C11, Trained practitioner).

Participants appreciated the flexibility offered through the catch-up sessions and ability to attend a workshop on a different day than the one they had originally selected. This was discussed in a previous section as a way in which the impact of technical issues on attendance was mitigated, and it always mitigated risks associated with competing priorities experienced by the participants.

Experiential enablers

There was consistent positive feedback from the trained practitioners about the quality of course content and facilitation provided by the programme leaders. When reflecting on their own practice in interviews, the programme leads emphasised the benefits of intentionally using facilitation techniques that encouraged people to mix with their peers in the workshops and remain engaged. This skilful facilitation enabled the community building aims of the intervention as well as supported engagement and focus during sessions.

'They're very clear, confident communicators, and very friendly, yes' [Trained practitioner].

Training workshops prioritised practitioners' interaction, making connections and sharing ideas. Based on observation data, training workshops included icebreaker activities, purposely designed to encourage interaction between practitioners from different settings. For in-person workshops, this involved using a colour code system to randomly switch practitioner's seats. For online, this involved randomly assigning practitioners to small breakout rooms.

'We give them a name tag with a different colour on, and then they have to go sit with that group of people. We've purposely done that so they can build those professional relationships, so they can have those conversations' [Programme leader].

Additionally, practitioner experiences outside of the Hanen LLLI workshops and video feedback sessions were enabling for participation and engagement. Trained practitioners were able to recognise opportunities to apply their learning within their interactions with pupils immediately, and see improvements in the quality of their interactions with children. This was highly motivating to practitioners, enabling ongoing engagement with the intervention and cascading.

'You see the difference that those workshops have made, and then you come into work, and you demonstrate it all. You see instantly a difference in the comeback off the kids, so then that makes you just want to carry on with that every day' [Trained practitioner].

'Some ... stated at the start, at the orientation workshop that these were the types of children that they were worried or that they found challenging to work with. Already, I'm seeing that they're a lot more confident with working with those types of children in their practice' [Programme leader].

Differences between how PVI and maintained settings engaged with the mixed-mode training

Whether there were any key differences in how maintained and PVI settings engaged with the mixed-mode delivery was an evaluation question for the pilot study because EEF and Communicate SLT wanted to be confident going into the efficacy trial that both types of setting would be able to engage with the mixed-mode delivery of Hanen LLLI with the resources available. Across the data (e.g., monitoring data, qualitative and survey datasets) there were no significant differences in how practitioners from the two settings engaged in the pilot.

In the survey, practitioners were asked whether they were from a PVI or maintained setting. Subgroup analysis of survey data by setting type found no meaningful differences in practitioners' responses. Similarly, no meaningful patterns were found in the attendance data. The only noticeable difference was that PVI settings initially sent more practitioners to attend the training, but this provides no further insight into engagement with mixed-mode training.

Highlighting differences between practitioners from PVI and maintained settings was not a priority in programme delivery, nor were any found during data collection.

Cascading learning

Strategies that enabled learning to be cascaded

All data demonstrated an awareness of the expectation that learning is cascaded by trained practitioners through their settings. Participants were cognisant of their responsibility to cascade learning and their non-trained colleagues were aware that their colleagues were cascading Hanen LLLI strategies to them. Examples of cascading strategies that trained practitioners were encouraged to use in their settings included:

- working with a nominated cascading buddy to whom they would teach Hanen LLLI strategies
- offering feedback and coaching to non-trained practitioners
- signposting to Hanen LLLI resources on Padlet and the Hanen website
- providing whole-team training to share learning about Hanen LLLI strategies.

While terminology such as 'cascading buddies' was not always used by respondents, there is evidence within the evaluation data that the trained practitioners cascaded learning from the pilot to non-trained colleagues in their settings.

'Whenever they've learned something new, they come back, they filter it all back to us, so it's not like the information's just kept to them. They're able to go through it with us and it gives us the opportunity to put it into practice, as well' [Non-trained practitioner].

Survey data showed the most frequent ways to cascade learning were via applying strategies in practice and engaging in informal discussions with non-trained colleagues who had noticed trained practitioners using the strategies. Practitioners used these approaches on a weekly basis and thought that they enabled them to cascade learning whilst continuing with everyday activities in the setting.

More structured approaches, such as supervision and formal meetings with senior leadership, were used less frequently, if at all, during the course of the pilot study. This also applied to staff training. Intentions were expressed by nursery managers and trained practitioners to cascade learning through more structured formats in Autumn 2022, after the intervention was completed and the new school year was commencing.

Over half of the survey respondents reported using the Hanen Centre website and Padlet to support cascading. In the interviews, participants recognised how useful these resources will be when cascading is achieved through training and institutionalising Hanen LLLI strategies into a setting's approach:

We're going to have a weekly half-an-hour staff meeting every week when we can look at it in more detail ... then in our team training days in September, we're going to take a full day to unpack the whole course' [Nursery manager].

Another cascading strategy used by some participants involved non-trained colleagues recording the videos used for video feedback sessions. This approach presented the double benefit of non-trained practitioners observing strategies used in an intentional way and opened up opportunities for participants to practice describing the strategies that they had used, thus further embedding their learning.

Finally, adding visual cues to the classrooms acting as reminders to use strategies was used by practitioners to support both embedding learning into their own practice and cascading. One example of this was hanging pictures of owls in the classrooms as a reminder to OWL (observe, wait and listen) in interactions with children, as a key strategy for supporting language development.

'We've put our posters up on the walls and that kind of thing. We found an owl book, so we've left that out within clear view of the staff just to remind them to OWL and use the strategies for observing, waiting and listening to the children just as a little prompt' [Trained practitioner].

Conditions within settings that enabled learning to be effectively cascaded

The main conditions that enabled learning to be cascaded were:

- buy-in and curiosity from colleagues across the organisation
- opportunities for trained practitioners and non-trained practitioners to co-deliver sessions with children.

Buy-in and curiosity

A fundamental condition that enabled learning to be effectively cascaded was whole-setting buy-in to Hanen LLLI. From the top down, nursery managers enabled cascading by setting clear intentions of institutionalising Hanen LLLI into their organisational practice and creating spaces for trained participants to share learning through both standalone training and incorporating discussions about Hanen LLLI into team meetings:

'We don't want to send staff on training and it's just them that benefit from it. We want everyone to benefit from it, and it's no good just having a setting where just a few staff know these things. We'd like everyone to, really' [S1, Nursery manager].

Cascading was particularly effective where this buy-in and curiosity of Hanen strategies extended to all staff members rather than just sitting with management. In many ways, learning was cascaded through a blend of intentional and spontaneous ways. Trained practitioners were intentionally using strategies both to benefit their interactions with children and to cascade learning, and that triggered spontaneous conversations and opportunities for reflection by observant curious colleagues taking note of strategies and wanting to learn more.

Opportunities for trained practitioners and non-trained practitioners to co-deliver sessions with children

Given that the majority of cascading that took place during the intervention was through trained practitioners applying strategies and non-trained practitioners noticing, opportunities for non-trained and trained practitioners to mix within sessions was a key enabling factor. This also allowed for Hanen LLLI strategies to be applied consistently across settings, so that all children were able to experience them, regardless of which class they had been allocated.

Training length and dosage

The intervention was reduced from its standard eight sessions format to six, in order for the timing to align with the school year milestones and the upcoming trial. For the trial beginning in October 2022, the intervention will be delivered over eight cycles of workshops and six video feedback sessions.

The extent that the programme training length and dosage is sufficient to deliver the programme

Overall, the six-session format was sufficient to deliver the core programme content as intended. It was noted, however, that optional content was often cut from session plans in the interest of time, as the programme is content-heavy and reduced dosage combined with time adjustments for the online format left little room for delivery to flex.

Participants reported wishing that they had more time between workshops and video feedback sessions to record and upload their videos. This was both to mitigate the impact of technical issues and wanting more opportunities to practise strategies for the videos. In some cases, the desire to practice strategies stemmed from wanting to hone the quality of how they applied strategies ahead of the feedback sessions. In other cases, it related to wanting to ensure that the most appropriate opportunity to apply a strategy was available for filming, and this was time dependent on a particular child being present.

Feasibility

All findings support the feasibility of mixed-mode delivery of Hanen LLLI and that it is possible to train practitioners to cascade learning to non-trained practitioners in their setting. Hanen LLLI is an attractive intervention to stakeholders. It is perceived as relevant and credible to both trained and non-trained practitioners, and senior staff, including nursery managers and headteachers in schools, recognised strategic benefits to their staff adopting Hanen LLLI strategies as routine practice.

Overall, engagement and retention were high throughout the programme and feedback was positive. With further delivery and practice, it is anticipated that barriers related to confidence with technology will reduce over time.

Additionally, the evaluation found that it is feasible for trained practitioners to cascade learning to non-trained colleagues within their settings.

Readiness for trial

Based on the findings on the feasibility of mixed-mode delivery of Hanen LLLI alongside the evidence of promise on outcomes from previous evaluations, the intervention is deemed ready for trial. Formative findings suggest minor adaptations to further enhance the intervention and experience for participants. However, none of the recommendations contradict the existing intervention logic model.

As part of the pilot evaluation, we explored the feasibility of data collection methods and instruments that could be used for the IPE element of the efficacy trial. Interview topic guides were developed for programme leaders, trained practitioners, non-trained practitioners and project leads. A participant feedback survey for trained practitioners was also developed and tested through the pilot. These measures worked well for encouraging reflection and generating rich insight on the implementation for the intervention and can be adapted to develop measures for the IPE within the efficacy trial. Outcome measures were not tested as part of this pilot.

Delivery did not deviate from the intended design with all core elements. Improvements made from the formative findings of the pilot evaluation further optimise the intervention, thus improving its readiness for implementation at scale for the upcoming trial.

Conclusion

Table 13: Summary of pilot findings

Research question	Finding
Mixed mode delivery: Is this type of mixed-mode delivery acceptable to practitioners?	Mixed-mode delivery is acceptable to practitioners. Attrition from the intervention was low, particularly at the setting level. and feedback from participations about mixed-mode delivery of Hanen LLLI was positive.
Mixed-mode delivery: Are there any key barriers to implementation and ways in which barriers can be overcome?	Key barriers to implementation mostly applied to the online sessions. Barriers to implementation included: low confidence with technology, technical issues, external distractions. In most cases, these barriers were overcome through preparation in advance of sessions and ultimately did not lead to attrition. This report makes recommendations for proactively mitigating these barriers to enhance participants' experience and minimise the risk of disruption.
Mixed-mode delivery: What are the key enablers to high-quality delivery and participation?	Several enablers were found in this evaluation are summarised under the categories logistical, experiential, and attitudinal. While there were some enablers internal to the intervention, such as the mixed-mode format and high-quality facilitation, others were external. These included strong buy-in and curiosity from the participant and their nursery manager, and opportunities to practice Hanen LLLI strategies and reflect on their impact in sessions with children.
Mixed-mode delivery: Are there any key differences between how PVIs and maintained settings engaged with the mixed-mode delivery?	There was no key difference observed between how PVI and maintained settings engaged with the mixed-mode delivery of Hanen LLLI.
Cascading learning: Do the strategies developed by Communicate SLT and Hanen enable trained practitioners to cascade learning to non-trained practitioners?	Trained practitioners used a range of strategies to intentionally cascade learning to non-trained practitioners within their settings. The most frequently applied cascading strategy was to model Hanen LLLI strategies in practice with children and encourage conversation about the strategies with their non-trained colleagues. Just over half of the participants who responded to the survey said that they have regularly used Padlet to cascade learning. Qualitative fieldwork found that settings had intentions of structured cascading through all-team training in the Autumn, rather than while the intervention was in progress.
Cascading learning: What conditions within settings enable learning to be effectively cascaded?	The main conditions that enabled learning to be cascaded within settings were buy-in and curiosity from non-trained practitioners, and opportunities for trained and non-trained practitioners to co-deliver sessions with children.
Training length and dosage: Is the training length and dosage sufficient to deliver the programme, taking into account variations in delivery from the previous evaluation?	The pilot involved six workshops and five video feedback sessions and a baseline visit, whereas the main trial will involve eight workshops and six video feedback sessions. The training length and dosage piloted is sufficient to deliver the core course content. However, there were optional exercises and videos in workshops that were almost always cut from the agenda due to time constraints.

Formative findings

Formative findings reflect opportunities to further enhance the quality of the intervention and participant experience. None of the recommendations require a re-draft of the intervention logic model ahead of the trial, as all suggested adaptations fall within the core components of the intervention as it is currently designed.

Content and delivery mode

It was strongly recommended by the programme leaders that the allocation of online and in-person workshops change so that the workshops where strategies are taught, establishing essential foundations, are taught in person rather than online. Thus, it is recommended that the workshops 1, 2, 5 and 6 be delivered in person and that the orientation and

workshops 3 and 4 be delivered online. There was also an observed drop in attendance in the video feedback sessions towards the end of the programme. To encourage ongoing attendance up until the end, we recommend holding the last video feedback session in person.

It is recommended that all video feedback sessions should be delivered online. This is, in part, to maximise the benefits of online delivery to session objectives as identified by the programme leaders and, in part, to provide a consistent experience across the video feedback sessions for the participants. Recommendations for ways in which the assets of online video feedback sessions can be communicated to participants are provided in the following section.

Communication

The assets of mixed-mode delivery as perceived by participants were largely a recognition of time saved from not having to travel to in-person workshops. There is a risk that the rationale and value of delivering Hanen LLLI in mixed-mode format is being diminished. A greater appreciation for mixed mode could be gained through more transparent communications from the developer about why the intervention was designed in this way and the benefits of meeting the learning objectives. This is particularly relevant to the video feedback sessions, where programme leaders felt that delivering the sessions online enabled the core objectives of self-reflection, whereas participants missed the in-person contact time from the programme leaders.

Related to this, the language used to describe the aims and objectives of the video feedback sessions could be adapted to emphasise self-reflection over receiving feedback on performance from the programme leaders. This could, in turn, support a greater appreciation for the rationale for holding the sessions online that extends beyond logistical convenience.

Overcoming technical barriers

To overcome the barriers of low confidence with technology, it is recommended that the developer provide direct support to those who signal low confidence with technology as a potential barrier to engagement. This could take the form of 'dry runs' with all platforms (e.g., Zoom for workshops, using Padlet as a communication and cascading tool, uploading videos ahead of the video feedback sessions) at the baseline school visits and providing desk notes that include guidance and troubleshooting for common issues.

We recommend that time is allocated for programme leaders to rehearse sessions, both in person or online, in order to gain comfort with technology and enable smooth delivery. We also recommend that there are two programme leaders for the online sessions.

Cascading learning

The role that cascading plays in the intervention should be tailored to settings' needs and aims. Furthermore, expectations and strategies for cascading can increase along with participants' skills and confidence with Hanen LLLI strategies.

While cascading learning to non-trained practitioners is feasible through a range of practical strategies, it is not equally required in all settings. Settings that were able to send more staff onto Hanen LLLI training have different aims for cascading learning than a setting where only few staff members were able to receive the intervention. For example, the requirement to model strategies to non-trained practitioners would be less applicable in settings where most, or all, colleagues were able to attend training. There was appetite from all the settings to send more of their colleagues on the programme.

More intensive cascading strategies, such as whole-team training sessions and codifying Hanen LLLI strategies into an organisational approach, were largely withheld until after the intervention was completed. This allowed trained practitioners to gain confidence in their own practice to the extent that they could pass it on. This also recognised that the time commitment required for participants to take part in the intervention is not insignificant and waiting until after the programme was completed to implement more intensive cascading plans was considered more feasible.

Providing materials

We recommend that course materials, wherever possible, are provided to practitioners in advance. Participants coming to workshops unprepared was an infrequently experienced barrier to engagement, but one that had a significant impact for that participant's experience. This applied particularly to online sessions, where participants were not able to share resources with others.

It should be noted that the participants are busy practitioners with limited additional time and resources to prepare for workshops, so providing any materials upfront reduces the chance of participants arriving ill prepared because they did not have time to print materials, or the equipment they had available malfunctioned.

Interpretation

Findings across the research questions and conclusions drawn from this evaluation are positive and suggest that the piloted elements of this programme are feasible to deliver and acceptable to participants. The intervention was designed thoughtfully in response to feedback heard in the previous evaluation and delivered diligently. Formative findings offer opportunities to enhance the quality of the intervention by way of optimising it, rather than suggesting fundamental deviations from the original design or logic model.

Pre-post outcomes were not measured in this evaluation at the participant nor the pupil level. This was beyond the scope of this evaluation as the key questions driving the evaluation to be piloted were about implementation and, in this instance, the intervention was too short term for changes in practice and pupil outcomes to be realised and sustained in a way to enable meaningful measurement. We therefore were not able to test the causal relationship between the intervention and outcomes for pupils or the longer term changes within nursery settings' practice. However, findings from this pilot study do indicate that the conditions which enable outcomes, as described in the logic model, are present in mixed-mode delivery, and these outcomes will be measured in the upcoming RCT.

Future research and publications

The upcoming efficacy trial will add to Hanen LLLI's evidence by testing the causal logic between implementation elements and outcomes for both nursery settings and children. It is recommended that quality remains a focus within the process and implementation evaluation that will be integrated into the trial alongside the impact evaluation, to gain deeper understanding of the core and flexible intervention elements that enable the highest quality experience for participants.

The protocol for the pilot is published within the trial protocol⁸ on **EEF's website**.

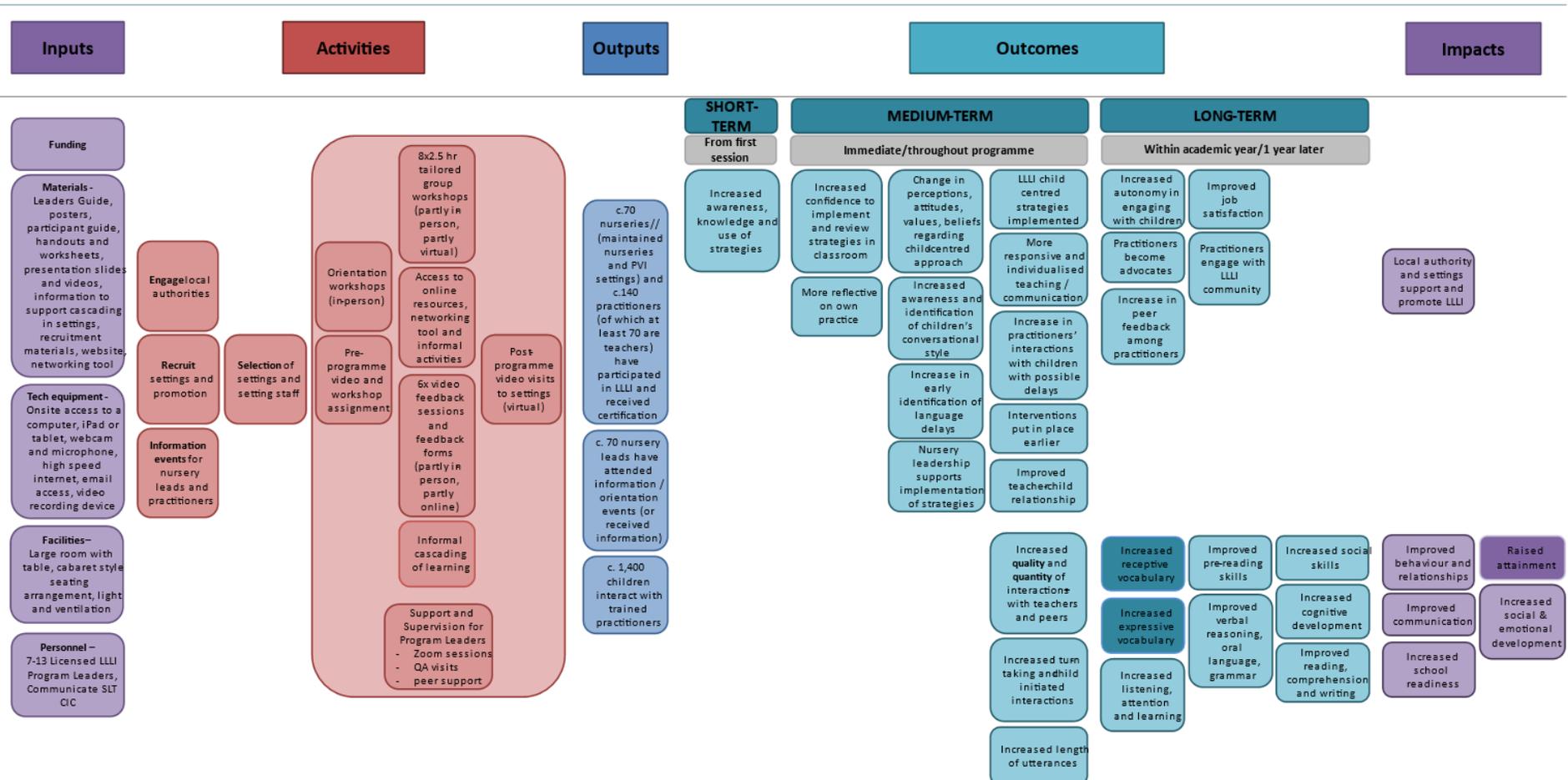
⁸<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/learning-language-and-loving-it-accelerator-fund>

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Appendix A: Hanen LLLI re-trial logic model

Learning Language and Loving It™ - The Hanen Program® for Early Childhood Educators
Logic Model (Re-trial)



Appendix B: Interview topic guides

PILOT EVALUATION OF THE HANEN LEARNING LANGUAGE AND LOVING IT PROGRAMME

Case study interviews with nursery managers – Topic Guide

The aim of case study interviews with nursery managers is to explore:

- staff engagement with workshops and video sessions
- how training is cascaded to the setting
- whether strategies are being implemented in the setting

This guide sets out a number of topics and questions that will be covered during interviews. The interview is conversational in style and will develop and expand on issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc. as participants' contributions will be explored in this way, as far as is feasible, during the 30-minute interview. Researchers will use prompts and probes in order to understand how and why views, behaviours and experiences have arisen.

The interview will last **30 minutes maximum**.

Introduction

Aim: To introduce participant to the study and clarify any questions

- Introduce yourself and NatCen Social Research
- Introduce the study:
 - Evaluation of the Hanen LLLI pilot delivered in Liverpool City Region
 - Commissioned by the Education Endowment Foundation
- Purpose of this interview
 - Gather their reflections on mixed-mode delivery and cascading of training in settings, what has worked well / less well
- There are no right or wrong answers to any of the questions
- Participation is voluntary – they can choose to have a break at any time or not to discuss any topic.
- Digital recording – we will be recording the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings. Check OK.
- Data protection – data kept securely in accordance with GDPR.
- Reporting findings – we will not mention participant/setting names when reporting.
- Reminder of interview length – interview will last 30 minutes. Check OK.
- Any questions/concerns?
- Permission to start recording.

Turn on recorder

1. Background and context [5 mins]

Aim: To gather background information on the respondent, their role within the nursery and their understanding of Hanen LLLI.

Respondent role at nursery

- Role and responsibilities in the setting

Nursery context

- Brief overview of setting (size, number of children, age range of children, no of staff)
- Brief overview of profile of children (approx. proportions of pupils with Early Year Premium Status, Special Educational Needs, English as an additional language)

Understanding of Hanen LLLI programme

- Understanding of the programme and its aims

2. Views on mixed-mode training delivery [5-10 mins]

Aim: to understand nursery managers views on mixed-mode training delivery, and any barriers and facilitators to this type of delivery.

Views on mixed-mode delivery of training

- Description of training allocation in the setting
 - Who from the setting has taken part in training
 - Setting's approach to nominating practitioners to receive training
- Explain mixed-mode delivery of **workshops**, i.e. half delivered face-to-face and half remotely. Views on practical implications of colleagues attending workshops. Explore differences between **face-to-face and remote** workshops. Prompts:
 - Workload and capacity
 - Staff rotas
 - Children's routines
- Suggestions for improving delivery of training workshops
- Explain online delivery of **video feedback sessions**, i.e. used to be delivered face-to-face but now delivered fully remotely. Views on practical implications of colleagues attending video feedback sessions. Prompts:
 - Workload and capacity
 - Staff rotas
 - Children's routines
- Suggestions for improving delivery of video feedback sessions

3. Cascading training [5-10 mins]

Aim: To gain an understanding of the extent to which participating staff have cascaded knowledge to other staff at the nursery and what helps/hinders cascading

Cascading at setting

- Whether training was shared with other staff who didn't receive training
 - If not; explore reasons why not
- If cascading did take place, description of cascading (i.e. sharing of training):
 - How (i.e. formal/informal, in-person or using online platforms)

- How long (i.e. frequency and length of cascading activities)
- When (i.e. timing of cascading activities after training)
- Where (e.g. in class settings, teacher meetings, or online)
- Who by (if more than one practitioner participating in training)
- Who to (e.g. cascading 'buddies', nursery manager, to all staff)
- Whether training resources were shared with those who did not attend training
 - Online or in-person resources
 - Level of usefulness of resources
- Their role, i.e. extent to which they have supported cascading activities in the setting (e.g. through discussions, coaching)
 - [If relevant] Role of other senior leaders in supporting cascading activities

Barriers and facilitators to cascading

- Factors that have helped / hindered cascading in the setting. Prompts:
 - Engagement with training
 - Buy-in with the aims of Hanen LLLI
 - Staff workload and capacity

4. Implementation of Hanen LLLI strategies [5-10 mins]

Aim: To get a sense of the nursery manager's knowledge of implementation activities and any barriers and facilitators to implementation.

Implementing Hanen LLLI strategies

- Whether practitioners are using strategies in their daily practice
 - If not using; explore reasons why not
 - If yes; which strategies, in what situations, who with (e.g. just EAL or all children)
 - Differences between those who attended training and those who did not
- Whether **they** have supported implementation of strategies in the setting
 - If not; explore reasons why not
 - If yes; how have they supported implementation
- Barriers and facilitators to implementation (i.e. what helped or hindered). Prompts:
 - Opportunity
 - Time
 - Workload

5. Final thoughts

- Anything else to add

STOP RECORDING

Thank interviewee for their participation

- Reiterate confidentiality and anonymity

Next steps

- June: a short online survey with all practitioners who took part in the training
- Completing interviews in four other settings; interviews with programme leaders

- We will analyse findings in the summer; report will be published internally with the EEF in late summer/early autumn
- Thank them for all their support with the evaluation
- Ask if they are happy for us to include quotes

PILOT EVALUATION OF THE HANEN LEARNING LANGUAGE AND LOVING IT PROGRAMME

Case study interviews with non-trained practitioners – Topic Guide

The aim of interviews with non-trained practitioners is to explore:

- their understanding of the programme and its aims
- engagement with cascading of Hanen LLLI principles
- views on the delivery of training and video feedback sessions

This guide sets out a number of topics and questions that will be covered during interviews. The interview is conversational in style and will develop and expand on issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc., as participants' contributions will be explored in this way, as far as is feasible, during the 20-30 min minute interview. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen.

The interview will last **20-30 minutes**.

Introduction

Aim: To introduce participant to the study and clarify any questions

- Introduce yourself and NatCen Social Research
- Introduce the study:
 - Evaluation of the Hanen LLLI pilot delivered in Liverpool City Region
 - Commissioned by the Education Endowment Foundation
- Purpose of this interview
 - Gather their reflections on mixed-mode delivery and cascading of training in settings, what has worked well / less well
- There are no right or wrong answers to any of the questions
- Participation is voluntary – they can choose to have a break at any time or not to discuss any topic.
- Digital recording – we will be recording the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings. Check OK.
- Data protection – data kept securely in accordance with GDPR.
- Reporting findings – we will not mention participant/setting names when reporting.
- Reminder of interview length – interview will last 20-30 minutes. Check OK.
- Any questions/concerns?
- Permission to start recording.

Turn on recorder

1. Background and context [5 mins]

Aim: To gather background information on the participant, to 'warm up' the participant

Respondent role at nursery

- Role and responsibilities in nursery
- Length of time in role

Understanding of Hanen LLLI programme

- Understanding of the Hanen programme and its aims

Role in Hanen LLLI programme in their setting

- Involvement so far
- Whether they were interested in attending training or not; reasons why

2. Mixed-mode training [5-7 mins]

Aim: To understand practitioners views on mixed-mode training delivery and any barriers and facilitators to this type of delivery.

Views on mixed-mode delivery of training

- Description of training allocation in the setting
 - Who from the setting has taken part in training
 - Setting's approach to nominating practitioners to receive training
- Explain mixed-mode delivery of **workshops**, i.e. half delivered face-to-face and half remotely. Views on practical implications of colleagues attending workshops. Explore differences between **face-to-face and remote** workshops. Prompts:
 - Workload and capacity
 - Staff rotas
 - Children's routines
- Suggestions for improving delivery of training workshops
- Explain online delivery of **video feedback sessions**, i.e. used to be delivered face-to-face but now delivered fully remotely. Views on practical implications of colleagues attending video feedback sessions. Prompts:
 - Workload and capacity
 - Staff rotas
 - Children's routines
- Suggestions for improving delivery of video feedback sessions

3. Cascading activities [10 mins]

Aim: To understand what cascading activities have taken place in their setting and their involvement and engagement with these activities.

Cascading at setting

- Whether learning was shared by colleague(s) who attended training
 - If not; explore reasons why not
- If cascading: Description of cascading (i.e. sharing of training in the setting)
 - How (i.e. formal/informal, in-person or using online platforms)
 - How long (i.e. frequency and length of cascading activities)
 - When (i.e. timing of cascading activities after training)
 - Where (e.g. in class settings, teacher meetings, or online)
 - Who by (if more than one practitioner participating in training)
 - Who to (e.g. cascading 'buddies', nursery manager, to all staff)
 - Whether cascaded training further to other colleagues

Access to training resources

- Whether they have accessed training resources
 - If not; explore reasons why not
 - If yes; how (e.g. online resources, tools, paper format)
- Views on training resources
 - Usefulness
 - Accessibility
 - Anything else

Barriers and facilitators to cascading

- Factors that help / hinder cascading in their setting. Prompts:
 - Support from setting – nursery manager, senior leadership
 - Engagement with training
 - Buy-in with the aims of Hanen LLLI
 - Staff workload and capacity

4. Implementing Hanen LLLI strategies [5mins]

Aim: To get a sense of the practitioner's knowledge of implementation activities, and any barriers and facilitators to implementation.

Implementing Hanen LLLI strategies

- Whether **colleagues who attended training** are using strategies in daily practice
 - If yes; which strategies, in what situations, who with (e.g. just EAL or all children)
- Whether **they** are using Hanen LLLI strategies
 - If yes; which strategies, in what situations, who with (e.g. just EAL or all children)
- Barrier/facilitators to implementing strategies (i.e. what helped or hindered). Prompts:
 - Opportunity
 - Time
 - Workload
- Views on support to implement Hanen strategies
 - From senior leadership/nursery manager
 - From other practitioners in the setting (including trained practitioners)

5. Final thoughts

- Ask if anything else to add

STOP RECORDING

Thank interviewee for their participation

- Reiterate confidentiality and anonymity

Next steps

- Interviews with practitioners and nursery managers in four other settings; interviews with programme leaders; online survey of those who attended training
- We will analyse findings in the summer; report will be published internally with the EEF in late summer/early autumn
- Thank them for all their support with the evaluation
- Ask if they are happy for us to include quotes

PILOT EVALUATION OF THE HANEN LEARNING LANGUAGE AND LOVING IT PROGRAMME

Case study interviews with trained practitioners – Topic guide

The aim of the case study interviews with trained practitioners is to explore:

- delivery of the Hanen LLLI workshops and video feedback sessions
- any cascading of Hanen LLLI principles to non-trained staff
- their understanding of the programme and its aims
- if relationships with other trained practitioners have formed.

This guide sets out a number of topics and questions that will be covered during interviews. The interview is conversational in style and will develop and expand on issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc., as participants' contributions will be explored in this way, as far as is feasible, during the 45-minute interview. Researchers will use prompts and probes in order to understand how and why views, behaviours and experiences have arisen.

The interview will last **45 minutes maximum**.

Introduction

Aim: To introduce participant to the study and clarify any questions

- Introduce yourself and NatCen Social Research
- Introduce the study:
 - Evaluation of the Hanen LLLI pilot delivered in Liverpool City Region
 - Commissioned by the Education Endowment Foundation
- Purpose of this interview
 - Gather their reflections on mixed-mode delivery and cascading of training in settings, what has worked well / less well
- There are no right or wrong answers to any of the questions
- Participation is voluntary – they can choose to have a break at any time or not to discuss any topic.
- Digital recording – we will be recording the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings. Check OK.
- Data protection – data kept securely in accordance with GDPR.
- Reporting findings – we will not mention participant/setting names when reporting.
- Reminder of interview length – interview will last 45 minutes. Check OK.
- Any questions/concerns?
- Permission to start recording.

Turn on recorder

1. Background [5 mins]

Aim: To gather background information on the nursery, the respondent and their role delivering Hanen LLLI

Respondent role in setting

- Role and responsibilities in setting
- Length of time in role

Understanding of Hanen LLLI

- Understanding of Hanen programme and its aims

2. Engagement with training [20 mins]

Aim: To understand practitioner engagement with Hanen LLLI training, and barriers and facilitators to engagement with Hanen LLLI training via mixed-mode delivery

Training attendance

- Reasons for setting nominating them to attend training
- Whether attended workshops alone or with other practitioners from their setting
- Whether colleagues attend same/different workshops (Tuesday/Wednesday/Thursday)
 - Reasons for attending same/different workshop. Prompts:
 - Staff cover
 - Children's routines
 - Benefits/drawbacks to attending same/different workshop
- Whether they have missed any workshops/video sessions and why
- Views on support to attend training:
 - From senior leadership/nursery manager
 - From other practitioners in the setting
 - Explore differences in support between **face-to-face and remote** sessions

Views on workshops

- Views on **remote** format for workshops – what worked well/less well. Prompts:
 - Presentations
 - Activities
 - Group dynamics (e.g. any group dynamics practitioners noticed or was a part of, ability to engage and interact with others)
 - Allocated time for action plan
 - Online access (e.g. technological issues; audio or video quality)
- Differences with **face-to-face** workshops (run through above list again)
 - Explore additional practicalities (views of venue, seating arrangement, travel)
- Views on workshop content
 - Relevance to their work
 - Topics that have been most/least useful and why
- Views on delivery by programme leader(s) – what worked well/less well. Prompts:
 - Clarity of explanation
 - Focus of guidance/feedback
 - Engagement with attendees
 - Differences between remote and in-person delivery
- Overall preference for delivery mode (mixed, remote or face-to-face) and why
- Suggestions for improving **mixed-mode delivery** of training workshops

Views on video feedback sessions

- Views on **remote** format for video feedback sessions – what worked well/less well
 - Online access (e.g. technological issues; audio or video quality)
 - Physical access (i.e. finding a private space for the online session)
- Views on content of video feedback sessions
 - Usefulness of action plans

- Topics/strategies that have been most/least useful to focus on
- Views on Programme Leader's approach to giving feedback
- Suggestions for improving video feedback sessions

Online tools

- Whether they use online tools (e.g. Padlet, The Hanen Centre website, email etc.)
 - If not used; explore reasons why not
- Views on online tools
 - Accessibility
 - User-friendliness
 - Whether they liked or did not like the tools
- Suggestions for improving online tools

Engagement with other trained practitioners

- Engagement with other trained practitioners outside of the training workshops
 - Communication (e.g. emails, phone calls, face-to-face interaction)
 - Activities (e.g. sharing on Padlet, sharing language development strategies, discussion Hanen LLLI strategies)
 - Barriers/facilitators to engagement with other practitioners

3. Cascading activities [10mins]

Aim: To gain an understanding of the extent to which participating practitioners have cascaded knowledge to other staff at the nursery and what helped/hindered cascading

Cascading at setting

- Whether sharing learning with other staff
 - If not; explore reasons why not
- If cascading: Description of cascading (i.e. sharing of training in the setting)
 - How (i.e. formal/informal, in-person or using online platforms)
 - How long (i.e. frequency and length of cascading activities)
 - When (i.e. timing of cascading activities in relation to training)
 - Where (e.g. in class settings, teacher meetings, or online)
 - Who by (if more than one practitioner participating in training)
 - Who to (e.g. cascading buddies, nursery manager, to all staff)
- Cascading buddies
 - Awareness of the term 'cascading buddies' (*if not already discussed above*)
 - Whether they have been asked to nominate cascading buddies (if so; who by)

Barriers and facilitators to cascading

- Factors that have helped / hindered cascading in the setting. Prompts:
 - Engagement with training
 - Buy-in with the aims of Hanen LLLI
 - Staff workload and capacity
- Views on support to cascade training
 - From senior leadership/nursery manager
 - From other practitioners in the setting

4. Implementation of Hanen LLLI strategies in setting [5 mins]

Aim: to understand the extent to which practitioners understand and implement Hanen LLLI strategies in settings and the support they receive from setting staff to implement strategies.

- Whether they are using Hanen LLLI strategies in daily practice
 - If not using; explore reasons why not
 - If yes; which strategies, in what situations, who with (e.g. just EAL or all children)
- Whether mixed-mode training affected implementation, i.e. if online delivery of some training workshops made implementation more or less likely
 - If yes; explore how and why
- Barrier/facilitators to implementation. Prompts:
 - Opportunity
 - Time
 - Workload
- Views on support to implement Hanen strategies
 - From senior leadership/nursery manager
 - From other practitioners in the setting

5. Final reflections

- Recommendations for improvements generally
- Final thoughts/reflections about programme
- Anything else to add

STOP RECORDING

Thank interviewee for their participation

- Reiterate confidentiality and anonymity

Next steps

- June: a short online survey with all practitioners who took part in the training
- Completing interviews in four other settings; interviews with programme leaders
- We will analyse findings in the summer; report will be published internally with the EEF in late summer/early autumn
- Ask if they are happy for us to include quotes

PILOT EVALUATION OF THE HANEN LEARNING LANGUAGE AND LOVING IT PROGRAMME

Interviews with programme leaders – Topic guide

Aim of the interviews with programme leaders:

- Capture views on mixed-mode delivery of Hanen LLLI training sessions
- Capture experiences of mixed-mode delivery, video feedback sessions, and encouraging use of cascading tools/resources
- Explore barriers and facilitators to practitioner engagement

This guide sets out a number of topics and questions that will be covered during interviews. The interview is conversational in style and will develop and expand on issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc., as participants' contributions will be explored in this way, as far as is feasible, during the 45-minute interview. Researchers will use prompts and probes in order to understand how and why views, behaviours and experiences have arisen.

The interview will last **45 minutes**.

Introduction

Aim: To introduce participant to the study and clarify any questions

- Introduce yourself and NatCen Social Research
- Introduce the study:
 - Evaluation of the Hanen LLLI pilot delivered in Liverpool City Region
 - Commissioned by the Education Endowment Foundation
- Purpose of this interview
 - Gather their reflections on mixed-mode delivery, what has worked well / less well
- There are no right or wrong answers to any of the questions
- Participation is voluntary – they can have a break at any time or not discuss any topic.
- Digital recording – we will be recording the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings. Check OK.
- Data protection – data kept securely in accordance with GDPR.
- Reporting findings – we will not mention participant names when reporting. However, due to the small number of programme leaders their views may be identifiable. We will ask at the end of the interview if they would like any quotes removed from the analysis.
- Reminder of interview length – interview will last 45 minutes. Check OK.
- Any questions/concerns?
- Permission to start recording

Turn on recorder

1. Background [5 min]

Aim: To understand programme leaders' experiences of delivering Hanen LLLI

- Experience of delivering Hanen LLLI training for practitioners
 - Length of time delivering training on Hanen

- No of training workshops and video feedback sessions delivered so far this year

2. Delivery of Hanen LLLI [20 min]

Aim: To understand how programme leaders delivered Hanen LLLI in practice and identify barriers and facilitators to successful delivery and engagement.

Workshops

- Things that have worked well/less well with **remote** delivery. Prompts:
 - Attendance
 - Content
 - Format
 - Sharing / use of materials
 - Co-delivery
 - Technology (e.g. slides, Zoom)
- Things that have worked well/less well with **face-to-face** delivery (run through prompts above)
 - Explore additional practicalities (views of venue, seating arrangement, travel)
- How closely they followed the Programme Guidebook for workshops
 - Reasons for any adaptation

Video feedback sessions

- Things that have worked well/less well with **remote** delivery. Prompts:
 - Attendance
 - Content
 - Format
 - Sharing pre-recorded video before session
 - Technology (e.g. videos, Zoom)
- How closely followed the Programme Guidebook for video feedback sessions
 - Reasons for any adaptation

Cascading tools

- Whether they encouraged the use of online cascading tools/resources, i.e.:
 - Padlet
 - Email/messaging
 - Hanen Centre website
 - Online social media activity
- Extent of engagement with online tools/resources (run through list above)
- Barriers and facilitators to engagement, i.e. what helped or hindered

Engagement

- How engaged practitioners have been overall and why
- Explore differences in engagement between:
 - Remote and face-to-face training workshops
 - Workshops and video feedback sessions
- Barriers and facilitators, i.e. what helped/hindered practitioner engagement. Prompts:
 - Topics covered

- Prior experience of using evidence-based programmes/approaches
- Workload and capacity
- COVID-19

3. Reflections on mixed-mode delivery [10 minutes]

Aim: to understand programme leaders views and reflections of mixed-mode delivery as a new mode for delivering Hanen LLLI training compared to previous modes of delivery.

- Views on the effectiveness of mixed-mode delivery for **workshops**
 - Their preferred mode of delivery (mixed, remote or face-to-face)
 - Perception of practitioners' preferred mode (mixed, remote or face-to-face)
- Views on the effectiveness of remote mode for **video feedback sessions**
- Training/ongoing support they received for mixed-mode delivery
 - Reflections on training/support they received for mixed-mode delivery
 - Any unmet training/support needs
- Confidence in delivering **workshops** remotely
- Confidence in delivering **feedback sessions** remotely

4. Perceived outcomes of Hanen LLLI training [5 min]

Aim: To briefly explore perceived benefits of Hanen LLLI for practitioners and understand if mixed-mode delivery affected these

- Briefly explore perceived changes they observed in practitioners
- Whether mixed-mode delivery of training affected any perceived outcomes
 - Reasons why/why not

5. Reflections and suggestions [5 min]

Aim: To gauge participants' overall reflections and suggestions, and views on training length

- Suggestions for improvements (for workshops, video feedback sessions, online tools)
- Views on overall training length – whether sufficient to cover required content
- Anything else they would like to reflect on

STOP RECORDING

Thank interviewee for their participation

- Reiterate confidentiality and anonymity and remind them of caveats to anonymity in their case, i.e. due to the small number of programme leaders
- Ask if they would like any quotes removed from the analysis

Next steps

- June: a short online survey with all practitioners who took part in the training
- Completing interviews in four other settings; interviews with programme leaders

- We will analyse findings in the summer; report will be published internally with the EEF in late summer/early autumn

Appendix C: Observation guides

Hanen LLLI: Training workshop information sheet for observers

Date of observation	
Time and duration of workshop	
Practitioners attending	
Communicate SLT Trainer	
Observer	

1. Attendee details and setting

Record who was present (trainers and number of practitioners and schools).

Record the set-up of the training (in-person session [groupings, name tags, spatial set-up, e.g. position of tables and chairs] and materials used [feedback form, LLLI guidebooks, session workbooks, slides], and any other relevant characteristics).

Make a note if any practitioners have received Hanen training prior to this pilot.

2. Structure of training

Record how the workshop was delivered.

Record how the session was structured and what the different sections and components are (e.g. lecture, group activity, interactive presentations, self and peer-evaluations, workbook activity, coffee breaks etc.) and how long each last.

Comment on how well organised/ structured the session was (beginning promptly, running as intended, to time), whether the planned structure was adhered to (e.g. followed slide by slide or jumped around), and whether the session was structured logically/sequentially.

Record whether practitioners were given time to complete activities in their workbooks and action plan [**Note: action plan is only completed in session 3**].

3. Content of LLLI training

Record how the session is introduced and explained.

Comment on how much time and focus is allocated to each topic and how it is presented and covered: overall aims and expectations of the sessions, the specific topics in the session, and the wrap-up.

Record any instances of technical difficulties (e.g., internet connectivity, sound, equipment).

Record any instances of non-technical difficulties (e.g., lack of resources, space, noise, tardiness/non-attendance)

4. Participant response to training

Comment on how engaged participants are (e.g. whether they are actively taking part in the activities and reflecting on their own teaching style).

Identify the topics/lessons that appeared of more or less interest to the participants.

Overt displays of understanding or lack of understanding

Record main issues/ concerns/ points for clarification raised by participants, and responses from trainer (e.g. if there were concerns raised about certain instructions or if there was any push back among participants).

Comment on group dynamics (e.g. only certain practitioners participating or leading the discussions).

Comment on how participants responded to icebreakers.

Comment on how participants mingled, (e.g. practitioners only interacting with others from same setting type, i.e. PVI/maintained nurseries)

5. Trainer; delivery of training

Record impressions regarding accessibility: Was the training pitched at the right level and tailored to practitioners involved, especially those with more and less experience of Hanen LLLI training? Was plain English used? Was the right level of detailed provided? Were there many examples used?

Record the extent to which trainers listened to participants' contributions, provided opportunities for participants to participate, encouraged participation from practitioners) and responded supportively and helpfully to participants' queries. Record any other impressions about trainers' communications skills and identify where more time, explanation and /or examples were needed.

Record whether the trainer facilitated the broad aims of programme (see information sheet).

Record whether the 4P teaching cycle was used (see information sheet).

Record whether the trainer followed the suggested script provided by Hanen or used their own wording and examples.

Record icebreakers and relationship building activities that the trainer used.

6. Cascading learning

Record how the trainer presented the expectation to cascade learning.

Comment on how participants responded to the idea of cascading learning

Record any specific approaches, techniques or tools for cascading learning that were discussed (e.g., Padlet).

7. Contact with practitioners

Record informal conversations had with practitioners (e.g. positive and negative remarks, reflection on what was learned).

Responses to training also to be noted above.

8. Any other observations

General comments from informal/ formal conversations, (comments could be negative/positive/issues they've had. Comments could be indirect recommendations for improvement).

Hanen LLLI: Online training workshop information sheet for observers

Date of observation	
Time and duration of workshop	
Practitioners attending	
Communicate SLT Trainer(s)	
Observer	

1. Attendee details and setting

Record who was present (trainers and number of practitioners and schools).

Record the set-up of the training (online platform [use of screenshare, gallery view, web cameras, name displays], materials used [breakout guide, feedback form, LLLI guidebooks, session workbooks, slides], and any other relevant characteristics).

2. Structure of training

Record how the session was structured and what the different sections and components are (e.g. lecture, breakout group activity, interactive presentations, self and peer-evaluations, workbook activity, coffee breaks etc.) and how long each last.

Comment on how well organised/ structured the session was (beginning promptly, running as intended, to time), whether the planned structure was adhered to (e.g. followed slide by slide or jumped around), and whether the session was structured logically/sequentially.

Features of the online platform used to facilitate activities (breakout rooms, hand raise features, Q&A features, chat box function, other interactive features)

Record whether practitioners were given time to complete activities in their workbooks and action plan [**Note: action plan is only completed in session 3**].

3. Content of LLLI training

Record how the session is introduced and explained.

Comment on how much time and focus is allocated to each topic and how it is presented and covered: overall aims and expectations of the sessions, the specific topics in the session, and the wrap-up.

Record any instances of technical difficulties (e.g., internet connectivity, sound, equipment).

Record any instances of non-technical difficulties (e.g., tardiness/non-attendance)

4. Participant response to training

Comment on how engaged participants are (e.g. whether they are actively taking part in the activities and reflecting on their own teaching style, whether cameras were on/off and audio muted/unmuted during training or at certain points).

Identify the topics/lessons that appeared of more or less interest to the participants.

Overt displays of understanding or lack of understanding

Record main issues/ concerns/ points for clarification raised by participants, and responses from trainer (e.g. if there were concerns raised about certain instructions or if there was any push back among participants).

Comment on group dynamics in breakout rooms and whole-group discussions (e.g. only certain practitioners participating or leading the discussions).

Comment on how participants responded to icebreakers (if relevant)

5. Delivery of training

Record impressions regarding accessibility: Was the training pitched at the right level and tailored to practitioners involved? Was plain English used? Was the right level of detailed provided? Were there many examples used?

Record the extent to which trainers listened to participants' contributions, provided opportunities for participants to participate, encouraged participation from practitioners (e.g. to turn cameras and microphones on) and responded supportively and helpfully to participants' queries.

Record any other impressions about trainers' communications skills and identify where more time, explanation and /or examples were needed.

Record whether the trainer facilitated the broad aims of programme (see information sheet).

Record whether the 4P teaching cycle was used (see information sheet).

Record whether the trainer followed the suggested script provided by Hanen or used their own wording and examples.

Comment on any obvious difference between online and face-to-face delivery of training.

Record icebreakers and relationship-building activities that the trainer used.

6. Cascading learning

Record how the trainer presented the expectation to cascade learning.

Comment on how participants responded to the idea of cascading learning

Record any specific approaches, techniques or tools for cascading learning that were discussed (e.g., Padlet).

7. Contact with practitioners

Record informal conversations had with practitioners (e.g. positive and negative remarks, reflection on what was learned).

Responses to training also to be noted below.

8. Any other observations

General comments from informal/ formal conversations, (comments could be negative/positive/issues they've had or indirect recommendations for improvement).

Appendix D: Survey

Thank you for taking part in this survey.

In this survey you will be asked about your experience of the Hanen LLLI training programme.

The next page includes some general information about this survey and the evaluation of Hanen LLLI

The Education Endowment Foundation has asked NatCen Social Research (NatCen) to carry out this research as part of an evaluation of the Hanen Learning Language and Loving It programme.

We obtained your details from Communicate SLT after you opted into taking part in this evaluation when signing up for the training programme. This was lawful under a data-sharing agreement to allow transfer of these details to the research team for the purposes of carrying out this research. Your personal information will not be shared with any other parties including the Education Endowment Foundation.

Taking part is completely voluntary and you can skip any questions you do not wish to answer. There are no right or wrong answers.

All data will be anonymised and kept securely in accordance with the General Data Protection Regulation 2018 (GDPR). Your name and contact details will be kept separate from your answers. Your personal data will only be used for research and statistical purposes. This means you will never receive any sales or marketing calls as a result of taking part in the survey.

No identifiable data will be shared outside NatCen (unless you agree to provide your information to take part in further research), and it will not be possible to identify you in any published results. NatCen will only retain your data in a way that can identify you for as long as is necessary to support the research project and findings.

Before the survey begins, you will need to confirm that you have understood the above information and are happy to continue with the survey.

I can confirm I have understood the above information and am happy to continue with the survey.

- Yes
- No I do not consent

We would like to ask you some questions about your setting.

Q1 What type of nursery setting do you currently work in?

- Maintained nursery
- Private, voluntary or independent (PVI) nursery
- I don't know
- Prefer not to answer

Q2 What is the size of the nursery you work in?

- Less than 40 children overall
- More than 40 children overall
- I'm not sure
- Prefer not to say

We'd like to ask about your thoughts on the length of the programme.

Q3 Do you think that 6 training workshops was enough to cover the Hanen LLLI course content?

- Yes, just the right amount of workshops
- More workshops would be better
- Less workshops would be better
- No opinion

Q4 Do you have any comments regarding the structure of the workshops?

Q5 Do you think that 5 months to complete the Hanen training programme is ...

- Too long, I would have preferred the course to be delivered over a shorter period of time
- Just right, it was balanced and well-paced
- Too short, I would have preferred the course to be spread out over a longer period of time
- No opinion

We would like to ask about your experience accessing the online training workshops, video feedback sessions and online training resources.

Q6 How often did you engage with the following?

	Very often	Fairly often	Not very often	Never
Padlet (socialising; online messaging)				
The Hanen Centre resources on their website				
Padlet (online resources)				
Through emails with programme leaders (Adele and Vicki)				
Emails/calls/texts with other practitioners in the training, not in your setting.				

Q7 Can you explain any of your responses further?

Q8 Did you experience any challenges using Padlet?

Please specify if challenges related to socialising (online messaging) and/or online resources.

Q9 Did you experience any challenges using The Hanen Centre website?

Q10 How often did you experience any of the following challenges accessing the online training workshops?

	Very often	Fairly often	Not very often	Never
Lack of devices				
Lack of internet connection				
Lack of access to Zoom				
Lack of confidence using technology				
Lack of time				
Lack of private or quite space				

Q11 How often did you experience any of the following challenges accessing the individual feedback sessions (e.g., online or in-person)?

	Very often	Fairly often	Not very often	Never
Lack of devices				
Lack of internet connection				
Lack of access to Zoom				
Lack of confidence using technology				
Lack of time				
Lack of private or quite space				

Q12 If you did experience any challenges with access or technology for the workshops, if you were able to, how did you overcome the challenge(s)?

Q13 If you did experience any challenges with access or technology for the video feedback sessions, if you were able to, how did you overcome the challenge(s)?



We would like to ask you some questions about your general experience of the programme.

Q14 By selecting “very interesting” or “not at all,” how interesting did you find each of the training workshops?

(Workshop 6 is not included because it has not been delivered yet.)

	Very interesting	Somewhat interesting	Neutral	Not very interesting	Not interesting at all
Training workshop 1: Roles educators play, conversation styles, language stages					
Training workshop 2: OWL, follow the child’s lead, give a reason to communicate					
Training workshop 3: Cueing conversational turns, social routines, and using Comments and Questions					
Training workshop 4: Encouraging Interactions in Group Situations - SSCAN					
Training workshop 5: Labelling and expanding to extend vocabulary					

Q15 By selecting “very useful” or “not at all” to each of the workshops, to what extent do you feel the training covered in the workshops would be useful for your setting?

	Very useful	Fairly useful	Neutral	Not very useful	Not useful at all
Training workshop 1: Roles educators play, conversation styles, language stages					
Training workshop 2: OWL, follow the child’s lead, give a reason to communicate					
Training workshop 3: Cueing conversational turns, social routines,					

and using Comments and Questions					
Training workshop 4: Encouraging Interactions in Group Situations - SSCAN					
Training workshop 5: Labelling and expanding to extend vocabulary					

Q16 By selecting “very useful” or “not at all,” how useful were the individual feedback sessions (e.g., online or in-person)?

- Very useful
- Somewhat useful
- Neutral
- Not very useful
- Not useful at all
- Prefer not to say

Q17 We would like you to think about the workshops in terms of your engagement, how the training was delivered, and the logistics involved.

By selecting “very well” through to “not well at all”, how well do you feel each session suited the mode they were delivered in (e.g. online or in-person)?

(Workshop 6 is not included because it has not been delivered yet.)

	Very well	Fairly well	Neutral	Not very well	Not well at all
In-person Training workshop 1: Roles educators play, conversation styles, language stages					
Online Training workshop 2: OWL, follow the child’s lead, give a reason to communicate					
Online Training workshop 3: Cueing conversational turns, social routines, and					

using Comments and Questions					
Online Training workshop 4: Encouraging Interactions in Group Situations - SSCAN					
In-person Training workshop 5: Labelling and expanding to extend vocabulary					

Q18 We now would like you to think about the individual feedback sessions in terms of your engagement, how the session was delivered, and the logistics involved.

(Feedback session 5 not included because it has not happened yet.)

By selecting “very well” through to “not well at all”, how well do you feel each session suited the mode they were delivered in (e.g. online or in-person)?

	Very well	Fairly well	Neutral	Not very well	Not well at all
Individual video feedback session 1 (in-person)					
Individual video feedback session 2 (online)					
Individual video feedback session 3 (online)					
Individual video feedback session 4 (online)					

Q19 What Hanen LLLI strategies do you think are most relevant to your practice?

Q20 Do you have any suggestions for improving the training programme?

This could be how the training is delivered, and/or what is covered in the workshops, and/or individual feedback sessions.

We would now like to ask about your experience of implementing and cascading/sharing Hanen LLLI strategies in your setting.

Q21 What Hanen strategies do you use the most with children in your setting?

Q22 What Hanen strategies do you feel most confident about sharing with non-trained colleagues?

Q23 By selecting “more than once a week” through to “never”, how often do you share learning from the training in the following ways in your setting?

	More than once a week	Once a week	Once a month	After every training workshop	Never
Formal conversations with colleagues/nursery manager/senior leadership (i.e. scheduled meeting)					
Informal conversations with colleagues/nursery manager/senior leadership (i.e. ‘water cooler chat’)					
Staff meetings					
Implementing the strategies with children					
With cascading buddy					
Supervision with a staff member					
Whilst filming videos for individual feedback sessions					

Q24 Did you use any of the resources on Padlet, and/or on the Hanen website, to help you share learning to non-trained colleagues?

- Yes
- No

Q25 If yes, which resources on Padlet, and/or the Hanen website, did you find most helpful for sharing learning with non-trained colleagues?

We will now ask for your reflections on the programme overall.

Q26 To what extent did you feel part of a community of practice with the other trained practitioners on the Hanen LLLI training programme?

- Very much
- Somewhat
- A little
- Not at all

Q27 Why did you answer the previous question way that you did?

Q28 Is there anything that you've particularly valued from your experience with the Hanen LLLI programme?

Q29 Is there anything else you would like to feedback about your experience on the Hanen LLLI programme that hasn't been covered yet?

The survey has finished. Thank you for taking the time to complete it.

If you have any questions about the survey, please contact us at LLLI@natcen.ac.uk

Appendix E: Privacy notice

Pilot evaluation of Learning Language and Loving It™ - The Hanen Program® for Early Childhood Educators

Privacy Notice – January 2022

In line with the UK General Data Protection Regulation (GDPR), there are certain things that we want to let you know about how information will be processed in the pilot evaluation of Hanen LLLI. In this privacy notice, we explain the legal basis for data processing, who will have access to participants' personal data, how data will be used, stored and deleted, and who you can contact with a query or a complaint.

Who's who?

This pilot is being carried out by independent evaluators, the National Centre for Social Research (NatCen), commissioned by the Education Endowment Foundation (EEF).

You can find out more about NatCen at www.natcen.ac.uk.

You can find out more about the EEF at www.educationendowmentfoundation.org.

Who will access personal data?

NatCen are carrying out this pilot and will have access to nursery and staff contact details, recordings and transcripts of interviews with nursery staff and program leaders, survey responses and notes from observations. All interview and survey responses and observation notes will be anonymised before being analysed.

McGowan Transcriptions (www.mcgowantranscriptions.co.uk) is the transcription service we use to transcribe our interview data. They will have access to recordings and transcriptions from all interviews. McGowan Transcriptions is on our approved supplier list and compliant with all our information security policies.

How will the data be used?

The data collected will be used for research purposes only.

Information and opinions gathered from observations, interviews and surveys with nursery staff and program leaders will be used to inform our process evaluation. All observation notes, interview and survey responses will be anonymised before being analysed.

All data will be treated with the strictest confidence – no nursery, staff or children will be identified in any report arising from the research.

NatCen will securely delete personal information about participants no more than one year after the evaluation is finished (by July 2023 at the latest).

The legal basis for processing data

For this pilot, NatCen is a data controller who also processes data. This means that we are responsible for deciding the purpose and legal basis for processing data. The legal basis for this project is "legitimate interest". This means that we believe that there is a genuine reason for us to process this data (to pilot the delivery of Hanen LLLI), that this data is needed to fulfil this purpose (we would not be able to pilot Hanen LLLI without this information), and that using this data will not interfere with individuals' interests, rights or freedoms.

Who can I contact with a query or a complaint?

You have the right to raise any concerns with the Information Commissioner's Office (ICO) via their website at <https://ico.org.uk/concerns/>.

You also have the right to object to your information being used in this research. If you object, please let us know by getting in touch with Yvonne Robinson at Yvonne.Robinson@natcen.ac.uk or by phone at 0207 549 7045.

Contact information

If you have any questions about how your personal information will be processed, or about the pilot, please contact Yvonne Robinson, Senior Researcher at NatCen, at Yvonne.Robinson@natcen.ac.uk

Appendix F: Memorandum of Understanding

Agreement to participate in the pilot evaluation of Hanen Learning Language and Loving It – Memorandum of understanding

School/nursery name:	
---------------------------------	--

If you are happy for your nursery to take part in the evaluation, please complete this form and send a scanned copy (both sides) to LLLI@communicate-slt.org.uk by **Friday 11th February 2022**

Please read the following statements and initial the boxes if you agree with the statements. For more information on each, please see NatCen’s information sheet for nurseries:

*Please initial
each box*

I confirm that I have read and understand the information sheet for this pilot evaluation and have had the opportunity to ask questions.

I confirm that I understand and have the technical equipment requirements needed to participate in the Hanen LLLI training.

I agree to arrange for at least half of my nursery staff to attend the online and face-to-face training workshops and video feedback sessions.

I agree to provide information for, and facilitate the activities required for, NatCen Social Research’s independent evaluation, including completing observations, interviews and surveys with relevant staff.

I understand that NatCen Social Research will store information collected from staff securely and that findings will be anonymised. Designated individuals from NatCen Social Research may view documents containing participants’ names when monitoring or auditing the study.

I give permission for these individuals to view this personal data. Maintenance of confidentiality of information is subject to normal legal requirements and GDPR.

I know whom I can contact if I have any concerns or complaints about the study.

I understand that this project has been reviewed by, and received ethics clearance through, the National Centre for Social Research Research Ethics Committee.

I understand that my nursery’s participation is voluntary and that I am free to withdraw at any time, without giving any reason.

The Sutton Trust are considering a follow-on programme of professional development from September 2022 to support with embedding the learning from LLLI after the workshops are complete. Please tick this box to consent to your contact details being shared so you can hear more about their offer.

Hanen LLLI Memorandum of Understanding – Signing page

Please complete Part 1 and Part 2 and send a scanned copy (both sides) to: LLLI@communicate-slt.org.uk by **Friday 11th February 2022**

Please complete Part 1 and Part 2 as appropriate.

Part 1

School/nursery name: _____

School/nursery postcode: _____

Number of 3-4 pre-school children registered with nursery: _____

Part 2

My school/nursery **will take part in this pilot** and agrees to the conditions stated in this Memorandum of Understanding (MoU).

Headteacher/senior management signature: _____

Headteacher/senior management name: _____

The main contact for the pilot will be:

Name: _____

Job title: _____

Contact phone number: _____

Email: _____

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