

Interacting Or Interfering Improving Interactions In The Early Years Uk Higher Education Humanities Social Sciences Education

The book you can trust to guide you through your career in the early years, as the expert authors share tried and tested techniques in a range of early years settings. For this new edition, Jennifer Colwell and Amanda Ince have drawn together an expert author team to bring you guidance from top practitioners that is both cohesive and that continues to evolve to meet the needs of today's early years practitioners. It is designed for trainees whether in universities or early years settings and looks across the full early years spectrum, from birth to 8 years old. Reflective Teaching in Early Education uniquely provides two levels of support: - Practical, evidence-based guidance on key early years issues – including relationships, behaviour, inclusion, curriculum planning and learning, and teaching strategies - Evidence-informed 'principles' and 'concepts' to help you to understand the theories informing practice, offering ways for you to continue to develop your skills and understanding of early years practice in early childhood education and care New to this edition: - Lesson Study Cases which illustrate the impact Reflective Teaching can have on your practice and your setting - New Reflective Activities - Updated references and guidance on Key Readings - Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support. Readings for Reflective Teaching in Early Education, the supporting 'portable library' volume, is signposted throughout this book and provides convenient access to key texts.

This accessible guide will inform, prompt and inspire practitioners as they develop their own creativity and seize the rich opportunities offered by outdoor environments to cultivate and encourage the creative skills of the young children in their care. Including information on Forest School, Developing Creativity and Curiosity Outdoors builds on theories of creative learning and development, and offers a wealth of ideas and activities for application in a range of outdoor settings. From designing and building structures, to making music and exploring colour, shape and pattern, this book illustrates how engagement in and with the natural world might extend children's creative development, encouraging them to speak, listen, move freely, play and learn. Case studies demonstrate good practice and each chapter concludes with questions, encouraging the reader to reflect on and develop their own practice. Practical ideas can be adapted for use in more urban environments, and further reading, online resources and lists of suppliers make Developing Creativity and Curiosity Outdoors an essential resource for those looking to maximise the natural curiosity of children. This book will give early years practitioners and students the confidence and knowledge they need to embark on an exciting journey of outdoor discovery with young children.

This guide to understanding school readiness in young children is essential reading for early years practitioners. It explores the concept of school readiness by unpicking what the term means for children and how we can define it in the context of the characteristics of effective learning. This includes ideas for promoting playing and exploring, active learning and creating and thinking critically. The book also considers how we can ensure schools are ready to receive children and suggests ways in which preschools and nurseries can work collaboratively with schools and engage parents and carers to ensure a smooth transition.

This text offers innovative, multi-disciplinary perspectives on the subject of play in a range of environments: the classroom, playground, home, and local community. Chapters include observation notes, case studies and comprehensive illustrations of ideas in action, as well as encouragement for the reader to stop and reflect on their own practice with questions for consideration. Extensively revised and with new contributions, this third edition explores the theory and clearly demonstrates how to take the theory from the academic classroom and apply it to practice in a child's setting. New features include: an up-to-date exploration of the latest policy developments and research, including Ofsted's 2015 Early Years Report and the 2017 EYFS Statutory Framework an exploration of globalisation and technology, and critical analysis of children's leisure time, screen interaction and virtual experiences international perspectives on play and the connections between play and mental health brand new practical examples woven throughout, accompanied by additional full-colour photos Perspectives on Play is an invaluable resource for any student studying within childhood studies, playwork programmes or training to teach at early years or primary level. It is also ideal for early years, primary and play practitioners.

Action research is a popular part of many teacher training courses but understanding how to do it well is not always straightforward. Previously known as Action Research for New Teachers, this book will guide you through each step of the process, from initial stages of planning and research, through to how to analyse your data and write up your research project. This second edition includes: - A new 'Critical task' feature, with suggested responses - Discussion of where action research 'fits' in the world of education research - Exploration of the skills and attributes needed for undertaking action research - Guidance on how to write with clarity and purpose.

The Handbook of International Perspectives on Early Childhood Education provides a groundbreaking compilation of research from an interdisciplinary group of distinguished experts in early childhood education (ECE), child development, cultural and cross-cultural research in the psychological sciences, etc. The chapters provide current overviews of ECE in Latin America and the Caribbean, the Middle East, Asia, Australia, Africa, Europe, the US, and Canada, and convey how ECE is multi-sectorial, multi-cultural, and multi-disciplinary, undergirded by such disciplines as neuroscience, psychological anthropology, cross-cultural human development, childhood studies, and political science. This exciting book explores young children's fascination with all things mathematical. Drawing on the 'Talk for Maths Mastery' initiative, it helps practitioners to understand early mathematical development and recognise the maths taking place in children's play. Emphasising the importance of starting from children's existing mathematical interests, it shows how adults can build on these starting points to gradually introduce new concepts and address misconceptions as they arise. The book considers how mathematical development and learning is embedded within children's dispositions and mindsets. Including case studies, links to practice and reflective questions, the chapters reveal what mastery orientation looks like from the children's perspective in their learning and covers: children's serve and return conversational talk mathematical babies and their developmental momentum schematic patterns of thinking mathematical mark-making child-led play problem solving creative and critical thinking how adults can support children's mathematical talk, thinking and mastery Featuring children's learning stories and full-colour photographs throughout to illustrate practice, this book is essential reading for all early years practitioners and teachers working with children throughout the EYFS and KS1 as well as students on early years courses.

An essential part of children's development in the early years involves creative engagement through language, gestures, body movements, drawing, music, and creating shared meanings in playful contexts. Supporting Children's Creativity through Music, Dance, Drama and Art brings together contributions from a range of early years practitioners and professionals, sharing their 'creative conversations' and helping readers to implement the themes of the Early Years Foundation Stage framework in a creative way. Including a new chapter to explore the relationships between music and movement, this second edition has been fully updated and covers: How to incorporate music-making and storytelling in the classroom How to use stories of practice to inspire reflection and change How to extend, challenge and sustain children's interests How to make use of the 'Talking Table' and 'Helicopter' approaches How to become an effective play-partner How to improve practice with interactive strategies and music for well-being How to use observation to inspire planning and learning projects. Appealing to all with an interest in early years practice, this new edition demonstrates how parents, carers and practitioners can put excitement and inspiration back into the learning process, guiding them to encourage and support the creative capacities of young children.

The volume unites research and practice on integrating language learning, teaching and assessment at preschool and early school age. It includes chapters written by experts in the field who have studied some of the very youngest (pre-

primary) children through to those up to the age of 12, in a variety of private and state contexts across Europe. The collection makes a much-needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom-based assessment, particularly formative assessment, or the case for developing assessment skills in relation to even the youngest children. As a whole, the book provides useful case study insights for policymakers, teacher educators, researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning. It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts.

Employing a comprehensive blend of theory, policy and practice, Penny Borkett unpacks the vital elements of SEND in the Early Years through the lens of inclusion. This title incorporates: - The development of legislation and policy relating to SEND - A wide-range of recommended readings - Reflection points to aid in independent study - Case studies linking theory to practice Written in an accessible style, *Special Educational Needs in the Early Years* seeks to empower students to not only understand the impact of policy on practice, but to question it. Penny Borkett was a Senior Lecturer in Early Years and Early Childhood Studies at Sheffield Hallam University.

An extensive knowledge of the primary Mathematics curriculum is not enough for trainee teachers, they need to know how to teach Maths in the primary classroom. This is the essential teaching theory and practice text for primary Mathematics that takes a focused look at the practical aspects of teaching. It covers the important skills of classroom management, planning, monitoring and assessment and relates these specifically to primary Maths, with new material on assessment without levels. And to support students even further with the very latest strategies in classroom practice, this 8th edition now includes online resources: Practical lesson ideas for the classroom The Primary National Curriculum for Mathematics in Key Stages one and two Tips for planning primary Mathematics Useful weblinks for primary Mathematics teaching

Observing and understanding schematic behaviour confidently is vital for anyone working with or looking after young children. This guide explains what schemas are, stripping back the technical language often used to describe them, and how to interpret and extend schematic behaviour to benefit the child. It looks specifically at 12 different schemas, such as connection, rotation and transportation, and includes case studies, interpretation of the observations and practical ideas for how to use this information to aid children's learning, development and play. Making schemas and schematic behaviour more understandable, this book will give early years practitioners and parents the confidence to identify schemas and plan future learning opportunities to support children based on this knowledge.

High quality interactions are recognised as fundamental to the achievement of outstanding teaching and learning in the early years. If you are working with children from six months to six years this authoritative new book from leading author Julie Fisher encourages you to reflect deeply on the quality and impact of interactions in your setting. Drawing on research undertaken in baby rooms, nurseries and classrooms over four years the book challenges prevailing orthodoxies and offers specific practical guidance on how to improve the quality of interactions on a day-to-day basis. With its illuminating examples, the book shows how you can best tune into and respond effectively to young children's conversations. It exemplifies how interactions are most effectively sustained and how developing high quality interactions can better scaffold and support children's learning and development. 'Interacting or Interfering?' * Identifies the key components of effective interactions and how implementing these can improve the quality of children's learning * Contains transcripts of interactions from baby rooms through to Year 2 classes which exemplify key messages * Provides prompts you can use to analyse and improve your own practice Written in the author's exceptionally clear and accessible style, this book is indispensable reading for all students and practitioners working and studying in the early years. "There is a tendency for adult talk to dominate nurseries and schools in an attempt to manage, organise and interrogate children's learning; this closes down children's own investigation and capacity for thought. Fisher points out how 'the very act of "being an educator" can sometimes distort the nature of an interaction so much that it inhibits the very learning it is trying to promote'. In this timely, thought-provoking and very readable book she prompts us to think more deeply about interactions and adapt new strategies to encourage all young children to engage in meaningful and enriching talk." TACTYC, March, 2016 "The prompts and points for reflection encourage practitioners to critically consider their role and function, noting where their work is affirmed and where there is scope for further development ... This book is both relevant, though provoking and extremely useful for all involved in early childhood - an excellent tool for professional development." Marion Dowling, *Early Education Journal*, No 79/ Summer 2016

The first book in the series *Policy and Pedagogy with Under-three year olds: Cross Disciplinary insights and innovations* establishes a path for the much-needed examination of the experiences of infants and toddlers in contemporary educational settings across the globe. Bringing together internationally renowned scholars in the field, it starts a series of discussions about the positioning of under-three year olds in contemporary practice and policy contexts. It takes an in-depth look at what this means for our understanding of under-three year olds and those who share their worlds. Featuring some of the most important contemporary topics in this pedagogical domain, such as care, well-being, belonging, professionalism and status, the contributors offer a kaleidoscope of perspectives for contemplating the new normality of very young children living their lives in group-based early childhood settings, and what gives rise to their current realities. It also explores some important policy directions and trends.

This innovative and timely book explores issues and concerns surrounding Education for Sustainable Development in early childhood, providing a range of perspectives on how we can live and promote more healthy, just and sustainable lives. It examines the professional responsibility of Early Years practitioners to embed sustainability into their everyday practice and to ensure that young children are acquiring the knowledge and skills they need to become effective agents of change, committed problem-solvers and system-thinkers. Bringing together international examples of best practice,

drawing on cutting-edge research, and providing an array of practical examples, chapters focus on issues such as: the historical context of Early Education for Sustainability complexities and challenges involved in implementing sustainable approaches encouraging children to contribute to an enabling society adopting environmentally sustainable approaches in Early Years settings the future of sustainability in Early Years education. This book offers essential support to Early Years educators, practitioners and students who are key players in shaping the fundamental attitudes and beliefs of our planet's future citizens, enabling them to assume their responsibilities, now and in the future, in regard to environmental, social and economic sustainability.

How to Use Work Group Supervision to Improve Early Years Practice presents a new model for supervision as a collaborative process, and explores how this process can benefit practitioners at all stages in their career to reflect on and improve their own practice. Supported by detailed case studies which contextualise Work Group Supervision, Louis offers practical support which will help practitioners develop their knowledge and skills, and to work together to develop a shared understanding and more successful practice. Louis covers a range of insightful topics to help practitioners utilise the Work Group Supervision method to improve their practice, including: What Work Group Supervision is and how it can help practitioners How to develop self-understanding and professional practice Theories on child observation, and using observation to tune into children The importance of respectful interactions as a leader and among peers How to Use Work Group Supervision to Improve Early Years Practice is ideal for Early Years practitioners and teachers, managers of Early Years settings and students on courses for leadership in Early Childhood settings.

Structured around Bishop's six fundamental mathematical activities, this book brings together examples of mathematics education from a range of countries to help readers broaden their view on maths and its interrelationship to other aspects of life. Considering different educational traditions and diverse contexts, and illustrating theory through the use of real-life vignettes throughout, this book encourages readers to review, reflect on, and critique their own practice when conducting activities on explaining, counting, measuring, locating, designing, and playing. Aimed at early childhood educators and practitioners looking to improve the mathematics learning experience for all their students, this practical and accessible guide provides the knowledge and tools to help every child.

This book is a practical guide to implementing the Intensive Interaction Approach in a school setting and provides essential technical support to teachers and practitioners from nursery to Post-16 who want to embed it into their classroom practice. Geared mainly towards supporting children with communication and social-communication difficulties arising from autism or learning difficulties, the principles apply equally to students of all levels of cognitive ability who struggle with social situations and emotional or sensory regulation. The Intensive Interaction Classroom Guide brings together contributions from experienced teachers, teaching assistants, and headteachers, who reflect on their practice and share practical tips to facilitate social-communication development within a nurturing classroom environment. Offering practical advice on curriculum and pedagogy and drawing on case studies, authors address key themes on a practical level, while grounding their discussions theoretically and methodologically. Filled with practical advice and techniques, this book will be essential to anyone working in classroom settings with students who experience social-communication difficulties or need a nurturing approach to emotional well-being.

The concept of 'readiness for school' is attractive to policy-makers, but many academics, researchers and practitioners argue that an early start to formal learning may be misguided. This book introduces readers to an increasing body of evidence which demonstrates that young children need opportunities to learn and develop in environments that support their emotional and cognitive needs, offering opportunities to develop autonomy, competence and self-regulation skills. With advice on implementing research findings in practice, this book provides clear guidance on how to foster and develop these attributes, scaffold steps into new areas of learning and support children in facing new challenges. Chapters cover: Policy and discourses; Taking account of development; Approaches to Early Years Learning; The Diversity of Children's Early Experiences; Transitions and starting school; Where to in the Future? Exploring the Contexts for Early Learning will be essential reading for students, practitioners, policy-makers and all those interested in the school readiness agenda.

This is the first book to bridge the divide between completing a professional course in education and entering into a practical career in education provision. Presented analysis of specific issues as well as overarching themes, it is must-have reading for those who have just commenced a career in education, or are just about to.

Pie Corbett's ground-breaking Talk for Writing approach has been successfully used by thousands of schools to teach writing creatively in an engaging way that motivates children. Now Pie and Julia take this multi-sensory approach to Early Years settings introducing a simple way to inspire young children's language development through storytelling. Children learn language through memorable, meaningful repetition. The Talk for Writing approach enables children to internalise the language of story so that they can imitate it, innovate on it and create their own effective stories independently. Talk for Writing in the Early Years will show you how to put rhyme and story at the heart of your work with children and parents so that young learners language development and creativity flourishes. This multimedia resource shows you how to:

- Select a story or rhyme the children will enjoy and tell it engagingly, encouraging the children to join in
- Use a story map so they can picture what happens
- Use actions to reinforce meaning and emphasise key language patterns
- Help children build a bank of tales, developing their linguistic repertoire

The 2 OLCs contain: 1 Footage of Pie Corbett conferences with EY teachers showing Talk for Writing in action 2 Clips of nursery children engaged in the Talk for Writing approach 3 Advice on how to use the OLC and handouts to train all staff in the approach 4 Interviews with parents and nursery school teachers on the impact of Talk for Writing 5 21 stories with story maps

This essential guide provides clear and comprehensive support for those looking to introduce creative woodwork into early years settings. With theory, practical advice, stunning colour images and case studies, the book will inspire practitioners to embrace woodwork and encourage children's independent creative learning. Focusing on the numerous benefits that working with wood offers young children, from boosting their self-esteem and problem-solving skills, to enhancing their communication and social development, the author draws on over 25 years of experience to discuss each and every aspect of establishing woodwork in the early years curriculum. Including practical information on materials and tools, staff training, and health and safety advice, this go-to guide provides a treasure trove of ideas to engage children at various stages of development, drawing the maximum benefit from working with wood and tools. Both inspiring and informative, Learning Through Woodwork will become an essential tool for early years practitioners and teachers wishing to explore and develop woodwork provision.

Is it time to re-think continuous practice in the early years? The world of education is an amazing and rewarding world to be in, but there is a sense among many that work within it that there is something not quite right, that all is not well. In this book, Greg Bottrill explores how he ensures that, in his Early Years setting, continuous provision enables children. He shares his Early Years pedagogy through the '3Ms' and explains how to apply these in the classroom. Greg also explores the definition of play – what it is and what it isn't – and the challenging role of the Early Years teacher. This book shares good practice in: early reading and the joy of reading early writing development boys writing the nature of outdoor play and how to make this truly 'outdoor' the role of parents in child development mathematics in play when and how to do intervention work with children how to get Headteachers and centre managers on board.

Whether considering the art of debate; understanding dialogic teaching methods; the necessity of questioning; or the ability to assess and develop these skills, this book has been written by a classroom teacher, for classroom teachers, in the hope that oracy is dragged out of the shadows and recognised for its significance to improving students' life skills and future aspirations. When we think about the transferable skills all students will take with them post-academia, oracy, literacy and numeracy should logically stand proudly side by side. This triad of skillsets are the key components that are used to measure intellectual development in childhood, as well as being further instilled and nurtured in all students throughout their education. However, as children become students and as these students become critical thinkers, an element of this crucial triad appears to have been disowned in recent years. In 2020, oracy appeared to have even less relevance in academia, with the only supportive provision for both Language and Literature to deal with any missed learning being the eradication of any recorded proof of this skill. Yet another indication that oracy has, in some circumstances, been cast into the shadows and banished into the realm of the subject specific curricular. We need to be realistic and embrace the idea that this skill is a necessity to success for all learners post-academia. Training students in the ability to communicate effectively with different audiences in different contexts, needs to be brought back into the spotlight in the hopes that we can attempt to resolve any misconceptions regarding oracy's place in the curriculum. Through the recognition of the theoretical understanding of communication that will provide the foundations for this book, the aim is that it acts as a supportive guide that will provide suggestions and strategies in order to hopefully empower and encourage educators in all subjects in education, thus restoring the use and appreciation for this necessary skill both inside and outside the classroom. For so long, focus has been on the stress and rigor of assessments, and the fulfilment of the curriculum to ensure that all students can navigate their GCSE examinations. This book will question whether this will have a detrimental effect on students who may have been exposed to fewer of the skills that they will require when leaving an educational setting and venturing into everyday life. So, let's address the elephant in the room, and provide it a voice.

"This important book is a thorough account of early communication covering bilingualism and specific areas of learning of reading and writing in early years. It is well laid out, informative and supportive with excellent case studies. " - Eva Mikuska, Senior Lecturer at University of Chichester The role of the adult in the development of young children's communications skills through interaction is vital and this book will help you understand this and improve your practice. Taking a chronological approach there is also a particular interest in the needs of two year olds, including the Progress Check at Age Two and the revised requirements of the early years foundation stage. The book features:

- Case studies, points for practice and links to video examples
- Coverage of bi or multilingual children
- Examples of enabling environments for communication and interaction
- Ideas of how to work best with parents.

Suitable for all those studying or practising in Early Childhood it will develop the way you think about communication and interaction.

Cooking provides children with a wealth of opportunities to discover new materials and processes; develop their physical and social skills; and lead their own learning. Helping teachers and practitioners make the most of the valuable learning opportunities that cooking offers, this book provides all the information, support and inspiration needed to successfully introduce cooking into Early Years and Key Stage One provision. Packed with practical tips, case studies and first-hand advice from teachers and practitioners, Inspiring Learning Through Cooking offers valuable guidance on everything from setting up a cooking area to growing your own produce and using cooking activities to the full benefit of the child. With over 600 colour images and 50 step-by-step, photocopiable recipes, suggested cooking activities are suitable for independent use by children. Recipes reflect and promote the ongoing development of children's skills, and illustrate how cooking can be used to achieve learning objectives. Teachers and practitioners will be inspired to think creatively about their own provision, and promote open-ended learning, encourage decision-making, problem solving and collaboration through cooking. Colourful, practical and accessible, Inspiring Learning Through Cooking will be an essential resource for Early Years' practitioners and teachers looking to explore the opportunities offered by cooking in nurseries, Reception, Years One and Two.

The Holistic Care and Development of Children from Birth to Three provides students and practitioners with the knowledge and understanding they need to meet the complex needs of babies and toddlers. With a focus on the fundamentally holistic nature of young children's development, and emphasising the role of play, and the emotional and physical environment throughout, the book shows its reader how to maximise each and every opportunity for learning when caring for the under threes. The text addresses both theory and practice, foregrounding the vital link between the two as the reader learns how to integrate theoretical approaches into their own setting and ways of working. From personal, physical, social and emotional development, to cooperation with parents, SEN and enabling environments, a wealth of topics are discussed in the depth and detail required to ensure that children can be given the best possible start in their critical first three years. Throughout the book, the following features help the reader to reflect on, and develop their own practice: 'Case Studies' put key topics in context 'Reflective Questions' help the reader test and consolidate their knowledge of key topics 'Review your Practice' boxes invite the reader to reflect on their own practice 'Further Reading and Research' suggestions inspire independent study in key areas. The book is also supported by a companion website featuring links to relevant videos and articles, as well as an interactive flashcard glossary.

Calling All Superheroes highlights the enormous potential of superhero play in supporting learning and development in early childhood. Using examples from practice, it provides guidance on how to effectively manage and implement superhero play and set appropriate boundaries in early years settings and schools. Illustrated with engaging photographs and case studies, the book gives ideas about how superhero play can be used to promote positive values and teach children essential life skills. Offering practical strategies and questions for reflection designed to facilitate further development, chapters address important topics and challenges such as: Child development, the characteristics of effective learning and the benefits of superhero play, including making sense of right and wrong and increasing moral awareness How to broach difficult themes like death, killing, weapons, aggressive play and gender-related issues Supporting children to recognise everyday heroes and how to find heroic abilities within themselves The role of the adults in managing superhero play, engaging parents and creating effective learning environments Written by a leading expert with 20 years' experience in the early years sector, this book is an essential resource for early years teachers, practitioners and anyone with a key interest in young children's education and learning.

Moving On to Key Stage 1 has been highly influential in developing innovative, developmentally appropriate KS1 practice in schools across the country. This new edition offers teachers further powerful and persuasive arguments for continuing play-based learning into Year 1 and 2. This new edition contains:

- Brand new research identifying the current concerns of teachers in KS1 and setting these in the context of the current 'school readiness' agenda
- An updated chapter on how children learn most naturally age 5-7 years and how to capitalise on this
- A revised chapter on play, which draws on teacher views about its benefits for KS1 children and the barriers they face in incorporating it into their practice
- A new chapter offering messages from

headteachers advocating a play-based approach, and providing examples of how it has raised standards •A fresh consideration of how to balance adult-led and child-led learning and the role of the teacher in supporting both The author has a deep understanding of the challenges facing teachers in developing this fusion of pedagogies, and this book offers every reader principled and inspiring ways of meeting these challenges with success. Julie Fisher is an independent Early Years Adviser and Visiting Professor of Early Childhood Education at Oxford Brookes University, UK. She has been Headteacher of two schools, a University lecturer and a Local Authority Lead Adviser for Early Years.

Make your everyday interactions with children intentional and purposeful with these steps: Be Present, Connect, and Extend Learning.

Teaching Science and Technology in the Early Years (3–7) celebrates young children’s amazing capabilities as scientists, designers and technologists. Research-based yet practical and accessible, it demonstrates how scientific designing and making activities are natural to young children, and have the potential for contributing to all aspects of their learning. By identifying the scientific and technological concepts, skills and activities being developed, the book enables the reader to make more focused diagnostic observations of young children and plan for how they can help move them forward in their learning. This third edition has been thoroughly updated and features: fresh insights into young children’s learning from neuroscience and ‘new-materialist’ perspectives; a UK-wide perspective on Early Years curricula and how they support the inclusion of science and technology as an entitlement for young children; new case studies of successful, evidence-based Early Years practice, alongside new examples of practical planning for learning, and advice on documenting children’s learning stories; an updated chapter on assessing and documenting children’s learning, drawing upon findings from the Teacher Assessment in Primary Science (TAPS) project at Bath Spa University. Based on the latest research and first-hand experience, this practical and accessible book is essential reading for Early Years and Primary students on undergraduate, PGCE and Masters-level courses.

High quality interactions are recognised as fundamental to the achievement of outstanding teaching and learning in the early years. If you are working with children from six months to six years this authoritative new book from leading author Julie Fisher encourages you to reflect deeply on the quality and impact of interactions in your setting. Drawing on research undertaken in baby rooms, nurseries and classrooms over four years the book challenges prevailing orthodoxies and offers specific practical guidance on how to improve the quality of interactions on a day-to-day basis. With its illuminating examples, the book shows how you can best tune into and respond effectively to young children’s conversations. It exemplifies how interactions are most effectively sustained and how developing high quality interactions can better scaffold and support children’s learning and development.

'Interacting or Interfering?' • Identifies the key components of effective interactions and how implementing these can improve the quality of children’s learning • Contains transcripts of interactions from baby rooms through to Year 2 classes which exemplify key messages • Provides prompts you can use to analyse and improve your own practice Written in the author’s exceptionally clear and accessible style, this book is indispensable reading for all students and practitioners working and studying in the early years. The importance of high quality early childhood education is now universally recognised, and this quality crucially depends upon the practitioners who work with our young children, and their deep understanding of how children develop and learn. This book makes a vital contribution to this understanding, providing authoritative reviews of key areas of research in developmental psychology, and demonstrating how these can inform practice in early years educational settings. The book’s major theme is the fundamental importance of young children developing as independent, self-regulating learners. It illustrates how good practice is based on four key principles which support and encourage this central aspect of development: - secure attachment and emotional warmth - feelings of control and agency - cognitive challenge, adults supporting learning and children learning from one another - articulation about learning, and opportunities for self-expression. Each chapter includes: - typical and significant questions which arise in practice related to that area of development - an up-to-date review of key research, including insights from observational and experimental work with young children, from evolutionary psychology, and from neuroscientific studies of the developing brain - practical exercises intended to deepen understanding and to inform practice - questions for discussion - recommended further reading. This book provides an invaluable resource for early years students and practitioners, by summarizing new research findings and demonstrating how they can be translated into excellent early years practice. Watch this video of David Whitebread at his book launch, presenting the key points of the book and his reasons for writing it. David Whitebread is Senior Lecturer in Developmental Psychology and Early Years Education in the Faculty of Education, University of Cambridge.

“What a useful book for the beginner researcher! Offering a grounding in the different kinds of research conducted in the field of early childhood, this book’s inviting and accessible style will support the novice researcher, and the development of criticality in relation to research.” Deborah Albon, Senior Lecturer in Early Childhood Studies, University of Roehampton What does the term ‘research’ in early childhood actually mean? What does research involve, and how do you go about doing it? This book explains exactly what ‘research’ is; it explores key ideas, themes and terminology to provide you with a clear understanding of its importance to your early years or early childhood studies degree. It will help you: • Understand what it means to think critically, and unpick childhood research • Learn how to analyse, examine and understand the importance of others’ research • Get to know how research is designed and carried out • Appreciate the importance of ethics • Get to grips with translating research into real life in an early childhood setting. Laying the foundations to develop your confidence in talking about research and making links between theory and practice, this book will support you as you begin your research journey into the world of early years. Polly Bolshaw is a Senior Lecturer in Early Childhood Studies at Canterbury Christ Church University. Jo Josephidou is a Senior Lecturer in Early Childhood Studies at Canterbury Christ Church University.

Young children live in the here and now. If adults are to make a real difference to their learning they need to seize the moments when children first show curiosity, and support their next steps immediately. This book embraces the concept of planning "in the moment" and emphasises the critical role of the adult in promoting child-led learning, giving early years practitioners the confidence and insight to work and plan in the moment, and enabling the children in their care to live,

learn, play and develop in the here and now. Planning in the Moment with Young Children maintains a strong link to practice, providing numerous examples of how practitioners can integrate spontaneous planning and rich adult–child interactions into their everyday practice and early years curricula. From timetabling to setting clear rules, creating enabling environments, keeping records and making use of a variety of materials, the book demonstrates the multitude of ways in which practitioners can encourage child autonomy and respond to the unique needs of each child. Examples from practice are rooted in theory, fully contextualised, and exemplified by original documentation sourced from the author's own experiences and from a wide variety of settings. Key features include: over 180 full colour photographs to illustrate practice; photocopiable pages including planning sheets, documentation and activity sheets; advice on working with parents, individual children and groups; tailored guidance on working with children at different stages of development from birth to age 6 years; relevance to a range of settings, including childminders, pre-schools, nurseries and schools. When children are allowed to select where, with what, and how to play, they are truly invested in their play, they become deeply involved and make dramatic progress. This book is an outstanding testament to a responsive and child-led way of working in early years environments. Practitioners will be guided, inspired and supported to work spontaneously and reactively – planning as they go and celebrating the results!

Interacting Or Interfering? Improving the Quality of Interactions in the Early Years UK Higher Education Humanities & Social Sciences Education

This textbook provides a wide-ranging overview of everything you will need to know to prepare you for initial teacher training and your early career in the primary classroom. Covering practical issues including planning, assessment and classroom organisation, and thought-provoking topics such as reflecting on your own teaching practice and developing critical thinking skills, this textbook gives you a pragmatic and insightful understanding of teaching in primary schools. This third edition has been comprehensively revised to include new chapters on: Personal, social, health and economic education (PSHE) Safeguarding and your responsibilities Teaching EAL learners Behaviour management and encouraging behaviour for learning Inclusion and special educational needs, including the 2015 SEND Code of Practice Critical perspectives on fundamental British values Moving on to Master's level study This is essential reading for all students on primary initial teacher education courses including university-based (PGCE, BEd, BA with QTS), and schools-based (School Direct, SCITT, Teach First) routes into teaching.

All children are born with emotional talent. But if left untended, those talents can wane during the first five years of life. Children are sensitive and social beings from birth, exhibiting an innate enthusiasm for communication that must be satisfied for healthy development. If their feelings, agency, and motivations are met with affection, if they are respected and nurtured, then children will respond creatively and that inherent desire for companionship will flourish. However, with the recent changes in political and educational systems, early years education has seen a decline in focus on the emotional wellbeing of children and the development of their creativity. Those systems need to adapt if educators are to bring out the best in our future generations. By nurturing creativity and emotional wellbeing in the first five years of life, long term social benefits can be wrought. The book focusses on children's readiness for learning. It addresses the natural joy explicit in children's early conversations and engagement with music and their development through play with both adults and other children. This kind of education allows children to develop their bodies and skills, accept and understand their feelings, build relationships, and progress both their imagination and their problem solving skills. In this way, play with others drives development. With contributors from the fields of psychological, educational, and political spheres, this book will be of interest to anyone concerned for the future of our children.

This book offers a step-by-step guide to implementing a play-based curriculum in Year 1 while fully achieving the National Curriculum objectives. The authors explore the key barriers and common pitfalls that often arise around this crucial transition, and show teachers how to successfully lead children from the Reception stage through Year 1 and to the subject-based teaching beyond. Providing practical advice and guidance for busy teachers, the authors clearly and concisely illustrate their methods with theory, personal stories and colourful photographs from transitional stories they have been a part of. Let Me Be Five shows teachers how to plan the curriculum in a way that builds on children's experiences in the Early Years Foundation Stage and gives them meaningful contexts for learning. Including real-life case studies and views from parents and teachers, this book will give you the knowledge and confidence to plan a play-based curriculum, based on children's interests and developmental needs that will enable every learner to thrive.

Getting Boys Up and Running in the Early Years addresses the fact that boys do less well than girls in all areas of learning in the Early Years and continue to lag behind girls in assessments throughout their school careers. This book draws on current research to provide practical advice on ways in which Early Years practitioners can create positive learning environments for all children. It explores how best to match provision to all children's learning styles, aiding their progress in personal, social and emotional development, communication and language, and physical development. Final chapters show how learning in all other curriculum areas can follow, in a carefully designed environment. Key points explored include: the environment we can create to enable both boys and girls to become confident and autonomous learners ways that practitioners can evaluate and enhance provision to improve levels of well-being and involvement physical development and the value of active, challenging and adventurous play practical ways to stimulate language development planned activities and rich experiences that support holistic learning in an inspiring environment. Giving clear guidance on helping boys to meet high expectations in a playful and creative way, Getting Boys Up and Running in the Early Years is an essential read for anyone working to create a positive foundation for boys in Early Years education.

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