



Early Years Training Days

SPRING 2019

National School
designated by

National College for
Teaching & Leadership



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EYFS The Three R's: Reading, Writing & Maths in Reception **Kathy Bigio** Wednesday 23rd January 2019

This brand new course responds to a real need in EYFS to clarify good practice in the light of Bold Beginnings – the 2017 Ofsted report into early years.

The three R's have long been recognised as playing a crucial role in the early years curriculum and require dedicated teaching time in light of what actually works most effectively for young children. The course will help managers and leaders understand what effective practice should look like in EYFS. It will also enable teachers and support staff to understand their role in relation to developing reading, writing and maths.

The course will look in detail at:

- How the recommendations of Bold Beginnings fit alongside other Ofsted / DfE documentation and its incorporation into developmentally appropriate practice in the reception class;
- How, when and where the teaching of reading, writing and maths can be covered in the daily practice;
- Promoting reading, writing and maths through effective child initiated learning with ideas for high quality provision;
- The promotion of reading, writing and maths through adult directed learning;
- The need for informed staff skills to promote the three R's;
- Simple, manageable planning for the 3 R's.

An extensively experienced Early Years expert, **Kathy Bigio** has an in-depth knowledge of effective practice and a deep passion for meeting the needs of children. She was Senior Teacher Adviser for Early Years at Lancashire County Council and worked as part of their advisory service for 10 years, as well as working in a similar role for Blackburn with Darwen LA. Sharing her knowledge of 30 years delivering early years training courses in the private, voluntary, independent and maintained sectors, Kathy worked intensively with local schools to improve the outcomes for all children. In 2011 Kathy established an independent training company delivering a full programme of EYFS courses, including preparation for Ofsted, for teachers and leaders working in schools in the maintained sector. She continues to work with local authorities and schools, bringing a common sense approach that meets the requirements of the EYFS framework for both child-initiated and adult-led learning.

Our training is aimed at all practitioners, including teachers & support staff, in Early Years settings
Cost: £135 per person per course (to book, please see separate booking form)
Training days run from 9.30am – 3.30pm – (Registration from 9.00am)

Behaviour and Well-Being in Early Years **Kay Mathieson** Wednesday 27th February 2019

Well-Being has been raised in our thinking recently through a variety of research, press and government publications. Feelings and emotions are an integral part of human lives, perhaps we are not paying enough attention to what they tell us? This engaging course will provide an opportunity to challenge our thinking and reflect on the implications of the current focus on 'well-being' for our early years practice. In EYFS, the early development of self-awareness, resilience and self-regulation inevitably impact on behaviour, learning, and therefore well-being. This course will explore the relationship between these aspects of human development and ways in which we can best support our youngest children.

Delegates will:

- Explore the concept of 'core capabilities for life' as it relates to EYFS;
- Recognise the importance of having developmentally realistic expectations of our children;
- Consider and challenge current knowledge of typical early child development;
- Collaborate to explore problem solving approaches related to our youngest children's well-being and behaviour.

Dr Kay Mathieson has worked in Early Years and primary settings since 1981. This has included supporting children with additional needs, especially behaviour, and their families. She led the Early Years Inclusion Team in a London Borough for 6 years, which involved supporting private, voluntary and independent settings to develop more inclusive practice. Her PhD research at Sussex University was the development of social competence in young children. Kay worked with the National Strategies as an Early Years Regional Adviser until 2011 when she became a Director of Linden Learning, an ethical educational training and consultancy business. Her particular interest is in exploring what life is like in our early years settings for two year olds and the way in which children with additional needs and their families are included effectively. Kay works nationally with local authorities, academies, childminder groups and pvi/maintained settings across the sector to improve the quality of provision and understanding of each child's experience.

Talking and Listening in the Early Years: The role of the adult as an effective communication partner **Helen Moylett** Wednesday 27th March 2019

Vocabulary at age 3 is a very strong indicator of future academic and social attainment and yet many children enter nurseries and schools with delayed or limited language skills. Supporting children's language development is complex and more than a matter of providing appropriate environments and activities. The crucial element is the quality of the conversational interactions with adults which help children to learn language.

This course aims to support participants to:

- Increase their understanding of the development of communication and language in the early years;
- Reflect on strategies used by adults as effective communication partners;
- Consider their current levels of adult interaction, including extending children's language for thinking;
- Use observation prompts to analyse adults' communication;
- Explore and practice some effective language-based activities;
- Celebrate current good practice and plan for development.

There will be mix of information giving, video clips, discussion and practical group activity and role play enabling participants to gain new knowledge, work with colleagues and reflect on their own practice.

Helen Moylett is an independent early years consultant, trainer and writer. She was centrally involved in developing the EYFS as well as many of the associated National Strategies materials and was the national lead for the Every Child a Talker programme. She served as an expert adviser to the EYFS review team and co-authored *Development Matters*. Helen has been a nursery, primary and home-school teacher, an advisory teacher and a university lecturer as well as head teacher of an early years centre. She has written and edited various early years books, most recently *Characteristics of Effective Early Learning: helping young children become learners for life* (Open University Press). Helen is a Vice President of Early Education and a tutor on the MA and PGCE courses at the Centre for Early Childhood Research in Birmingham.