

Early Education

The British Association for Early Childhood Education

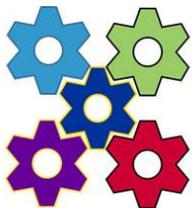
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BIRMINGHAM NURSERY SCHOOL:
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Bristol Early Years Teaching Consort



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Early Years Teaching Newsletter January-February 2018

A big warm welcome to all our readers.

It is great to have you with us as we expand our readership and share teaching news with members and partners. I hope that as you pick from the links you might get what you need – be it encouragement, inspiration, stimulation or time for reflection.

Nursery School teaching school celebrations and innovations

We stand together and unite in our early years [principles](#) and practice. This is why we celebrate with you when you pioneer and innovate. This month we particularly congratulate

- Highfield Nursery School teaching school for becoming the first Nursery School Research School.
- Peter Pan and Everton Nursery Schools for becoming mental health and wellbeing hubs.
- Newham Nursery Schools and the East London Partnership who have published their book [Celebrating children's learning: assessment beyond levels in the early years](#). Many chapters are written by leaders working in Newham nursery schools and it aims to help find a solution from the time consuming 'burden' of assessment.

Congratulations in your achievements and successes! Do keep in touch with me about your news.

Informing and inspiring your pedagogy and practice

[Early Childhood Ireland's blog](#) (Nov 16) has some great ideas for supporting scientific enquiry with young children. Their [collection of blogs](#) are very useful to develop practice.

The Loris Malaguzzi centre in Reggio Emilia built a primary school in 2009, intended as a "space of the possible". [Sightlines' diary blog](#) has further information about the school's pedagogy and environment and the school's new book entitled *The architecture of experience*. A collection of further links about Reggio can be found on our [pedagogic page](#).

Please take a look at this empowering [video from Centro Internazionale Loris Malaguzzi](#) (7.5 mins long). It might further inspire you about the encounters you provide for young children, culturally and creatively.

Creative approaches to learning are so important to us all. The EYFS is full of creative approaches to learning and we must feel confident in continuing to celebrate and use them in young children's learning.

Celebrating creativity

Pete Moorhouse, one of our Associates has a [blog](#) with plenty of excellent information to support, develop or start up your woodwork practice with children. He also has a new book just published called [Learning through Woodwork](#).

Anni McTavish, another of our Associates has written the [Creative thinking and learning project](#) in collaboration with Sheringham Nursery School and 7 other settings in their early years forum. The book is free to download and is a rich resource full of practical, creative ideas.

Jan White is also an Associate and her website has a [page dedicated to blogs that she follows](#). This is worth a look if you like to learn more about other creative and outdoors practice internationally.

To support your own creativity, [Doing something creative can boost your wellbeing](#) might be useful to you in supporting your personal wellbeing.

2018: A year of being bold

It is important to celebrate this good news and the great work that teaching schools, members, associates and partners are doing relentlessly.

[What's wrong with Ofsted's Bold Beginnings report?](#) is a briefing for primary heads which Early Education released this week. Please pass on the link to any local primary heads who may need a brief summary of the issues.

We are collecting many responses and blogs on our [pedagogic page](#) and will continue to do so for your reference.

If you are considering how you can respond to Bold Beginnings at a local leadership or teaching school level, here is a [copy of the letter](#) that one of our members and a nursery school leader has sent to all her primary head colleagues. You might find it helpful as you network with colleagues.

Please keep in touch about the impact you are having pedagogically in your area and let us know how we can further support. We stand together with the [EYFS principles](#) at the heart of what we do (as on page 6 of the Statutory Framework and page 2 of [Development Matters](#)).

Think pieces on pedagogy: reflecting on how you teach and your approaches

Putting young children first, many of you will be using nurturing and nurture approaches in your settings, and I thought this document might help you to reflect on your practice. Education Scotland's [Applying nurture as a whole school approach: a framework for self-evaluation](#) provides extensive information about nurture approaches for settings and schools. It has useful self-evaluation questions and checklists. More information about nurture approaches and groups can be found on [The nurture group network](#) charity website.

On the blog [our vision of children](#), there is a link at the bottom to "The garden story", which is a detailed observational story about a child and her keyperson. It shows how her interests are followed and enriched and might help prompt reflection such as

How do we use our observations to know and understand every child's interests and character as best we can?

CLPE have produced a list of [Wordless picture books](#) which is a great resource for us to use for storytelling and listening to children speaking through the picture books they read.

Have you seen the new [Teacher and school evidence engagement: self-assessment kits](#) from the Chartered College of Teaching? They could be useful if you are using or considering building research evidence in your setting. There are both teacher and school toolkits that can be used.

Leadership and research

If you are interested in implementing or developing coaching in your workplace

[Working papers from collectivED](#) could support your work.

Twitter definitely has its uses for CPD. I was following [#ICSEI2018](#) (International Congress for School Effectiveness and Improvement) and discovered [Collaborative professionalism](#) by Andy Hargreaves and Michael T O'Connor. This report delves deeply into models of collaboration, and examines what to do and what to stop doing in our collaborations. They state

Collaborative professionalism is about how teachers and other educators transform teaching and learning together to work with all students to develop fulfilling lives of meaning, purpose, and success. It is organized in an evidence-informed, but not data-driven, way through rigorous planning, deep, and sometimes demanding dialogue, candid but constructive feedback, and continuous collaborative inquiry.

The joint work of collaborative professionalism is embedded in the culture and life of the school, where educators actively care for and have solidarity with each other as fellow-professionals as they pursue their challenging work together, and where they collaborate professionally in ways that are responsive to and inclusive of the cultures of their students, themselves, the community, and the society.

Reading this report, it struck me that this is what we do together and individually through our roles for the best for young children. I look forward to seeing where our collaborations lead to next.

Adverse Childhood Experiences

[Balancing adverse childhood experiences \(ACEs\) with HOPE](#) (health outcomes of positive experiences) is a new publication (free online) full of information about ACEs research and working to promote positive

experiences for children and families despite adversity.

The film Resilience is attracting many audiences across the county and [more screenings are scheduled](#) nationally. There is more information about resilience and ACEs on our [pedagogic page](#).

Learning stories

[Education Britain conversations](#) from 2016/17 held a series of fabulous interviews with teachers and leaders in education. [Debra Kidd](#) talks realistically and brilliantly about teaching, resilience and joy; and seeing a child rather than a data set. [Hywel Roberts](#) talks about a child-centred curriculum and making it accessible. His wish is that every child can enter adulthood with an energetic spirit. [Jarlath O'Brien](#) is headteacher of a special school and talks about being 100% committed to the best outcomes for children. [Jaz Amparr-Farr](#) shares her story about how five teachers changed her life. How they listened to her and made a difference.

And finally....

[Eugenia Cheng on the mathematics of mathematics](#) is a stimulating interview on Radio 4. Eugenia starts by sharing how baking is made up of basic mathematics principles. How great it is to be energised to about mathematics - we can all be inspired in this way and there is more on our [pedagogic page](#) if you are interested.

I wish you all the best in your leadership and practice this month and into February.

All the best, Cathy Gunning

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Follow Cathy on Twitter [@earlyed_cathy](#)

This newsletter is designed to be read on screen so you can click through to the links (underlined in the text).

Don't forget we also upload lots of it into our EE member's pedagogic pages so that you can look it up there at a later date if you don't have time to read it all now.

We welcome your feedback on the content and design of this newsletter.
Please email cathy@early-education.org.uk

This newsletter was produced by Early Education, in association with the following Early Years Teaching Schools:

Acorns Early Years Teaching School Alliance, Barnet Early Years Alliance, The Birmingham Nursery Schools Teaching Alliance, The Bradford Birth to 19 TSA, Bristol Early Years Teaching Consortium, Durham Primary Teaching School Alliance, Early Foundations Teaching School Alliance, East London Early Years and Schools Partnership, Foundations for Learning, Foundations Teaching School Alliance, North Liverpool Teaching School Partnership, Oxfordshire Teaching School Alliance (OTSA), Peter Pan Teaching School Alliance, Scarborough Teaching Alliance, South Thames Early Education Partnership, Warwickshire Consortium Teaching School, West Ipswich (Early Years) Teaching School Alliance.

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