

Early Education

The British Association for Early Childhood Education

Early Years

Teaching Newsletter

February/March 2019

in partnership with:



Alfreton Nursery School
Teaching School Alliance
'Growing together'



Welcome to this latest issue. We hope you will feel inspired and supported through the links we share – a wide variety of articles and listens this month, right at your fingertips.

Myth-busting epigenetics research: nurture and nature

The Center for the Developing Child at Harvard University have published [Epigenetics and child development: how children's experiences affect their genes](#). This link also provides an infographic called [What is epigenetics? And how does it relate to child development?](#) and at the end of this article is a downloadable PDF and link to the full paper on this research. It explains how the nature versus nurture debate has been disproven, because it is nearly always determined by both factors due to epigenomes. Thank you to Professor Iram Siraj, one of Early education's vice-presidents for sharing this on Twitter: "fantastic myth-busting stuff" indeed!

Autism, dyslexia and celebrating SEND

[Autism: why are we still not spotting the girls?](#) is an article written for TES by Micah Grimshaw (12 February 2019) about how despite more recognition, girls are still under-diagnosed.

This Woman's hour podcast [Parenting: autism](#) (13 February 2019) interviews Dr Sarah Lister Brook and Emma Gill who discuss their work and parenting experiences around autism (a 16 minute listen).

Michael Rosen's word of mouth programme on Radio 4 talks in depth about [Dyslexia](#) with Professor Maggie Snowling (this is a 27.5 minute listen), examining practice and addressing some controversies.

Pen Green have recently published [A celebratory approach to SEND assessment in the early years](#), a fantastic in-depth piece of work with an online toolkit sharing much practice wisdom and resources to help you support and celebrate the children that you work with who have SEND.

Partnering with parents

[Are parents ever hard to reach?](#) is a thought-provoking blog written by Janet Goodall for Optimus education (22nd March 2017) that discusses our approach and attitudes towards partnering with parents.

CPD

An interesting blog article for us to read and reflect upon is [If CPD is so important, then why is so much of it so bad?](#) by Becky Allen (16 January 2019). This could be useful or relevant for those of us leading and planning training and CPD for colleagues and teams.

Play research

The [PEDAL hub: resource library](#) has over 270 articles and papers sharing play research in the public domain, with a useful search function. This is a very useful resource at our fingertips.

Inspiration for creativity

[Material matters in children's creative learning](#) is an enlightening article by Louisa Penfold (19 February 2019) published in the Journal of Design and Science (JoDS). Her article states:

...materials have the ability to support children in making new connections with themselves, others, and the ever-changing world around them. This framework is important for educators, creative practitioners, and policymakers in shaping education practices, as it raises significant issues around about the importance of the

creative arts and materials in children's lives.

As a result of this research, I propose that children need more access to play with diverse and sensory-rich materials.

I feel passionate about inspiring creativity in young children's play and learning. There are so many ways to inspire creative ideas and creativity in young children and having a characteristic of effective learning all about creativity and creative thinking enables us to promote it in our practice. I first connected with Louisa over the [Play as radical practice toolkit](#) project she curated at the Serpentine gallery (this link was originally featured in the [October 2018 issue](#) with many more links on play and creativity).

If you want to be encouraged further, we have a [Creativity unwrapped conference](#) coming up in Belfast on March 29th where you can be inspired by three of Early education's associates: Debi Keyte-Hartland, Anni McTavish and Pete Moorhouse.

Transitions

Transitions into and out of EYFS will start to take shape soon and it is worth thinking ahead about this. Nursery World have produced a three-part guide about this, starting with [Transitions: part 1 – preparing children for the move to key stage 1](#) written by Julie Fisher (25 May 2010, requires a membership login).

Last month: Outside in all weathers

I hope that you were enriched and inspired by the four-part special last month on outside. We have filed everything for you on our website so that you can continue to access the links and resources to support and develop your practice

1. Kathryn Solly's wise and fascinating guest blog: [Outside in all weathers](#)
2. [Outside in all weathers](#) pedagogic pointers for your team discussions – helping teams to grow and reflect on your practice which in turn can help to develop and improve pedagogy
3. [Outside play](#) pedagogic page – lots of resources and links including Kathryn Solly's pick of books and blogs
4. [Early years teaching news January 2019](#) issue featuring lots of additional links and blogs about outside play and learning.

Pedagogic pointers

I recently came across this paper [Hearing young children's voices](#) by Jane Murray published in the International Journal of Early Years Education (5 February 2019) which is a great piece to continue to stimulate your pedagogical thinking. Jane rightly states:

If we do not listen actively and attend to each child's voice, we convey to the child and others that we do not value the child's perspective, and ultimately, that we do not value the child.

This is a great read to follow up on the [pedagogic pointers on listening and responding to young children](#) in our December 2018 issue. You could use it as

a discussion piece alongside the reflective questions to further develop your practice in this important area.

Our pedagogic pointers series will return next month – join us on Twitter [@earlyed_uk](#) and [@earlyed_cathy](#) to have your say on what you would like featured next for your team discussions. Alternatively, you could send me an email at cathy@early-education.org.uk.

And finally: listening, hearing and understanding

Continuing on the theme of listening, another Michael Rosen Word of mouth programme [Listen and learn: how to make better conversation](#) presents a helpful discussion about dialogue and its application in resolving conflict and helping excluded children. (This is a 27.5 minute listen.)

I wish you a successful month ahead.

Best wishes, Cathy Gunning

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 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

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