

Early Education

The British Association for Early Childhood Education

in partnership with:



Alfreton Nursery School
Teaching School Alliance
'Growing together'



Early Years Teaching Newsletter

April 2019

Welcome to this month's news. As Spring arrives, I hope you find that our links and articles bring some pedagogical cheer and new thinking to support and develop your EYFS practice.

Listening to young children

[Look who's talking: eliciting the voices of children from birth to seven talking point posters](#) have been developed by the University of Strathclyde through their research seminar series. They also have written a [reading list](#) around voice in young children.

Their work is featured in an article for the Teaching Scotland magazine: [Look who's talking: eliciting the voices of children](#), by Kate Wall, Claire Cassidy and Lorna Arnott. It is invaluable work in line with Articles 12 and 13 of the United Nations Convention on the Rights of the Child (UNCRC) to further inform this crucial area of our practice. You may also remember our [pedagogic pointers on this back in December 2018](#).

RSA animations are very useful to tap into to support your practice and understanding. [Ken Robinson: finding your passion](#) (a 2.5 minute watch) and [Brene Brown on empathy](#) (a 3 minute watch) are really worth sharing.

EYFS: continuing the learning journey into Key Stage 1

In the latest issue of the journal [Impact](#), from the Chartered College of Teaching, I was heartened to read the article [An exploration of curriculum continuity form the](#)

[Early Years Foundation Stage to Key Stage 1](#) (member log in required). However, the article has also been shared on their [Twitter page](#) so you can view it there.

Nursery Schools Teaching Schools Conference in Derby

What an informative and positive conference we had in March. [Dr Sandra Mathers](#) shared very helpful and practical information about how to develop a Theory of Change model to support our work. This model can help us to define our activities, design them based on evidence and then evaluate the impact. More on this on our [conference page](#).

Sandra encouraged us to use the Education Endowment Foundation Early Years Toolkit to find examples of relevant research that have been carried out. She shared how useful scales are to support the quality of your provision, for example using the Sustained Shared Thinking and Emotional Wellbeing (SSTEW) scale and the [Environment Rating Scales](#).

Bradford's [50 things to do before you're five](#), Pen Green's [A celebratory approach to SEND assessment in the early years – online toolkit](#) and CREC's [High achieving white working class \(HAWWC\) boys project](#) were featured during the workshops – all such useful resources to inform, support and strengthen our practice.

Informative research posters were shared from teaching schools and other organisations:

- [Alfreton Nursery Teaching School's international study tour to Sweden to visit forest schools](#)
- A critical analysis of the benefits of maintained nursery provision from the perspective of parents/carers of children with special educational needs and disabilities by the

University of Hull – which will be published in Summer 2019. This was one aspect of research following on from a collaborative publication [The “hidden” benefits and true value of our local authority-maintained nursery schools](#).

- TACTYC's research: [The impact of maintained nursery schools on sector developments](#) which is inviting leaders and practitioners in the West Midlands and South to take part (details on the link).
- East London Early Years and Schools Partnership shared their research and resources [Exploring how digital technologies can enhance young children's learning](#) including a guidance booklet which is free to download on this link.

Derby University's early years team who brilliantly hosted the event [posted pictures of the posters on Twitter](#) so you can also view them online.

[Dame Alison Peacock](#) gave the final keynote. She inspired us to think about how what we can do to not label children and to do what is right for children in our classrooms and settings, highlighting the core principles of trust, co-agency and inclusion. The delightful video [baby's first bacon](#) experience was shared which perfectly and humorously exemplifies “irresistible early learning”, something that we are all keen to advocate.

The Twitter hashtag [#NSTSC19](#) will give you the thread from the day.

Pedagogic pointers: attachment and trauma

Our pedagogic pointers Twitter poll this month decided on attachment and trauma for this month.

Consider the following reflective questions. Start with an agreement about how you will respectfully consider other opinions. Be honest and open, share ideas and viewpoints, and take time to explore and find out about dilemmas or issues that might arise.

- Spend time examining your approach to finding out information from parents, carers and families. How can we know as much as we can about every children's needs, experiences and stories so far to support their wellbeing and inclusion?
- How approachable and inviting are we to support parents and carers in sharing information and working together to support all the needs of every child?
- To what extent do we think about and understand how certain experiences, life stories and circumstances may affect trauma and attachment in young children?
- Reflect on the provision we make for children who are looked after and for children who have been previously looked after, who are now adopted or in the care of special guardians. What traumas and experiences might they have experienced and how can we support and understand their unique stories?
- In what ways do we get to know the children who have experienced trauma so that we can help to protect them from further triggers and fears that might cause a "fight, flight or freeze" response in a child?
- In what ways can we be supportive of whole school/setting and whole team training for attachment and trauma so that we become more knowledgeable?

- Do our behaviour policies and approaches support children in positive and secure ways, recognising recommended approaches in supporting attachment and trauma?
- What do we need to do next to develop our practice and understanding in this area?

Your area Virtual School will have further information on attachment and trauma, in relation to children who are looked after, or who have been looked after and are now adopted or under a guardianship order. It is important to support these children and work with their carers, parents and/or families to meet their needs and understand their behaviours and dispositions. For example:

- [Essex Virtual School](#)
- [Hertfordshire's Virtual School has an attachment and trauma toolkit](#) including a list of links for further information.

Finding out more about attachment and trauma

[The repair of early trauma: a bottom up approach](#) from Beacon House (an 11-minute watch) is well worth a view to further understand and support children that you may well be working with and highlight truths about young children that give you insight into their behaviour. Their [website has a wealth of free resources and information](#).

Dr Karen Treisman's TedX talk [Good relationships are the key to healing trauma](#) also provides insightful information.

Some additional resources about attachment and trauma

- Bath Spa University's [resources on Attachment and Aware Schools](#)
- [The importance of attachment](#), Bath Spa University including this video

by Dr Maggie Atkinson, Children's Commissioner on [Attachment awareness](#).

- [Attachment in school](#), Bath Spa University
- Safe hands thinking minds, Dr Karen Treisman's very informative website includes a [Links, website and podcasts](#) page and a [Trauma informed organisations](#) page
- [An understanding of trauma](#) on Betsy de Thierry's website, including this video [The triune brain – as explained by kids](#) (a 3 minute watch).
- [The Attachment Lead Network](#)
- Early Education's pedagogic pages on [Attachment and trauma](#) and [ACEs: adverse childhood experiences](#) have collected a range of resources and links. We will continue to update these pages as there are many informative resources in the public domain.

And finally

Pasi Sahlberg recently presented at the NSW Teachers Federation 2019 principal's conference in Australia and here are his slides: [Schools That We Need](#). He believes that we need to make connection and

relationship to support the change makers of the future.

Lil Newton, headteacher at Highfield Nursery School shares their practice in [Reflections on resilience and self-esteem in early years: involving families to support children in developing a sense of self](#) for Ipswich Research School's blog.

Lastly, I felt that this article [Hope and resilience in testing times](#) by Nathan Archer perfectly sums up the current climate and our passion for being advocates – and indeed activists - for children in these times.

Wishing you a happy April and a great Easter break.

Best wishes, Cathy Gunning

Email: cathy@early-education.org.uk

Twitter: [@earlyed_cathy](https://twitter.com/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 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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Early Education

The British Association for Early Childhood Education
54 Clarendon Road
Watford WD17 1DU

T: 01923 438 995

E: office@early-education.org.uk

www.early-education.org.uk

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