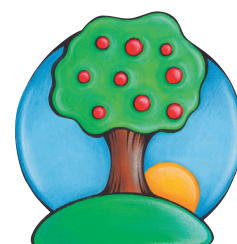
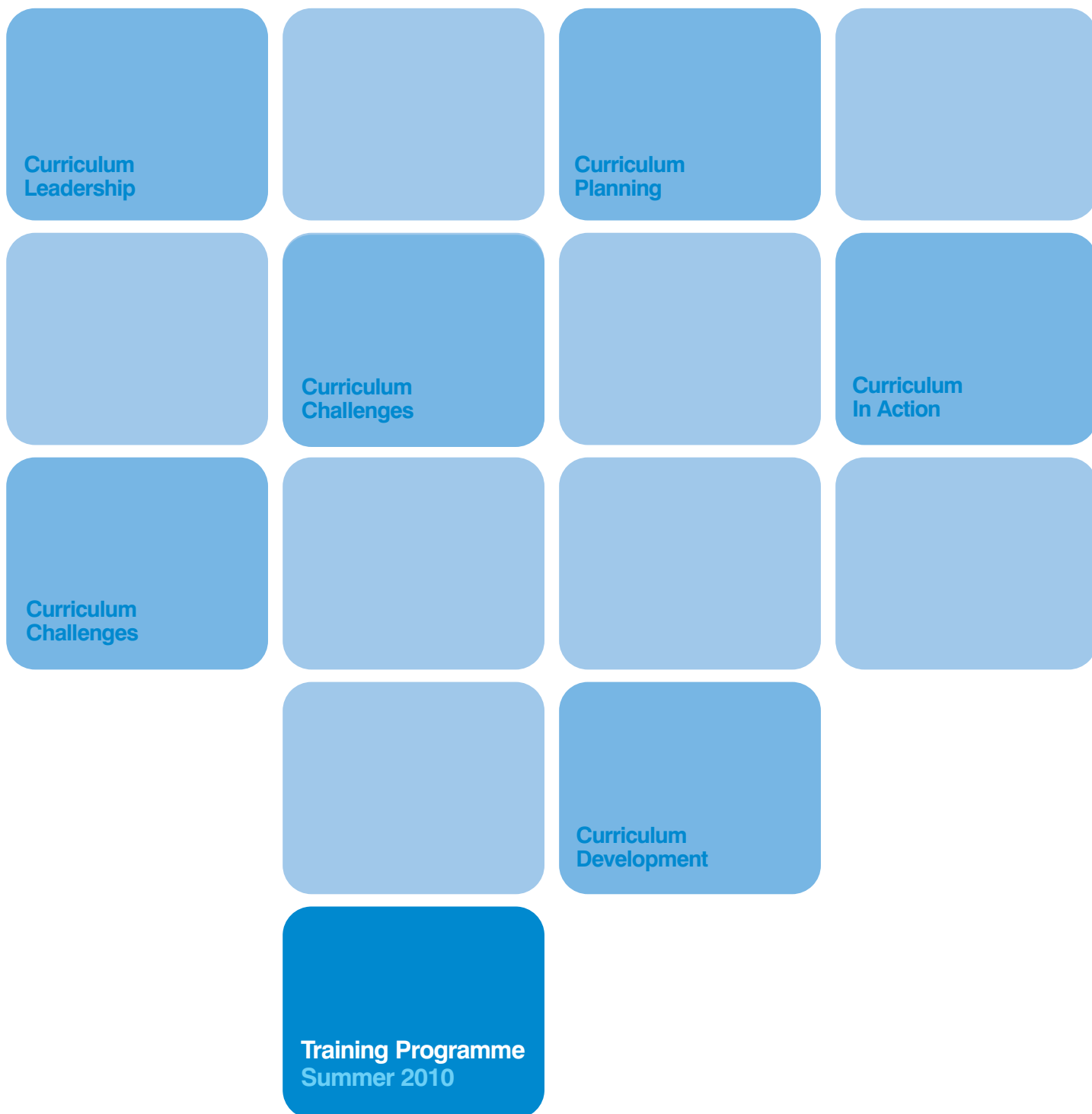


# Supporting the Early Years Foundation Stage



# Supporting the Early Years Foundation Stage Summer 2010 - Page 1

This training programme is designed to support the development of good practice in the Early Years Foundation Stage (EYFS). It provides high quality training for practitioners working in the EYFS and for educational leaders responsible for the development of early years provision. We are introducing a number of new courses based on analysis of our current provision and to reflect the challenges presented by the latest developments in early years education.

## CURRICULUM LEADERSHIP... a focus on roles and responsibilities

The national agenda to raise the quality of practice for young children from birth to five years across all settings has brought into sharper focus the development of pedagogical leaders who can influence change. The establishment of key roles within Local Authorities, Children's Centres and settings raises the need for high-level professional development that supports this challenging quality improvement agenda.

### Developing the Role of Headteachers and Deputy Headteachers

This section of the programme offers support to Headteachers and Deputy Headteachers in developing their understanding of monitoring and evaluating the quality of practice within the EYFS using a range of strategies and information.

#### Supporting Young Children's Learning and Development in the Early Years - A Focus on the Effective Use of Qualitative and Quantitative Information

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Tuesday 18th May '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Sharon Hogan, Head of Centre, Early Excellence  
**Audience:** Headteachers and Deputy Headteachers  
**Age Range:** 3-5 years

There is an increasing recognition of the impact of high quality early years provision on improved outcomes for children. All headteachers and deputy headteachers need to have a sound understanding of the effective use of information available to support young children's development, both through the environment and effective adult interaction.

This course will:

- identify qualitative and quantitative information available to leaders;
- focus on the effective use of information to support the principles of the EYFS (DCSF 2008);
- explore how summative data can inform reflective practice;
- focus on strategies for supporting practitioners in the formative use of observation and assessment.

### Developing the Role of Children's Centre Leaders

This section provides significant professional development opportunities for those leading the development of Children's Centres, offering courses that focus on the challenges of developing integrated services and the specific issues relating to the effectiveness of Children's Centres in fulfilling their responsibility to 'close the gap'. In response to the need to develop a professional portfolio, we are able to offer the opportunity for participants who attend five or more courses led by Professors Chris Pascal and Tony Bertram, and who submit two focused assignments, to register for academic accreditation\* with Birmingham City University. An additional accreditation cost will be charged by the University and successful participants will attain a sixty credit award at postgraduate level.

#### Closing the Gap: Engaging the 'Most Excluded' to Make the 'Big Difference'\*

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 26th May '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Professor Chris Pascal in partnership with Professor Tony Bertram, Directors, Centre for Research in Early Childhood, Birmingham  
**Audience:** Heads and Senior Managers of Children's Centres  
**Age Range:** Birth-5 years

Increasing access and developing inclusive practice in Children's Centres have become priorities following legislation that requires Local Authorities, Children's Centres and schools to provide evidence of improved outcomes, particularly for the most vulnerable children. This course will focus on developing strategies to engage more effectively with those children and families who are not currently accessing Children's Centre services. It will:

- highlight new statutory requirements aiming to 'close the gap' in the achievement of vulnerable children;
- explore the diversity of the 'most excluded' populations and how to 'tune into' their needs more effectively;
- consider ways of establishing contact with these groups and the role of outreach workers in this process;
- evaluate current policy and practice in Children's Centres to assess where barriers to access and inclusion might exist, and explore how these might be removed.

#### Developing Effective Staff Supervision in Children's Centres: Ensuring Safe Practice\*

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Monday 28th June '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Professor Chris Pascal in partnership with Professor Tony Bertram, Directors, Centre for Research in Early Childhood, Birmingham  
**Audience:** Heads and Senior Managers of Children's Centres  
**Age Range:** Birth-5 years

Supervision and mentoring is an important area of professional growth in Britain and Europe today. New performance management systems in Children's Centres have added urgency to the need to embed supervision practices that can monitor and improve the level of staff performance. This course will focus on developing an effective supervision policy in Children's Centres, and provide new guidance on how this might be implemented. It will:

- highlight new statutory requirements aiming to 'close the gap' in the achievement of vulnerable children and ensure the delivery of 'safe' services for all;
- consider new guidance on effective supervision and performance management;
- demonstrate the significance of supervision in Children's Centres in promoting good practice;
- evaluate and develop the skills of effective supervision practice;
- identify the roles and tasks of supervision, and develop an approach which is manageable and ethical.

#### Developing Quality Practice in Children's Centres - Listening to Children's Voices

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Tuesday 29th June '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Professor Chris Pascal in partnership with Professor Tony Bertram, Directors, Centre for Research in Early Childhood, Birmingham  
**Audience:** Heads and Senior Managers of Children's Centres  
**Age Range:** Birth-5 years

Supporting and catching children's voices is complex, challenging and multi-layered, involving a profound shift in the values, actions and thinking of many practitioners and necessitating the development of improved adult listening skills. Listening allows us to develop our understanding of how children feel about themselves and is central to the learning process, forming a vital part of establishing respectful relationships. Seeing and hearing children express their interests and priorities can provide unexpected insights into their capabilities and can challenge assumptions and raise expectations for under-achieving children. This course will:

- explore ideas of citizenship and democracy in Children's Centres;
- increase awareness of the professional and personal demands involved in working within a framework of participatory democracy where voices are respected and responded to;
- allow critical analysis of experiences and practical approaches to listening to children's voices with other leaders;
- identify key organisational challenges faced by leaders in developing a participatory climate for children.

### Developing the Role of Early Years Advisory Staff

This section of the programme seeks to support Early Years Advisory Staff in developing core aspects of their role. These courses provide opportunities to review the support, advice and challenge that should be given to early years settings to ensure improvement in the quality of their provision and practice.

#### Developing the Role of Early Years Advisory Staff - A Focus on Supporting Practitioners to Monitor, Self-Evaluate and Challenge their Own Practice

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 21st April '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Margaret Edgington, Education Consultant  
**Audience:** Local Authority Advisory Staff supporting settings  
**Age Range:** 3-5 years

Early Years advisory staff have a duty to monitor, evaluate and provide challenge for the settings they are supporting. At the same time, OFSTED is encouraging settings in the private, voluntary and independent sectors, as well as schools, to evaluate their own practice. This course will:

- explore what is involved in monitoring, evaluating and challenging practice;
- promote the understanding of the importance of giving settings clear, rather than mixed, messages about quality;
- consider some of the key areas causing confusion within the EYFS;
- offer participation in self-evaluation exercises;
- identify ways of giving feedback that challenge thinking, but do not demoralise colleagues.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## ...developing the Role of Early Years Advisory Staff (continued)

### **Leading with Clarity - Exploring Core Practice Issues within the Early Years Foundation Stage**

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 21st May '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Margaret Edgington, Education Consultant  
**Audience:** Local Authority Advisory Staff supporting quality improvement in settings  
**Age Range:** 3-5 years

Early Years education is complex and multi-layered. The course will enable participants to consider some of the issues currently causing confusion for practitioners working with children three to five years. It offers early years advisory staff the opportunity to work together to achieve greater clarity in their own thinking and the messages they give. This course will:

- reflect on why a lack of clarity happens and why particular areas of knowledge and understanding are problematic;
- identify practice issues that are currently causing confusion;
- review the place of child-initiated learning in the EYFS;
- consider core issues relating to observation based assessment and planning;
- explore challenges relating to the role of the adult in supporting and extending children's thinking and learning.

## Developing the Role of the Foundation Stage Co-ordinator

This section of the programme provides significant support for Foundation Stage Co-ordinators. This role demands a high level of personal and professional qualities in order to both lead, and be part of, an effective early years team.

### **Leading Practice in the Early Years Foundation Stage - A Focus on the Roles and Responsibilities of the Co-ordinator**

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Thursday 20th May '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Margaret Edgington, Education Consultant  
**Audience:** Foundation Stage Co-ordinators  
**Age Range:** 3-5 years

Foundation Stage co-ordinators need to develop leadership and management strategies and systems if they are to effectively lead practice development with their team. This course will provide the opportunity to reflect on the core themes and ideas. It will:

- explore the characteristics of effective leaders and teams;
- focus on the co-ordinator's role in developing a vision and setting high standards for practice;
- review strategies for evaluating the strengths and areas for development of the team;
- identify key factors relating to managing the change and development process;
- consider issues relating to tackling challenges within teams.

### **Leading Practice in the Early Years Foundation Stage - A Focus on Monitoring and Evaluating Practice**

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 23rd June '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Margaret Edgington, Education Consultant  
**Audience:** Foundation Stage Co-ordinators  
**Age Range:** 3-5 years

Monitoring and evaluating the quality of practice is a key priority for those responsible for leading early years teams in schools. This interactive course will offer co-ordinators the opportunity to consider the core aspects of this process. It will:

- consider what is involved in monitoring and evaluating EYFS practice with children from three to five years;
- enable participants to develop shared understandings of what is meant by quality EYFS practice with three to five year olds;
- provide practical evaluation exercises that support and facilitate the monitoring process;
- consider how best to help team members develop their practice.

## Developing the Role of the Early Years Professional

This section supports practitioners who have achieved Early Years Professional Status (EYPS) in improving practice and leading change within the setting. These courses provide opportunities to develop the skills and competencies desirable for promoting best practice with children from birth to five.

### **Developing the Role of the Early Years Professional - Leading Quality Practice with Three to Five Year Olds**

**NEW** **Session:** Two Day Course 9.30am - 3.30pm  
**Date:** Tuesday 20th April  
**AND**  
**Tuesday 22nd June '10**  
**Price:** £250.00 (exc VAT)  
**Trainer:** Margaret Edgington, Education Consultant  
**Audience:** All Practitioners who have achieved Early Years Professional Status  
**Age Range:** 3-5 years

Practitioners who have achieved EYPS are expected to lead quality practice. In focusing on young children three to five, this TWO DAY course will strengthen participant's knowledge and understanding of high quality practice and will increase their confidence in monitoring and evaluating practice in their own setting. This course has the expectation that participants will undertake some manageable follow-up work between the two sessions.

The first day will offer an opportunity to reflect on what constitutes effective learning and teaching for three to five year olds and will:

- focus on how young children learn most effectively;
- consider how to develop an enabling environment which supports child-initiated learning;
- identify the interactive strategies which best support and extend children's thinking and learning.

The second day will offer the opportunity to reflect on what is involved in monitoring and evaluating EYFS practice with three to five year olds. It will:

- enable participants to develop a vision for practice in their own setting;
- allow collaboration with others to reach shared understandings of what is meant by quality EYFS practice with three to five year olds;
- provide a forum to undertake practical evaluation exercises;
- consider how best to help others develop their practice.

### **Promoting Quality Practice - A Focus on Changing Practice as an Early Years Professional**

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 12th May '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Marion Dowling, Education Consultant  
**Audience:** All Practitioners who have achieved Early Years Professional Status  
**Age Range:** Birth-5 years

The EYPS is expected to equip the practitioner to take a key role in leading and managing change. This course is for those practitioners who have recently taken a senior post in an early years setting or Children's Centre. It will:

- re-affirm the important concepts that underpin young children's development and learning;
- recognise important tools to use in order to monitor the quality of learning and teaching;
- clarify the most effective ways in which an EYP can operate as an agent for change.

### **Promoting Quality Practice - Working with Families to Promote Young Children's Personal Development**

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Thursday 27th May '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Marion Dowling, Education Consultant  
**Audience:** All Practitioners who have achieved Early Years Professional Status  
**Age Range:** Birth-5 years

Parenting has a strong influence on emotional and physical health and well-being in adult life as well as in childhood. There is growing evidence that the quality of care that babies and toddlers receive depends on the sensitivity, insight, attitudes and resilience of parents and carers. Although government initiatives are providing an infrastructure to help families, the successful nurturing of young children is largely dependent on practitioners and parents working closely together on a day-to-day basis.

This course will:

- explore some of the daily pressures on families in today's society and key developments that are intended to support parents during their children's start to life;
- examine ways to overcome some of the barriers which prevent parents participating in their child's early development;
- investigate the factors that make for successful work with parents within different provisions;
- consider how EYPS practitioners might support and monitor work with parents and families within Children's Centres and settings to ensure quality and consistency.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## ...developing the Role of the Early Years Professional (continued)

### Promoting Quality Practice - The Significance of the First Two Years of Life

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 28th May '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Marion Dowling, Education Consultant  
**Audience:** All Practitioners who have achieved Early Years Professional Status  
**Age Range:** Birth-2 years

Practitioners who have achieved EYPS are expected to lead learning and contribute to quality across the EYFS. Many recognise a need to increase their knowledge and skills when working with the very youngest children. This course will:

- highlight the huge development that takes place in babies and infants from birth to two years;
- explore how a young brain is shaped by experience, in particular the close relationships that are formed;
- consider the priorities that need to be in place in order to encourage lively interaction;
- debate the role of the EYP in supporting and promoting best practice.

## CURRICULUM CHALLENGES... a focus on understanding the young learner

This section of the programme brings together courses that highlight the importance of working with children's interests and ideas. The courses provide opportunities for practitioners to focus on the competencies that children have and the ways in which adults can respond to their interests to enable them to take their learning forward.

### Supporting Very Young Children's Learning and Development - A Focus on Creating an Enabling Environment for Babies and Toddlers

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Thursday 13th May '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Pat Brunton & Linda Thornton, Education Consultants  
**Audience:** Early Years Practitioners  
**Age Range:** Birth-3 years

Creating the right environment to support the learning and development of our youngest children is an important challenge for early years practitioners to address. It involves many different aspects including the organisation of spaces, the management of resources, the planning of daily routines and the importance of strong positive relationships to create an emotionally enabling environment. This course will focus on what constitutes an enabling environment for babies and toddlers. It will:

- consider the role of space, time and relationships in creating an enabling environment;
- explore the potential of open-ended resources to enhance children's thinking and learning;
- look at what the areas of learning and development look like in practice for children under three.

### Developing Young Children's Capabilities as Creative Thinkers and Problem Solvers

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 14th May '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Pat Brunton & Linda Thornton, Education Consultants  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

To enable children to develop as creative thinkers and problem solvers, practitioners need to make the most of opportunities across the areas of learning and development. This involves understanding what creative thinking looks like in practice and using open-ended resources that will engage children's interest, encouraging them to pose questions and look for answers. By supporting children's creativity and critical thinking in this way, practitioners will be building on children's interests and ideas, supporting their individual learning and development. This course will:

- review what creative thinking and problem solving looks like for young children;
- explore a range of practical resources which pose mathematical and scientific challenges;
- look at how to use stories and rhymes as starting points for posing problems and thinking up creative solutions;
- consider the importance of engaging with and involving parents.

### Improving Adult-Child Interactions - A Focus on How to Support and Extend Children's Thinking

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 16th June '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Julie Fisher, Independent Early Years Adviser and Visiting Professor, Oxford Brookes University  
**Audience:** Early Years Foundation Stage Co-ordinators and Lead Practitioners  
**Age Range:** 3-5 years

Drawing on extensive research from practice with three to five year olds, this course aims to make more explicit the strategies that are employed when effective practitioners extend children's learning and challenge their thinking skills. It offers EYFS Co-ordinators a framework for improving the quality of adult-child interactions in their settings.

This course will:

- explore what constitutes 'effective' interaction;
- investigate the importance of the learning environment as a context for adult-child interactions;
- discuss how adults need to 'tune in' to children's current thinking in order to maintain the learning momentum;
- examine the different strategies that successful practitioners employ when extending children's learning.

### Developing Quality Practice - A Focus on Supporting Practitioners New to the Early Years Foundation Stage

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Monday 21st June '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Sue Pearson, Education Consultant  
**Audience:** All Practitioners new to EYFS  
**Age Range:** 3-5 years

Learning and Teaching in the EYFS requires an approach unlike any other, which includes the ability to respond quickly to children's changing interests and their wide-ranging developmental needs. This course aims to support practitioners working with young children from three to five in focusing on what is involved in working with children and the ways in which they can meet the challenges of their new role. It will:

- enable practitioners new to the EYFS to reflect on the nature and needs of the children they are working with and to consider the ways in which they learn;
- examine the themes of the EYFS framework, considering the key messages and their implications for practice;
- explore how best to create enabling environments that support children's learning and development appropriately;
- consider what is meant by effective teaching in the EYFS, focusing on the skills and knowledge that confident practitioners need.

### Exploring the Theme of a Unique Child - Developing Confident Very Young Children Initiating their Own Learning

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 9th July '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Paddy Beels OBE, Headteacher, Wingate Community Nursery School and Children's Centre  
**Audience:** Early Years Practitioners  
**Age Range:** Birth-3 years

The EYFS (DCSF 2008) has 'A Unique Child' as one of its core themes. Drawing on this theme, this course will explore the most appropriate ways to support and enrich young children's learning, which respects and encourages their own thinking and ideas, leading to independence, high self-esteem, resilience and greater involvement in deeper-level learning. It will:

- focus on the relevance of a setting's relationship with parents and family in promoting children's confidence and self-esteem;
- look at the role of adults as educators and co-learners;
- explore aspects of the 'learning climate' which promote independent learning;
- consider the impact of the organisation of time, space and resources on children's confidence and responsibility;
- explore the principle of listening actively to children and documenting their independent learning.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## CURRICULUM PLANNING... a focus on developing planning and assessment

This section of the programme brings together a range of courses that focus on planning and assessment. The courses provide opportunities for practitioners to review their approach to planning and explore in more depth how well-developed assessment practices impact on children's learning.

### Developing a Quality Curriculum - A Focus on a Framework for Planning

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Monday 5th July '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Sue Pearson, Education Consultant  
**Audience:** Early Years Teachers and Key Staff involved in planning  
**Age Range:** 3-5 years

Planning a quality curriculum for children from three to five is a complex task and must be concerned with each child's total experience. The EYFS (DCSF 2008) acknowledges the importance of play as a key way in which children learn, and the course presents a coherent framework that will enable participants to:

- reflect on the importance of child development and how children learn most effectively;
- consider the central importance of, and relationships between, long, medium and short-term planning;
- explore appropriate ways to document the three levels of planning;
- provide an opportunity to discuss and review current systems of planning.

### Developing a Quality Curriculum - An Introduction to Documenting Children's Learning

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 7th May '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Paddy Beels OBE, Headteacher, Wingate Community Nursery School and Children's Centre  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Observing, documenting and interpreting children's learning is the most respectful and effective means of planning a curriculum which is meaningful and responsive to children's true interests and needs. Drawing on the work of early years educators in New Zealand and Reggio Emilia, Italy, this course offers participants the opportunity to consider what we mean by 'documentation' and 'Learning Stories' and how they can be used to assess and plan effectively. It will:

- establish a clear understanding of the philosophy and practice underpinning documenting children's learning;
- consider practical ways to make children's learning visible;
- explore ways in which documentation may be used to inform planning.

### Observing Children's Learning - A Focus on Assessment

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Monday 24th May '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Sue Pearson, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Ongoing assessment of children's daily experiences and interests enables practitioners to maintain an overview of children's progress over time. A clear picture of the child helps practitioners to ensure that children are offered the right kind of support to reach their full potential. This course will:

- consider the complexity of children's learning and the challenges for practitioners in tuning into their interests and ideas;
- review the skills and knowledge that practitioners need in order to carry out observations as part of their daily practice;
- focus on evaluation and the key factors that should underpin interpretation of children's learning and development;
- explore the influences and impact of assessment on planned and spontaneous adult responses and actions.

## CURRICULUM DEVELOPMENT... a focus on developing outdoor play

This section of the programme explores the key elements of effective outdoor experiences for children from birth to five, enabling practitioners to gain a greater understanding of quality practice and how best to plan for and extend children's well-being, learning and development outdoors.

### Exploring Appropriate Provision Outdoors - A Focus on Babies, Toddlers and Two Year Olds

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Tuesday 27th April '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Jan White, Education Consultant  
**Audience:** Early Years Consultants, Advisory Officers and Children's Centre Teachers  
**Age Range:** Birth-3 years

Outdoor provision in early years services plays a vital role in the care, inclusion, learning, health and well-being of all children. Appropriate design and provision outdoors must draw on a deep knowledge of the experiences very young children need in order to shape services that best support them to thrive and grow. This course will support practitioners in advisory and leadership roles to:

- articulate a clear rationale for the role of outdoor provision for children from birth to three;
- investigate the specific requirements and needs of babies, toddlers and two year olds;
- explore appropriate outdoor provision that offers the experiences very young children need;
- review the opportunities for developing quality practice with children up to three years.

### Developing a Quality Curriculum - A Focus on Promoting Exploration and Investigation in the Outdoor Environment

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 5th May '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Jan White, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Young children have a seemingly insatiable drive to find out about and make sense of the world around them. However, in the recent evaluation of the implementation of the EYFS (DCSF 2008), practitioners expressed a need for support with Knowledge and Understanding of the World. This course will:

- consider what young children want to know about the world;
- explore provision outdoors that stimulates young children's curiosity and enables them to explore and investigate through first-hand experiences;
- examine the climate and culture that adults must create in order to fully support the young child's quest to know and understand their world.

Please Note: Participants will need to dress for working outside with creative materials.

### Developing Quality Outdoor Learning ... A Focus on Creating a Rich Learning Environment

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Monday 10th May '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Sue Pearson, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Outdoor play is an essential element of provision within a quality early years curriculum. This introductory course aims to support practitioners new to the EYFS (DCSF 2008) or those beginning to develop their outdoor play environments. It will:

- review the benefits of rich outdoor play opportunities for children's all-round development;
- consider the features of a quality outdoor play environment and ways in which continuous provision might be organised;
- focus on children's outdoor interests and how their learning might be enhanced;
- examine why enthusiastic adults are essential for promoting children's learning in the outdoors.

### Developing Quality Outdoor Learning - A Focus on Supporting and Developing Children's Play

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Monday 14th June '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Sue Pearson, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

The EYFS (DCSF 2008) requires that all children should have daily access to learning in the outdoor environment. This course considers the ways in which practitioners can ensure that experiences in the outdoors really are successful in harnessing children's interests and challenging their thinking. It will:

- reflect on the benefits for practitioners of being outdoors with children;
- consider the issues around interaction and supervision outdoors and the implications of these for good practice;
- focus on the nature of effective teaching outdoors and identify ways that practitioners can stimulate, support and extend children's learning;
- discuss why observation of children in the outdoor environment is so important and how it can be used to inform planning.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## ...a focus on developing outdoor play (continued)

### Developing Quality Outdoor Learning - A Focus on Imaginative and Creative Play

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 18th June '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Jan White, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Please Note: Participants will need to dress for working outside with creative materials.

Provision for imaginative and creative play is one of the most important aspects of the early years curriculum, since creativity is fundamental to our lives, both as children and later as adults. The special nature of the outdoors offers children many opportunities to engage with rich creative play in ways that significantly enhance and extend experiences available indoors. This course will:

- consider why imaginative and creative play can work so well outdoors;
- explore provision for a wide range of imaginative and creative experiences in the outdoor environment;
- examine how adults can support and develop children's imaginative and creative play outdoors.

## CURRICULUM DEVELOPMENT... a focus on developing personal, social and emotional development

This section of the programme offers the opportunity to reflect on the fundamental place of children's personal, social and emotional development in underpinning learning in all areas of development.

### Starting from Positive Relationships - A Focus on Guiding Young Children's Behaviour from Birth to Three Years

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Thursday 24th June '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Jennie Lindon, Education Consultant  
**Audience:** Advisory Staff, Managers and Lead Practitioners  
**Age Range:** Birth-3 years

Please Note: This course does not cover the impact of disability or extreme, negative experiences on very young children's behaviour.

Developing sustained relationships between early years practitioners and individual children, with their families, led through the Key Person system, is crucial for successful learning and development. Young children learn to make positive choices in their behaviour through guidance, not impersonal 'management', from observant, kind and familiar adults. In focusing on very young children whose behaviour falls within a broad normal range, this course will:

- explore the nurturing role of practitioners in guiding very young children towards positive choices in behaviour;
- consider what are realistic expectations for children birth to three years in terms of how they behave;
- identify the significance of the learning environment and supportive routines in helping very young children towards pro-social behaviour;
- discuss how practitioners can directly support very young children's learning journey for social and problem-solving skills.

### Starting from Positive Relationships - A Focus on Guiding Young Children's Behaviour from Three to Five Years

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 25th June '10  
**Price:** £125.00 (exc VAT)  
**Trainer:** Jennie Lindon, Education Consultant  
**Audience:** Advisory Staff, Lead Practitioners and Foundation Stage Co-ordinators  
**Age Range:** 3-5 years

Please Note: This course does not cover the impact of disability or extreme, negative experiences on young children's behaviour.

Developing sustained relationships between early years practitioners and individual children, with their families, led through the Key Person system is crucial for successful learning and development. Young children learn to make positive choices in their behaviour through guidance, not impersonal 'management', from observant, kind and familiar adults. In focusing on children whose behaviour falls within a broad normal range, this course will:

- explore the nurturing role of practitioners in guiding young children towards positive choices in behaviour;
- consider what are realistic expectations for children three to five years in terms of how they behave;
- identify the significance of the learning environment and supportive routines in helping young children towards pro-social behaviour;
- discuss how practitioners can directly support children's learning journey for social and problem-solving skills.

### Developing an Enabling Environment - A Focus on Social and Emotional Aspects of Learning and Development

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Thursday 1st July '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Ros Bayley, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

'Social and Emotional Aspects of Development' puts this important area of children's development firmly on the agenda. This course will focus on the essential elements of that document and explore how practitioners can most effectively support work in the affective domain. It will:

- consider ways in which children's personal, social and emotional development are fundamental in all the areas of learning;
- explore the links between social and emotional development and learning;
- identify ways of helping children to recognise and understand feelings;
- develop a range of practical strategies for promoting children's development in this area of learning.

## CURRICULUM DEVELOPMENT... a focus on developing communication, language and literacy

This section of the programme offers a range of courses that enable practitioners to look closely at their provision and planning for communication, language and literacy and to consider imaginative ways to develop quality practice.

### Developing Enabling Environments for Communication, Language and Literacy - A Focus on Superhero Play as a Meaningful Context for Learning

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 9th June '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Helen Bromley, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

The EYFS (DCSF 2008) recognises the importance of planning a curriculum that values the individual interests of the young child. Superhero play is one such preoccupation for many children. It is important that practitioners recognise the value of such play, and that they increase their confidence in interacting with children engaged in this kind of play, in order to promote a rich learning environment. This course will:

- examine the importance of superhero play to young children, reflecting on current research in this area;
- discuss the issues that surround superhero play in the EYFS and their implications for practitioners;
- consider ways to develop superhero play to offer meaningful, challenging opportunities for speaking and listening, reading and writing;
- engage in a variety of practical activities that will enhance understanding of the rich potential of superhero play.

### Developing Enabling Environments for Communication, Language and Literacy - A Focus on Developing Writing in the Indoors and Outdoors

**NEW** **Session:** One Day Course 9.30am - 3.30pm  
**Date:** Thursday 10th June '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Helen Bromley, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Imaginary play and the development of writing are closely linked. Practitioners working with children three to five years have a responsibility to plan opportunities for play that both inspire and engage children to create stories, make marks and use writing for a wide range of purposes. It is vital that writing is not merely perceived as a sedentary activity that only takes place indoors, as many children, especially boys, find writing experiences more motivating, exciting and rewarding when offered as part of outdoor play. This course will encourage practitioners to consider the whole writing environment, both indoors and outdoors, examining the unique opportunities that both environments can provide and how they can complement each other. It will:

- examine the role of the adult in providing a supportive environment for young writers;
- evaluate current practice, reflecting on key experiences for young writers;
- reflect on a range of ways to stimulate all aspects of the writing process, indoors and outdoors;
- offer a range of new ideas for participants to implement in their setting.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## ...a focus on developing communication, language and literacy (continued)

### **Having Fun with Language - Developing Communication, Language and Literacy through Music and Story**

**NEW**  
**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Wednesday 30th June '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Ros Bayley, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Music seems to be a natural form of communication for young children and story-telling is a wonderful way of increasing children's vocabulary, improving sentence structure and building confidence. This course will look at practical strategies for developing communication, language and literacy through these exciting and engaging vehicles. It will:

- clarify participants' understanding of the ways in which music supports children's all-round development;
- explore simple, creative ways in which non-specialists can offer quality musical experiences to children;
- promote ways of learning how to model story-telling and work with children to craft stories together;
- offer a wide range of practical strategies for participants to try out in their settings.

### **Developing Enabling Environments for Communication, Language and Literacy - A Focus on Supporting Young Children Learning to Read**

**NEW**  
**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Thursday 8th July '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Helen Bromley, Education Consultant  
**Audience:** Teaching Assistants  
**Age Range:** 3-5 years

Teaching assistants in early years settings are frequently engaged in supporting young children in learning to read, both individually and in small groups. Appropriate and confident support is vital at the early stages of becoming a reader, if positive attitudes and a sense of pleasure in reading are to be effectively developed. This course is intended to help adults working with young readers to develop a range of strategies to support all children, including those who may find learning to read challenging. Such strategies will ensure that all children are effectively included in the reading curriculum. This course will:

- reflect upon the role of the adult in helping young children learn to read;
- identify ways to support emergent readers, in groups and individually;
- consider appropriate ways of recording and communicating progress in reading and sharing this information with parents and the children themselves;
- offer a range of play-based activities suitable for small group work.

## CURRICULUM DEVELOPMENT... a focus on developing problem solving, reasoning and number

This section of the programme offers practitioners an opportunity to reflect on how they can develop children's problem solving, reasoning and number through offering experiences and activities that are meaningful, stimulating and creative.

### **Creative Approaches to Developing Mathematical Thinking - A Focus on Using Story as a Stimulus for Learning and Teaching**

**NEW**  
**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Tuesday 6th July '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Helen Bromley, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Young children have a natural desire to sort, classify, problem solve and analyse. These are all skills which will support the development of confident and creative mathematicians. Early Years practitioners need to create a supportive environment in which children's growing knowledge and understanding of mathematics is developed in purposeful and motivational ways. Quality children's literature can offer an excellent starting point for a wide range of play-based activities, offering children the opportunity to enhance vocabulary, explore problems and devise solutions. Practitioners can support children best by increasing their own understanding of the mathematical potential that lies within stories. This course will:

- consider the value of story as a medium for promoting mathematical thinking;
- reflect upon and critically evaluate a range of stories, looking at how they might support the development of problem solving, reasoning and number;
- offer a wide range of play-based activities, for both indoors and outdoors, designed to promote mathematical thinking;
- explore ways to enhance continuous provision to develop children's inherent desire to construct narrative, with an emphasis on mathematical skills, knowledge and understandings.

## CROSS CURRICULAR LINKS... a focus on boys' achievement

This section of the programme focuses on the challenges of addressing issues identified through the Foundation Stage Profile relating to boys' achievement. The courses explore positive ways of promoting boys' engagement with the curriculum and learning.

### **Closing the Gender Gap - A Focus on Promoting Boys' Investigative Learning in the Early Years Foundation Stage**

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 23rd April '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Pat Brunton & Linda Thornton, Education Consultants  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Evidence from the Foundation Stage Profile highlights the gap which exists between boys' and girls' attainment. This course will look at ways to engage boys in their learning by building on their interests and preferred learning styles. It will:

- review the evidence relating to boys' achievement and how they learn;
- consider examples of good practice in building on boys' interests;
- identify a range of practical resources to use as starting points for investigation and exploration, designing and making;
- explore ways to encourage fathers to become involved with their children's learning.

### **Raising the Quality of Learning and Teaching - The Cleverness of Boys!**

**Session:** One Day Course 9.30am - 3.30pm  
**Date:** Friday 2nd July '10  
**Price:** £115.00 (exc VAT)  
**Trainer:** Ros Bayley, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

In a culture where most of the workforce is female, it is not always easy to fully appreciate the unique qualities and particular needs of boys. This course will support practitioners in considering the ways in which boys learn best and explore the teaching styles that are compatible with their high activity levels and preferred learning styles. The course will focus on positive ways of engaging boys with the curriculum and will:

- develop understanding of why early education can be biased against boys;
- offer insight into the reasons behind the underachievement of boys;
- consider ways in which we may motivate boys to want to learn;
- focus on ways in which we can ensure that boys receive the same access to emotional education as girls;
- explore teaching and learning styles for raising the achievement of boys.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## CURRICULUM IN ACTION... a focus on developing good practice

This section of the programme details a range of Saturday Forums that support practitioners in developing their understanding of learning and teaching and the key factors that underpin and influence quality.

### **Creating a Rich Environment for Learning and Developing - A Focus on Digging, Gardening and Growing**

**NEW**  
**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 17th April '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Jan White, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Growing, especially vegetables and fruit, is a remarkably powerful theme for young children, with a strong emotional element, the potential for learning in every aspect of the curriculum, lots of moving and doing and the potential for laying down interests and healthy habits for life. Through inspirational images of provision and practice from a range of settings, this forum will:

- examine the importance and value of gardening for young children throughout the year;
- explore ways to develop rich digging and growing opportunities in any early years setting;
- consider how to manage the practical issues associated with this aspect of continuous provision.

### **'Reflections on Reggio' - The Influence of the Reggio Approach on Early Years Practice in the United Kingdom**

**NEW**  
**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 24th April '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Pat Brunton & Linda Thornton, Education Consultants  
**Audience:** Early Years Practitioners  
**Age Range:** Birth-5 years

Quality early years provision in the United Kingdom draws on a number of international sources for inspiration and examples of good practice in supporting young children's learning and development. One of the most influential of these has been the work of the Infant-Toddler Centres and Pre-schools of Reggio Emilia in Northern Italy. This forum will:

- consider the key elements of the 'Reggio Approach';
- explore the relationship between the 'Reggio Approach' and the themes and principles of the EYFS;
- look at some examples of early years practice inspired by the 'Reggio Approach'.

### **Developing Children's Creative Thinking in the Outdoor Environment**

**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 8th May '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Paddy Beels OBE, Headteacher, Wingate Community Nursery School and Children's Centre  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

The outdoor environment is where children often perform at their best. It is the place where they can play in ways that they cannot do indoors and where children can be observed working in highly creative ways. Creativity needs to be recognised, valued and nurtured. This forum will:

- develop an understanding of what is meant by creative thinking;
- explore how the organisation of the space and resources offered to children in the outdoor environment helps to develop their ideas;
- consider the opportunities available in the outdoor environment which promote creative thinking;
- discuss the attitudes, values and attention of the adults in supporting children's creative thinking.

### **Understanding the Learning of Very Young Children - A Focus on Supporting the Development of Schemas through Heuristic Play**

**NEW**  
**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 15th May '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Sue Pearson, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** Birth-3 years

Very young children learn by repeatedly doing and gradually making connections between what they experience and what they know. An enabling environment offers exciting provision and the right conditions, where children can make their own sense of the world. Skilful practitioners make a big difference to children's development by understanding what they see and making sure that they act appropriately to build on it. This forum will:

- review the opportunities that well-organised heuristic play sessions offer for practitioners to observe and support the emergence of very young children's early schematic learning;
- identify some of the possibilities for nurturing children's interests by integrating elements of heuristic play into everyday provision and in being proactive in taking learning forward;
- discuss the role of the adult in supporting very young children's schematic learning.

### **Developing Creative Approaches to Teaching - Using ICT to Enhance Learning and Development**

**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 22nd May '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Lynn Scott, Advanced Skilled Teacher, Childwall Valley Primary School, Liverpool  
**Audience:** Early Years Practitioners and KS1 Practitioners committed to taking EYFS practice into KS1  
**Age Range:** 3-7 years

The children we teach today are immersed in new technology. They spend their entire lives surrounded by and using computers, video games, digital music players, video cameras, mobile phones and all the other toys and tools of the digital age. As practitioners we have a responsibility to prepare children for the digital world they live in and help them to make best use of the available technology to support learning. Using examples of current practice, this forum will discuss how ICT is used to support children's progress across all six areas of learning through:

- the use of still and moving images - using film as a visual text with particular emphasis on developing speaking and listening, reading and writing;
- the use of video and digital cameras, mp3 players, animation and pod casting;
- developing their critical thinking skills and self-evaluation.

### **Creating an Inspirational Outdoor Environment for Well-Being and Learning**

**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 12th June '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Jan White, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

The outdoor environment is able to offer children experiences that are direct, meaningful and highly motivational by drawing on what they really want to know about and do. Provision should also capitalise on the way the outdoors enables young children to learn through active, sensory-rich play that incorporates all areas of learning and development. This forum will:

- explore six highly effective ingredients of outdoor provision that, together, offer a full menu of rich and satisfying play;
- illustrate how these capture the special nature and potential of the outdoor environment;
- consider how such experiences can contribute strongly to young children's well-being and respond to the way they learn best.

### **Creating a Rich Environment for Learning and Developing - A Focus on Effective Resources for Outdoor Play**

**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 19th June '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Jan White, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

Resources for play and learning form a key component of outdoor provision and should truly meet the needs and interests of young children. Careful selection of resources, with a good understanding of the characteristics that provide high-quality play value, together with attention to how they are organised and managed, will make a significant contribution to the creation of an effective and enabling outdoor environment. This forum will:

- consider what young children really want to know about and do in their play outdoors;
- examine the nature of resources that most effectively support young children's development and learning in the outdoors;
- explore how to source, organise, store and present resources to create an enabling outdoor environment.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## ...a focus on developing good practice (continued)

### Developing Creative Approaches to Teaching - Using Film to Support Children's Development in Communication, Language and Literacy

**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 26th June '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Lynn Scott, Advanced Skilled Teacher, Childwall Valley Primary School, Liverpool  
**Audience:** Early Years Practitioners and KS1 Practitioners committed to taking EYFS practice into KS1  
**Age Range:** 3-7 years

Children learn to read pictures before they read words: from books and television to billboards and animation, children are bombarded with visual images. The arrival of digital media has brought a revolution in the way we communicate. Texts are becoming multi-modal and moving image texts are now as important as the written word. Film is a form of media that most children are familiar with and is often one of the first opportunities children have to experience plot, character, story and setting. This forum will:

- explore using film as a visual text to develop language for communication, reading and writing;
- consider the potential of film to promote learning across all curriculum areas;
- identify the potential of film to develop personalised learning.

### Creating an Effective Outdoor Environment for Well-Being and Learning

**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 3rd July '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Jan White, Education Consultant  
**Audience:** Early Years Practitioners  
**Age Range:** 3-5 years

In seeking to develop outdoor provision, it is vitally important for staff teams to have a clear sense of purpose for what this should offer children, and to understand what makes an outdoor play environment work well for both children and adults. This forum will examine the key elements that influence the success and effectiveness of outdoor provision for maximising positive outcomes for all children. It will:

- explore the special characteristics of an outdoor environment that make it effective for well-being, discovery and play;
- identify the range of experiences that young children should be able to have in the outdoor environment;
- consider the messages an effective outdoor environment can convey to children to build self-image and esteem.

### Making My Own Mark - Developing a Context for Rich Experiences

**Session:** Morning Session 10.30am - 12.00pm  
**Date:** Saturday 10th July '10  
**Price:** £35.00 (exc VAT)  
**Trainer:** Paddy Beels OBE, Headteacher, Wingate Community Nursery School and Children's Centre  
**Audience:** Early Years Practitioners  
**Age Range:** Birth-5 years

Young children's mark making is increasingly being recognised as a powerful tool for thinking and learning across all curriculum areas. This forum will support practitioners to develop their awareness and understanding of the components of a rich and enabling environment for mark making. It will:

- explore the potential for mark making within an emotionally and physically rich environment, that is well resourced and well organised;
- identify the role of the adult in offering rich opportunities for children to explore mark making;
- establish the link between confident mark makers and competent communicators, both orally and on paper, in all areas of learning.

## Booking Information:

All courses are held at Early Excellence, The Old School, Outlane, Huddersfield. To book places please ring Michelle Hill on 01422 311314 who will process your booking. Course places are confirmed verbally at time of booking and by letter.

**Please Note:** Cancellations within 5 working days of the course attract the full course fee.

## Trainers' Biographies

### Ros Bayley

Following an extensive career as an early years teacher Ros now works as an Early Years Consultant, trainer and storyteller. Throughout her career she has devoted much time to developing children's creativity through story, puppetry, music, dance and imaginative play, and has shared her strategies with practitioners both in the UK and abroad. A regular contributor to 'Practical Pre-School' and 'Early Years Educator,' Ros is also the author of a number of resource books for early years practitioners. Along with Sally Featherstone and Lynn Broadbent she is the author of the 'Carrying on in Key Stage 1' series.

### Paddy Beels OBE

Paddy Beels is the Headteacher of Wingate Community Nursery School, County Durham, now the hub of Wingate Children's Centre. She is a very experienced early years educator who is dedicated to respecting children's rights and their childhood, true partnerships with parents and families, and believes strongly in children being close to the natural world. In 1999, Paddy won a National Teaching Award and in 2000, she was awarded the OBE.

### Helen Bromley

Helen Bromley is in great demand as a national Early Years Consultant. She works throughout the UK and internationally, delivering a variety of courses on the links between literacy and play. She is a prolific writer, contributing to 'Nursery World' and 'Early Years Educator'. Her publications include 'Book Based Reading Games' (CLPE 2000) and numerous contributions to the Lawrence Educational '50 ideas' series. Her latest book, 'Making My Own Mark - Play and Writing', was published by BAECE (2006). Helen is well known across LAs, HE bodies and schools for her practical, play-based approach to working with adults.

### Pat Brunton and Linda Thornton

Pat Brunton and Linda Thornton are education consultants, authors and trainers. Linda has over 30 years experience as a teacher, Headteacher, Lead Officer for Early Years and Adviser for primary science and technology. Pat is a research scientist with a long-term interest in early years education. They write extensively for 'Early Years Educator' and 'Nursery World' magazines on science and technology and are the editors of 'Early Years Update'. They are the authors of, 'Making the Most of Light and Mirrors' and 'Making the Most of Reclaimed and Natural Materials' (A & C Black 2009), 'Science in the Early Years, Building Firm Foundations from Birth to Five' (Sage 2009), 'Understanding the Reggio Approach' (David Fulton 2005) and 'Bringing the Reggio Approach to your Early Years Practice' (David Fulton 2007).

### Marion Dowling

Marion Dowling is a specialist adviser in early years. During her career she has worked as a Headteacher of a nursery school, as a senior advisor and as an H.M.I. She has contributed to several national working parties and is a member of the Early Education Advisory Group to the Government. Marion now works as an independent consultant and is the author of a number of articles and books; her latest book is the third edition of 'Young Children's Personal, Social and Emotional Development' (Sage 2009). She was the President and is now Vice President of the British Association for Early Childhood Education.

### Margaret Edgington

Margaret Edgington is a highly regarded educational consultant. She has taught infant and nursery children and is a specialist in work within the Early Years Foundation Stage. Margaret has written extensively on early years pedagogy and is well known for her book 'The Foundation Stage Teacher in Action' (Paul Chapman 2004). She works as a freelance consultant to provide in-service courses for early years practitioners and a consultancy service for settings. Margaret is a Vice President of the British Association for Early Years Education and of the National Campaign for Real Nursery Education.

### Julie Fisher

Julie Fisher is an independent Early Years Adviser and visiting Professor of Early Childhood Education at Oxford Brookes University. Whilst she was the Early Years Adviser in Oxfordshire she chaired several national groups, including being the first elected chair of the Early Childhood Forum. Julie was a lecturer in early childhood education at the University of Reading, has taught children from 3 to 12 years and has been Headteacher of two urban, multi-cultural schools. She is currently national vice-chair of the British Association for Early Childhood Education and vice-chair of governors at a nursery school. She is a prolific author of articles and books including 'Starting from the Child' (OUP 2007) - recently published in its third edition, and her most recent 'Moving on to Key Stage One - Improving Transitions from the Early Years Foundation Stage', (OUP 2010).

### Sharon Hogan

Sharon Hogan will be the new Head of Centre at Early Excellence from April to replace Jenny Woodbridge, one of the Directors at Early Excellence, who retires in May. Sharon has extensive experience in developing integrated services for young children and families. Currently she is Early Years Advisor for Leeds LA and prior to this was Headteacher of Canterbury Nursery School and Children's Centre in Bradford, leading the development of innovative multi-agency working.

### Jennie Lindon

Jennie Lindon is an experienced psychologist and early childhood consultant. She has run her own training and consultancy business for most of her professional career within early years educational and play services for children and families. A prolific author, Jennie writes regularly for early years' magazines and has over thirty books published. Recent publications include 'Understanding Child Development' (Hodder Education 2010) and the series on child development across the EYFS, 'What Does It Mean To Be...?' covering each year from birth to five (Step Forward Publishing 2008/9).

### Professors Chris Pascal and Tony Bertram

Professors Chris Pascal and Tony Bertram are Directors of the Centre for Research in Early Childhood, which is located in an integrated centre in Birmingham. The Centre is also a designated Regional Leadership Training Centre and delivers the National Professional Qualification in Integrated Centre Leadership for the West Midlands. Much of the research and training work of the Centre focuses on the development of leadership capacity in the sector.

### Sue Pearson

Sue Pearson is an Early Years Consultant who works in association with Early Excellence. She has had extensive experience as a teacher and a team leader in primary schools and in early years settings. She has previously worked for Early Excellence as a curriculum adviser and in two local authorities as an Early Years Foundation Stage Consultant.

### Lynn Scott

Lynn Scott is an advanced skills teacher for Foundation Stage, Literacy and ICT. She works at Childwall Valley Primary School in Liverpool where she manages the Foundation Stage Unit and Key Stage One and co-ordinates literacy and ICT across the primary age range. Lynn is the British Film Institute's Lead Practitioner for moving image education within Liverpool LA, developing classroom practice in the use of moving images and multi-modal texts.

### Jan White

Jan White is an Early Years Education Consultant specialising in outdoor play, who works in association with Early Excellence. She has previously worked as Senior Development Officer for Learning through Landscapes, where she played a key role in developing support for the early years sector. Her book 'Playing and Learning Outdoors: Making Provision for High Quality Experiences in the Outdoor Environment' is published by Routledge (2008).

