

# **Families in the Foundation Years**

## **Strategic Partnership**

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# Context

- The role of the strategic partnership:
  - implementing policy
  - supporting the sector



# Strategic Partnership

- Communication conduit
- Advice to DfE
- Work with national partners
- Provide strategic representation
- Draw together sector expertise
- Active in supporting the sector in taking forward DfE priorities





# 2012 - A Year of Opportunity and Challenge



# Nutbrown Qualifications Review

- Events
- Expert Panel
- Communicating messages from the stakeholder event 20<sup>th</sup> February
- Updates in newsletter
- Workforce confident:
  - to interact with children birth to 5 years
  - engage and work with parents and families
  - improve outcomes for children
  - to continually quest for quality improvement



# Extended entitlement for 2 year olds

- Supporting events nationally throughout late February and March - 22<sup>nd</sup> February
- Disseminating the learning from the pilot local authorities
- Updates in newsletter and on the website



# Implementing the new EYFS

- How to get settings and practitioners ready for September 2012?

Building on existing practice - refinement rather than change

**Retain resources ,  
systems and structures**



# Characteristics of effective teaching and learning

Learning and Development  
**4.1 Play and Exploration**

Children's play reflects their wide

Learning and Development  
**4.2 Active Learning**

Children's play reflects their wide

Learning and Development  
**4.3 Creativity and Critical Thinking**

When children have opportunities to play with ideas in different situations and with a variety of resources, they **discover connections** and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to **think critically** and ask questions.

**Making connections**

- Being creative involves the whole curriculum, not just the arts. It is not necessarily about making an end-product such as a picture, song or play.
- Children will more easily make connections between things they've learned if the environment encourages them to do so. For example, they need to be able to fetch materials easily and to be able to move them from one place to another.
- Effective practitioners value each child's culture and help them to make connections between experiences at home, the setting and the wider community.
- It is difficult for children to make creative connections in learning when colouring in a worksheet or making a Daisie card just like everyone else's.

**Transforming understanding**

- New connections help to transform our understanding but this can often be a long process.
- For example, children may need to run, jump and walk through puddles many times to check out what happens. In this way they begin to understand more about the effect of force on water (KUM). They learn how to stay steady on their feet on a slippery surface (PD). They might create a little dance about splashing (CD) or say a rhyme such as 'Doctor Foster' (GLL).
- Effective practitioners record the processes that children go through. This will help everyone to see how the children's thinking is developing. Both children and adults can then talk about the learning that has taken place.

**Sustained shared thinking**

- In the most effective settings practitioners support and challenge children's thinking by getting involved in the thinking process with them.
- Sustained shared thinking involves the adult being aware of the children's interests and understandings and the adult and children working together to develop an idea or skill.
- Sustained shared thinking can only happen when there are responsive trusting relationships between adults and children.
- The adult shows genuine interest, offers encouragement, clarifies ideas and asks open questions. This supports and extends the children's thinking and helps children to make connections in learning.

EVERY CHILD MATTERS • STAY SAFE • BE HEALTHY • ENJOY AND ACHIEVE • MAKE A POSITIVE CONTRIBUTION • ACHIEVE ECONOMIC WELL-BEING

How  
children  
learn

What  
children  
learn

## Learning and Development

### 4.1 Play and Exploration

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

### 4.2 Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

### 4.3 Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

### 4.4 Areas of Learning and Development

The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.

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From pregnancy to children age 5

[Events](#)[Library](#)[Parents Area](#)

## Looking to find out more?

Click 'Library' for additional resources such as the National Strategies publications, our enewsletter archive, seminar presentations, useful links, and much more!

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Welcome to the Foundation Years website – an indispensable site to support you as a professional working with children and families in the foundation years.

It is a one stop shop for resources, information and the latest news on the foundation years. Developed collaboratively by you, the sector - for the sector. It brings together information from many sources that will help you to support children to develop and flourish. [Read more...](#)

## Jump to an area that's relevant to you:

### Quality Provision

- Child Development
- Healthy Development
- Early Education
- Early Years Foundation Stage Framework
- Early Language

### Making it Happen

- Sure Start Children's Centres
- Early Intervention
- Partnership Working – Integration
- Sustainability

### Professionals Hub

- Workforce Developments
- Leadership and Management
- Sharing and Developing Knowledge

[More details >](#)

### Working with Parents

- Effective Communication
- Working with Dads
- Active Engagement

[More details >](#)

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

# Implementing the new EYFS

- February - March information in preparation of the launch
- Launch
  - Statutory Framework
  - Revised Development matters
  - Guidance 2 year old progress check
  - Statutory EYFS Profile
  - Parents' Guidance
  - Check list of changes



# Implementing the new EYFS

- Website:
  - EYFS section
  - Forum for comments
  - Sharing best practice
  - Resources
    - Existing resources
    - Birth to 3 Matters
    - Commercial



# Go for Gold!

