

Reflecting on Practice



We will focus in on a few of the reflective tasks and some of the poster card collections.

You don't need all the items we suggest, create your own collections and use the ideas with those.



The most important thing is to have fun playing in

This little session is to offer a few ideas of how you can make the reflective tasks work for you. Our tasks are written to help us think about our pedagogy.

They are for making changes for the better to our practice. Remember "if its not broken, don't fix it!" Don't change something just to change it.

Look to work on areas where you think you can enhance and enrich the child led play in your spaces.



child-centred pedagogy in practice



Sensitive interactions -

honing the skill of stepping in and stepping back

Flexible experiences -

learn from the child to inform practice

Variety of spaces -

outdoors and inside

facilitation

'Listen with your eyes and ears'

What does the child's **actions, emotions** and **words** tell you about their development and learning?

Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?

responsive and intentional planning

Informed by the child's **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

What needs to **change** to inspire new learning and development?

Realising the Ambition: **Being Me**

Pg 64

Play encourages adults to:

Build on previous knowledge/experiences

Consider holistic development of children

Be imaginative/creative

Monitor progress

Make learning relevant

Self-evaluate

Make learning enjoyable

Be active

Observe and assess regularly to inform future plans

Interact effectively



Involve children in the planning process

Language Development Magazine pg4

Choose... a child to observe. Watch closely, try not to listen to any verbal but focus on the non verbal; 'conversations'.

Note... What do you think you are 'hearing' (what do you think the child may be saying to themselves). What kind of 'thoughts' and internal chat is driving the curiosity of the child forward?

List... what captures the children's attention for talk. How many items in your environment are interesting enough to talk about?



Working my big pivots



Now for my small muscles!



All hands on desk!

Language Development Magazine pg4

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Language Development Magazine

Pg13

It is important not to over question and make the conversation seem like an interrogation.

Remember, for every one question you want to ask, a child has many they want to ask you and are asking themselves.

Questions

Open Ended Questions

"What do you think ...?"



"Is there another idea...?"

"How do you know..?"

"What might happen now?"

"What if...?"

"Why do you think that?"

If using questions, make it valuable and supportive. Use them to scaffold and extend rather than interrupt!

"Do you have a reason...?"

"How can you be sure...?"

"Is this always...?"



"Where could we...?"

Language Development Magazine

pg 20

Create... a little collection of 'kits' to support nouns, verbs and adjectives.

A texture trove where all three types of vocabulary can be used during interactions.

naming words



describing words



doing words



Now identify the words!



What do we offer?

Consider a resource from one of the areas in your setting. What are the benefits of having it?
Note some of the benefits to remember when using it next time. This may help you scaffold the learning.

Example - Teapot in the home corner

- Pretend play, imitating family of friends in the role of offering tea, sharing conversation.
- Different teapots such as old silver, plastic, toy wooden one – discuss differences and do they have a story to tell. Id they belong to someone before the nursery?
- Mathematics – measuring, volume, capacity -one cupful, does a mug hold more than the cups or beakers?
 - Physical – gross motor, shoulder, elbow and wrist action and movement. Fine motor, grasp and in hand manipulation, co-ordination

Example

Now you choose some



Does it help
enlarge my
vocabulary?

Do I benefit
physically?

Does it help
me be
mathematical?

Language Development Magazine pg4

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Science suggests I have **four internal senses**. My body lets me know when I **need a drink** or I am **hungry**. It also tells me when I **feel pain**. The fourth one is **balance**.

I have **five acute senses**

They are the five 'doors' into my brain. When you 'open' a door I am thinking and learning!

Let me look,
listen, touch,
smell and hear.



If I don't play in lots of different ways my brain may not be stimulated and I may not learn!

Every time you play with me you are adding to a rich network of pathways to help me develop my thinking!



Think about...

How sensorial are your play spaces, resources and experiences?
Is there sensory overload?
Are my senses excited?



This space doesn't just look nice it helps us teach and support learning.

Step back...
Go to one of your areas. Is there a stimulus for each of the senses to engage available?
Are there too many things to choose from?

Words...
How often could a child describe an experience in a sensorial way?

We create little nooks for our children to feel cosy and comfy when sharing books.

We try to support the children in using the characters and storylines to relate them to their lives. We use the extra resources to help them build the stories.

We never have just books. We try to place around the space items from the stories to bring them to life.

Such as

- Clock
- Wooden heart
- Felt carrots

We use time spent in here on a one to one or small group demonstrating and highlighting how to handle books, how books work.

We try to create little baskets so if a child decides they want to use the book elsewhere they can transport them easily with a character or little resource.

Example

Choose one of your spaces and consider its sensorial impact.

We sometimes create a backdrop to the space. This helps us dress the area to make it different to engage in but the children always know the focus is on books. This one is focus on love, kindness and helping.

We always put out a few books that have similar story lines or characters but also make sure there is a wide selection to choose.

Consider the thinking that goes on. List some little comments about thinking.



It is important that all learners are given appropriate opportunities to develop their **thinking skills**. These skills can be developed across a range of contexts including through more practical or learning opportunities:

What led these children to be capable?

Remembering involves such activities as recall, recognition or locating information

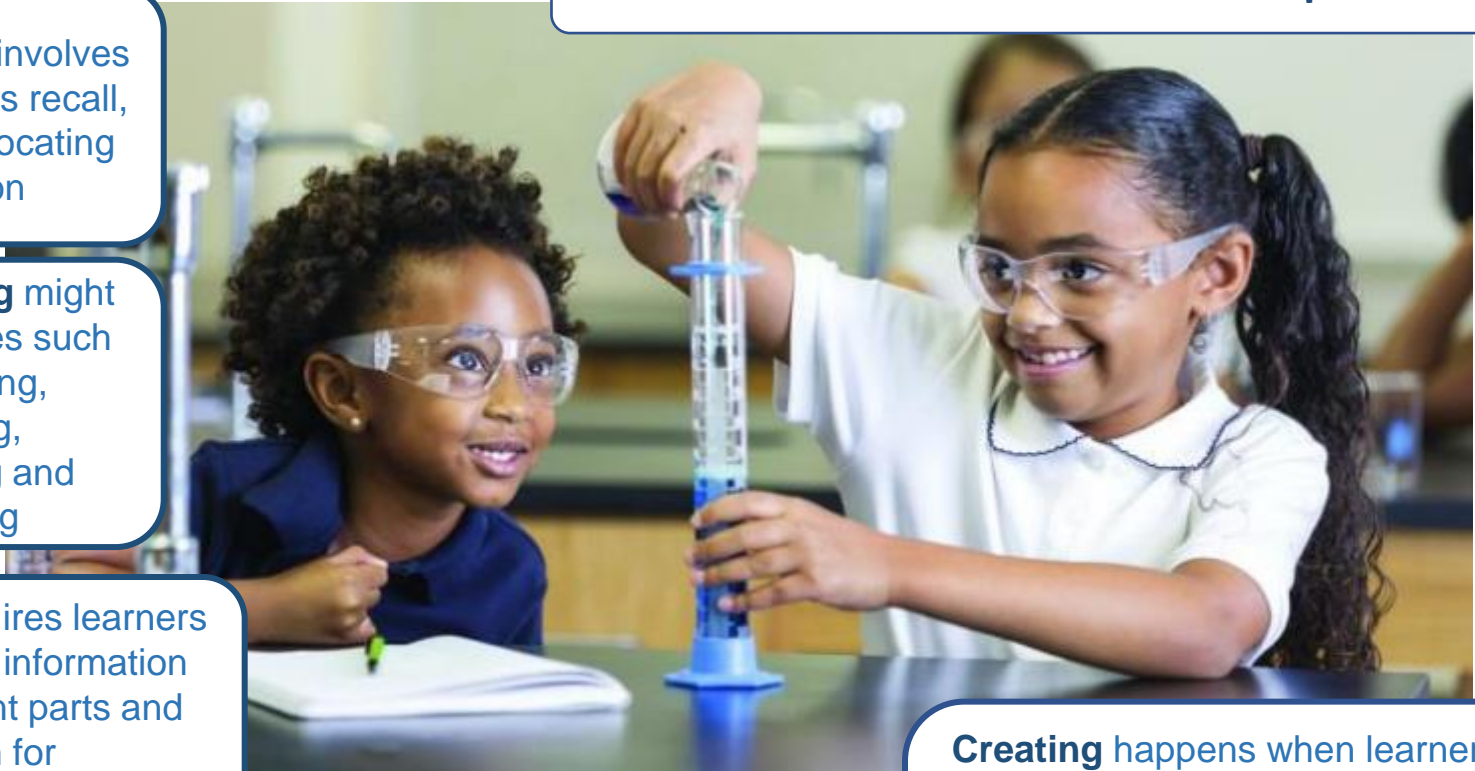
Understanding might involve activities such as describing, explaining, summarising and translating

Analysing requires learners to break down information into component parts and search for relationships

Applying requires the learner to use or apply their knowledge and understanding in different contexts

Evaluating involves making an informed judgement about something, for example an issue or method.

Creating happens when learners are required to generate new ideas and products through activities such as designing, creative writing, planning, reconstructing, or inventing



Choose...an area that is out for children to explore. It might be the puzzle table or concoctions or tinker space.
Consider what thinking you feel may happen due to the introduction of a new item or adding more of one item already there. Does it create a deeper invitation to think?





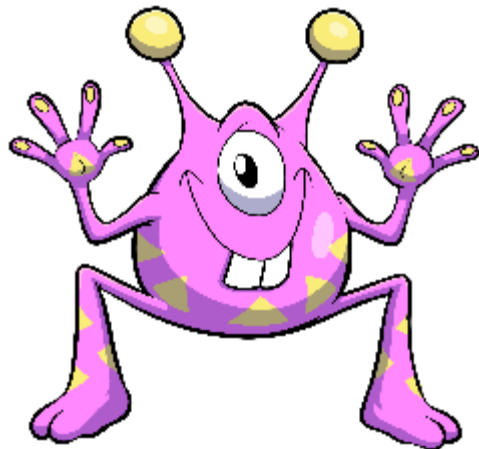
Monster Mash Up

Children tune into visuals and characters. Use them to enrich your conversations. Think about the interactions, spaces and emotions whenever possible.

In magazine six and the poster cards we meet this gang of curious creatures. Here are a few suggestions as to how you can use them to your advantage. Use a couple of visual aids to support emotional and mental wellbeing.



This little guy is always coming up with different ways of walking, rolling his eyes and using his voice. Why not use your imagination to create little voices to use when engaging with the children. Take two books you love to read and share with the children. Really think about how you could use your voice to bring the character and story to life. Have a practice.



This is **Debut**. He has a wild imagination. He also loves to be with his friends or even share a smile with them across the room

Debut also likes to take a dot for a walk. Why not practice mark making. Use some pens to create little spirals, zig zags, simple shapes with taking the first dot for a walk. As you draw talk aloud your actions and movements. This will make you more aware of how they are made. Next try writing your name. Notice how many curves, lines, angles are in the letters you have to write. Are they a little tricky?

Now if possible gather a few old pieces of clothing or material. Cut out a little square of each, about the size of A4 paper or slightly bigger. Look at the fabric and imagine what it could be made into, or what could be hidden inside if you folded and tied a scrunchy round it.

Reflect on how often you encourage the children to be kind and helpful. Do you call attention to this kind of event? When we notice the children be helpful or caring do we pause, freeze frame and highlight that you have noticed, not just to then but to everyone?

Use this little guy to encourage and nurture kindness and care in the play spaces.

Why not make a sunshine to hang inside the room or on a wall somewhere. Make a little basket of sunbeams, yellow crepe streamers that the children can place into a basket when they have been thanks for their kindness that day. At the end of a session you could draw attention to how kind everyone has been with the amount of sunbeams on the sunshine.

Jem is a kind hearted little monster who likes to be helpful and kind whenever he can.



If you are not with the children at the moment or even when you are create a little book of kindness. You could write a little note of how each of them has been kind in some way to another person or an insect or by doing a little job. If you have photos of the children (it doesn't need to be carrying out the kindness) pop them in or when possible invite them to do a little drawing of the kindness.

Our next three Webinars

free

Wednesday 17th June 10am

Sing-A- Long a Nursery Song

You may be asking yourself, how can singing help health and wellbeing?

Well, the evidence is overwhelming. Many research studies highlight the psychological, social, physiological and behavioural benefits, especially when singing with others.

So let's sing!! Join us while we use visual props, objects and provocations to bring our songs to life.



£10



Wednesday 1st July 10am

Chasing Curiosity with Babies and Toddlers

In this active and experiential session we will explore closely the need for our playful interactions to be linked with child development.

Through our practical examples we will investigate the theory of schema, contingent talk and attachment. We will look at the child at one, two and three.



Wednesday 15th July

10am

free

The Power of Children's Books

This session will be co presented by Alice and Laura Henry-Allain author and creator of BBC series JoJo and Gran Gran.

Four books will be shared celebrating character, storyline and environments. Focus on how a story can transport any child to another land, to believe everything is possible and they can be anything.

£10

A series of webinars...

watch live and for 3 days after.

For each webinar, per person

Wednesday 29th July 10am

Malleable Play - Water, Mud, Dough Every one of us knows how beneficial malleable play is to our children's holistic development. This session will explore ways that we can present these materials in new ways rather than remove them when faced with challenges. A series of opportunities to invite children's exploration, experimentation and creative and imaginative responses to malleable will be shared. We will highlight the benefits and values suggested in the research.

Wednesday 12th August 10am

Nurturing Environments Can we have effective learning without every child having a sense of being nurtured?

'Children who've grown up without nurture may often lack any sense that they can be something other than what they are.'

In the session we will consider how our environments build: Trust, patience, responsibility, empathy and self-reliance. We will explore perceptual development and emotional health, the need to listen actively, consider limitations and offer fairness and consistency.

There will, as always, be an active approach to the content with practical examples being explored and a variety of play-based ideas to promote nurture in every aspect of play.



Tuesday 14th July – 10am
Bringing Literacy to Life This session will explore a wide range of ideas around the skills of listening, hearing and talking. We will reflect on the journey from mark making to writing and also building the foundations for the pre reading journey. In the hour we will plant seeds; you can water them and watch them grow! As always the session will weave together the current theory, thinking and practice.



Wednesday 26th August 10am
Numeracy across Learning

The enjoyment of number games and using number skills is an important factor in developing confidence and excitement about maths.

This session will look at a wide range of examples of how we the adult can shape and scaffold thinking around number and mathematics for every child.

A series of webinars...

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£10

Wednesday 9th September 10am How Children Develop and Learn

The 21st Century Child is experiencing a very different childhood to those working with them. Our children have never lived without access to the internet, screens that allow access to experiences, places, knowledge that we could never have imagined. They are tuned in to a very different world. The last few months have also brought about a massive need for change.

This session will focus on exploring and fully considering the developmental norms, expectations and milestones of babies, toddlers and young children.

Discussion around each area of development will be woven in around the picture of the 'whole child.'

Wednesday 7th October 10am

Noticing and Responding to Schematic Play

We will explore a range of research, thinking and theory around Schematic Play, some of which we may find challenging and contradictory.

Through reflective tasks and practical examples we will consider Schema and how our awareness, support and promotion of this thinking

For each webinar, per person

Wednesday 23rd September 10am

Let's Get Physical

From our head to our toes and from the core to the tips every child will activate, use, exercise and build their fine motor and gross motor skills.

In this session we will look at the processes, capabilities and skills nurtured through resources, equipment and engagement.

We will also explore the language we use around physical play and consider the senses and how they are automatically involved when we focus in on motor skills.



Wednesday 21st October

The Wonderful World of Books

Books, Book, Books. This session will focus on four books that can bring the whole curriculum to life. We will share an exciting range of experiences that enrich the story, build the characters and encourage children to fully immerse themselves in the storylines.

There are four foundation stones to encouraging our children to be good communicators and readers. The play we engage our children in should be fascinating and literacy rich. Our children should develop the skills to look, listen, pay attention and to hear and understand.



Adventures with Alice

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