

Early Education

The British Association for Early Childhood Education

in partnership with:



Early Years Teaching Newsletter June 2020

Returning and/or re-opening

Some articles and blogs to consider:

- [Life in primary schools 4 weeks after opening](#)
- [TES international podcast: four weeks back in Denmark](#) – the perspective and experience from a headteacher of an international primary school in Denmark.
- [School reopenings should kickstart an EYFS fightback](#)
- [5 ways we'll focus on mental health on reopening](#)
- [Recovery curriculum: supporting positive transitions after COVID-19](#) (infographic tweeted by Surrey Educational Psychology Team).

Bristol Early Years have just published their [EYFS unique transitions guidance 2020](#). It is an excellent guide covering so many vital

aspects to consider about transitions in these times, with excellent links.

Connection and Touch

Both connection and touch are so important, how do we grapple with this today and with EYFS principles in mind? Here are some articles to stimulate your thinking:

- [Returning to Nursery](#) by Julian Grenier
- [Can teaching exist without touch?](#) by Amy Forrester in TES Magazine (log in required)
- [Early years: what's professional love got to do with it?](#) by John Morgan, in TES Magazine (log in required)
- Featuring Dr Jools Page and the [Professional Love in Early Years Settings \(PLEYS\) project](#)

Preventing a “disaffected pedagogy”

Beatrice and I were discussing early years pedagogy in these times, in light of social distancing and isolation, and a comment from Chris Pascal about “disinfected/disaffected pedagogy”. This term sounded quite apt. We are keen to celebrate and promote all that is rich and excellent about early years pedagogy – even in these times our principles stand true. Here are some pieces to support your thinking:

- [29 reasons why play is so important during times of crisis and stress](#) infographic by Kimberley Hart also [on Twitter](#)
- [Ministers told children must be free to play with friends to ease stress of life in lockdown](#) from University of Sussex (May 2020) explains how child mental health experts have written to senior ministers recommending that “**Re-opened schools should ensure that all children have opportunity to play and interact with their peers each day and throughout the school day.**”
- [Play Scotland’s Home play pack](#)
- [International Play Association’s Play in crisis: support for parents and carers](#)
- [A once in a lifetime opportunity – why now is the time for outdoor learning](#) by Kathryn Solly for Early Education
- [Time for a Key Stage 1 that is developmentally appropriate?](#) by Julie Fisher for Early Education
- Many other great [blogs on our website](#)

The Centre for Research in Early Childhood is running a [virtual session Exploring the notion of Hybrid Pedagogy](#) on 18th June, having written [Considering the value of a “Hybrid Pedagogy” for the EYFS](#) (Chris

Pascal and Tony Bertram in dialogue with Julie Fisher).

Supporting Leadership

- [Sowing the seeds of a green school movement](#) in the TES magazine (log in required)
- [The world we knew is over – let’s focus on the future](#) by Geoff Barton for TES
- [School leadership should be distributed among all](#) by Kulvarn Atwal for TES Magazine (log in required)

Early play and learning at home

Supporting parents at home has been a major focus for many of us during these times.

Debra Laxton and the University of Chichester have produced [A parent’s guide to promoting early learning and development at home \(0-5 years\) supporting families during the coronavirus pandemic](#) is an extensive and helpful family booklet resource recently published. The [press release](#) explains more.

There is also a [Poster version](#) of the guide and many individual posters. You can access these on [this website](#).

More information to support home learning can be found [on our website](#).

Interacting

[Dialogue works hometalk](#) section has ideas for thinking and conversations for different age groups including young children.

The Sheffield REAL project (Raising Early Achievement in Literacy) directed by Professor Cathy Nutbrown, has released new material called [Using ORIM with families in early years settings](#). ORIM stands for [opportunities, recognition, interaction and model](#).

You can watch the project's newly released video about [Using ORIM with families in early years settings](#) which explains the four elements, and early literacy intervention (a 21 minute watch). For more information, you can join the [ORIM network](#).

Cathy, who is Early Education's President co-authored this research paper with Peter Hannon and Anne Morgan [Effects of extending disadvantaged families' teaching of emergent literacy](#) (Jan 2019).

Using Stories and books

Anni McTavish's [Feelings and behaviour booklist](#) is full of books and stories to support young children with their emotions and feelings.

At the end of the list we also link to Dr Karen Treisman's [COVID, anxiety and stress resources and links](#) website page which is full of information.

Here are some more books for children specifically about **COVID-19** and associated emotions:

- [I felt sad](#) by Fajsin Ali (Fajsin is a writer and illustrator, and also a practitioner in a primary school)
- [The scared gang have to stay at home](#) (free download)
- [While we can't hug](#) by Faber and Faber
- [Pass it on](#) by Sophy Henn (diversity, sharing gratitude, joy, empathy)
- [Rain before rainbows – a book to inspire hope](#) from Walker Books and Save the Children - free to download

Black Lives Matter, conversations about racism and diversity

It is important that we can have open conversations to support children's thinking and discussion about racism, race, identity

and prejudice after the horrific and tragic death of George Floyd.

Books can empower us to talk about people of colour, diversity and racism with young children.

- Seven Stories [Black stories matter](#) list
- The National Literacy Trust [Black lives matter book lists](#)
- [Hair love](#) is a book by Matthew A Cherry which was also made into his superb Oscar-winning [animated short film](#) – a must watch! The book is also on the [UK Penguin website](#) featuring the author and illustrator
- The page also features [5 influential black men and women who shaped Britain](#) and [Inspirational female role models from black history](#).

Laura Henry-Allain, a Vice President of Early Education, has written [JoJo and Gran Gran](#) which is now being [shown on CBeebies](#).

You can listen to this beautiful interview about her childhood, family, community and grandmother in St Lucia on Children's Media Conference 2020 – [The creator's inner child](#) (a 10 min watch).

Music and Song

Music and singing are great ways to support connection and wellbeing at this time, and as babies and children are both at home or coming into their settings and schools. Rituals and routines can be accompanied by song. Here are some articles to support and inspire:

- [Musical Development Matters](#) Early Education and Youth Music
- [Youth Music website](#) for lots of ideas around music and singing
- [Why do we turn to music in times of crisis?](#) Article from World Economic Forum

- [Music resources for use during Covid19](#) from artformsleeds
- [Music making brings us together during the coronavirus pandemic](#) by The Conversation
- Singing as a pedagogical tool, in [Principled encounters in daycare for babies: Froebel's legacy](#) by Sacha Powell and Kathy Gooch
- [Some infants can identify differences in musical tones at six months](#) research from York University (USA) in Neuroscience News (June 2020)
- Also on YouTube: [Study shows some infants can identify difference in musical tones at six months](#) (a 2 min watch)

Trauma support

- [Talking to children about coronavirus](#)
- [Trauma informed schools resources](#)
- [School recovery through PACE and a plea to policy makers](#) blog by Mary Meredith

And finally...

We know creativity is good for us. Here's the [BBC Lockdown Orchestra](#) featuring the Great British Public playing a rendition of 'You Got the Love'.

[The 4th Froebel network gathering](#) (UK) in April 2020 was held virtually and recorded and is worth a watch (it is a 2 hour listen / watch). Professor Tina Bruce reads from her latest book "Educating Young Children: A Lifetime Journey into a Froebelian Approach" and other presentations are shared from colleagues.

All the best, Cathy Gunning

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Follow Cathy on Twitter [@earlyed_cathy](#)

This newsletter is designed to be read on screen so you can click through to the links (underlined in the text).

Don't forget we also upload lots of it into our member's pedagogic pages so that you can look it up there at a later date if you don't have time to read it all now.

We welcome your feedback on the content and design of this newsletter. Please email cathy@early-education.org.uk

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