

***Section 2***  
***Early Years***  
***Foundation***  
***Stage Training***

## Welcome to our Training Plan for 2011/2012

The plan covers three seasonal terms, starting in Summer 2011 and continuing through to the end of the Spring term 2012.

As a team, we continue to be committed to offering high quality training opportunities that will help you provide quality, inclusive teaching and learning within your setting. Our principle aim is to provide a balance of support and challenge within our training. This will enable you to reflect upon established practices and provide you with new ideas to support ongoing improvement and development for your own practice, and that of your setting as a whole.

This year we offer a range of stimulating and thought provoking courses both within centralised and locality based training venues. The courses are aimed at all EYFS practitioners and continue to be signposted for [new](#), [established](#) or [experienced](#) practitioners. It is important to remember that all practitioners are required to attend four training sessions a year.

It is important that you ensure a balance of training for practitioners within your setting by covering all four of the Key Elements of Effective Practice (KEEP) strands:

### **Teaching and Learning** **All Inclusive Practice** **The Developing Child** **Leadership and Management**

The KEEP statements are derived from two pieces of research EPPE (Effective Provision of Pre-school Education) and SPEEL (Study of Pedagogical Effectiveness in Early Education). They represent the six most important areas that impact on effective early years pedagogy.

## The Key Elements of Effective Practice:

To raise the quality of learning we need to ensure practitioners develop:

<b>Sensitive and positive relationships with both children and adults</b>	<b>An understanding of the diverse way children develop and learn</b>	<b>Knowledge and understanding to support and extend children's learning in all six areas of learning</b>
<b>For example</b> <ul style="list-style-type: none"><li>▪ Opportunities to work alongside others</li><li>▪ Being a reflective practitioner</li><li>▪ A range of communication strategies, including learning to listen</li><li>▪ Ability to empathise</li></ul>	<b>For example</b> <ul style="list-style-type: none"><li>▪ Stages of development</li><li>▪ Linking child development to CGFS</li><li>▪ The use of the outdoor area</li><li>▪ The organisation of the environment including the use of resources</li><li>▪ Daily routines</li><li>▪ The key role of play</li></ul>	<b>For example</b> <ul style="list-style-type: none"><li>▪ Training to cover the breadth of each area of learning</li><li>▪ In depth training on specific aspects, e.g. ICT, creativity, children's early language and communication</li><li>▪ Understanding how the areas of learning work together</li></ul>
<b>KEEP 1</b>	<b>KEEP 2</b>	<b>KEEP 3</b>
<b>The ability to meet the learning interests and needs of all children in all areas of learning</b>	<b>The ability to work with parents and carers</b>	<b>The ability to work with professionals within and beyond the setting</b>
<b>For example</b> <ul style="list-style-type: none"><li>▪ How to differentiate learning and teaching.</li><li>▪ Providing differentiated practice that ensures each child is treated according to the principles of inclusion, diversity and equality</li><li>▪ How to plan → observe → assess → plan to ensure continuity and progression</li></ul>	<b>For example</b> <ul style="list-style-type: none"><li>▪ Recognising key role of parents in children's development and learning</li><li>▪ Providing parents with information about their child's learning</li><li>▪ How to work in partnership with all parents</li></ul>	<b>For example</b> <ul style="list-style-type: none"><li>▪ Working as part of a team</li><li>▪ Working as part of a multi agency team</li><li>▪ Leading and managing others</li></ul>
<b>KEEP 4</b>	<b>KEEP 5</b>	<b>KEEP 6</b>

## The Key Elements of Effective Practice:

We know that effective practice in the Early Years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding. We are also keen to ensure that effective practitioners use their own learning to improve their work with young children and their families in ways that are sensitive, positive and non judgemental.

We therefore offer, through ongoing training and development, the opportunity for practitioners to develop, demonstrate and continuously improve their work in these six areas through the four strands below:

<b>Strand</b>	<b>KEEP Statement covered</b>
<b>Teaching and Learning</b>	3 and 4
<b>All Inclusive Practice</b>	1 and 6
<b>The Developing Child</b>	2
<b>Leadership and Management</b>	5

# Early Years Foundation Stage Training Zones

<p><b>Teaching and Learning Zone</b></p>	<p><b>All Inclusive Practice Zone</b></p>
<ul style="list-style-type: none"> <li>• New to the EYFS 2 x ½ days</li> <li>• Imaginative Play workshops 2 x ½ days</li> <li>• Learning and Development workshops 2 x ½ day</li> <li>• Letters and Sounds 2 x ½ day</li> </ul>	<ul style="list-style-type: none"> <li>• HELP I'm a new SENCO 2 x ½ days</li> <li>• Effective strategies to support children with attention difficulties and over activity</li> <li>• Effective strategies to support children with communication and social interaction difficulties, including ASD</li> </ul>
<p><b>The Developing Child Zone</b></p>	<p><b>Leadership and Management Zone</b></p>
<ul style="list-style-type: none"> <li>• Attachment theory</li> <li>• Child Development Series 2 x ½ days</li> <li>• Oppositional behaviour and supporting parental engagement (Managing conflict)</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO network 1 x ½ day each seasonal term</li> <li>• Leadership and Management meetings 1 x ½ day each seasonal term</li> <li>• EYPS network 1 x ½ day, twice a year</li> <li>• Raising Expectations 1 x ½ day</li> <li>• Drop in EYFS network meeting 1 x 2hrs each seasonal term</li> </ul>

## The Common Core

This year we continue to link our training courses to the Common Core of Skills and Knowledge for the Children's Workforce. This sets out the basic skills and knowledge needed by people (including volunteers) whose work brings them into regular contact with children, young people and families. By using a common language, it will enable professionals to work together more effectively in the interests of the child and underpins successful integrated working.

<b>Effective communication and engagement</b>	<b>Child and young person development</b>	<b>Safeguarding and welfare</b>
<p><b>Network meetings</b></p> <p><b>Imaginative play workshops</b></p> <p><b>Learning and development workshops</b></p> <p><b>Letters and Sounds</b></p>	<p><b>Attachment Theory</b></p> <p><b>Early childhood development</b></p> <p><b>Oppositional behaviour and supporting parental engagement (Managing conflict)</b></p>	<p><b>Reflected within all EYFS courses</b></p>
<p><b>Supporting transitions</b></p>	<p><b>Multi-agency working</b></p>	<p><b>Sharing information</b></p>
<p><b>Reflected within all EYFS courses, specifically;</b></p> <p><b>Network meetings</b></p>	<p><b>Help I'm a new SENCO</b></p> <p><b>SENCO network meetings</b></p> <p><b>Leadership and Management network meetings</b></p> <p><b>EYP network meetings</b></p>	<p><b>Reflected within all EYFS courses, specifically;</b></p> <p><b>Network meetings</b></p>