

Early Years Education Continuing Professional Development 2019/20

Please book your place in advance by emailing EarlyYearsPartnership@edgehill.ac.uk

Please note: all sessions will be held at the Edge Hill University Ormskirk Campus <https://www.edgehill.ac.uk/location/>

Confirmation of venue/room details will be emailed to participants prior to the session

For further information regarding Early Years Education CPD please contact: Denise Corfield @ EarlyYearsPartnership@edgehill.ac.uk

Session	Date	Time
<p style="text-align: center;"><u>Assessment without scores</u></p> <p style="text-align: center;">Aims:</p> <p style="text-align: center;">To look at the use of observations to assess children’s development without using scores. To identify developmental steps within the Early Learning Goals. To use observations to discuss how learning occurs and fits under the Early Learning Goals umbrella. A series of case scenarios will be discussed and “A spider web of learning” will be used to assess development using alternative assessment strategies.</p> <p style="text-align: center;">Alicia Blanco-Bayo</p>	<p style="text-align: center;">Tuesday 8th October 2019</p> <p style="text-align: center;">Room – CE.017 - LT</p>	<p style="text-align: center;">2-4pm</p>
<p style="text-align: center;"><u>Work-Based Learning Mentor Training</u></p> <p style="text-align: center;">This session is for those who are supporting students on work-based learning placements.</p> <p style="text-align: center;">Aims:</p> <p style="text-align: center;">To define the role of mentor on early years work-based learning programmes To discuss the benefits and qualities of being a mentor To reflect upon the support for students to enable them to develop and fulfil their potential Explore and share further opportunities to work in partnership</p> <p style="text-align: center;">Denise Corfield</p>	<p style="text-align: center;">Wednesday 16th October 2019</p> <p style="text-align: center;">Room – FoEL 0.24 (E6)</p>	<p style="text-align: center;">4-6pm</p>

<p style="text-align: center;"><u>NQT Forum 1 - Training for NQT's</u></p> <p>Your first parents' evening - tips on how develop positive relationships with parents and build confidence when speaking to them about their children's progress</p> <p style="text-align: center;">Heidi Winrow</p>	<p style="text-align: center;">Thursday 17th October 2019</p> <p style="text-align: center;">Room – FoEL 0.18 (E7)</p>	<p style="text-align: center;">5-7pm</p>
<p style="text-align: center;"><u>Cultivating a 'positive reputation through social media'</u></p> <p>A thought-provoking session reflecting on some of the challenges social media present whilst exploring ways of harnessing the power of on-line activity to promote early years 'business' and create a positive and resourceful personal on-line presence.</p> <p style="text-align: center;">Ian Currie</p>	<p style="text-align: center;">Wednesday 30th October 2019</p> <p style="text-align: center;">Room - TBC</p>	<p style="text-align: center;">2-4pm</p>
<p style="text-align: center;"><u>Leading Learning in the EYFS</u></p> <p style="text-align: center;">Aims: Define pedagogical leadership Explore a framework for leading learning in the EYFS Review evidence from research and consider how you encourage staff to reflect and improve their practice Discuss what strategies could be employed to secure time for pedagogical leadership tasks</p> <p style="text-align: center;">Denise Corfield</p>	<p style="text-align: center;">Tuesday 5th November 2019</p> <p style="text-align: center;">Room - TBC</p>	<p style="text-align: center;">2-4pm</p>
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<p><u>Understanding the impact of preterm birth on children's learning and development in the early years</u></p> <p>Aims: Define what is meant by preterm birth Identify the rise in preterm children entering the education system Explore the potential impact of preterm birth on children's learning and development Discuss the importance of partnering with parents Review and reflect upon strategies that can be used with preterm children Focus on resources that are available to support Early Years practitioners working with preterm children</p> <p>Beth Cook</p>	<p>Wednesday 20th November 2019</p> <p>Room - TBC</p>	<p>2-4pm</p>
<p><u>The Communication Matrix</u></p> <p>Aims: Explore the current policy context and underpinning research for communication, language and literacy (and speech, language and communication [SLC]) Review child development pedagogy and neuro-scientific evidence Explore 'good levels of development' for language and literacy to identify children 'at risk'</p> <p>Dr Karen Boardman</p>	<p>Thursday 21st November 2019</p> <p>Room - TBC</p>	<p>3-5pm</p>
<p><u>NQT Forum 2 - Training for NQT's</u></p> <p>NQT drop in – (the content will be planned around NQT training needs- they will be emailed with a request for any training needs)</p> <p>Heidi Winrow</p>	<p>Tuesday 26th November 2019</p> <p>Room – FoEL 0.24 (E6)</p>	<p>5-7pm</p>
<p><u>Using practitioner led inquiry with Early Years SENCOs to improve provision and practice for young children with emerging needs.</u></p> <p>This session explores the important role of the Early Years SENCO and some of the challenges faced when putting the 'SEND Code' into practice when working with young children (2-5 years). It draws on accounts from SENCO's who have taken an action learning approach to their professional development, working together to critically reflect on their practice and implement changes in order to more fully meet the needs of the "Unique Child".</p>	<p>Thursday 16th January 2020</p>	<p>2-4pm</p>

<p>Through their stories, the concept of 'early identification' will be examined and how by deepening their understanding of what 'high quality inclusive practice' means in the Early Years, the experience of children with SEND and their families was improved.</p> <p style="text-align: center;">Janice Darkes-Sutcliffe</p>		
<p style="text-align: center;"><u>Leadership for Room Leaders</u></p> <p style="text-align: center;">Aims: To review some of the key theories of leadership and management; To reflect critically on the role of Room Leaders in an Early Years setting; To develop new strategies of problem-solving related to the Room Leaders' role.</p> <p>You will engage in a critical discussion and participate in practical tasks of identifying a leadership issue from your practice and suggesting solutions to specific scenarios via using De Bono's 'Six Thinking Hats' approach.</p> <p style="text-align: center;">Liana Beattie</p>	<p>Monday 20th January 2020</p>	<p>2-4pm</p>
<p style="text-align: center;"><u>Work-Based Learning Mentor Training</u></p> <p>This session is for those who are supporting students on work-based learning placements</p> <p style="text-align: center;">Aims: To define the role of mentor on early years work-based learning programmes To discuss the benefits and qualities of being a mentor Reflect upon the support for students to enable them to develop and fulfil their potential Explore and share further opportunities to work in partnership</p> <p style="text-align: center;">Denise Corfield</p>	<p>Wednesday 22nd January 2020</p>	<p>4-6pm</p>
<p style="text-align: center;"><u>Supporting musical development in the early years.</u></p> <p>"A practical session offering ideas and resources to incorporate music and music learning into your provision."</p> <p style="text-align: center;">Zoe Greenhalgh</p>	<p>Wednesday 29th January 2020</p>	<p>2-4pm</p>
<p style="text-align: center;"><u>Using qualitative research in education</u></p>	<p>Thursday 6th February 2020</p>	<p>2-4pm</p>

<p>This session is for those who are thinking of conducting research in early childhood. It considers some of the possible research methods and explores different issues around methods, ethics, giving children a voice and research design.</p> <p style="text-align: center;">Dr Annabel Yale</p>		
<p style="text-align: center;"><u>Early reading – learning from practice and research</u></p> <p style="text-align: center;">Aims: Define ‘early reading’ for under-fives Discuss perceptions and influences on pedagogy Explore barriers/challenges for practitioners, settings and wider communities Review provision to support language and literacy and early reading opportunities, supported by research Focus on targeted support for practitioners and wider networks – story cushions</p> <p style="text-align: center;">Karen Boardman</p> <p style="text-align: center;"><u>At Streatham House Nursery, Liverpool L23 8UQ</u></p>	<p>Tuesday 11th February</p>	<p>3-5pm</p>
<p style="text-align: center;"><u>Leadership for Room Leaders</u></p> <p style="text-align: center;">Aims: To review some of the key theories of leadership and management; To reflect critically on the role of Room Leaders in an Early Years setting; To develop new strategies of problem-solving related to the Room Leaders’ role.</p> <p>You will engage in a critical discussion and participate in practical tasks of identifying a leadership issue from your practice and suggesting solutions to specific scenarios via using De Bono’s ‘Six Thinking Hats’ approach.</p> <p style="text-align: center;">Liana Beattie</p>	<p>Friday 13th March 2020</p>	<p>2-4pm</p>
<p style="text-align: center;"><u>The Literacy-Rich Environment</u></p> <p style="text-align: center;">Aims:</p>	<p>Wednesday 18th March 2020</p>	<p>3–5pm</p>

<p>To explore and review the setting environment Audit the CLL environment – communication-friendly approaches, early reading opportunities Explore home-learning partnership opportunities</p> <p>Dr Karen Boardman</p>		
<p><u>Developing Skills of Emotional Competence</u></p> <p>Aims: To explore the use of Saarni's skills of emotional competence to identify emotional needs. To analyse scenarios in order to choose strategies to support the development of skills of emotional competence.</p> <p>This session provides opportunities to reflect on practice and develop strategies to support children from birth to 4.</p> <p>Alicia Blanco-Bayo</p>	<p>Thursday 19th March 2020</p>	<p>2-4pm</p>
<p><u>Introduction to Working with Early Years Children on the Autism Spectrum</u></p> <p>There are now many more children in schools and nurseries with an Autism diagnosis or going through assessment processes. This session aims to cover: Overview of the characteristics of autism. The diagnosis and referral process. Strategies to make your learning environment more autism friendly and support ideas for individual children.</p> <p>Rachael Sackville-Jones</p>	<p>Tuesday 24th March 2020</p>	<p>1-3pm</p>
<p><u>Working with two-year olds – ‘potentials, possibilities and challenges’</u></p> <p>“The period between pregnancy and 3 years is increasingly seen as a critical period in shaping children’s life chances, based on evidence of brain formation, communication and language development, and the impact of relationships formed during this period on mental health. It is therefore also a critical opportunity to intervene and break cycles of poor outcomes.” (Scottish Government, 2008- the Early Years Framework)</p> <p>Aims:</p>	<p>Friday 27th March 2020</p>	<p>2-4pm</p>

<p>To deepen understanding of the world of a two-year-old child by examining key theories relating to their development, play and learning and exploring what this means for practice and provision.</p> <p>Examine how we can help to 'diminish the difference' in attainment through our work with children and their families, reflecting on partnership with parents including the significance of the 'Home Learning Environment'</p> <p>Explore how each of us can plan learning which will enable a two-year-old to thrive, moving learning forward in ways that are meaningful and developmentally appropriate.</p> <p style="text-align: center;">Janice Darkes-Sutcliffe</p>		
<p style="text-align: center;"><u>NQT Forum 3 - Training for NQT's</u></p> <p>Writing reports and EYFS profile - information about how to complete the EYFS profile and how to construct meaningful reports for parents.</p> <p style="text-align: center;">Heidi Winrow</p>	<p>Wednesday 1st April 2020</p>	<p>5-7pm</p>
<p style="text-align: center;"><u>Forest School Taster Session EYFS</u></p> <p>An introduction to the Forest School approach, philosophy and practice. The session will consist of a brief classroom-based rationale with some discussion, before undertaking a small number of practical activities designed to promote reflection on the outdoors as a rich and engaging learning environment.</p> <p style="text-align: center;">Jackie Sumner</p>	<p>Tuesday 21st April 2020</p>	<p>2-4pm</p>
<p style="text-align: center;"><u>The Mathematics Rich Environment (Indoors)</u></p> <p>This session explores the mathematical concepts children experience during play indoors. They may experience this at a conscious or subconscious level depending on the visibility of the enhancements that have been made by the practitioners. We will unpick these experiences and discuss the extent to which the experiences match with Development Matters or do they provide valuable exposure to higher level concepts that will become familiar to them later in their education.</p> <p style="text-align: center;">Hefin Williams</p>	<p>Wednesday 22nd April 2020</p>	<p>3-5pm</p>

<p style="text-align: center;"><u>Work-Based Learning Mentor Training</u></p> <p>This session is for those who are supporting students on work-based learning placements</p> <p style="text-align: center;">Aims:</p> <ul style="list-style-type: none"> Define the role of mentor on early years work-based learning programmes Discuss the benefits and qualities of being a mentor Reflect upon the support for students to enable them to develop and fulfil their potential Explore and share further opportunities to work in partnership <p style="text-align: center;">Denise Corfield</p>	<p>Wednesday 29th April 2020</p>	<p>4-6pm</p>
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<p style="text-align: center;"><u>Leading change – processes, skills and challenges</u></p> <p style="text-align: center;">Aims: To explore and expand understanding of the complexities of change Unpick some of the processes involved with implementing and sustaining change in early years settings Discuss some of the barriers/challenges of leading change Focus on the leadership skills and competencies needed for successful change</p> <p style="text-align: center;">Denise Corfield</p>	<p style="text-align: center;">Tuesday 5th May 2020</p>	<p style="text-align: center;">4-6pm</p>
<p style="text-align: center;"><u>Understanding the impact of preterm birth on children's learning and development in the early years</u></p> <p style="text-align: center;">Aims: Define what is meant by preterm birth Identify the rise in preterm children entering the education system Explore the potential impact of preterm birth on children's learning and development Discuss the importance of partnering with parents Review and reflect upon strategies that can be used with preterm children Focus on resources that are available to support Early Years practitioners working with preterm children</p> <p style="text-align: center;">Beth Cook</p>	<p style="text-align: center;">Wednesday 3rd June 2020</p>	<p style="text-align: center;">2-4pm</p>
<p style="text-align: center;"><u>Supporting musical development in the early years.</u></p> <p style="text-align: center;">“A practical session offering ideas and resources to incorporate music and music learning into your provision.”</p> <p style="text-align: center;">Zoe Greenhalgh</p>	<p style="text-align: center;">Monday 8th June 2020</p>	<p style="text-align: center;">4-6 pm</p>
<p style="text-align: center;"><u>The mathematics rich environment (Outdoors)</u></p> <p>This session will look at how the outdoor environment can support mathematical learning in both EYFS and Key Stage 1. We will explore mathematical language and the extent to which this is currently enhanced by your outdoor provision. For this</p>	<p style="text-align: center;">Wednesday 17th June 2020</p>	<p style="text-align: center;">3-5pm</p>

session we would like you to bring some photographs of your outdoor environment. Further details will be given nearer the time.		
Hefin Williams		