



Early Years Training Days

AUTUMN 2017

www.dorkingnurserychildrenscentre.org.uk
West Street, Dorking, Surrey RH4 1BY
01306 882397
centre@dorking.surrey.sch.uk

New to Early Years

Donna Harwood-Duffy
Wednesday 11th October 2017

Are you newly qualified, new to working in the early years, or perhaps coming back after a career break? This course will give you an insight into the requirements of the Early Years Foundation Stage (EYFS).

From birth to five, children develop and learn more rapidly than at any other stage of life. Children are unique and so is teaching in the EYFS – during the day we will explore a variety of themes to enable practitioners to consider in their settings.

The course will be a mix of input and active learning allowing participants to talk with colleagues, reflect on video clips and on their own practice, and plan for improvement.

Delegates will gain:

- An awareness of child development and the learning needs of young children;
- An understanding of the teaching, learning and assessment requirements in the EYFS;
- Ideas for managing and organising the learning environment both inside and outside.

Donna Harwood-Duffy is the Headteacher of Dorking Nursery School and Children's Centre. Donna has a wealth of experience working in the EYFS sector in Surrey and the Middle East. She has held the post of EYFS Leader, Deputy Headteacher and Headteacher in a variety of Nursery, Infant and Primary settings. Before joining the team here at Dorking Nursery School, Donna worked as an EYFS Consultant in Surrey supporting schools across the county with all aspects of school improvement linked to the EYFS. She has also recently been designated as a National Leader of Education and Dorking Nursery School as a National Support School.

Our training is aimed at all practitioners, including teachers & support staff, in Early Years settings
Cost: £135 per person per course (to book, please see separate booking form)
Training days run from 9.30am – 3.30pm – (Registration from 9.00am)

Here Come the Boys: Inspiring Boys to Become Marvellous Mark Makers and Writers

Jacqui Hardie
Wednesday 1st November 2017

Boys are not less able than girls, so perhaps we do need to look at our own attitudes, if we are to better understand why they are making less progress in the EYFS. The quality of our relationships with them, and the values we hold will impact on boys' ability to engage confidently in the writing process. Are we planning experiences for boys that build on their interests and value their strengths as active learners and problem solvers? Are we utilising boys' fascinations and learning preferences as starting points for our writing provision and planning?

Participants will have the opportunity to:

- Develop their understanding of the developmental stages of writing;
- Explore what makes a boys-friendly writing rich environment;
- Explore ways in which they can help boys to discover their "writing" voice;
- Explore the important role gross and fine motor skills have in supporting boys' writing development;
- Plan for exciting and purposeful writing experiences, based on boys' fascinations;
- Explore ways of working with parents to support and promote boys' mark making and writing.

Jacqui Hardie is currently an Early Years Adviser with Norfolk County Council and a Freelance Consultant. She works with targeted settings and schools to improve the quality of provision and outcomes for children, as well as providing training to EYFS practitioners. Jacqui has worked in a range of settings, managed Local Authorities' Early Years Advisory teams, carried out inspections and worked in London Boroughs as an Early Years' adviser for the National Strategies. She worked on the National Strategies "Mark Making Matters" guidance and the 4Children/DfE "What To Expect, When" parents' guide. Jacqui's Doctorate in Education explored how boys' mark making is part of a communication cycle and how this can be developed to support boys in developing positive attitudes towards writing. She has now extended this into an action research model which identifies the "ingredients" for "cooking up a writer".

Supporting Children with Additional Languages in Early Years Settings

Sunita Shah
Thursday 23rd November 2017

Do you have children in your setting speaking more than one language/s? Are you finding it challenging to support the child or identify if this child requires further support? This course will explore the following:

- What is bilingualism?
- How do bilingual children develop an additional language?
- Identification and assessment in children with an additional language;
- Advice and strategies to support bilingual children in your Early Years setting ;
- Achieving cultural competency;
- Advantages of being bilingual.

The course will aim to provide practical ideas, tools and resources to support nursery nurses, teaching assistants, teachers and SENCO to identify, assess and manage bilingual children in the Early Years setting. It will support you to correctly identify which children will require onward referral to the Speech and Language Therapist and which children can be supported in the classroom. The course is interactive and has case studies, workshops and opportunities to discuss your personal experiences and learning needs.

Sunita Shah has worked as SLT for over 18 years in the NHS, and is now working for an independent practise called "Magic Words". She is an advisor for the Royal College of Speech & Language Therapy and has been Chair of London bilingualism Clinical Excellence Network for over 10 years. She lectures on bilingual matters, trains Speech & Language Therapy departments and early years settings nationally to work with bilingual children with speech, language and communication needs. Sunita is also an author of children's books and has her own private practise in North West London. She is multi-lingual, speaks Gujarati fluently, and is semi-fluent in Hindi, Urdu & Punjabi.