



# Bristol Early Years

## Teaching School Alliance



Continued Professional Development Programme  
for Nurseries and Primary Schools

2020-2021

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*"There is, I believe, actually nothing more powerful to say about education than this: that all people, however young or old, have an enormous drive and capacity to learn;.....that the most effective teachers trust learners, enhance their self-esteem, have no need to control them, provide an unconditional support which doesn't go too far; and value all types of intelligence in all areas of learning"*

- Paul Ginnis (Freethinkers Guide to the Educational Universe – Jan '94)

The Bristol Early Years Teaching School Alliance (Originally established as BEYTC - Bristol Early Years Teaching Consortium) is a hub for Early Years settings and Primary Schools who wish to collaborate, learn together, question, challenge and innovate to improve provision and achievement for our youngest learners. We have great ambition.

It is led by St Pauls Nursery School and Children's Centre, who was awarded National Teaching School status in 2012 and is judged as outstanding by Ofsted.

Key alliance members include Bristol Local Authority EYs team, all 9 other Bristol Nursery Schools and Bath Spa University.

We also work in very close collaboration with local Teaching Schools: Bristol Primary Teaching School Alliance, CLF Institute, and Cathedral Schools Trust Teaching School Alliance to develop an aligned and robust offer to EYs Settings and Schools which best meet the local, regional and national priorities.

Our aim is to constantly evolve – promoting, sharing, celebrating and learning from exciting great practice as well as championing new learning and thinking. We hope to bring together EYs settings and schools to build sustainable improvement, and we are always looking to extend our partnership working and expand or deepen our alliance.

# About Us



Our focus is to develop sector led improvement through innovation, collaboration partnership, most specifically in the 3 areas that are required of National Teaching Schools:

1. To support, through partnership and collaboration...co-ordinating and providing high-quality school-led initial teacher training (ITT);
2. providing high-quality school-to-school support to spread excellent practice, particularly to schools that need it most;
3. providing evidence-based professional and leadership development for teachers and leaders across their network.

To ensure a self-improving, school-led system, teaching schools are required to operate by the following principles of effective delivery, accountability, systems leadership, engagement and continuous improvement.

## **Underpinning all our work is our commitment to:**

- The rights of the child
- Child led learning and learner-centred leadership
- Professional learning, embedded in research and based on reciprocity and joint practice development, to develop knowledge and skill and build capacity
- Developing a democratic community for leaders at all levels that is reflective, self-evaluative, emotionally intelligent and resilient, fostering pride and purpose
- Pushing the boundaries, taking chances, being altruistic and innovative
- Building a cultural community in which all learners can and do thrive
- Reducing inequality in educational achievement and life chances

We aspire to build collaborative, authentic, respectful and trusting partnerships in which we:

- Recognise and celebrate individual strengths
- Listen to each other
- Are committed to each other's success and the success of the wider partnerships
- Have unequivocally high-quality standards and are champions for ALL children
- Strive to develop as inquisitive, critical practitioners and lifelong learners
- Build sustainability and capacity
- Behave in a socially responsible way

The Bristol Early Years Teaching School Alliance has a leadership role in developing quality improvement across Bristol. Through strategic partnership work with the LA and innovative models of commissioning, we play a central role in quality assurance, self-evaluation, professional development and school/setting improvement for the whole EYs sector. This includes: all reception classes in Primary Schools, Nursery Schools, Nursery classes, private voluntary and independent Nurseries and childminders.

Our Teaching Schools have a track record of leading and delivering high quality support and professional development that has measurable and sustainable impact.

# Professional Learning and Development 2020-2021

We are pleased to launch our 20-21 CPD offer, which has been developed to reflect the national reforms of the EYFS, and support School/Early Years settings in addressing local priorities. All our programmes are delivered by experienced trainers and leaders.

Further details of our courses can be found on our website along with our terms and conditions for booking.

Due to COVID-19, most of our training is now offered as shorter, online sessions via Zoom. These sessions are fully interactive, therefore not webinars, and will all involve an element of self-reflection, and opportunities to question new theory and develop practice. The sessions are delivered in a way that facilitates learning conversations, makes connections and builds a supportive virtual learning community.

The face to face training will be delivered in a COVID safe environment, with strict health and safety protocols and procedures. Each session is supported with a range of resources and follow-up materials, and we would encourage participants to share and embed their new learning once back in their home settings.

All programmes will support and complement "The Bristol Standard Quality Improvement for Birth to 5" framework and submission.

We look forward to welcoming you onto our programme.

Browse and book our courses online at <http://beytc.co.uk/courses/>



## Response and Recovery in the Early Years



### Bristol Characteristics of Effective Learning

Cost: £20 | Length: 2 hours | Dates: Option 1: Tuesday 1st December 2020 (Online, Primary Schools), Option 2: Thursday 25th February 2021 (Online, Nurseries), Option 3: Tuesday 8th June 2021 (Training Room, Primary Schools and Nurseries) | Time: 4:00pm - 6:00pm | Facilitators: Cate Peel

Audience: Leaders, practitioners, teachers and support staff working in the Early Years Foundation Stage (EYFS)

This session will explore the ways in which we can support and extend effective characteristics of learning to enable young children to become resilient, reflective lifelong learners. We will consider the Bristol C of EL guidance with the additional strand of emotional well-being and how this might support an inclusive learning community. The guidance includes practice ideas, reflective questions to support planning and a useful assessment tool. If this part of the Statutory EYFS is prioritised it will support children to be engaged, motivated, thinking and connected learners.

### Emotion Coaching

Cost: £20 | Length: 2 hours | Dates: Option 1: Monday 9th November 2020 (Online), Option 2: Thursday 21st January 2021 (Online), Option 3: Tuesday 18th May 2021 (Training Room) | Time: 4:00pm - 6:00pm | Facilitators: Lucy Driver

Audience: Practitioners, childminders and teachers working in the Early Years Foundation Stage (EYFS)

This session will help you to support children and young people to understand the different emotions they experience, why they occur and how to handle them. We will consider Emotion Coaching as a strategy for supporting children's behaviour and highlight research which demonstrates the value of an emotion coaching approach. There will be opportunities to explore the tools to practice emotion coaching with children.

For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.

# Response and Recovery in the Early Years



## Conflict Resolution to Support Self-Regulation

Cost: £20 | Length: 2 hours | Dates: Option 1: Tuesday 19th January 2021 (Online), Option 2: Thursday 25th March 2021 (Online), Option 3: Tuesday 25th May 2021 (Training Room) | Time: 4:00pm—6:00pm | Facilitators: Jet Davis and Cate Peel

Audience: Practitioners, childminders and teachers working in the Early Years Foundation Stage (EYFS)

Children are not born with self-regulation skills. They develop them as they experience warm, nurturing and loving relationships with significant adults and others around them. Clear and consistent behavioural boundaries also play a part. This session will help you to support children's behaviour and self-regulation through a conflict resolution approach that is positive and empowering. You will learn the basic technique that is tailored to the unique needs of very young children and supports personal, social and emotional development. You will explore how "tuned in", effective communication at the point of conflict can strengthen the skills that allow children to deal with tricky moments more independently.

## Emotional Curriculum and the Environment

Cost: £40 | Length: 4 hours | Dates: Option 1: Tuesday 24th November 2020 (Online, Primary Schools), Option 2: Thursday 14th January 2021 (Online, Nurseries), Option 3: Tuesday 15th June 2021 (Training Room, Primary Schools and Nurseries) | Time: 1:00pm - 5:00pm | Facilitators: Cate Peel, Louise Scott and Melissa Arrowsmith

Audience: Practitioners, childminders and teachers working in the Early Years Foundation Stage (EYFS)

This session will consider how the emotional needs of children can be supported by a learning environment that holds, listens, nurtures and enables. We will explore structures, relationships, the key person approach and working with families to develop a pedagogy that is built on attachment led practice and a trauma informed approach. There will be an opportunity to reflect on the latest research into ACEs (Adverse Childhood Experiences) and how these can affect the long term health and wellbeing for children with a focus on our role in the early years and how we might be able to make a difference.



For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.

# Foundations for Early Literacy



## Children as Readers

Cost: £40 | Length: 4 hours | Dates: Option 1: Thursday 12th November 2020 (Online), Option 2: Tuesday 12th January 2021 (Online), Option 3: Thursday 29th April 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Ali Carrington and Kate Irvine

Audience: Reception practitioners and teachers working in the Early Years Foundation Stage (EYFS)

This session will support your knowledge and understanding of how children learn to read, the skills they need and how we as adults can motivate them to become confident and develop a lifelong love of books and stories. We will explore the approaches that support early readers linked to *the Unique Foundations in Reading and Writing audit tool*. We will consider how children develop enthusiasm and resilience to link their phonic knowledge and language comprehension within a rich literary curriculum.

## Children as Writers

Cost: £40 | Length: 4 hours | Dates: Option 1: Thursday 4th February 2021 (Online), Option 2: Wednesday 10th March 2021 (Online), Option 3: Thursday 6th May 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Ali Carrington and Kate Irvine

Audience: Reception practitioners and teachers working in the Early Years Foundation Stage (EYFS)

This session will support your knowledge and understanding of how children become writers, the skills they need and how we as adults can motivate them to become confident authors to tell their own stories. We will explore the approaches that support early mark makers to develop enthusiasm and resilience to link their knowledge of letters and sounds with physical skills, imagination and real reasons to write. The strategies discussed will be linked to *the Unique Foundations in Reading and Writing audit tool*.

## Children as Storytellers

Cost: £70 | Length: 8 hours (2 x 4 hour sessions, face to face) | Dates: Thursday 18th March 2021 and Tuesday 22nd June 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Jet Davis and Louise Scott

Audience: Practitioners and teachers working in the Early Years Foundation Stage (EYFS) with children from 3-5 years

This session will develop your understanding and expertise in developing narrative and encouraging all children to become powerful storytellers to support communication, language, literacy and personal and social development. We will consider the importance of storytelling and how this links with self-esteem, expression and learning through play. We will explore strategies such as story mapping, story squares and non-verbal storytelling within an inclusive environment. We will reflect on how parents/carers might also support storytelling at home.



For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.

# Equalities in the Early Years



## Black Lives Matter

Cost: £40 | Length: 4 hours | Dates: Option 1: Thursday 28th January 2021 (Online), Option 2: Thursday 4th March 2021 (Online), Option 3: Thursday 24th June 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Lucy Driver and Nasrin Dahir with support from SARI

Audience: Leaders, practitioners, teachers and support staff working in the Early Years Foundation Stage (EYFS)

This session will support you to explore some of the facts, feelings, behaviours and actions that are embedded in Race Equality. We will acknowledge and reflect on the legacy of unconscious bias and discrimination, and explore what authentic cultural competency, might look like in your School or Early Years setting. We will develop a better understanding of why we need to be proactive in our leadership of race equality, and reflect on why it is about so much more than 'every life matters'.

## Gender and the 'Gap' – how do we challenge perceptions and make a difference to outcomes?

Cost: £40 | Length: 4 hours | Dates: Option 1: Tuesday 3rd November 2020 (Online), Option 2: Monday 8th February 2021 (Online), Option 3: Thursday 27th May 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Lucy Rae

Audience: Leaders, practitioners, teachers and support staff working in the Early Years Foundation Stage (EYFS) and KS1 in Primary Schools

Children are 'coded' by everything – the environment, language, cultural references, and most influentially the attitudes and expectations of the people around them. This session explores how unconscious bias, gender and cultural stereotyping impacts on children's developing sense of self, their attainment, and therefore potential. We will reflect on how developing learning environments and challenging our own assumptions can counter the many stereotypes that exist. We will consider how our perception of what 'boys' and 'girls' are like, what they are able to do and what interests them might impact on outcomes. How can all children be encouraged to access all opportunities and how can we engage families to be part of this conversation?

## Understanding more about EAL Learners

Cost: £40 | Length: 4 hours | Dates: Option 1: Wednesday 3rd February 2021 (Online, Primary Schools), Option 2: Tuesday 20th April 2021 (Online, Nurseries), Option 3: Tuesday 6th July 2021 (Training Room, Primary Schools and Nurseries) | Time: 1:00pm - 5:00pm | Facilitators: Jet Davis and Nasrin Dahir

Audience: Leaders, practitioners and teachers and support staff working in the Early Years Foundation Stage (EYFS) and KS1

This session will support practitioners to consider the implications for children and families coming into their setting with no or very little English. We will explore cultural identity, self-esteem, language acquisition and learn practical strategies to ensure both children and families have a voice, all of which has impact on their achievement. We will develop a better understanding of communities, cultures and communication and consider how valuing the home language has impact on children's confidence and self-esteem. We will learn about language acquisition and how we support it for our multi-lingual learners with practical strategies to support children's belonging, understanding and communication.

# Leadership and Staff Development



## Introduction to Staff Supervision

Cost: £40 | Length: 4 hours | Dates: Option 1: Tuesday 23rd February 2021 (Online, Primary Schools), Option 2: Thursday 22nd April 2021 (Online, Nurseries), Option 3: Thursday 17th June 2021 (Training Room, Primary Schools and Nurseries) | Time: 1:00pm - 5:00pm | Facilitators: Lucy Driver

Audience: Leaders working in the Early Years Foundation Stage (EYFS)

Supervision is an effective tool to support staff wellbeing, accountability and ambition in your school or setting. The Statutory Framework for the Early Years Foundation Stage requires that providers must put appropriate arrangements in place for the supervision of staff who have contact with young children and families. During this session we will review understanding, policy, protocols and procedures for developing effective supervision in your EYFS setting/ class teams. It will also explore some of the complexities of being an effective supervisor and some of the strategies to get the most out of your team in this role.

## Leading with Authenticity and Ambition

Cost: £40 | Length: 4 hours | Dates: Option 1: Monday 8th March 2021 (Online, Primary Schools), Option 2: Thursday 20th May 2021 (Online, Nurseries), Option 3: Tuesday 29th June 2021 (Training Room, Primary Schools and Nurseries) | Time: 1:00pm - 5:00pm | Facilitators: Lucy Driver (National Leader of Education) and PVI Leader

Audience: Leaders working in the Early Years Foundation Stage (EYFS)

This session will offer you the opportunity to consider your, beliefs, values and ambitions for leadership within the context of leadership theories and frameworks, and particularly through times of change.

We will encourage you to reflect on what you yourself bring to the team, and support you to consider ways in which you can empower your team members both collectively and individually, to build resilient and sustainable distributed leadership.



For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.

# Effective Practice in the Early Years



## New to EYFS

Cost: £40 | Length: 4 hours | Dates: Option 1: Tuesday 20th October 2020 (Online, Primary Schools), Option 2: Tuesday 17th November 2020 (Online, Nurseries), Option 3: Tuesday 13th July 2021 (Training Room, Primary Schools and Nurseries) | Time: 1:00pm - 5:00pm | Facilitators: Ali Carrington

Audience: Reception practitioners, teachers and support staff new to Early Years Foundation Stage (EYFS) or would like to refresh/update their practice

This session will help to support you to embed the Early Years Foundation Stage in your setting whilst ensuring that children and families are at the heart of good practice. We will explore the four themes of EYFS, the Key Person role, Characteristics of Effective Learning, Prime areas and consider how to develop an effective learning environment in the context of a Reception class. We will make reference to the new early learning goals and reformed educational programmes in the EYFS.

## Exploring the EYFS Reforms

Cost: £20 | Length: 2 hours | Dates: Option 1: Thursday 26th November 2020 (Online, Primary Schools), Option 2: Thursday 11th February 2021 (Online, Nurseries), Option 3: Thursday 10th June 2021 (Training Room, Primary Schools and Nurseries) | Time: 4:00pm - 6:00pm | Facilitators: Ali Carrington and Kate Irvine

Audience: Leaders, practitioners and teachers and support staff working in the Early Years Foundation Stage (EYFS) and KS1

Development Matters is being rewritten as EYFS Curriculum Guidance. This session will be an opportunity to consider the main changes in the reformed EYFS and what this means for leadership, practice and pedagogy in early years settings and schools. We will explore new ideas around best practice for pedagogy, assessment, curriculum and self-regulation and executive function as suggested in the guidance. We will reflect on what we think about these ideas and what will this mean for our settings and teams.

## Executive Functioning in the EYFS

Cost: £40 | Length: 4 hours | Dates: Option 1: Wednesday 10th February 2021 (Online), Option 2: Tuesday 30th March 2021 (Online), Option 3: Tuesday 11th May 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Cate Peel and Robin Taylor

Audience: Leaders, practitioners and teachers and support staff working in the Early Years Foundation Stage (EYFS) and KS1

*"Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses."* - Center on the Developing Child, Harvard University, 2011

This session will explore what this might look like in practice and how we can understand more about how very young children learn. We will consider how these skills link to language development and play, relationships with others, the learning environment and Characteristics of Effective Learning. We will share some practical strategies and routines and explore how small groups led by adults that support children to plan and review their learning can be a powerful tool.

# Effective Practice in the Early Years



## Quality Interactions in the EYFS

Cost: £40 | Length: 4 hours | Dates: Option 1: Thursday 3rd December 2020 (Online), Option 2: Monday 1st March 2021 (Online), Option 3: Monday 7th June 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Ali Carrington

Audience: Practitioners, childminders and teachers working in the Early Years Foundation Stage (EYFS)

This session will explore the basics of effective, authentic and meaningful interactions with children in the EYs. We will cover what makes for quality interactions: the way we use our body and voice, how we listen, pause, and reflect on children's learning with them. How we can deepen their thinking, provoke new learning and delight in the children's fascinations. We will use the quality interaction checklist to learn more about how to develop good practice.

## The Power of Sustained Shared Thinking

Cost: £40 | Length: 4 hours | Dates: Option 1: Tuesday 23rd March 2021 (Online), Option 2: Tuesday 27th April 2021 (Online), Option 3: Thursday 1st July 2021 (Training Room) | Time: 4:00pm - 6:00pm | Facilitators: Dilly Baldwin and Cate Peel

Audience: Practitioners, childminders and teachers working in the Early Years Foundation Stage (EYFS)

Sustained shared thinking is... "*when two or more individuals "work together" in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc.*" - Sylva et al, 2004

This session will explore how adults and children can work together as co-researchers to learn together about the world around them. We will consider the idea of scientific enquiry and how effective questions can enable children to think further about what fascinates them. We will learn more about how to create a thinking environment that provokes, ignites and promotes awe and wonder with adults and children as equal thinkers. We will find out about how skilful interactions with children can incorporate higher order skills such as hypothesising, reasoning and making links in learning.

## Talking with Babies

Cost: £40 | Length: 4 hours | Dates: Option 1: Tuesday 9th February 2021 (Online), Option 2: Wednesday 3rd March 2021 (Online), Option 3: Thursday 8th July 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Rachel Pirie and Rosie McCallum-Faraday

Audience: Practitioners and childminders and teachers working with babies (Early Years Settings with Birth to 3 Provision)

This session will explore how we can talk with babies to help them become confident communicators and develop respectful relationships that enable babies to make genuine choices. We will consider how mindful care routines might support communication and language, the power of non-verbal communication and learning the 'conversational dance'. We will explore the benefits of 'contingent talk' with younger children and how high quality adult /child-interactions and planning for talk can be part of everyday practice.



For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.

# Effective Practice in the Early Years



## Physical Development - More Important Than Ever?

Cost: £40 | Length: 4 hours | Dates: Option 1: Thursday 19th November 2020 (Online), Option 2: Tuesday 16th March 2021 (Online), Option 3: Thursday 13th May 2021 (Training Room) | Time: 1:00pm - 5:00pm | Facilitators: Rachel Pirie and Lucy Rae

Audience: Practitioners, childminders and teachers working in the Early Years Foundation Stage (EYFS)

Many young children will have missed out on fundamental physical development opportunities during the Covid-19 pandemic, a gap which is being identified now that children are back in schools/settings. This session will explore how provision of a movement rich environment/curriculum will support not only children's physical development but importantly at this time, their social and emotional well-being too. There will be opportunities to reflect on how PD supports all other areas of learning; the physical skills needed to support mark making and writing; planning to encourage active learning and how to foster positive attitudes towards being physically active for life.



For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.



## Our guest speakers this year include:

### Anna Ephgrave

Anna has been fascinated by babies and young children her whole life. She has volunteered in various capacities and also has ten years' experience as a foster parent. She has over 27 years' teaching experience, working for many years as an advanced skills teacher and most recently as an Assistant Head Teacher. She has led her Early Years' teams to four consecutive Outstanding grades from Ofsted. She promotes child-led learning in which children are given autonomy and respect. She now works as an independent author and consultant, supporting practitioners both in the UK and abroad. She has had four books published – Nursery, Reception and Year One in Action and, most recently, Planning in the Moment. Anna is also now spending a lot of time in Bristol looking after her granddaughter and supporting a local pre-school.



### Pete Moorhouse

Pete Moorhouse is an Early Years creative consultant and artist educator. He is an honorary research fellow at the Graduate School of Education, University of Bristol researching creative and critical thinking in Early Years. Pete is an associate trainer for Early Education and deliverers training both nationally and overseas. His work in school is centred around developing children's creativity and his practice is inspired by Froebelian principles and practice in Reggio Emilia. Pete is the UK's leading authority on woodwork in Early Years education and has written several books and journal articles.



### Julie Fisher

Julie Fisher is an independent Early Years Adviser and Visiting Professor of Early Childhood Education at Oxford Brookes University. She held the post of Early Years Adviser in Oxfordshire for 11 years, before which she was lecturer in early childhood education at the University of Reading. She has taught children from 3 to 12 years and has been headteacher of two urban, multi-cultural schools.

To underpin her consultancy work, Julie draws on her own research projects which engage her in constant contact with practitioners and children in both schools and settings. Julie has recently won the coveted Nursery World Lifetime Achievement Award for her contribution to early childhood education.

She is the author of numerous articles on early childhood education as well as her books: Starting from the Child (2013 – now in its fourth edition); The Foundations of Learning (2002); Interacting or Interfering? (2016) and her Moving On to Key Stage One: Improving Transition into Primary School (2020 –second edition) which has just been updated for 2020.



Dates and times for these speakers are not yet confirmed due to  
COVID-19 restrictions.

Please continue to check our website and the Bristol Early Years Website for the most recent updated information about these exciting CPD opportunities.

For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.



## What is a Study Day?

Arrange one of our bespoke study days for your team.

This is a hugely popular form of professional development and our National Teaching School and other Bristol Nursery Schools have welcomed visitors from all over the UK and beyond.

During a Study Day you can:

- Engage in a Learning Walk and tour of the Nursery and Centre and get involved in what we are doing
- Discuss in a relaxed atmosphere any topics of your choice with up to 3 members of staff who will be available to you throughout the day
- Engage in reciprocal provocative learning conversations, in an inclusive environment. There will be lots of opportunities for questions throughout the day
- Have time to explore our vision, values, ethos, documentation, policies and practice



The nursery based hosts are highly qualified and experienced, they lead professional development for others in the authority and nationally. As National Teaching Schools we also have particular expertise in Research, Leadership Development, Initial Teacher training and have developed interesting models of collaboration with the Local Authority as partners in School Improvement.

Please note we have limited availability for large groups (over 10 people) this year.

## Where?

St Pauls Nursery School & Children's Centre

Specialisms: Supporting Emotional Wellbeing, Creative Curriculum, Cultural Competency, Leadership, Communication and Language, family Support Services

Redcliffe Children's Centre

Specialisms: Innovative Play Opportunities, Early Years Mathematics, Outdoor Education in our immediate outdoor area, within the City and in Wild spaces and Experimental cookery

## Cost

£80 pp includes information pack, lunch and refreshments.

Group rates are also available.

Please contact the Nursery Schools directly to arrange a study day, designed to meet your needs.

For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.

# National and International Study Tours



## What is a Study Tour?

We have plenty of experience of hosting study tours for groups of up to 16 people.

More recently we have hosted groups of Early Years Teachers from China for a 1 weeks International Study Tour and colleagues from Wales.

A study tour will be designed to meet your needs but could include:

- Immersion days, shadowing staff and observing practice
- Opportunities to reflect on new learning and bridge theory into practice
- Taught CPD sessions
- Discussion Groups and shared reading
- Visits to some or all 11 Bristol Nursery Schools – all leading in EYs Pedagogy and innovation



If required, we can also arrange:

- Accommodation
- Guides for the historic and picturesque city of Bristol

Recommendations and endorsements can be supplied on request

## Where?

Bristol Outstanding Nursery Schools and Early Years Settings

## When?

Contact St Pauls to arrange a date suitable for you, please note we will need at least 8 weeks' notice to plan a study tour to meet your needs.

## Cost

Average cost of £130 per day per person, which would include CPD, visits and transport to settings across Bristol, publications and documentation, food and refreshments.

Package will be costed individually based on requirements and numbers.

For full details of our courses and events, or to book online, visit <http://beytc.co.uk>.



October	20th	New to EYFS
November	3 <sup>rd</sup> 9 <sup>th</sup> 12 <sup>th</sup> 19 <sup>th</sup> 20 <sup>th</sup> 24 <sup>th</sup> 26 <sup>th</sup>	<b>Gender and the 'gap'</b> <b>Emotion Coaching</b> <b>Children as Readers</b> <b>Physical Development- more important than ever?</b> <b>New to EYFS</b> <b>Emotional Curriculum and the Environment</b> <b>Exploring the EYFS Reforms</b>
December	1 <sup>st</sup> 3rd	<b>Bristol Characteristics of Effective Learning</b> <b>Quality Interactions in the EYFS</b>
January	12 <sup>th</sup> 14 <sup>th</sup> 19 <sup>th</sup> 21 <sup>st</sup> 28 <sup>th</sup>	<b>Children as Readers</b> <b>Emotional Curriculum and the Environment</b> <b>Conflict Resolution to Support Self- Regulation</b> <b>Emotion Coaching</b> <b>Black Lives Matters</b>
February	3 <sup>rd</sup> 4 <sup>th</sup> 8 <sup>th</sup> 9 <sup>th</sup> 10 <sup>th</sup> 11 <sup>th</sup> 23 <sup>rd</sup> 25 <sup>th</sup>	<b>Children as Writers</b> <b>Understanding more about EAL Learners</b> <b>Gender and the 'gap'</b> <b>Talking with Babies</b> <b>Executive Functioning in the EYFS</b> <b>Exploring the EYFS Reforms</b> <b>Introduction to Staff Supervision</b> <b>Bristol Characteristics of Effective Learning</b>
March	1 <sup>st</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 8 <sup>th</sup> 10 <sup>th</sup> 16 <sup>th</sup> 18 <sup>th</sup> 23 <sup>rd</sup> 25 <sup>th</sup> 30 <sup>th</sup>	<b>Quality Interactions in the EYFS</b> <b>Talking with Babies</b> <b>Black Lives Matters</b> <b>Leading with Authenticity and Ambition</b> <b>Children as Writers</b> <b>Physical Development- more important than ever?</b> <b>Children as Storytellers</b> <b>The Power of Sustained Shared Thinking</b> <b>Conflict Resolution to Support Self- Regulation</b> <b>Executive Functioning in the EYFS</b>
April	20 <sup>th</sup> 22 <sup>nd</sup> 27 <sup>th</sup> 29 <sup>th</sup>	<b>Understanding more about EAL Learners</b> <b>Introduction to Staff Supervision</b> <b>The Power of Sustained Shared Thinking</b> <b>Children as Readers</b>
May	6 <sup>th</sup> 11 <sup>th</sup> 13 <sup>th</sup> 18 <sup>th</sup> 20 <sup>th</sup> 25 <sup>th</sup> 27 <sup>th</sup>	<b>Children as Writers</b> <b>Executive Functioning in the EYFS</b> <b>Physical Development- more important than ever?</b> <b>Emotion Coaching</b> <b>Leading with Authenticity and Ambition</b> <b>Conflict Resolution to Support Self- Regulation</b> <b>Gender and the 'gap'</b>
June	7 <sup>th</sup> 8 <sup>th</sup> 10 <sup>th</sup> 15 <sup>th</sup> 17 <sup>th</sup> 22 <sup>nd</sup> 24 <sup>th</sup> 29 <sup>th</sup>	<b>Quality Interactions in the EYFS</b> <b>Bristol Characteristics of Effective Learning</b> <b>Exploring the EYFS Reforms</b> <b>Emotional Curriculum and the Environment</b> <b>Introduction to Staff Supervision</b> <b>Children as Storytellers</b> <b>Black Lives Matters</b> <b>Leading with Authenticity and Ambition</b>
July	1 <sup>st</sup> 6 <sup>th</sup> 8 <sup>th</sup> 13 <sup>th</sup>	<b>The Power of Sustained Shared Thinking</b> <b>Understanding more about EAL Learners</b> <b>New to EYFS</b> <b>Talking with Babies</b>



**Bristol Early Years**  
Teaching School Alliance

<http://beytc.co.uk>



**St Pauls**  
Nursery School & Children's Centre

