

OUR EARLY YEARS DEFINITION OF TEACHING

The child is at the centre of our practice and is reflected by the value that we place on children's individual ideas and interests. Teaching is based on observations of what children are doing and saying, as a means to planning meaningful next steps. The teaching role includes practitioner interactions with children during child initiated play and planned activities. Integral to this is effective open ended questioning, adult and peer modelling of concepts, language and learning behaviours. It involves providing children with the continuous and enhanced environment that facilitates schematic development and encourages problem solving, setting and sustained shared thinking. Practitioners assess when to encourage, show, demonstrate, explain, question and model, according to children's needs and play contexts. As practitioners, we provide narratives for children's learning and give them the freedom to explore concepts and feelings, in a stimulating and challenging setting, where strong characteristics of effective learning can be demonstrated and further developed. In the EYFS provision, Prime and Specific learning areas are interwoven through an enquiry led approach which in turn enhances children's holistic development. Recalling and reflecting are encouraged by practitioners so that children can learn from experiences, make new links and develop their intrinsic motivation. Self and Peer assessment enables the children to become more focused on their own learning needs, whilst further developing resilience, independence and a lifelong love of thinking and learning.