



I am delighted that you are considering joining the Norland College Summer Programme 2010.

Norland College was founded in 1892 and for over a century has been internationally recognised as the premier provider of childcare training and education. The founder of the college, Emily Ward, believed that the care of children should centre on the child and be loving and nurturing. Whilst there have been enormous changes in society, the values and philosophy that formed the basis of these ideals remain relevant and crucial today.

The aim of the Summer Programme will be to explore and learn about how we, as early year's professionals, can contribute to making sure children's lives are healthy, rewarding and full.

The programme will consist of lectures (3 days per week) and visits to a range of early years settings (2 days per week). The placements will of course include our very own day nursery, Norland Nursery, which provides a unique experience for children aged 4 months to 5 years. These practical placements will enable first-hand observation of a varied range of settings.

The programme will provide a unique opportunity to share and develop collaborative approaches. It will cover a range of subjects including the Current Pedagogical Approach in the UK, Child Initiated Play and Positive Behaviour Management.

By the end of the course, as well as gaining an understanding of current guidance and influences on early years provision in the UK, you will be in a position to share approaches and knowledge with colleagues in your own workplace.

During your time at Norland you will stay with a host family in Bath. We have carefully selected families with younger children who are very happy to involve you in family life.

Bath is a World Heritage Site and is recognised around the world as a beautiful and vibrant city. As well as its many restaurants, traditional pubs and wide variety of shops, it boasts a year-round calendar of festivals, theatre and musicals.

I very much hope you can join us at Norland College for our Summer Programme 2010.

**Liz Hunt**  
**Principal, Norland College**



## **Purpose**

The opportunity for early year's practitioners from Japan to visit Norland College will facilitate specialist thinking and learning regarding children and their families. It provides us with a concrete opportunity to share and develop collaborative approaches to enable purposeful learning to take place which is rooted in best practice and able to be reflected on and further embedded.

## **Objectives**

By the end of the programme and following a period of reflection, delegates will:

- ◆ Be able to state key influences and current guidance on early years provision and approach in the United Kingdom
- ◆ Describe their learning and reflection of practice based on expert input, placement visits and the completion of focussed tasks
- ◆ Identify transferable knowledge and approaches which are suitable to cascade back to colleagues

## **Delivery style**

In defining the training and delivery style of the course, it is important to draw evidence from current research into adult learning approaches. Training and development intervention must meet the needs of adult learners if they are to experience meaningful extensions of their current knowledge and feel stimulated and inspired to consider additional ways of working with young children and their families. Learning which is active and participatory has been proven to connect deeply with learners, enabling them to have concrete experiences which are more readily able to be applied into the individuals own practice. Therefore, this training intervention will blend a mix of styles incorporating presentation, workshops, demonstrations, discussion groups, practical placements and reflective journaling.

## **Programme**

Delegates will attend formal lectures and workshops at Norland College for 3 days per week for the duration of the summer school programme. The opportunity to complement this learning with attendance at a range of practical placements will be organised and delegates will access this for 2 days per week for the first two weeks of the programme. The practical placements will enable delegates to observe first hand a varying range of early year's provision.

The taught programme will explore the following subject areas:

- ◆ **History of Norland College**, its core values and beliefs
- ◆ **Current pedagogical approach of the United Kingdom**; introducing the Early Years Foundation Stage (EYFS), key influences, current guidance, 10 year strategy, Every Child Matters (ECM) and the Childcare Act.
- ◆ **Expectations of Early Years Practitioners**; reflective practice and child centred.
- ◆ **Observing children**; a focus on the purpose, process and links to planning. Considering the similarities and differences of girls and boys, an brief overview of brain development
- ◆ **Child initiated play**; exploring the concept of children's freedom to manage and lead their play and the role of the facilitating adult
- ◆ **Key person**; the importance of positive relationships, role and responsibilities, record keeping, attachment, intersubjectivity.
- ◆ **Communicating with children**; contributing to the acquisition of language, developing speaking and listening skills, using language to develop confidence and secure healthy relationships. National Literacy Strategy and teaching EFL to young children
- ◆ **Health support for families**; exploring the established health system available to families in the UK, incorporating preventative interventions and health education
- ◆ **Practical activities** linked to the areas of learning and development identified in the EYFS. Incorporating art, drama, representation, role-play and creativity.
- ◆ **Books and Stories**; introducing Story Sacks, props, dual language books, storytelling, homemade books and Bookstart
- ◆ **Positive behaviour management**; understanding the context for children's responses to situations, cultural expectations of behaviour, strategies for managing behaviour
- ◆ **Using music creatively**; songs and rhymes, benefits of rhythm and music making
- ◆ **Learning environments**; using space creatively, continuous provision, overview of Forest Schools
- ◆ **Schema's**; focussing on patterns of play and scaffolding children's learning
- ◆ **Working with families and Inter-Agency teams**; involving parents in children's learning, health and decisions relating to their care, support structure for families in the UK
- ◆ **Lessons from Reggio**; Approach and underlying principles