



Training, Advancement and Co-operation in Teaching Young Children

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**Annual Conference 8 November 2008
Programme of the Day**

9.00 to 9.55	Registration and coffee
10.00 - 10.10	Welcome and introduction by Professor Pat Broadhead, Chair of TACTYC
10.10 – 11.00	1st Keynote Address: Professor Liz Wood <i>Young children's choices and decisions in 'free choice' time</i>
11.00 – 11.20	Coffee
11.20 – 12.10	2nd Keynote Address: Peter Elfer <i>Children under three and their key adults: relationships to support thinking</i>
12.10 – 12.50	TACTYC Annual General Meeting
12.45 – 2.00	Lunch and exhibition of trade stands
2.05 – 2.50	Discussion groups: Details of discussion groups overleaf; sign up for your choice on the day.
2.50 – 3.05	Comfort break
3.05 – 3.10	The TACTYC Award Presented by Wendy Scott, President of TACTYC
3.10 – 3.55	3rd Keynote Address: Sally Featherstone <i>Like bees, not butterflies</i>
3.55 – 4.00	Closing remarks by Professor Pat Broadhead
4.00	Tea, exhibition and depart

Discussion groups
2.05 – 2.50pm

Leader	Topic	Room
Pat Beckley PGCE Primary Academic Co-ordinator for 3-7 at Bishop Grosseteste University College Lincoln.	We are working? Approaches in the Early Years Reflections of approaches in early years settings will be shared. Consideration will be given to play, with discussions incorporating international perspectives on early years provision	Priestly/Darwin Suite
Dr Avril Brock Senior Lecturer, Leeds Met University, & Prof Louise Boyle Swiniarski Salem State College, Massachusetts, USA	Contextualising play for EAL learners This workshop focuses on supporting young children learning first and additional language through providing rich storyplay opportunities. It stresses the importance of developing children's self-confidence as learners through providing rich play opportunities for them to engage with language and learning experiences. Promoting children's interest and enthusiasm through contextualised activities is the key to developing language. The adult's role in providing experiences that encourage speaking and listening in interactive situations is crucial. This workshop will explore how this can best be organised to promote optimum learning. It examines how to scaffold children's first and additional language, supporting bilingualism and valuing cultural diversity. Specific ideas from contemporary practice will provide ideas for stimulating activities, purposeful experiences and ways of communicating with parents that can support young bilingual children's learning successfully.	Priestly/Darwin Suite
Estelle Martin Early Childhood Studies Lecturer and Doctoral Researcher	Play processes and emotion The workshop will address the following: identify key issues of interest in the group; consider views about play and emotional development / learning, i.e. research, policy, practitioners' contemporary practice; explore the role of relationships that support the emotions in the play process Creating the conditions for children's play and well being Focus on the future - participants identify aims for individual settings.	Priestly/Darwin Suite
Prof Janet Moyles Play Consultant and Professor Emeritus at Anglia Ruskin University	Respecting and trusting children Children are natural and competent learners and players - if we, the adults, let them be! Sadly, too often we take the responsibility away from young children, feeling that they are maybe not learning as much as they could unless there is adult intervention. Yet, we have only to observe young children to realise how well the majority understand their own needs and development. The big issue appears to be whether we respect children as people and trust their judgements. This workshop will look at what it means to respect and trust children in learning contexts and the role then required of the adult in observing, analysing and discreetly supporting children's endeavours.	Burne Jones Suite

<p>Anita Soni Senior Educational Psychologist for Early Years in Worcestershire</p>	<p>Play isn't just for children This workshop will quite simply offer grown ups a chance to play. There will be a variety of free choice play based experiences that delegates can choose from. When it is time to 'stop playing' we will come together as a group and reflect on this experience considering how our experience of play can enrich and enhance the play based experiences the children we spend time with are offered.</p>	<p>Burne Jones Suite</p>
<p>Nancy Stewart Early Years Regional Adviser, West Midlands</p>	<p>Relative Values: Plan, Do -- or Just Messing Around? Focus on opportunities for children to learn from 'planned, purposeful play' often emphasises the adult role in determining activities. But what about children's own structuring of their play -- are there benefits to learning when children identify their intentions? What may be gained from simply playing around – does this link with the creative process? And how are these managed in the classroom?</p>	<p>Wedgewood Suite</p>
<p>Dr David Whitebread Senior Lecturer in Psychology & Early Years Education in the Faculty of Education, University of Cambridge.</p>	<p>Play and independent learning This workshop considers play's significance for the development of children as independent, self-regulating learners. Within developmental psychology both play and cognitive self-regulation have been acknowledged as being fundamentally important to children's development as learners. However, the relationship between these two aspects of development has not been widely explored. This workshop reports on major theoretical and research work in these two areas (eg: Bruner's evolutionary/ethological approach, and Vygotsky's socio-cultural approach to children's play and learning) and reports on recent research which attempts to begin to explore these relationships (eg: the Cambridgeshire Independent Learning in the Foundation Stage project).</p>	<p>Wedgewood Suite</p>
<p>Maulfry Worthington Independent Consultant and Doctoral Researcher, Free University, Amsterdam</p>	<p>Playing with Imagination Imaginative play is often a social activity supporting cognitive development, language and communication. To Vygotsky play is <i>imaginative</i> play or role-play, and is at the heart of Early Childhood education. Children also explore their imagination in contexts such as small-world play, junk-modelling and drawing. They use actions, objects, marks and symbols, assigning alternative meanings to them within the social and cultural contexts of their play. In this workshop we will explore children's roles as they explore, negotiate and co-construct knowledge together, through several observations and photographs of child-initiated play in a nursery from current research. We will also touch on the adults' role and discuss the very different opportunities and experiences of play children may have in the reception class.</p>	<p>Priestly/Darwin Suite</p>