

EYFS Conference | 2021

05 - 06 February
Online



Greg Bottrill

EYFS Author and Speaker

Greg is a former Early Years Lead and Assistant Headteacher, who is passionate about play and the magic of children. He is the author of the bestselling education book *Can I Go And Play Now?* and his latest book *School and the Magic of Children* is quickly connecting to an audience who are eager to explore how play and childhood can come to life in education. He is also the creator of *Play School TV*, a YouTube series following his journey with his two little dogs on Adventure Island, a land of make-believe and based on his highly successful approach to outdoor learning and story-dreaming. Greg is an experienced education trainer, although he sees himself more as a guide into the world of childhood and story, the two places where magic truly lives.

Keynote 1

The Art of Co-Playing

Often we can be familiar with all the good reasons to play, but the 'how' can be elusive. How do we blend the curriculum with children's play and how do we ensure that children feel valued and confident in their day? Greg has developed an approach that can transform the adult role into one of co-adventurer through the art of 'co-play'. Co-play can also be an ongoing framework for development, but more importantly give you the confidence to explore the magic of children with all its abundant richness and possibility. Children deserve an adventure, and Greg will show you how!

Workshop 2 Stream 1

To The Message Centre!

The Message Centre has huge potential within early mark-making and is a simple, yet effective way of bringing purpose and joy to writing, reading and mathematics within your setting. Message Centres are becoming a common feature within continuous provision and their scope can be transformative. Children want to write when messaging takes hold - in fact, writing becomes unstoppable! Discover the secret of messaging and the Message Centre from its creator and take it away with you to sprinkle over your own play practice.

Workshop 3 Stream 2

The Beauty of Play Projects

Greg created Play Projects to help grow 'playkultur' within schools and settings. Straight from his second book *School and The Magic of Children*, Play Projects are like the hidden key to effective play-based learning, and just like the Message Centre, their potential is huge. They have the ability to spread play further up through schools, not only deepening educators' understanding, but also strengthening their ability to co-play with children and 'get the best' out of play. Play Projects blend with the Message Centre beautifully to create something truly magical!

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Judith Twani

EYFS Author, Speaker and Trainer

Judith has enjoyed a varied career in education spanning over 30 years with both international and UK roles. She has experience with most age groups but is passionate about early years education.

After teaching in the classroom in various roles, Judith became an NVQ assessor for levels 2, 3 and 4 and subsequently trained as an early years Ofsted inspector. For 5 years she worked as the regional manager for the national training and resourcing company Early Excellence. She now works part-time on senior leadership at a Norfolk school leading on Research, Teaching and Learning. She continues to be an associate trainer for Early Excellence as well as working as an independent consultant/trainer.

Judith is a regular seminar speaker at the Nursery World Show and a contributor to articles in their magazine. She leads training in early years both at home and abroad and is known for her passion, humour, and down to earth approach. She believes strongly in offering people a clear and strong principled approach to their practice giving people practical tools to use in their own settings.

Keynote 3

Supporting Smooth Transitions in the Early Years

Supporting smooth transitions for our children equips them with the ability to respond positively to change throughout their lives. Schools have often talked about a transition day or week when children are expected to adapt quickly to their new environments. However, transition is best seen as a process, an adaption over time.

Workshop 2 Stream 2

Tuning into Children | 10 Actions for Adults Using the Leuven Scales

Judith will show how using the wellbeing and involvement Leuven scales can improve practice and provision in your classroom. She will provide an overview of the Leuven scales and the ten action points which are used by adults to evaluate the effectiveness of what is offered to children.

Workshop 4 Stream 3

Shake, Rattle and Roll

Developing music provision in the early childhood classroom for the non-musician.

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GEMS Founders Cluster Schools

Early Years Foundation Team

Personalised Learning and Interactions in a time of Social Distancing



Angelie Soriano, GEMS Founders School, Al Barsha

Angelie is currently the Early Years Foundation Stage Lead Practitioner at GEMS Founders School, Al Barsha. Angelie has been at GFS for 5 years after working as the School Head Coordinator in a Government school in the Philippines.

Angelie has a passion for continuous provision and supports a team of 24 Early Year teachers in developing engaging learning environments and classroom pedagogy. She has a great interest in creating enriching environments that promote children's engagement, enabling them to think beyond the classroom and prepare them for the future. Angelie uses innovative practice in her environment to promote effective learning and children's independence.



Fiona Elmahdi-Swann

Fiona is currently Lead practitioner for Teaching Assistants, as well as an FS2 class teacher. Originally from the UK Fiona gained an undergraduate degree in Early Childhood Studies and then a PGCE in Early Years. She has taught for a total of seven years, the last five in Dubai.

As Lead Practitioner for the Development of Teaching Assistants Fiona ensures continuous professional development for the Teaching Assistants. She has been able to develop experience in leading large teams, intervention and support schemes, coaching and supporting children across a range of age ranges.

Fiona is very passionate about ensuring children are at the centre of the learning and focuses on creating environments and experiences **that foster a child's personal, social and emotional wellbeing.**



Gemma Brown, GEMS Metropole School, Motor City

Gemma is the Head of Foundation Stage at GEMS Metropole School, Motor City. She has been at GEMS Metropole for three years now, two of which have been as Head of FS1. Previously Gemma worked in the UK as Head of FS2 in a large inner city school in Leeds. She has always had an interest in Early Years and particularly enjoys working on classroom environments and has a passion for early writing.



Grace Musto, GEMS Founders School, Al Mizhar

Grace taught Reception and Year 1 in the UK, leading on Primary Maths Mastery and Phonics teaching and learning before moving to Dubai.

Having moved to GEMS Founders School, Al Mizhar in its first year of opening she now leads on Teaching and Learning in her role as a Coach for both Foundation Stage and Key Stage. Grace specialises in creating engaging continuous provision, quality interactions to improve communication in EYFS and bridging the gap between Early Years and Year 1. Grace is also part of the HPL steering group to embed best practice across the school and ensure that all students reach their full potential removing any barriers to their learning.

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Sneha Raithatha

International Outreach and Development Manager Middle East and Africa, Fieldwork Education

Sneha joined Fieldwork Education in September 2019 as an Early Years Education Consultant and started her new role as International Outreach and Development Manager in Dubai in January 2020. Originally an Early Years teacher, Sneha has a background in teaching a variety of curricula for over 10 years, including Montessori, EYFS and IB PYP both in the UK and South East Asia. Prior to joining Fieldwork Education, Sneha authored and led the content development of the Montessori Curriculum for the learning journal software provider 'Tapestry' and has helped facilitate the inclusion of the IYEC curriculum outcomes for that provision.

Workshop 1 Stream 1

How the IEYC (International Early Years Curriculum) supports the EYFS

This workshop will give you an insight into how the International Early Years Curriculum (IEYC), developed by Fieldwork Education supports the EYFS framework. The IEYC launched in 2016, and is our International Early Years Curriculum for children aged 2-6 years old. The IEYC uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development. Consisting of eighteen units of learning, based around exciting themes which capture children's natural curiosity, the IEYC is a flexible curriculum that works alongside the EYFS and other national curriculums whilst offering the structure required to suit all teachers. There will be an opportunity to explore the curriculum, how it supports the EYFS framework and interactive examples of the learning process and 'capturing curiosity'.



Emma Wynne

Education Consultant, The TA College

Emma has been a teacher for over 20 years with a strong background in Primary Education, including a role as headteacher. Currently Emma is a consultant with The TA College working with schools and colleges internationally to develop the relationship between classroom staff with a goal to improve child development and learning.

Emma brings a wealth of knowledge and understanding of the roles of different classroom staff and how they can work together in a variety of settings.

Workshop 1 Stream 2

Making the Most of Observation to Shape an Outstanding Early Years Setting

Looking at a range of observation methods and purposes, this session will enable you to consider how observation can enable reflection and lead to enhanced learning experiences for children. We will look at ways in which observation can help you think creatively about your provision and establish stronger links between developmental needs and planning.

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Karen Wilding

Director and Lead Consultant, Karen Wilding Education Ltd

Karen Wilding is a highly-regarded UK and International Maths Consultant, trainer, conference speaker and published author with a life-long passion for Mathematics in the Early Years.

Known for her highly creative, engaging, and impactful approaches to teaching mathematics, Karen's support continually transforms how practitioners regard their own ability to learn and teach mathematics in the Early Years and beyond. In her work supporting schools across the world, and in response to the recent Covid-19 pandemic, Karen has also recently developed a highly successful online training platform to ensure practitioners continue to have access to remote high-quality professional development.

Karen lives on the beautiful English/Welsh border with husband Andy and Blue the dog. When not at work, she can often be found pondering over her latest ideas paddling in the nearby river in her wellies.

Workshop 1 Stream 3

Improving Your Problem-Solving Provision Using Maths Through Stories

The ability to problem-solve, reason, explain and prove lies at the heart of mathematical competency. Most practitioners know this but struggle with ideas to provide age-appropriate activities that engage children and have a clear mathematical focus. Join Karen in this workshop to discover how easily you can develop rich and meaningful learning using the well-loved books you already have in your setting. Inspiration guaranteed!

Workshop 4 Stream 2

Why Mark-Making in Maths Matters and How to Plan for It

When we think of mark-making, most of us think about writing; but what about its role in learning mathematics? The journey to becoming a competent recorder of abstract symbols starts with gross and fine motor control which is then coupled with children's use of mathematical drawings. In this fascinating session Karen will show you very simple but highly effective steps you can take to improve your provision in this incredibly important area.

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Phil Armstrong

Head of International & Regional Development at Early Excellence

Phil has worked for over 20 years across the early years and primary sector, including teacher, leader and headship positions and was also the Head of an integrated early years centre. With a passion for collaborative practice and professional development, Phil has worked in partnership with early years settings, schools, teaching schools and local authorities to develop and deliver personalised programmes to meet their needs.

Workshop 2 Stream 3

Onwards and Upwards: Developing the Skills of Senior Leaders in the Early Years

This workshop is specifically designed for Early Years leaders and will be focusing on the following key elements:

- Vision and Values - we will begin by establishing absolute clarity about what we want for young children, taking delegates back to their values and motivations as educators and establishing a clear vision of excellence.
- Leading Effective Teaching and Learning - we will explore how it is essential that leadership is based on secure understandings of best practice, quality provision - indoors and outdoors - and the ability to monitor the impact on children's overall development.
- Leading and Developing Others - we will consider how to effectively develop our team, with a key focus on securing effective adult interactions.



Aminah Evans

Foundation Stage Leader, Hartland International School

Aminah is the current BSME Early Years Network Lead and supports schools with regular updates, advice, as well as leading moderations. She is also responsible for organising termly webinars with leading Early Years professionals from around the world. She returned to Dubai in September 2018 as the Head of Foundation Stage at Hartland International School. Since her employment, she has been instrumental in further developing the Early Years provision, which was significantly recognised for its outstanding successes in their most recent BSME and KHDA whole school inspections.

Before her current role, Aminah spent the last 3 years leading the development and implementation of the vision, mission and educational strategy of a Grade 1 Outstanding rated independent school from Birth to 18 years. In 2011, Aminah first moved to Dubai progressing from FS2 teacher to working as the GEMS Early Years Advisor, Leader of the GEMS UAE Early Childhood Network and CACHE Training Manager in Dubai. She studied at Durham University and received a BA Hons degree in Childhood and the Arts and then went on to complete a PGCE specialising in Early Years at Liverpool John Moores University.

Keynote 2

Inspiring Environments that Create Engagement with all Learners

Join us on a virtual journey through Hartland's inspiring EYFS learning environments to see how the layout and provisions create engagement with all learners.

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The British School Al Khubairat

Eleanor Edgar, Deputy Head



Eleanor has been teaching for 21 years, mostly in EYFS. For the last 11 years, she has had the pleasure of working at The British School Al Khubairat in Abu Dhabi having recently been promoted to Deputy Head after working as the Head of EYFS for the previous 4 years. Eleanor is proud of the role she has played in raising the profile of EYFS in the school, through developing the SLT's knowledge and understanding of Early Years practice. She is passionate about children leading their own learning, through challenge, risk-taking and a play-based curriculum.

Sarah Jones, Reception Year Group Leader



Sarah has been teaching for 22 years; 13 years in the UK and 11 years in the UAE. For most of that time, she has worked in KS1 or Early Years. Currently, Sarah is the Year Leader in Reception. She is passionate about the role of play and continuous provision in the Early Years and KS1. Having helped introduce 'In The Moment Planning' in her Reception year group, Sarah says it has been wonderful to watch the growth of continuous provision in the Year 1 department. Sarah works closely with her Year 1 colleagues to help ensure that transition provides children with the best start they can have as they move to KS1.

Joanne Bailey, Assistant Head Nursery - Year 2



Jo has been teaching for 24 years. She's held various roles as an Advisory teacher for Computing from EYFS up to Year 9, Reception class teacher, Year Group leader in KS1, and Assistant Headteacher in KS1.

Jo is a passionate leader who has the child's well-being at the centre of their learning. She is passionate about the pedagogy of the early years model and how it transfers into KS1.

Workshop 3 Stream 1

Transition from EYFS to Key Stage 1 - Our Journey

Transition from EYFS to Reception is a huge milestone for children and parents. They are times of exciting change, new opportunities and growth for every child. They can also be times of uncertainty where surroundings are not the same, expectations and procedures are different and faces as yet unfamiliar. Getting transition right is vital for every child and is not a single event that merely 'happens'. Transition should be viewed as a process rather than an event and involves children, practitioners and parents together. We will discuss the progress and share practical ideas on how we have developed our transition successfully; from collating and sharing data and how this is interpreted and used in Year 1, to aligning curriculum principles and practice within an enabling environment.

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Nipa Bhuptani

Behaviour Analyst and Trainer

Nipa has been closely involved with learners with special educational and behavioural needs, their teachers and families for almost 30 years in the UAE. Nipa has a Masters in Special and Inclusive Education and is a BCaBA. Nipa is the founder-director of Applied and Behavioural Training Institutes (ABTi), which provides Early Intervention services based on the Competent Learner Model (CLM-USA) to children in nursery, school and community settings. At ABTi, Nipa is involved in providing KHDA-approved training courses for parents, educators, therapists and students. Nipa is also the founder of the Autism Support Network, which is a FREE platform for parents and professionals who are touched by Autism.

Due to the impact of her support initiatives and active awareness campaigns in the region, Nipa was invited as a panel speaker to represent the Middle East at the United Nations on the occasion of World Autism Day 2016.

Workshop 3 Stream 3

Approaches to Positive Behaviour Management in the Early Years

This workshop will be focused on introducing the participants to scientifically evidenced procedures based on Applied Behaviour Analysis. The aim of this is to showcase teaching of adapting skills that will generalise across a variety of people and settings.

This workshop will address 3 types of Positive Behaviour Support Strategies; Proactive Strategies, Educative Strategies, and Functional Strategies.

Participants will leave with a better understanding of functions of behaviour and practical ideas for teaching functional replacement behaviours to their learners.



Rob Eastment

Senior Product Marketing Manager, Firefly Learning Ltd

Rob is Head of Product Marketing at Firefly Learning, having worked in education since 1998. Rob taught in a range of different schools, where as Head of IT and then as a Deputy Head, one of his roles has been responsibility for digital strategy and staff development. Rob is an advocate of Growth Mindset and has worked extensively with the Flipped Learning model, both as a teacher and in helping others implement it in the classroom.

Workshop 4 Stream 1

Bringing Parents into the Learning Conversation

The importance of parent engagement, particularly in the Early Years setting is well recognised. However managing parental expectations and helping them to become part of the learning conversation can be a challenge. In this session, Rob will look at different strategies to make the most of the relationship with parents at your school and help them support their child's learning effectively.