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Early Years Practice

Introduction

The core pedagogical goal in Early Years (EY) Practice is effectively meeting the educational needs of children in a group or individual situation, identifying aims and objective for teaching and learning, developing learning outcomes, applying creative learning and teaching and methods, with effective resources utilisation and ensuring children safety (Cremin et al., 2015). However studies on the pedagogical effectiveness has divulged that most EY practitioners focus more on directly identified features of a child's behavior instead of their own, reactions to themselves (Palaiologou, 2016). Besides, a widespread reluctance in debating pedagogy further hamper children's learning effectiveness of EY pedagogy along with limiting practitioner's professional growth (White, 2015).

In this context, using reflective model this, this essay has explored effective pedagogy and practice. A critical discussion of the role of pedagogical effectiveness in EY Practice is presented in this essay. Subsequently, using a case study of EY learner "S", the reflection on practice in this essay has focused on various aspects such attitudes and dispositions and measures, space and shape, to meet emotional, social and personal development of child along with development of mathematical skills.

Pedagogy of Early Childhood Education

Pedagogy of Early Childhood Education is characterised by its specificity in the field of Pedagogy (in its broadest sense), since in my view the object of this is essentially linked to any and all educational situation (as an organisation, implicit structures, practices,

etc.). According to Mazzotti (2017), Pedagogy "has been taken now as technology, now as science, now as applied philosophy" and rarely as an autonomous science that would examine pedagogical practices.

The object of the field of Pedagogy is therefore defined as the pedagogical act in a given situation. In the case of children's education, this object is defined by the context of educational-pedagogical relations and not by the analysis of each of the determinants of the education of the child, in an inclusive way (Bennet, 2018). The Childcare Act 2006 (39(1) (a) clearly necessitate comprehensive education in EYFS, which, as a consequence demands effective EY pedagogy.

In EYFS teaching and learning context, these functions present, in terms of the organisation of the educational system and the legislation, well defined contours. While the school places itself as the privileged space for mastery of basic knowledge, the institutions of early childhood education are placed primarily for purposes of complementarity to family education (Wood, 2014).

This set of relationships that could be identified as the pedagogical object of early childhood education is that, in a more general context, I prefer to call Pedagogy of Child Education or even more widely speaking a Pedagogy of Childhood, which will therefore be the object of concern for the child: his / her constitution processes as human beings in different social contexts, their culture, their intellectual, creative, aesthetic, expressive and emotional capacities. It is a fact that the problem concerning specific knowledge remains (Kangas et al., 2015).

In the study of Björklund and Barendregt (2016), the most relevant results reveal that in Early years pedagogical strategies are applied in only two subjects, however innovative

strategies are not visualised to address the contents, routine activities are being developed in which the student does not have an active participation which leads to low interest and demotivation in the classroom. There is perceived by some teachers a teaching based on a traditional pedagogy, which limits the proactive involvement of students in the teaching-learning process. It was identified that the application of creative and individual learner centred strategies has been minimal, in early years (Moyles et al, 2002).

Reflection

I carried out this activity to observe how child "S" engages with his peers during water play as they also engage in turn taking while sharing cups and containers, I encouraged them to interact and coordinate and strategies some group water plays where each child has individual role and task. One of the primary aspects of the activity I carried out was setting and accomplishing,learning outcomes for S. Learning outcomes were likely to be accomplished more effectively with the involvement of parents, hence I had a brief interview with parents of S while setting learning outcomes for S.

As a profession EY practitioner I recognised that family members are the first and most influential teachers of children. I tried creating a friendly and conduciveenvironment for children where they could play water game, in safe and secure environment and good provisions of movement and mutual interaction and I and other practitioners could support them and make observation of learning process. The place arrangement also enabled me interacting with other practitioner in making decisions about the water sport play activity for mathematic curriculum, to confirm that this water game activity is truly meaningful and aligned to curriculum requirement.

The core learning outcomes I set were increasing counting skills of S. The selected learner was a boy of 4 year, nine months, his name and personal details will not be divulged in this essay. I arranged that water sport activity in the in the preschool water play area, ensure the safe entry and exists, I carried children to the water area and grouped them into pairs of fours. Other practitioners also provided me assistance in grouping for playing water for playing activities like "holding and transporting water. In water play activity I began by asking the children to put their water play aprons on as they were going to be getting wet. When all the children had their aprons on, i gave each of them the option to choose the side of the water tray they wanted to stand. I asked the children to choose from different sized cups on the table and bring it to the water tray. The children seemed to have a positive attitude about being able to choose the cups and buckets to play with in the water. L and S were talking together, L told S to look at how much he has filled up the container. L then suggested that they fill them all up and put them in a line to see which one is full the most.

During my observation I could see them carrying water carefully, flinging and poring it in the containers and buckets. On my inquisition children especially S told me about his experience of water transportation weight and volume of water in different containers and it was very rewarding to find that children were even able to express themselves in quantitative manner.

My experience and observation has strengthen what is suggested in previous studies such Hewson (2015) stated that intentional game based teaching is deliberate, resolute and reasoned and established in studies as a facilitator of sustained shared thinking.

The focus pupils in this water sports were engaged in discussing with each other about various playing activities together such as fling each other's pockets with water. During their play and interaction they all were activinindividually but in shared thinking was very evident. Through an increasingly extensive secure network of relationships children developed self-esteem by being valued and respected at individual level and this boasted third confidence.S and other children in his group become more and more capable of recognising and respecting the feelings of others and of interacting positively with them.

This water actively in this EY setting positively promoted learning of S and other children through challenging and valuable experiences, in addition to stimulating problem solving, team work and collective working skills. Children used demonstration and modelling strategies, speculation, open questioning, shared thinking explanation which not only supported their mathematics skills but supported overall learning and development.

I assumed different roles and leave them with flexibility and resort to different strategies when the context changes. Applying model of Bruner's scaffolding I observed selected child S and L with others from a reasonable distance where they had the autonomy in play. The process of observation involved listening, viewing and taking notes about children's engagement and response in various scenarios and to learning activities. The process of observation enables the practitioners to initially develop a critical and objective understanding of the development and learning needs of children (Lau et al., 2018).

In this activity as practitioner, my role was to providing a real problem solving in scenario to children. The role of EY practitioner during the activity is to observe and record counting skills of each learner and provide appropriate support to improve their literacy in mathematics according to individual performance.

In context of EYFS practices, assessment is a gathering information process about the learning and development of child. This process comprise reviewing the gathered information and exploring the progress of children on various aspects of learning and development, identifying existing strength and gaps and subsequently using this assessment for future planning of activities to enhance learning and development of children, according to specific learning and development needs of each child (Isaacs, 2014).

Planning in EYFS for meeting the individual needs of every child is one of the most critical aspects of EYFS practices which substantially affects and determines the overall outcomes of practice. Develop planning for individual children involve deciding (Peterson et al., 2015). The three fundamental aspects that I tried tointegrate in the planning of activity were:

Explorative and playful: This implied that my EYP should plan those learning activities which enable the children to do as a play and facilitate exploration and experience of new things. Promote active learning: This impliedmy EYP should plan those learning activities that enables the children to actively participate such as drawing, painting etc, activities that enables children to try and experience a sense of achievements. Creative and promote critical thinking: this implied that my EYP should plan those learning

activities that enabled the children to apply critical thinking and develop their own ideas and strategies.

Another important aspect in this EY mathematical teaching intervention was utilisation of resources and ensures safety of children. Every children possess right to live in a safe, secure and healthy environment. Prior commencing any activity it is imperative to consider children's health and safety needs, making sure that the environment is not hazardous. Health and safety, the most valuable factors, must be considered while planning a challenging and safe environment for their development and learning (Harms et al., 2014).

The needs related to development of S were also an important factor to focus; since children develop and grow in different phases, therefore it was significant for me to consider their abilities and developmental needs while planning an environment for children. Some of the important areas that I give closeconsideration while planning environment for children were physical, social, emotional, accessibility and intellectual. Supervision, security and safety of S andother werevital during this water sports in providing a safe and healthy environment (Brussoni et al., 2015).

In this context, space was a significant factor to consider by making sure a sufficient space to the number of children within the environment. This practice let children to comfortably and easily move around. From birth to 2 years, Children need ample water playing area(space of 3.5m2). Following code of practice I ensured that the minimum requirements for space within their environment. Meeting staff ratios guaranteed child's safety (Brussoni et al., 2015).

Rationale

Given the importance of the development of mathematics at an early age for subsequent success, it is essential to have the pedagogical tools that encourage the learning of mathematics from an early age. Playing to learn, this is a broad pedagogical perspective that encompasses free play, guided play and directed games, which offer unique assistance in early mathematics learning (Stirrup et al., 2017).

Learning is enhanced when EYFS learner are active mentally in knowledge discovery process and participate actively (they are not distracted). Another important factor which I ensured was they children interact with the material in significant ways; and lastly interact socially. It was important to emphasize that these four characteristics found in the learning based on the water game (Tucker, 2014).

Water Game-based learning included free play, guided play, as well as directed or rulegoverned games. Often, free play is initiated by the child and directed by the child, EYFS, children under my guidance during that water sports interacted with each other and incorporated mathematics into their independent free play (Tucker, 2014).

Differentiation/inclusive Practice

Inclusive teaching practices are clearly demanded in the Inclusive Practice Act 2010, as statutory frame work for early year foundation stage. In the UK this Act forbids educational institution and practitioner to make any discrimination between pupils on the basis of gender, disability, age,race, belief and religion. Hence, in this water sports intervention in ensured inclusive practice (Brown and Palaiologou, 2016).

The theorists of developmental psychology and cognitive psychology have documented well enough what happens with feral children or children isolated from all human contact during early childhood. Once rescued in adolescence, they were not able to learn

quickly and without errors (Brodie and Savage, 2015). Hence, every child in early years setting deserves equal learning opportunity and they should not be denied of any learning opportunity due to any learning or physical disability. Thus, this water sport activity following the gist of Inclusive Practice Act2010 was accessible to all children under my practice. The activity facilitated inclusive learning by enabling different children to play and interact (Roberts-Holmes, 2012).

At the end of the water game activity in exchange observation notes form other practitioner to conduct a final summative evaluation of S. The evaluation of children's learning refers to the process of collecting and analyzing information as evidence about what children know, can do and understand. It is part of a continuous cycle that includes planning, documentation and evaluation of children's learning and I followed all these steps in a methodological manner.

Conclusion

All the lines of approach lead to the conclusion that learning and development carries an immense significance in children overall well-being. Therefore, the process of learning and development must be carried out by proper planning and implementing essential strategies along with specific and prime learning areas. It's quite evident that the game is more than just fun; it is an invaluable educational tool. In particular, the guided game assisted by adults helps children to learn mathematical concepts in a lasting and transferable way. It is an invaluable educational tool. In particular, the guided game assisted by adults helps children to learn mathematical concepts in a lasting and transferable way. It is an invaluable educational tool. In particular, the

guided game assisted by adults helps children to learn mathematical concepts in a lasting and transferable way.

The application of essential areas of learning cannot only help children to learn quickly but also facilitate practitioners to understand children on the basis of their individual needs. The development and learning of children must be supported and its implementation can be only fruitful by utilising seven learning areas.

The characteristics of children's learning expose the significance of playing, creating, thinking carefully and active learning. It is therefore imperative for practitioners to effectively plan for the reason that every child has its own uniqueness and has diverse range of abilities, attention, education backgrounds and learning skills; each child demands planning and support based on their individual needs.

Activity Plan

Short Term Plan	Title:	Children will:
Area of Learning: CLL / PSED / KUW / MD / CD / PD	Water game – Filling and Pouring water	Be involving in water game to sharpen their counting skulks, they will fill water container from on bucker and pour it in other container
Aspect:	Resources:	Learning Objectives:
Measures, space and Shape, Attitudes and dispositions	Small aprons, Water bucker, water table, clean water etc. Different size of container	Learning different amount of water volume and develop a sense of weight and counting of number of containers they carry
	to carry water in different volume including sieve and colander Container pictures sheets with name of bowls, cups and containers,	Develop exploratory impulse, mutual thinking skills and problem solving Express in quantitative manner
Activity:	Technical Vocabulary:	Practitioners/will:
Activity: Children together working for carrying water from the table and poring it in to the buckets as a group S and other child in his group to use different size of containers and share their experience, strategies to fill container swiftly and	Technical Vocabulary: Hold, Pour, record, volume, holes	Practitioners/will: Arrange playing area, brief and lead children to the game. Explain the concept of volume and mathematic expression for weigh. Assist in developing group strategies. Demonstrate holding and
Activity: Children together working for carrying water from the table and poring it in to the buckets as a group S and other child in his group to use different size of containers and share their experience, strategies to fill container swiftly and learn name of containers	Technical Vocabulary: Hold, Pour, record, volume, holes	Practitioners/will: Arrange playing area, brief and lead children to the game. Explain the concept of volume and mathematic expression for weigh. Assist in developing group strategies. Demonstrate holding and pouring water with containers in safe manner.
Activity: Children together working for carrying water from the table and poring it in to the buckets as a group S and other child in his group to use different size of containers and share their experience, strategies to fill container swiftly and learn name of containers Organisation of	Technical Vocabulary: Hold, Pour, record, volume, holes Differentiation:	Practitioners/will: Arrange playing area, brief and lead children to the game. Explain the concept of volume and mathematic expression for weigh. Assist in developing group strategies. Demonstrate holding and pouring water with containers in safe manner. Plenary:

be conducted in door water playing area in pre-school. Every child will act independently in group of four and each group will play under supervision of practitioner, with minimal interference. Practitioner will support and guide children to explore more about containers , water movement and weight	relation to volume and weight of water. Promote language skills by teaching names of objects with the help of picture s Data for the assessment will be collected using picture cues and observation note.	make subsequent demonstrations
Children will be assisted to figure out reason of not carrying some container and will be elaborated the concept of volume in playful manner.		
Assessment (outcomes /	Evaluation:	Next steps:
The core outcome is to enhance mathematical skills of children. Develop and Promote a enjoyable and safe water game where children will learn the concept and apply mutual thinking skills Its expected that children can express a little in quantitative terms.	Summative assessment was carried out by reviewing complete documented record of child progress on four learning areas. These documents were further compiled by merging range of sources used by EYP such as photos, anecdotal records and learning stories and entries of water play activity etc. The summative assessment combines the entire progress data of every child to ascertain level of knowledge and skills in relation to goals set after initial summative	In order to further improve the mathematical skills of S and EYFS learning group based on the findings of water game. Another group water play activity is proposed her , which should involve and activity called "Will it sink", where children will have to ascertain weight of different objects (light weight , small size such a pen ,cups etc) by dipping them in water and improve their group working and mathematic skills more.

assessment at the beginning of EYFS and learning outcomes set before water sports.	
The immersion of children in their games illustrated the way in which the game allowed them to simply enjoy being, while their Maths teacher confirmed a significant improvement in counting skills. However, it was very evident that S and few other pupils had very low or week sense of weight and size, which are two importantmathematical concepts	

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