The importance of professional development for early years teachers and the support available from the Early Years Alliance

早期教育教师专业发展的重要性
与早期教育联盟能提供的支持

The importance of continuing professional development
持续性专业发展的重要性

- Neuroscience research神经科学研究

- Research into child development儿童发展研究

- Increasing occurrence of children requireme additional support with their development 儿童成长所需的额外支持不断增加

- Turnover of staff员工的流失

- Changes to legal and regulatory requirements法律法规要求的变化

- A setting is only as good as its weakest member of staff
  机构的质量是由最弱的那位员工所界定的

Approaches to professional development
专业发展方法

- Observational learning (time with more experienced practitioners)观察学习（与有经验的教师）

- Conferences 研讨会

- Classroom/taught sessions; 课堂授课

- In Service Training (whole setting or team sessions, delivered by the manager)在职培训（由管理者组织的全体或小组研讨）

- Setting based (direct consultancy provided by a 3rd party expert)以幼教机构为本的服务 （由第三方专家提供的直接咨询服务）

- On-line support线上支持
  - Webinars线上研讨会
  - Training培训
  - Tutorials辅导

- Visits参观

- Secondments外调进修

Consider the strengths and weaknesses of each type of professional development思考每种专业发展方法的优势与不足

Key elements of professional development training
专业发展培训的关键要素

- Explain the context and why it is relevant to the individual or group

  说明背景，以及它与教师个人或团体之间存在的关联

- Start from where the practitioners are, building existing knowledge 从教师的当前水平出发，在已有知识上的基础上进行

- Continually assess understanding 不断对教师的理解进行评估

- Action plan to consider how the new knowledge will impact on their practice 制订行动计划的制订，考虑新知识将如何影响教师的实践

- Consider how the actual impact on provision will be assessed after a period of time 思考如何评估培训之后一段时间内的实际效果。

Early Years Alliance professional development: support to Chinese nursery teachers
早期教育联盟专业发展：对中国幼儿教师的支持

- Membership会员资格: https://www.eyalliance.org.uk/international-early-years-settings
- Webinars线上研讨：　https://www.youtube.com/watch?v=v0Xn6vBfIEg
- Educare on-line training 在线保教培训

early years alliance

Improving children's learning through play:
通过游戏提高儿童的学习

An Early years Alliance/Educare on-line training programme
早期教育联盟/保教在线培训项目

EduCare

early years alliance

This programme will cover:
该项目将包括：

- The different types of children's play and how they can be encouraged
- 幼儿游戏的不同类型以及如何鼓励他们
- How current theories on children's play are viewed and supported within early years settings
- 早期教育机构对当前幼儿游戏理论的重视与支持程度

Introduction 介绍

- Welcome to your Pre-school Learning Alliance EduCare programme on improving the quality of children's learning experiences through 'play'.欢迎参加"早期教育联盟保教项目"，该项目旨在通过"游戏"提高儿童的学习经验。

- 'Play' is widely accepted in pre-schools as a valuable, fun and rewarding experience for children. However, the current focus on raising educational standards in England has resulted in a decreased emphasis on the importance of play as a child-led learning process and an increased emphasis on adult-led learning.

- "游戏"作为一种对幼儿有价值、有趣和有意义的体验，已在幼教工作中得到广泛接受。然而，英国当前不断提升的教育标准，导致过于强调成人主导的学习，而对以幼儿为主体开展的游戏为学习方式的重视程度下降。

What is 'play'? 什么是'游戏'?

- "Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul." – Friedrich Froebel

- "游戏是儿童时期人类发展的最高表达，因为游戏本身就是对儿童灵魂的自由表达。"- Friedrich Froebel 福禄贝尔

- "The playing adult steps sideward into another reality; the playing child advances forward to new stages of mastery." - Erik H. Erikson

- "成人的游戏是在侧身走出当前的现实，幼儿的游戏则是向前迈向下一个发展阶段。" - Erik H. Erikson 埃里克森

- "Play is the highest form of research." – Albert Einstein

- "游戏是最高级的研究形式。" - 爱因斯坦

What is 'play'? 什么是'游戏'?

- "Play is the answer to how anything new comes about." – Jean Piaget
- 玩耍是解决所有新问题的答案。" - Jean Piaget皮亚杰

- "The opposite of play is not work. It's depression." – Brian Sutton-Smith
- "与游戏相对的，不是工作，而是沮丧低沉的情绪状态。" - Brian Sutton-Smith

What do YOU think counts as 'play'?
您认为什么可以被视为"游戏"？

- Your own experiences and recollections of play as a young child – how you felt, what you did, whom you did it with and where you played – will affect how you think and feel about it now.

- 回忆您儿童时期的游戏经历——您的感受，您做了什么，您和谁一起玩，您在哪里玩——将会影响您现在对游戏的看法。

The importance of 'play' '游戏'的重要性

- Watch the video clip and note观看视频并记录：
  - the different types of children's play 幼儿游戏的不同类型
  - some of the characteristics of play 游戏的特征
  - some of the things children can develop and learn through play.幼儿通过游戏可以得到哪些发展？
  - anything that surprises you 令您感到惊讶的事
  - how children experience and deal with failure through playing.幼儿在游戏中是如何体验与应对失败的？

Characteristics of 'play' "游戏"的特征

- An activity can have the characteristics of play without actually being play. For example 某些活动可能具有一些游戏特征，但并不能算是真正意义上的游戏。如：

- A professional footballer plays football but for him it is 'work', not 'play'.

- 职业足球运动员踢足球，但对他来说是'工作'，而不是"游戏"。

- Drawing on the episodes shown in the video, make a list of words you would use to describe play. Then write your own definition of play.

- 根据视频中的情节，列出您形容游戏的词语，然后写下您对游戏的定义。

The value of 'play' "游戏"的价值

Play is not a 20th or 21st century phenomenon. The concepts of what counts as 'childhood' or a 'child' have changed through time and vary across cultures, but play has been a feature of young peoples' lives for centuries.

游戏不是20或21世纪的现象。 "童年"或"幼儿"的概念随着时间的推移而变化，且因文化而异，但是数百年来，游戏都被认为是年幼者的活动。

Take a look at Bruegal's painting Children's Games from 1560. Note the range of play activities and the range of ages from toddlers through to adolescents.

欣赏布鲁盖尔1560年的画作《儿童游戏》。注意游戏活动的范围和从学步儿到青少年的年龄范围。

The painting reminds us that children's games are as significant as the activities or work of their parents and other adults. This view that 'play' is the child's 'work' was echoed 300 years later by people such as Maria Montessori and Piaget.

这幅画启示我们，幼儿的游戏和他们父母或其他成人的活动或工作一样重要。这种"游戏"是幼儿的"工作"的观点，在300年后得到了玛丽亚·蒙台梭利(Maria Montessori)和皮亚杰(Piaget)等人的认可。

Children's right to 'play'幼儿'游戏'的权利

- The United Nations Convention on the Rights of the Child (The Convention), which the UK has signed up to, covers children's rights to: life and survival, development and education, protection, participation in society.

- 英国已经签署的《联合国儿童权利公约》规定了儿童享有的四大基本权利：生存权、发展权、受保护权和参与权。

- Article 31 (under Development and Education) says that: "Every child has the right to relax, play and take part in a wide range of cultural and artistic activities." This is significant as it reflects an international commitment to the value and importance of children's play.

- 第31条(发展和教育)规定："儿童有权享有休息和闲暇，从事与儿童年龄相宜的游戏和娱乐活动，以及自由参加文化生活和休闲活动。"该条例反映了国际社会对幼儿游戏价值及其重要性的肯定，具有重大意义。

Listening to children 倾听幼儿

- The Convention also states that children's views about matters that affect them must be listened to and taken seriously (Article 12).

- 《公约》还规定，必须听取和认真对待幼儿关于影响其自身的相关事件的意见。(第12条)。

- Defining play as an adult may be difficult because we rely or. what we can observe (ie see and hear).作为成年人对游戏下定义可能很困难，因为我们依赖于我们可以观察到（看到和听到）的东西。

- Children have a different perspective on play. it's not only about what they do; it's also about how they feel. Their views need to be taken into account when developing a definition of play.幼儿对游戏有不同的看法，这不仅是关于他们做了什么，还包含他们的感受。因此，在对游戏下定义时需要考虑幼儿的观点。

Child development theories儿童发展理论

- Next we're going to look at what two influential theorists have to say about children's learning and play. It's important to note that there are many more child development theories, but we cannot cover them all in this programme.

- 接下来，我们来看看两位有影响力的理论家对幼儿学习与游戏的观点。要指出的是，还有更多的儿童发展理论，但我们不能在此次活动中全部概述。

- Piaget's theory differs from others because 皮亚杰理论不同于其他理论，因为：

    it is concerned with children, rather than all learners 它关注的是幼儿，而非所有学习者

    it focuses on development, rather than learning per se 它关注于发展，而不是学习本身

    it identifies stages of development. 它提出幼儿发展的若干阶段。

- 发展心理学家让·皮亚杰（Jean Piaget）对以欧洲为中心的文化中如何看待儿童学习产生了重大影响。他的认知发展研究表明，幼儿的思维方式与成年人截然不同。

The three basic components of Piaget's cognitive theory :皮亚杰认知理论的三个基本组成部分：

1.Schemas (the basic building blocks of intelligent behaviour – a way of organising knowledge).

图式（智力活动的基本组成结构—组织知识的一种方式）

2.Four universal stages of development common to all children – sensorimotor (ages 0-2), preoperational (ages 2-7), concrete operational (ages 7-11) and formal operational (age 11-adult).

幼儿认知发展的四个阶段—感觉运动阶段（0-2岁）；前运算阶段（2-7岁）；具体运算阶段（7-11岁）；形式运算阶段（11岁-成年）

3.Adaptation processes that enable the transition from one stage to another (assimilation, accommodation and equilibrium).

适应过程，使幼儿从一个阶段顺利过渡到另一个阶段——同化、顺应、平衡

Examples of Piagetian theory in early years settings
皮亚杰理论在早期教育中的例子:

- A child who's fascinated by wheeled toys and physically spinning around may be exploring a 'rotational schema', whereas a child who likes hiding under blankets or wrapping things may be demonstrating an 'enveloping schema'.

- 一个对轮式玩具着迷并身体旋转的孩子可能正在探索一种"旋转图式"，而一个喜欢躲在毯子或包裹东西下的孩子可能正在展示一种"包裹图式"。

- A child whose understanding of the world is challenged by a new experience has to learn to 'accommodate' this new idea.

- 当新的经验对幼儿已有的知识发起挑战时，幼儿必须学会"顺应"，调整自己的认知，来容纳新的经验。

- Lev Vygotsky argued that child development is a result of active interactions between the child and their social environment. He believed that children 'construct' knowledge, skills and attitudes, instead of just passively 'absorbing' or mirroring the world around them.维果斯基认为，儿童的发展是儿童与其社会环境之间积极互动的结果。他认为，孩子们是在"建构"知识、技能和态度，而不是被动地"吸收"或模仿周围的世界。

- The key concepts of his theory include.该理论的核心概念有：

  - the zone of proximal development (ZPD).最近发展区

  - assisted learning or 'scaffolding'. Jerome Bruner coined the term 'scaffolding' to explain the way in which adults support young children's language development, but it can be applied to other types of learning.

  辅助学习或"脚手架"。布鲁纳(Jerome Bruner)借用了"脚手架"一词，用来解释成年人对幼儿语言发展的支持方式，但它也可以应用于其他类型的学习。

Vygotsky and play维果斯基和游戏

- "A child's greatest achievements are possible in play, achievements that tomorrow will become her basic level of real action.""幼儿可以在游戏中取得最大的成就，这些成就是其后续行动的基础。"

- "In play, a child is always above his average age, above his daily behaviour; in play, it is as though he were a head taller than himself.""在游戏中，幼儿的表现总是高出他的平均年龄水平，高出其日常行为。在游戏中，好像他比自己高一个头。"

- Think about a time when you played with a child but also helped them to do or understand something that they couldn't do previously.想想您和幼儿一起游戏时帮助他们完成其之前做不到的事的时候。

Criticisms of Piaget and Vygotsky
对皮亚杰和维果斯基理论的评价

- Neither of these theories is seen as offering the 'perfect answer' to how children learn and develop, as they don't tell the whole story. Children need free play (without adult intervention, but there are also some things that require direct instruction.

- 这两种理论都没有为幼儿如何学习和发展提供"完美的答案"，没有描绘一个完整的画面。幼儿需要自由游戏(不需要成人的干预)，但对有些事物的学习也需要成人的直接教学。

- The Piagetian theory has been criticised for:对皮亚杰理论的批评:
  - being based on a limited number of children基于对有限数量幼儿的研究
  - underestimating children's abilities 低估了幼儿的能力
  - using 'tests' that didn't make sense to the children采用对幼儿无意义的"测试"方式开展研究
  - failing to consider social and cultural factors. 忽视了社会和文化因素对幼儿发展的作用。

The Vygotskian theory supports the use of guided play (when the child leads and the adult 'scaffolds') in the early years. However, Vygotskian's approaches have been criticised because the concept of scaffolding is heavily dependent on verbal instruction. This may not be equally useful in all cultures for all types of learning.

维果斯基理论肯定了成人在幼儿游戏中的支持作用（幼儿主导，成人搭建"支架"）。然而，由于维果斯基关于"搭建支架"的方法在很大程度上依赖于直接的言语指导而受到质疑。该方法可能并不适用于所有文化情境下所有类型的学习。

Barbara Rogoff has argued that in some cultures observation and practice ('guided participation') may be more effective way to learn certain skills.

Barbara Rogoff认为，在某些文化中，观察和练习（"成人引导下的参与"）对某些技能的学习可能更有效。

Play or playful?游戏还是游戏化?

- The best outcomes for children's learning occur when most of the activity within a child's day is a mixture of: 如下活动互相搭配起来，才能最大化地促进幼儿的学习：

- child-initiated play, actively supported by adults 幼儿发起的游戏，成人提供积极支持

- focused learning, with adults guiding the learning through playful, rich, experiential activities. 在成人引导下，以游戏化、多样、直接体验式的方式进行的 聚焦于某项内容的学习活动。

- (Taken from Learning, Playing and Interacting. Good practice in the EYFS, 2007 DCSF). （来源：学习，游戏与互动。EYFS的良好实践，2007 DCSF.）

Balancing act平衡行为

- The adult's role, and how much they interact with children, can shift during the course of a single activity.

- 成年人的角色，以及他们与孩子互动的程度，可以随着活动的进行而调整。

- A number of different terms are used to describe an adult's interaction and involvement with children between formal teaching and unstructured play: Adult-modelled, Adult-guided, Child-focused, Shared play.

- 在正式的教学和非结构化的游戏之间，有许多不同的术语用来描述成年人与孩子之间的互动和参与:成人示范的、成人引导的、儿童中心的游戏，和幼儿共同开展的游戏。

What is playfulness?什么是游戏化?

- Playfulness is a state of mind and an approach to what you do, rather than an activity as such.游戏化是一种精神状态和活动方式，而不是指代一种活动。

- Think of something you've done recently which would be described as playful rather than play.想想您最近做过的游戏化但不是游戏的事。

- What are the characteristics of playfulness? which characteristics of play do not form a part of playfulness?

- 游戏性的特点是什么？ 游戏的哪些特征不属于游戏化?

What is playfulness?什么是游戏化?

- What does this mean for adults planning for children's learning and development through play and playful activities?对于成年人来说，通过游戏和游戏化的活动来促进幼儿学习与发展意味着什么？

- Thinking back to your definitions and characteristic of play, identify which you would also use if you were talking about playful teaching and learning.回想一下您对游戏下的定义及其特点，明确其中的哪些内容您也会用来形容*游戏化教学和学习*。

The adult's role in play成年人在游戏中扮演的角色

- Howard suggests that it isn't helpful to try to distinguish between 'adult directed vs child initiated', 'work vs play' or 'structured vs unstructured' play.

- 霍华德认为，对"成人主导VS 儿童发起""工作VS游戏"或"结构化游戏VS非结构化游戏"的区分是无意义的。

- "The key point […] is whether the children perceive the situation as playful."

  关键在于，幼儿是否认为其所处情境是好玩的。

- Her research suggests that it's possible for adults to operate as co-players with children, supporting and extending the play activities. At the same time, they should preserve the children's freedom and autonomy to develop the play as they wish. 她的研究表明，成人可以与幼儿一起游戏，支持与拓展幼儿的游戏活动。与此同时，成人应当尊重保护幼儿在游戏中的自由和自主性，让幼儿按照自己的意愿开展游戏。

- "Adults should be aware of the importance of play and take action to promote and protect the conditions that support it. The guiding principle is that any intervention to promote play acknowledges its characteristics and allows sufficient flexibility, unpredictability and security for children to play freely." – Lester and Russell 2010: 46

- "成年人应该意识到游戏的重要性，并采取行动来促进和保护支持幼儿游戏的条件。指导原则是，任何促进游戏的干预行为都应尊重游戏的特征，并允许充分的灵活性、不可预测性和安全感，保障幼儿能够自由游戏。‐引自"Lester和Russell 2010：46"

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MODULE CONTENT

The focus on raising educational standards has resulted in

○ a. increased emphasis on child led learning

○ b. decreased emphasis on adult led learning

○ c. increased emphasis on adult led learning

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MODULE CONTENT

Who said that play is the highest form of research

○ a. Albert Einstein

○ b. Jean Piaget

○ c. Erik H. Erikson

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MODULE CONTENT

Which of these will most affect how you think about play as an adult?

○ a. Seeing how other children play

○ b. What your parents tell you about their childhood

○ c. Your own experience of play as a young child

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MODULE CONTENT

Play is a 21st century phenomenon.

○ a. True, young children used to have to go out to work

○ b. False, play has been a feature of young people's lives for centuries

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MODULE CONTENT

What does UNCRC stand for?

○ a. United Nations Convention on Respect for Children

○ b. United Nations Charter on the Rights of Children

○ c. United Nations Convention on the Rights of the Child

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MODULE CONTENT

Jean Piaget was ...

○ a. a well-known theorist on children's physical development

○ b. an influential developmental psychologist

○ c. a best-selling author of children's fiction

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MODULE CONTENT

What does 'scaffolding' mean in relation to children's play?

◯ a. Assisted learning

◯ b. Building constructions with Lego

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MODULE CONTENT
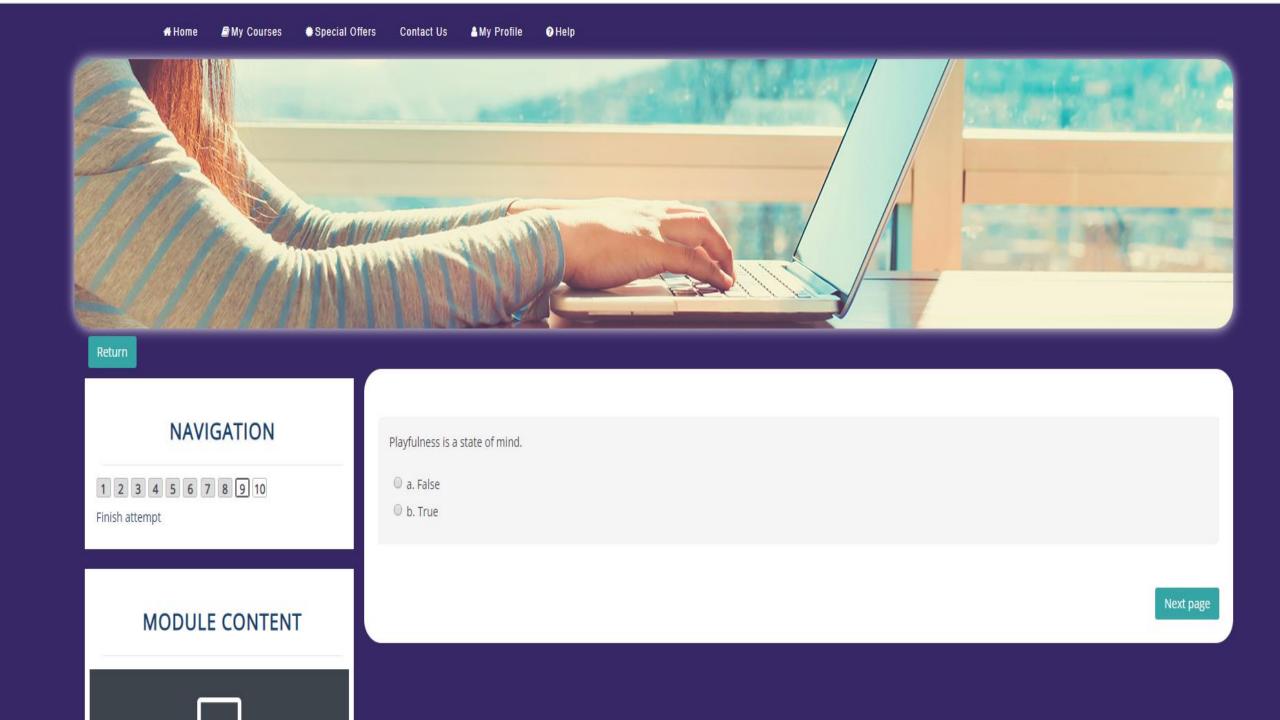
Which of these statements is correct?

○ a. Children need a mixture of free and guided play

◉ b. Children always need direct instruction when playing

○ c. Children only need free play

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MODULE CONTENT

Playfulness is a state of mind.

○ a. False

○ b. True

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MODULE CONTENT
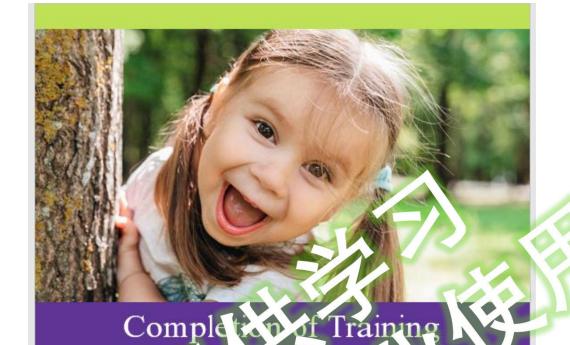
What role does Howard suggest that adults adopt in children's play?

- a. Casual observers
- b. Co-players
- c. Leaders

Finish attempt

Completion of Training

This certificate confirms

_____

completed

_____

Michael Freeston
Director of Quality Improvment

Early Years Alliance

cache
Endorsed Programmes

What professional development support would you like the Early Years Alliance to offer?

您希望早期教育联盟提供什么样的专业发展支持?