

Welcome!

BA (HONS) EARLY YEARS AND CHILDHOOD STUDIES

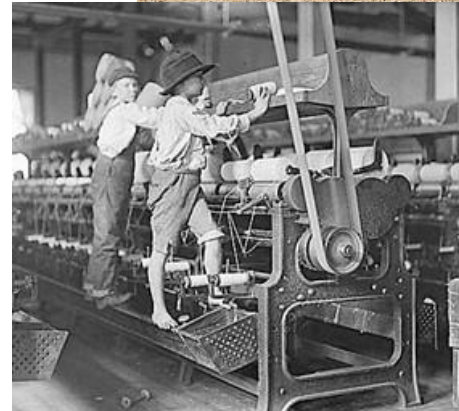
Welcome to
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Childhood Studies

- ▶ This area of study looks in depth at the “early years” and includes all areas of a child’s life from birth through to Key Stage 1 in the primary school
- ▶ The early years sector includes all provision for caring for babies and young children up to and including school
- ▶ Settings include childminders, day nurseries, nursery schools, Reception and Year 1 classes
- ▶ **But what is childhood, How would you define the term childhood?**

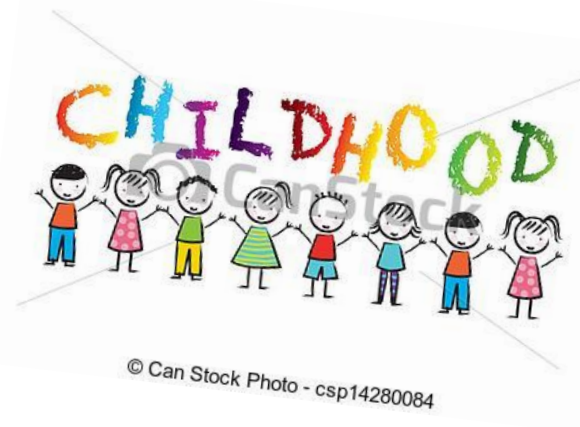
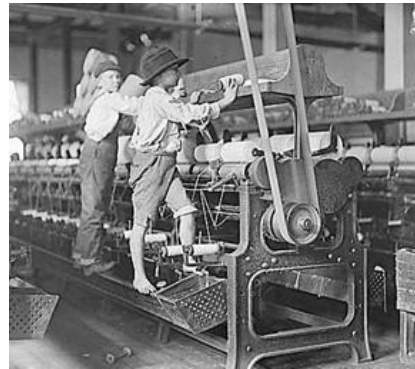


But what is childhood?

Think back to your childhood.

Task: Add to the 'chat' a childhood memory

What is your definition of childhood?



Define Childhood...

Childhood is social constructed however today

- ▶ According to the Oxford English Dictionary childhood is defined as... “The state or period of being a child”.
- ▶ “The UN Convention on the Rights of the *Child defines a child* as everyone under 18. Childhood is the time for children to be in **school** and at **play**, to **grow strong and confident** with the **love** and **encouragement** of their family and an extended community of caring adults. It is a **precious time** in which children should **live free from fear, safe from violence and protected from abuse and exploitation**. As such, childhood means much more than just the space between birth and the attainment of adulthood. It refers to the state and condition of a child’s life, to the **quality** of those years” (Unicef, 2005, p. 1)

Q: How has the quality of childhood in Britain changed since the Victorian era?

Quality

- ▶ 1856 children over the age of 9 could work 60 hours per week. In 1901 the raised to age 12
- ▶ 1870 Elementary **Education Act** 1870 introduced compulsory education
- ▶ 1904 The Prevention of Cruelty to Children Act was amended again to give the NSPCC a statutory right to intervene in child protection cases and the power to remove children from abusive or neglectful homes.
- ▶ 1921 - Free milk provided for all children in need.
- ▶ 1933 - Hadow Report on nursery and infant education emphasises need for new open air schools.
- ▶ 1967 - The Plowden Report advocates expansion of nursery schooling and introduction of educational priority areas.
- ▶ 1978 - The Warnock Report on special education gives rise to the 1981 Education Act requiring local authorities to assess pupils and identify the provision they require.
- ▶ 1981 - The Government launches a programme to put a computer in every school.
- ▶ 1989 Children Act “Welfare of the child is paramount” updated 2004
- ▶ 2008 Early Years Foundation Stage curriculum
- ▶ 2014 Children and Families Act (promoting the voice of the child and family)
- ▶ 2017 Update Statutory Framework Early Years Foundation Stage (DfE,2017)
- ▶ 2018 Working Together to Safeguard Children
- ▶ 2021 update Statutory Framework Early Years Foundation Stage (DfE,2021)



Children's Rights United Nations Convention on the Rights of the Child (UNCRC)

The United Nations was formed on the 24th October 1945.

It was preceded by the League of Nations which was abandoned when it failed to prevent the Second World War

The aim of the UN was to promote international co-operation to prevent further wars.

In 1959 the United Nations issued its declaration on the Rights of the Child. It was 30 years later on the 20th November 1989 that the United Nations adopted the Convention on the Rights of the Child.

- ▶ It became a legally binding international agreement in September 1990
- ▶ The 54 articles cover everything from the rights of the child to be free from sexual and economic exploitation to their right to education, health care and economic opportunity.
- ▶ The United Kingdom signed the convention on 19th April 1990
- ▶ To date 192 countries have ratified the agreement
- ▶ Member countries commit themselves to using all their resources to live up to the ethos of the convention. Every 5 years member countries must submit written evidence of what their Government are doing to make the convention a reality

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>



'Childhood' includes key considerations:

- ▶ Health
- ▶ Equality
- ▶ Education
- ▶ Protection

Let's take a look at Children's Rights **United Nations Convention on the Rights of the Child (UNCRC)**

Task: <https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

On the 'chat' write the number of the article which you consider to be particularly important.

Areas of Child Development

Physical

Control over their bodies - gross motor and fine motor skills

Spatial awareness

Hand-eye coordination and manipulative skills

Intellectual

Concentration

Memory

Creativity and Imagination

Concept development

Problem solving

Language

Reading

Writing

Listening

Speaking and Non-verbal communication

Emotional

Self-esteem

Ability to express feelings and cope with fears

Social

Interaction with peers and adults

Independence

Awareness of feelings of others



How Children Learn

Revised EYFS Framework (DfE 2017)

1.8. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

The School Readiness Debate: <https://www.toomuchtoosoon.org/>

An increasing number of early years experts in the UK (and particularly England) are expressing concern about current policymaking and the impact that this is having on child wellbeing. They argue that measures of testing and accountability are consistently being put before the best interests of the child - and that young children in the UK deserve something better.



Children learn through play

- ▶ Play is a very important part of young children's lives. It is by no means the only way children learn, but it's an essential component children can use to make sense of the world around them.
- ▶ Children are often highly motivated during play and this can help them achieve and learn new and often difficult things. Observing children at play can give you great insights into their individual interests and what they know and understand. Attempting to understand what is going on for children during their play can help you work out if they need support and how to provide it.

Learning through Play - mathematical development

Task: As you watch the video of Seb playing think about how Seb is learning about problem solving, reasoning and numeracy and how this may be nurtured through play:

<https://www.sirenfilm.co.uk/library/learning-through-play-mathematical-development/>

Share your notes with the group

Providing quality activities for children

Tasks

1. As you listen to the story make a note of the potential learning opportunities for children

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/owl-babies/>



2. Add to the 'chat' one of the potential learning opportunities for children.

Let's have a look at which UNCRC (1989) articles it this activity links with:

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

23, 28 and 29

Any questions?

Please access the University of Bolton website for further information:

<https://www.bolton.ac.uk>

thank
you!



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References

Department for Education. (2017). The Statutory Guidance for the early Years Foundation Stage. Retrieved from https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

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