



Realising the Ambition: Being Me

An overview



[@EducationScot](https://twitter.com/EducationScot)
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[@ScotChildmind](https://twitter.com/ScotChildmind)

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba



For Scotland's learners, with Scotland's educators
Do leth-inn-suidh a h-Alba, le leth-luagran.



Scottish Government
Riaghaltas na h-Alba
gov.scot

Realising the ambition: Being Me

National practice guidance
for early years in Scotland



Why Realising the Ambition?



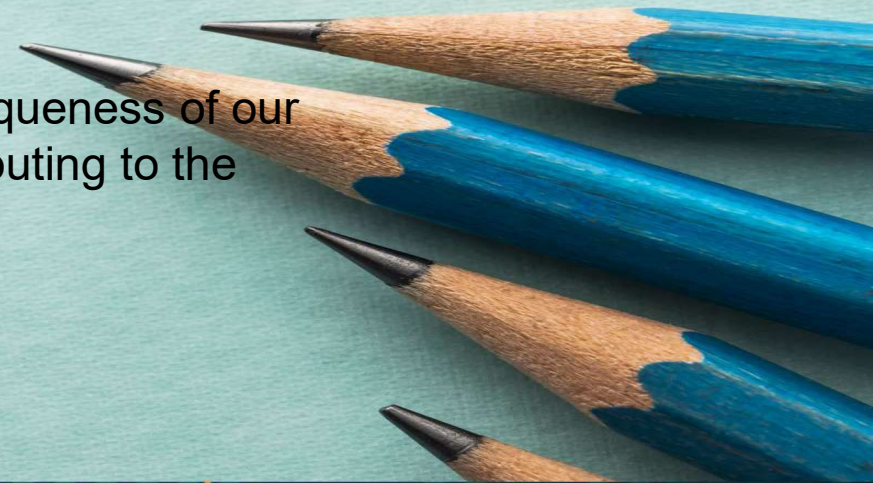
The significance of the design of the guidance

Every aspect of the design choices used have been carefully made to strengthen the key messages of the guidance.

For example, high quality provision consists of many different interconnected aspects.

The imagery of tartan has been used to remind us of the uniqueness of our Scottish context – with each section seen as a thread contributing to the whole piece.

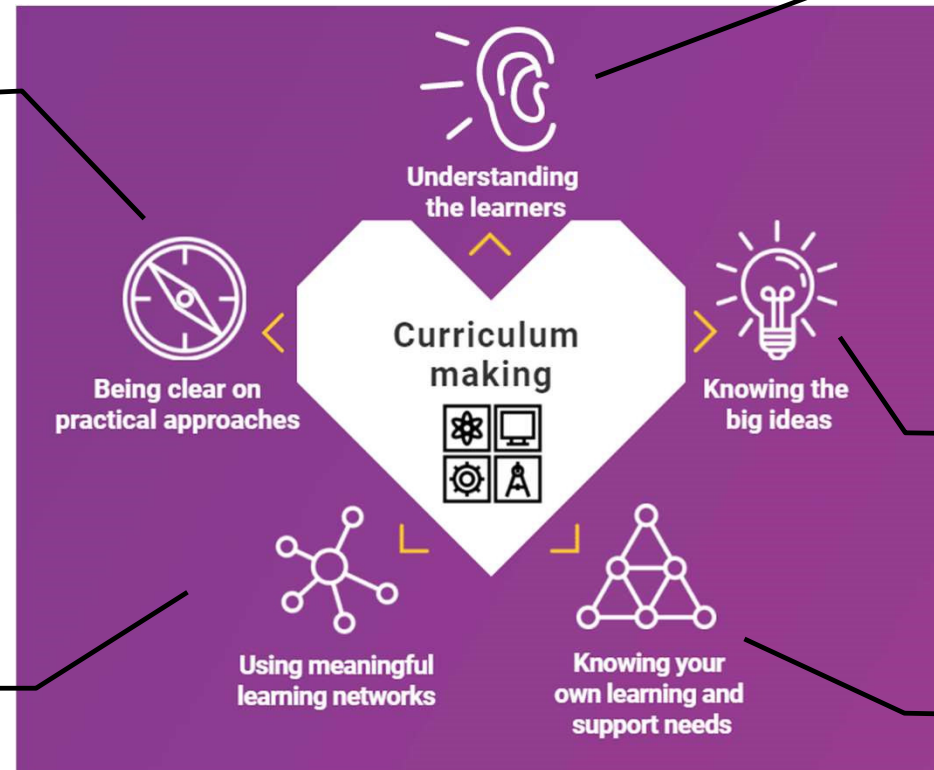
The 'golden thread of quality' runs throughout the guidance.



Key Principles of Realising the Ambition

5. RtA provides clear messages on play and child-centred play pedagogy focusing on mind-minded, responsive approaches.

4. RtA supports improvement and quality by encouraging practitioners to look outwards to collaborate and learn from others.



1. RtA embraces a holistic and child-centred approach in the early years (0-8).

2. RtA makes links between practice, theory and policy. It empowers educators to feel confident about using the child as the starting point for the nature and design of the curriculum.

3. RtA reinforces the critical role of educators and supports reflexive practice and continuous professional development.



Section 1: Introduction

- Background to the document
- Aims of the guidance
- Rationale to the refresh
- How to use the guidance



Section 2:
Being Me -
Starting Strong

The image of the
developing child

Being me from my
earliest days

What can we learn
from practice and
research?

Being a baby, a
toddler, a young
child

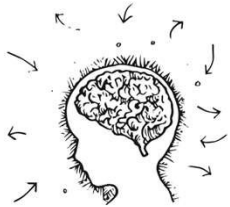


The image of the developing child

The European Commission working group on Early Childhood Education and Care (ECEC) describes the image of each child as:

a unique and a competent and active learner whose potential needs to be encouraged and supported. Each child is a curious, capable and intelligent individual. The child is a co-creator of knowledge who needs and wants interaction with other children and adults.
(European Commission, 2014)

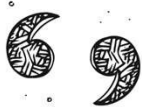




· executive function ·



confidence, creativity &
· curiosity ·



communication &
· language ·

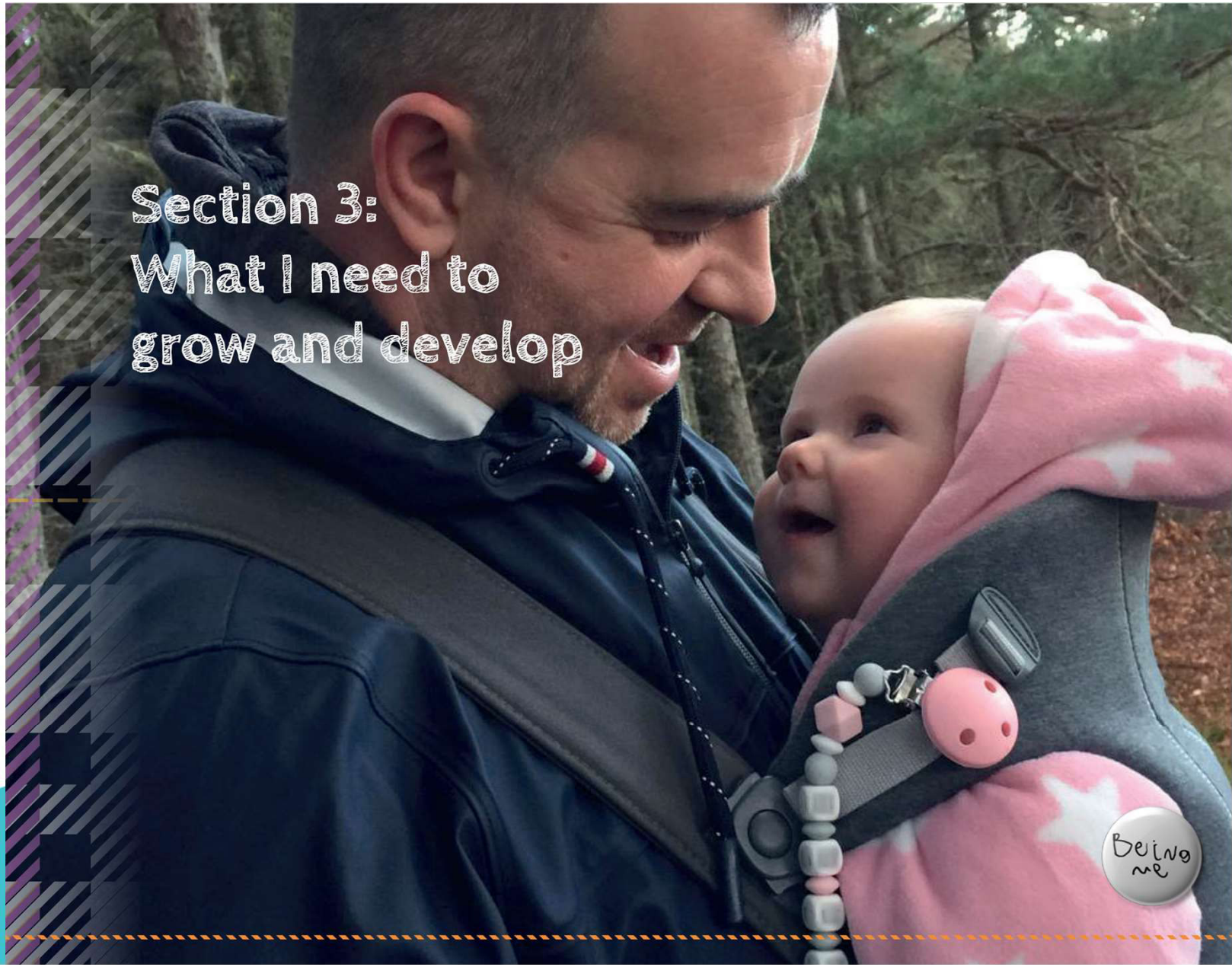


· self-regulation ·



movement &
· coordination ·

Section 3: What I need to grow and develop



What I need from the adults who look after me

Promoting my confidence, creativity and curiosity - some key aspects of what I need from my learning environment



Interactions

From birth

through my early years of childhood

- Seek to understand, and tune in to, what I am exploring – appreciate and respond to what I am learning.
- Sensitively support my efforts to be curious and inquiring without doing it for me.
- Respond to my efforts by understanding how I express my interests, for example, through my facial expression, gazing intensity, movement, noises and sounds.
- Interpret my interests for me by taking gently, for example, I see what you would like, let me help you reach it, whilst lifting me up to see higher.
- Be aware that the simplest of experiences for you are often full of potential for me.
- Observe my actions sensitively and intervene when necessary to extend my thinking without over-direction. Try not to interrupt my moments of intense concentration.
- Use techniques such as sustained shared thinking, wondering aloud, explaining what is happening – but all the time allowing me to find out for myself what will happen next.
- Carefully observe my play to know when best to stand back and allow me to try things out – and notice the moments when I'm receptive to more support.
- Use my skills by reminding, sharing and keeping previous accomplishments as a basis for new learning.
- Encourage my confidence, creativity and curiosity by suggesting I try things out and see that this is essential to how I learn.
- Don't be afraid to change your plans and take the lead from what I do and say. Act as a support for me when needed.
- Admit when you don't know! Offer me help by suggesting we find out together – see if this is as valuable for both of us.
- Carefully observe my play to know when best to stand back, give me time, and allow me to investigate for myself – and notice the moments when I'm receptive to more support.
- Encourage my ideas, allow me to make mistakes. Offer me further suggestions and praise my attempts.
- Listen with your eyes. Know that my expressions and movements are a fundamental part of my 'voice'. They articulate my confidence, creativity and curiosity.
- Pose questions which encourage my inquiry, such as, I wonder why you think that, to extend my emerging ability to verbalise my thoughts and actions.
- Say I wonder what happens if... to help me make sense of what happens when I try things out.
- Help model techniques and strategies with me to encourage this new learning in my new challenges or suggest a new context through introducing a provocation.



Experiences

From birth

through my early years of childhood

In all experiences notice and encourage my schematic play - through the process of my repeated actions I am learning about my world and how things work.

- Consider my senses. Provide me with a range of experiences I can see, touch, hear, smell and taste. Talk to me about the sensations I experience and notice how I am responding.
- Encourage my freedom of movement to kick, bounce, roll around and explore with my body.
- Take me outdoors to experience the wonder of nature, for example seeing how things move in the breeze and feeling the sensation of the wind in my face.
- Allow me to get messy and explore and investigate different textures such as painting with my fingers or squelching mud through my toes.
- Provide me with objects and toys that stack, roll and rattle that I can grasp, hold, drop and move.
- Enable my participation in musical experiences by swaying, clapping, bounding and singing.
- Provide treasure baskets, bags and boxes filled with sensory, real and natural materials to touch and explore.
- Help me understand how things work, for example, how objects can be moved transported around; how similar things can be grouped together, how things balance.
- Provide me with open-ended resources I enjoy such as bags boxes and containers to put smaller items in, to move, to empty out, to scatter about.
- Give me lots of opportunities to mix and combine messy materials. Provide me with materials to make clear marks with a variety of tools and equipment, such as crayons, chalks, pencils and paints with different sizes of brush. Provide a selection of paper, neatly arranged to help me see what's available and make choices for myself. Value my efforts through how you talk about, display or help me share my creations with my family.
- Give me experience of everyday activities, splashing in puddles, being blown by the wind, digging holes, making collection of stones or natural objects, or items that I feel are special to me.
- See the potential for wonder and promoting my confidence and independence through everyday routine experiences such as getting ready to go outside or during mealtimes. See what I can already do for myself and give me time to develop these skills.
- Help me recall how I have solved a problem in the past and how this learning links to my current challenge.
- Give me time to find out similarities and differences in different problem solving experiences.
- Create a wealth of interesting situations for me both outdoors and in. Carefully consider the possibilities of the objects available to me each day. How do they provoke my interest and extend my thoughts and learning?
- Incorporate different technologies to enhance my learning experience.
- Afford me daily opportunity to learn from nature and living things both outdoors and in.
- Let me experience how materials change by heating, dissolving, freezing, mixing, etc.
- Provide opportunities to find out how artists, dancers and musicians express their ideas and encourage me to try out my own expressions and interpretations.
- Give me opportunities to learn about music through encouraging me to explore tunes, rhymes, rhythms, timing, pattern.

Spaces

From birth

through my early years of childhood

- I need constant and safe spaces, both indoors and outdoors, to explore for myself through my developing movements.
- An unhurried environment allows me time to concentrate on whatever catches my attention without being rushed.
- Carefully consider the resources on offer to me and how they will provoke my senses and encourage my curiosity and creativity.
- Mirrors help me to understand who I am. Notice how I interact with my reflection.
- Daily access to be outside in nature, experiencing all weathers and seasons in comfortable suitable clothing encourages my sense of wonder.
- Point out the features in the world around me and help me access them. For example, hold me up to show me trees and leaves or see birds flying in the sky.
- Bring the outdoors inside for me by ensuring I have access to windows, good lighting and natural objects to touch and explore.
- I need access to a variety of interesting spaces, both indoors and outdoors, filled with open-ended opportunities for me to explore and inquire, for example, the properties of sand, water, clay.
- Carefully consider and review my play spaces. Arrange indoor furniture and outdoor fixtures sensitively in response to my needs and place objects within my reach. Encourage me to share my ideas about the spaces I play and rest in.
- Give me frequent access to resources in which I show interest until I come to a self-satisfying conclusion.
- Mirrors continue to help me to explore who I am - notice how I interact with my reflection.
- Daily access to be outside in nature, experiencing all weathers and seasons in comfortable suitable clothing continues to encourage my sense of wonder.
- Walks and visits extend my curiosity and interest in my immediate world.
- Give me space and time to build, construct and take things apart over and over again.
- Give me opportunities to learn about music and dance through encouraging me to explore tunes, rhymes, rhythms, timing, pattern and movement.

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This section also explores:

- Attachment – establishing positive, loving, nurturing and understanding relationships
- The role of responsive routines,
- Schemas,
- Doing the right thing for me,
- Adversity and trauma,
- Additional support for learning,
- The impact of conscious and unconscious gender bias,
- What do we mean by equity, and,
- An important note about being you.

Section 4: Child's work: the importance of play



Being
me



Play

66

...play at this time is not trivial, it is highly serious and of deep significance

(Froebel, 1826)

99



Play can be and mean many different things to children and adults. We may describe activities we plan as 'play' whereas a child may not see these as play at all. 'Play' is therefore both a tricky word and concept to describe. It can be fun and joyful or difficult and complicated.

Realising the Ambition (2020: p44)

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

What is the early childhood curriculum?

What do we mean by pedagogy and pedagogical leadership?

Considering the learning environment

Leading through learning together with families



Section 5: Early childhood curriculum and pedagogical leadership



**Section 6:
Putting pedagogy
into practice**

Responsive and intentional planning

Meaningful observations – listening with your eyes and ears

Exploring documentation of learning

The interactions, experiences and spaces of learning

child-centred pedagogy in practice



Sensitive interactions -
honing the skill of stepping in and stepping back

Flexible experiences -
learn from the child to inform practice

Variety of spaces -
outdoors and inside

facilitation

'Listen with your eyes and ears'

What does the child's **actions, emotions** and **words** tell you about their development and learning?

Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?




responsive and intentional planning

Informed by the child's **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

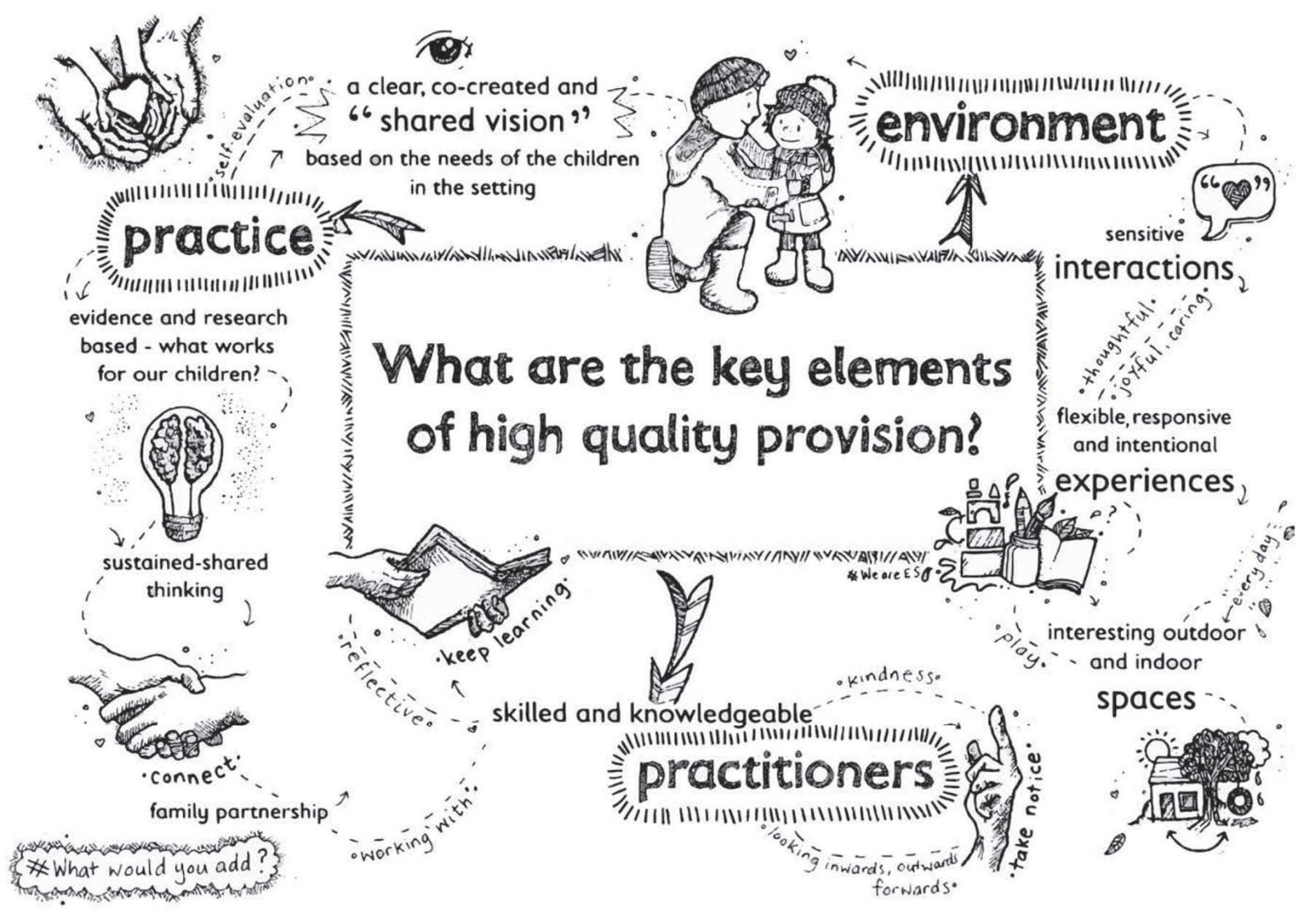
What needs to **change** to inspire new learning and development?



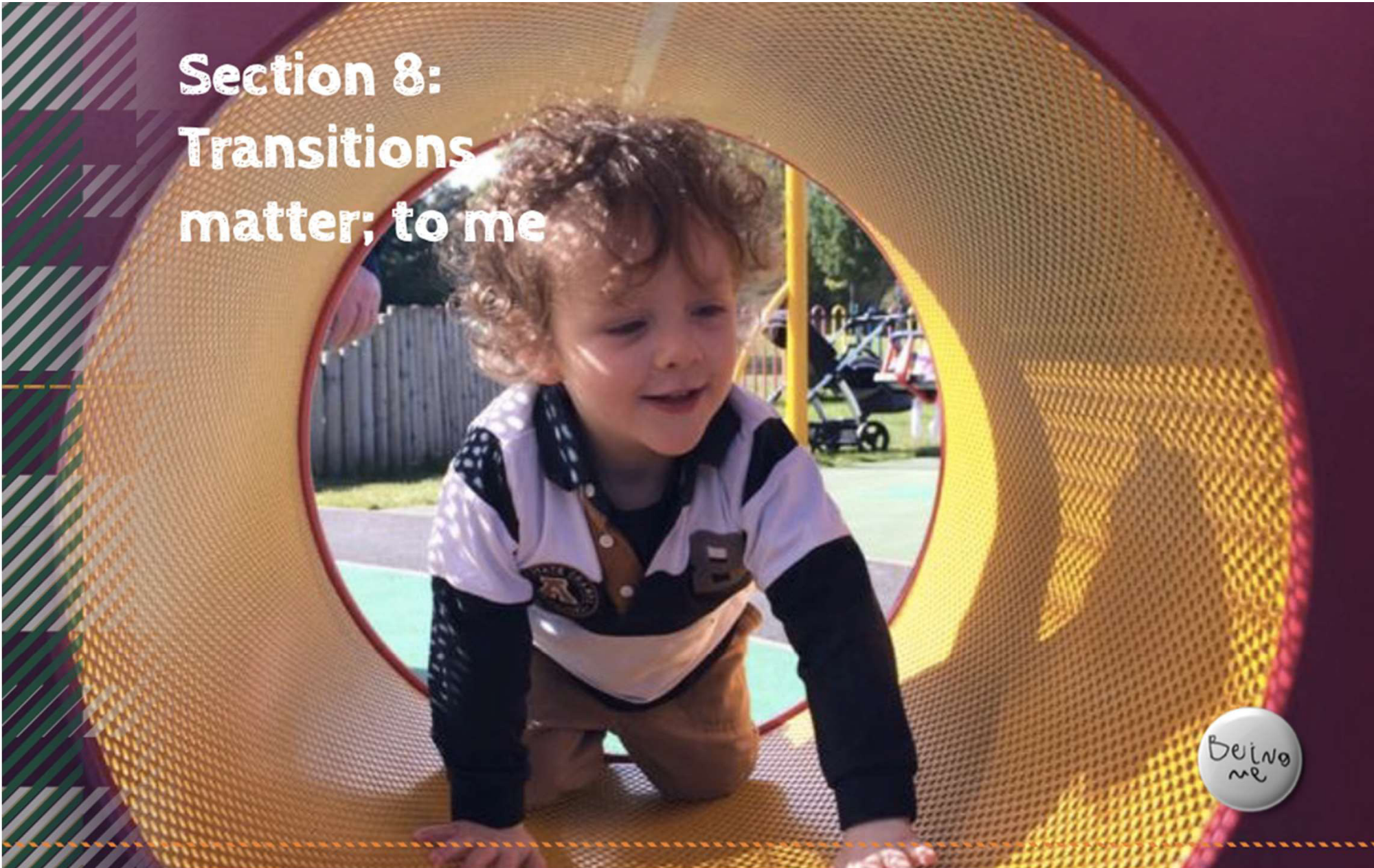
A young girl with dark hair in pigtails, wearing a red shirt with white stars, is smiling and gesturing with her hands towards an adult whose back is to the camera. The background shows a wooden shelving unit with various items. A red arrow graphic points from the left towards the girl. A circular logo with the text 'BeWo me' is in the bottom right corner.

**Section 7:
Ensuring quality
through critically
reflective practice**

BeWo
me



**Section 8:
Transitions
matter; to me**

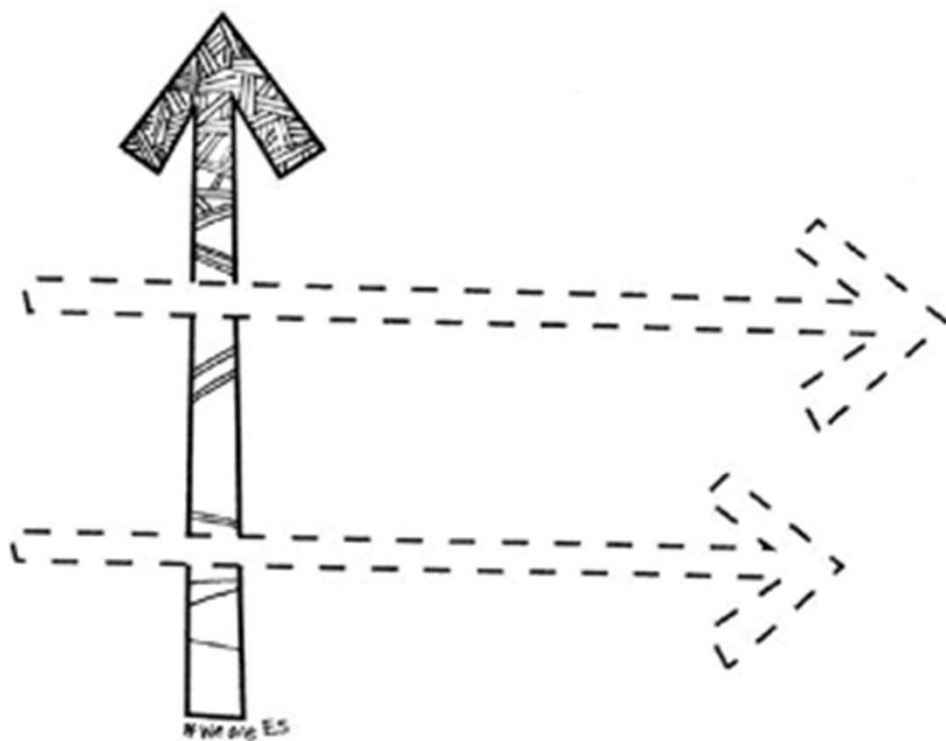


Being
me



vertical transitions -

major change for children and their families, such as starting ELC or primary school.

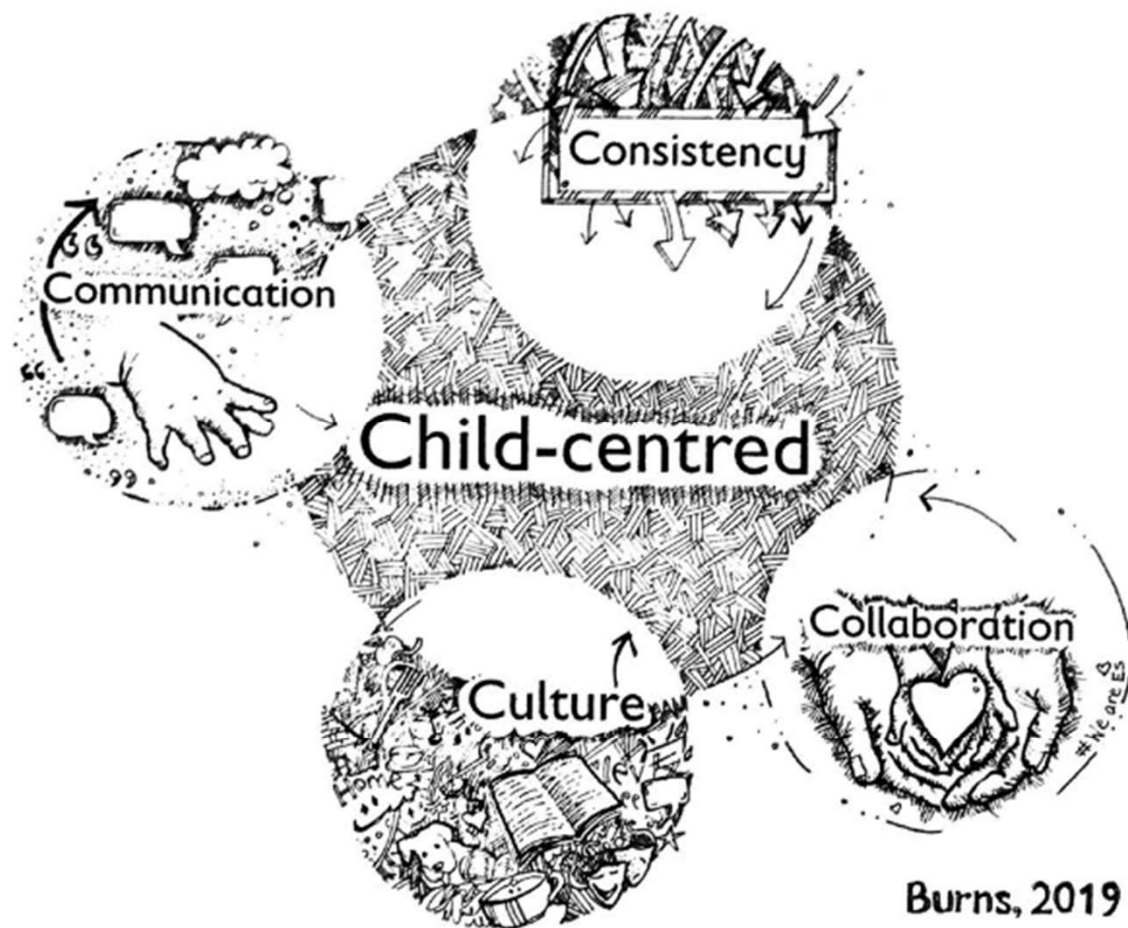


horizontal transitions -

the multiple changes that happen throughout the day, such as from home into a setting and moving from periods of play to mealtimes, etc.

The five 'C' s that contribute to a positive transition

The five 'C's that contribute to a positive transition



Section 9: What we can learn from other curriculum approaches



Te Whāriki

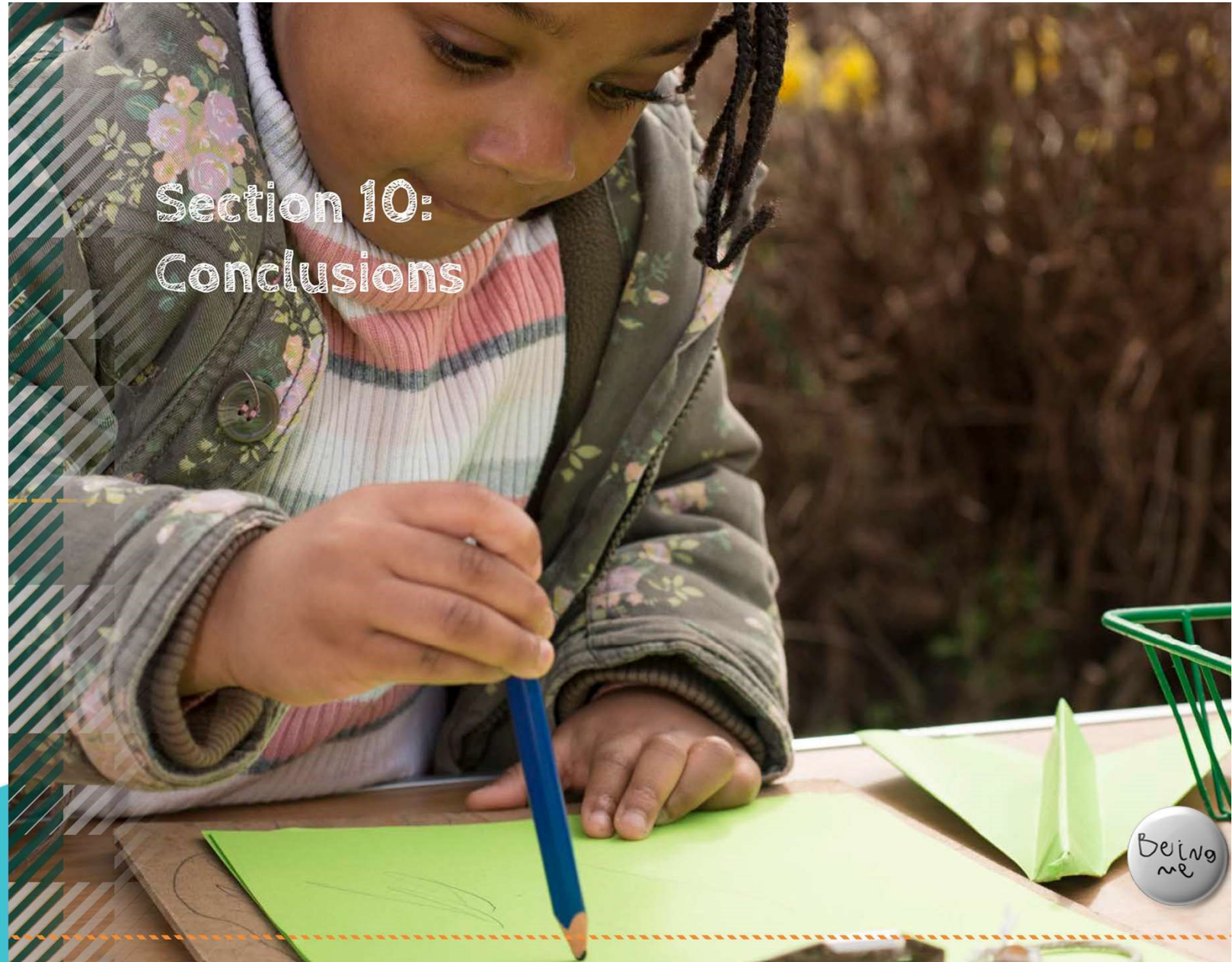
Reggio Emilia

Froebel

Nature
Kindergartens

Realising the
Ambition; Being Me,
aspires to support all
working with and for
the babies and young
children of Scotland.

Section 10: Conclusions





Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 5000

E enquiries@educationscotland.gsi.gov.uk

Foghlam Alba

Taigh Denholm
Pàirc Gnothachais Almondvale
Slighe Almondvale
Baile Dhunlèibhe EH54 6GA

T +44 (0)131 244 5000

E enquiries@educationscotland.gsi.gov.uk

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