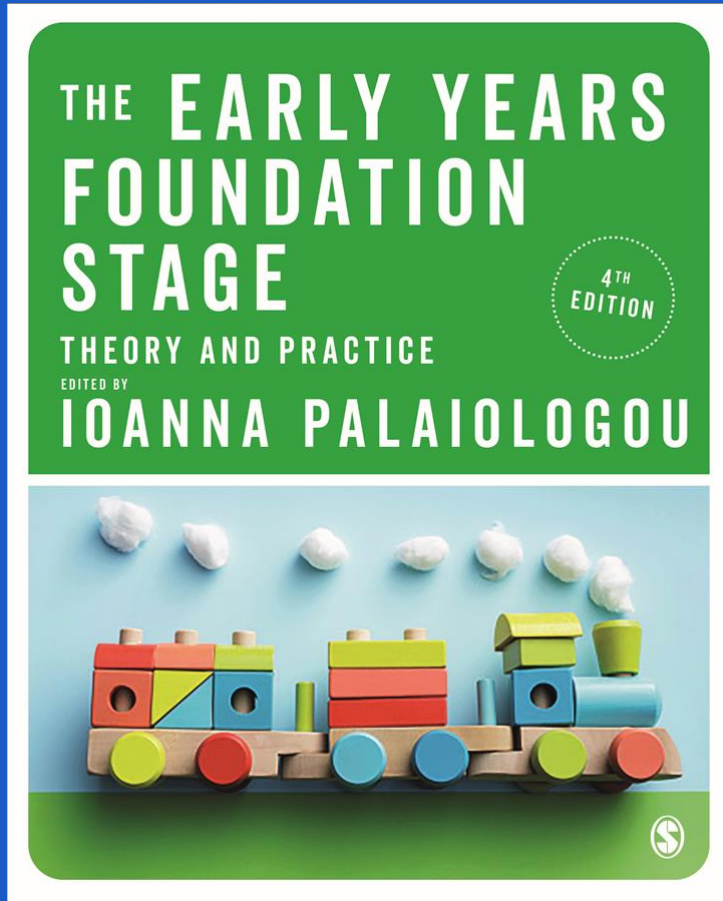


The Theory of Early Years Foundation Stage

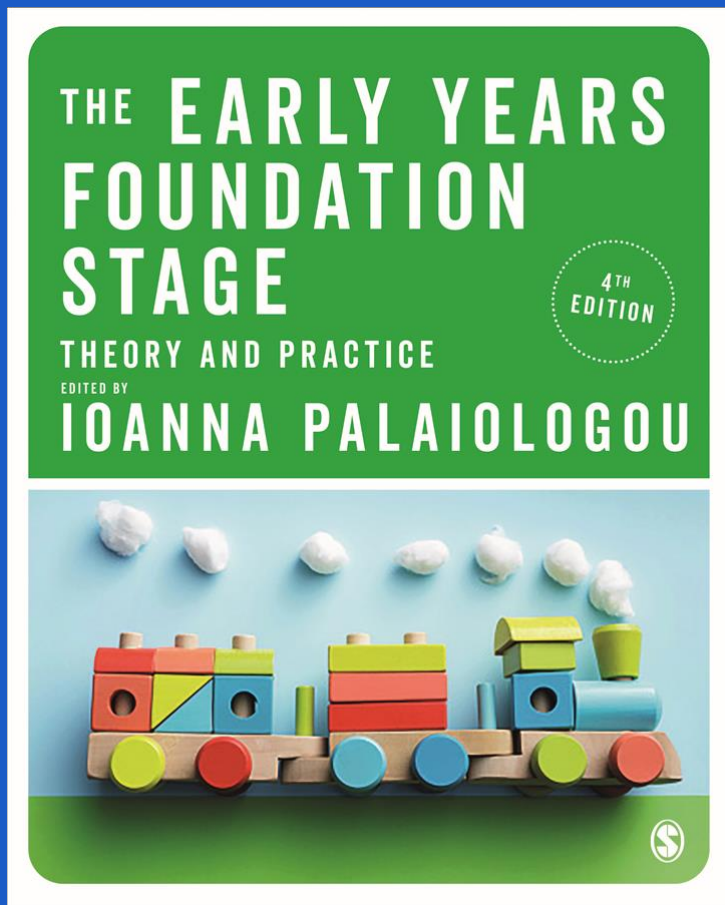
Los Angeles | London | New Delhi | Singapore | Washington DC | Melbourne | Toronto

 **SAGE**
Publishing



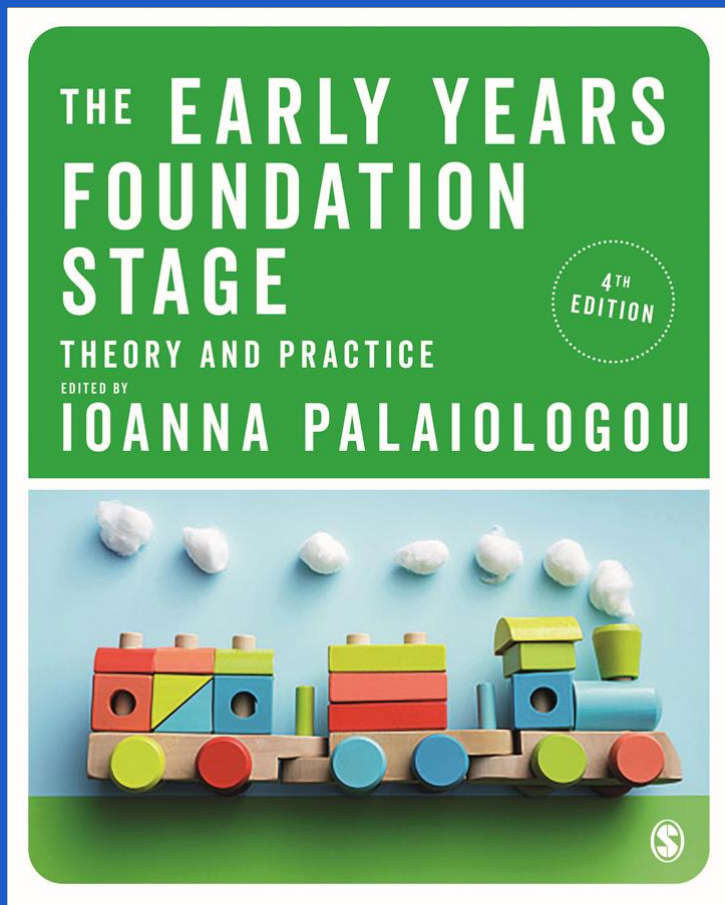
Today:

- The genesis of a book;
- A book that continues to grow;
- Who knows what next?
- After more than a decade of EYFS:
 - *Do children have the best possible start in life?*
 - *Pedagogical progression or pedagogical recession?*



But first....

Allow me to thank some people

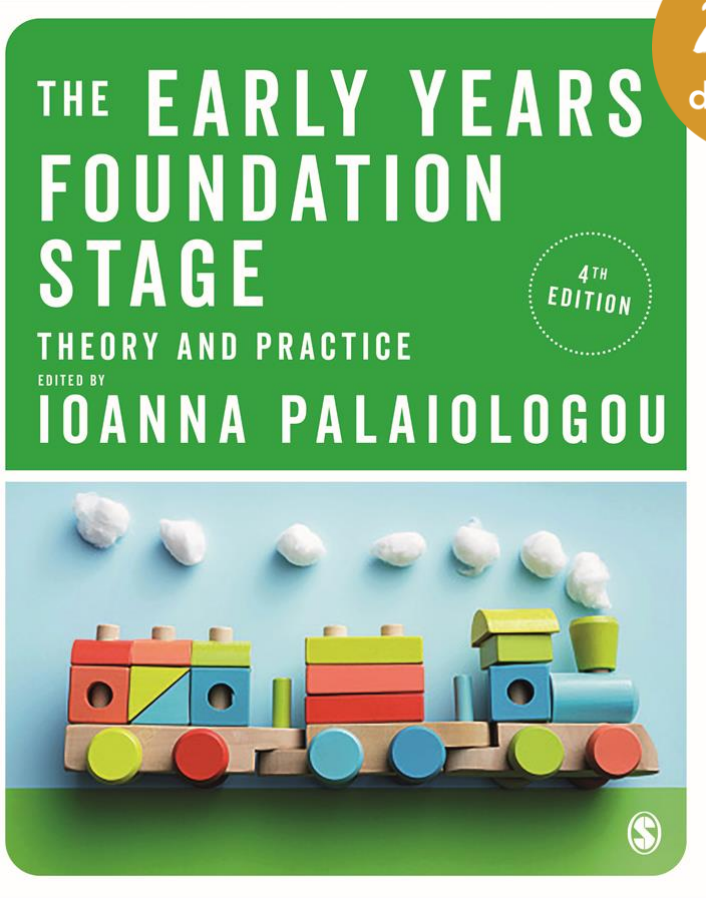


@IPalaiologou

@SAGEeducation

@OMEP_UK

20%
discount



1. Go to www.sagepub.co.uk
2. Add your book(s) to shopping basket
3. Enter discount code: **UK20AUTH2** at checkout

~~£25.99~~ £20.80
9781526492234

Offer valid till 12/08/2021 and cannot be used in conjunction with another offer

THE EARLY YEARS FOUNDATION STAGE

4TH
EDITION

THEORY AND PRACTICE

EDITED BY

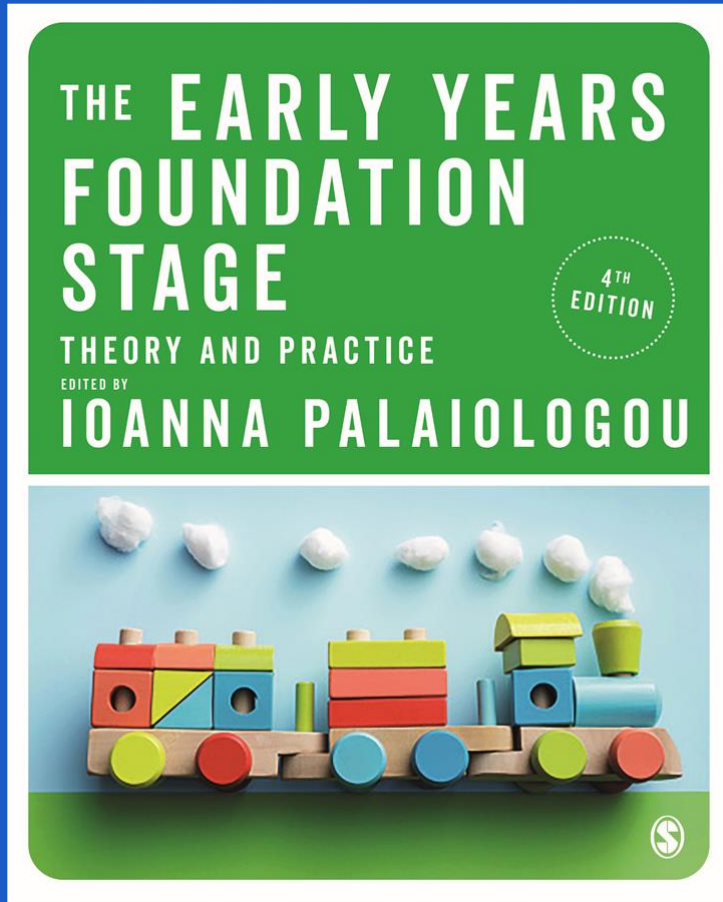
IOANNA PALAIOLOGOU



Let me start then

Los Angeles | London | New Delhi | Singapore | Washington DC | Melbourne | Toronto

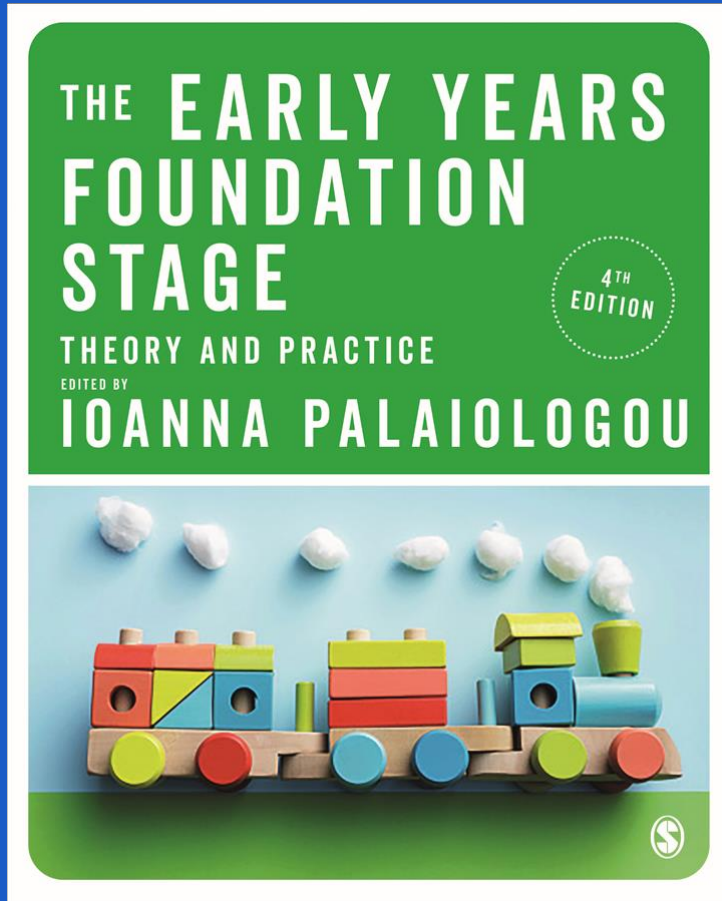
 **SAGE**
Publishing



Before Early Years Foundation Stage: *Where was early childhood education?*

- Dichotomy of responsibilities
- Care vs education
- Lack of resources and funding
- Lack of regulations/legislations
- Birth to five... *“the invisible children”*





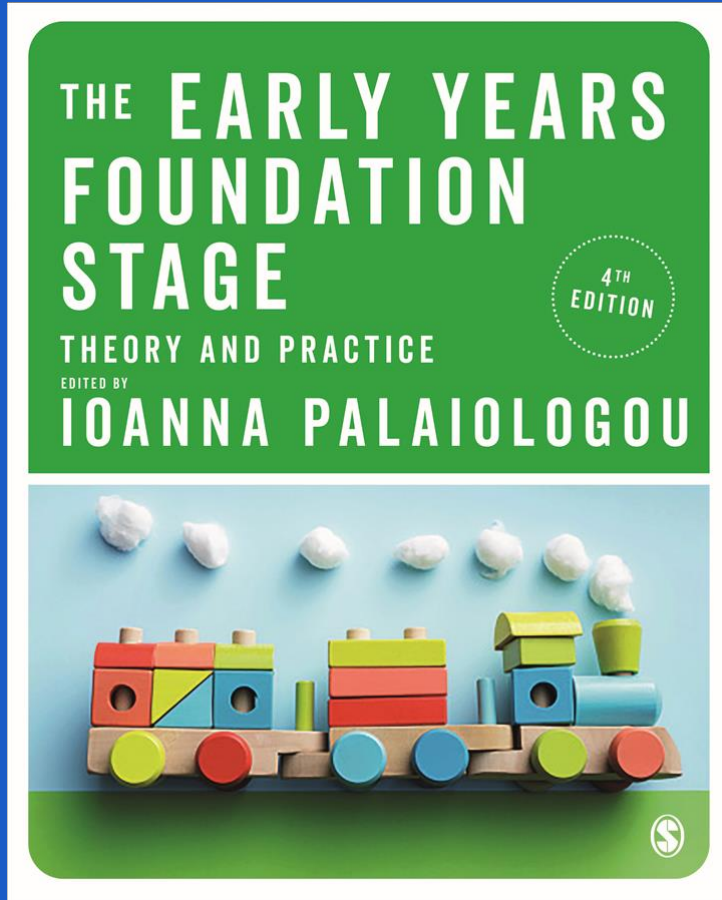
Early Years Foundation Stage: *What was change intended ?*

“ a coherent and flexible approach to care and learning so that whatever setting parents choose, they can be confident that they will receive a quality experience that supports their development and learning” (DfES, 2007:7)



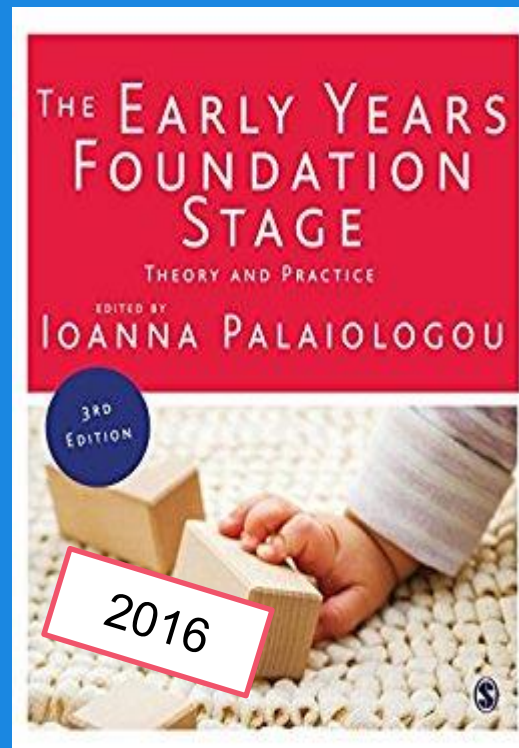
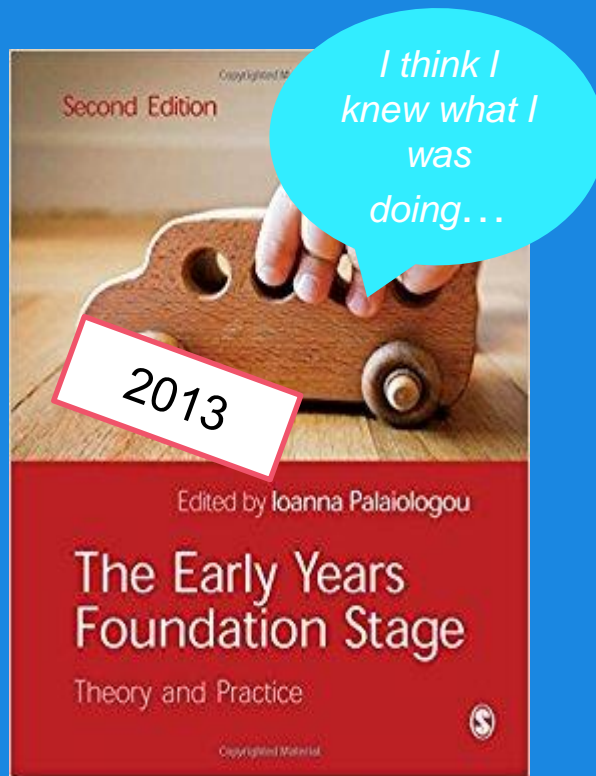
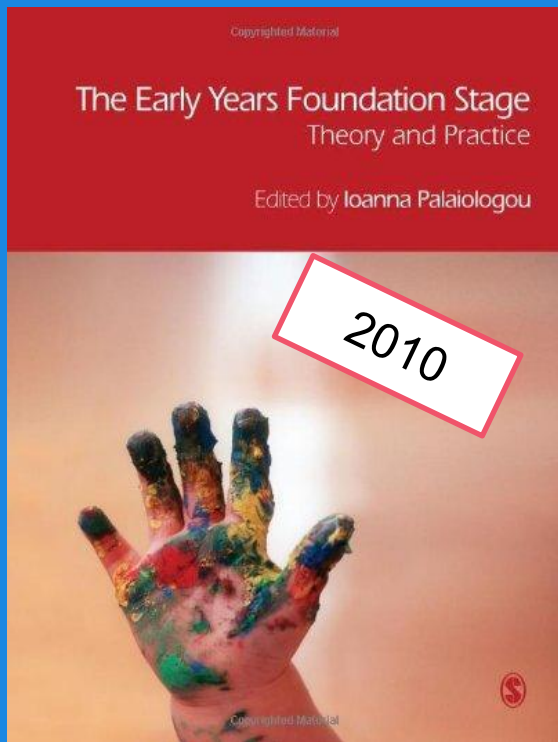
HOPE?

Early Years Foundation Stage: *What were intended changes?*



- Intention (?) to break the cycle of deprivation;
- Provide (?) children a better start in life;
- Regulate (?) early childhood education;
- Intention (?) to create a synergy between research and policy;
- Play based curriculum (?) was core;
- Emphasis (?) on the “unique child”;
- Partnerships (?) with parents;
- Introduced (?) qualifications for early years workforce ;
- Accountability (?) to be introduced.

Walking in the dark...



An emotional journey...

THE EARLY YEARS FOUNDATION STAGE

4TH
EDITION

THEORY AND PRACTICE

EDITED BY

IOANNA PALAIOLOGOU

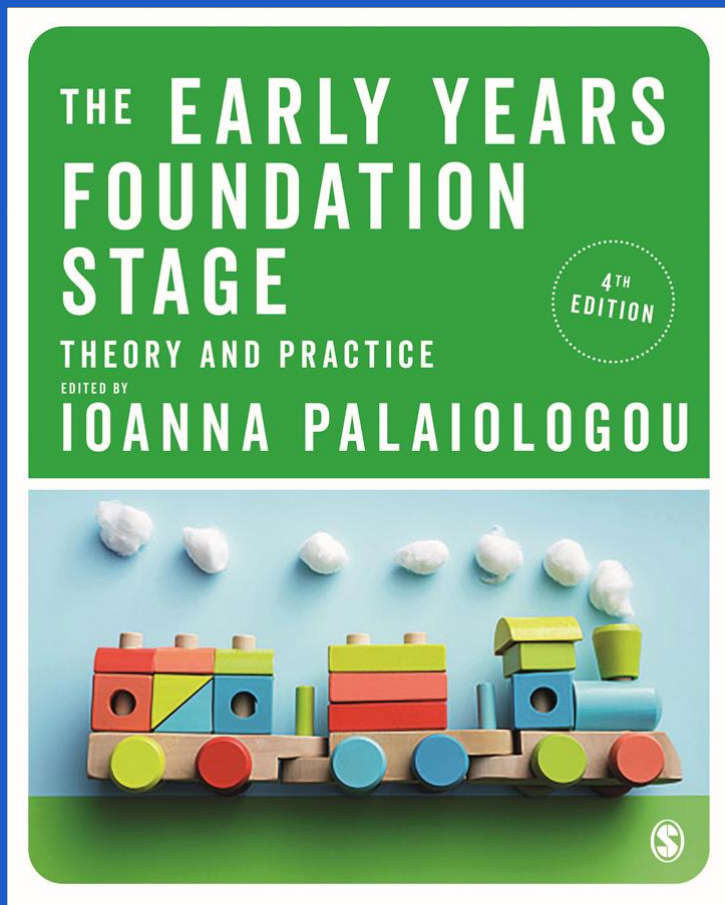


A “lockdown” journey...

Finishing a marathon?

Or

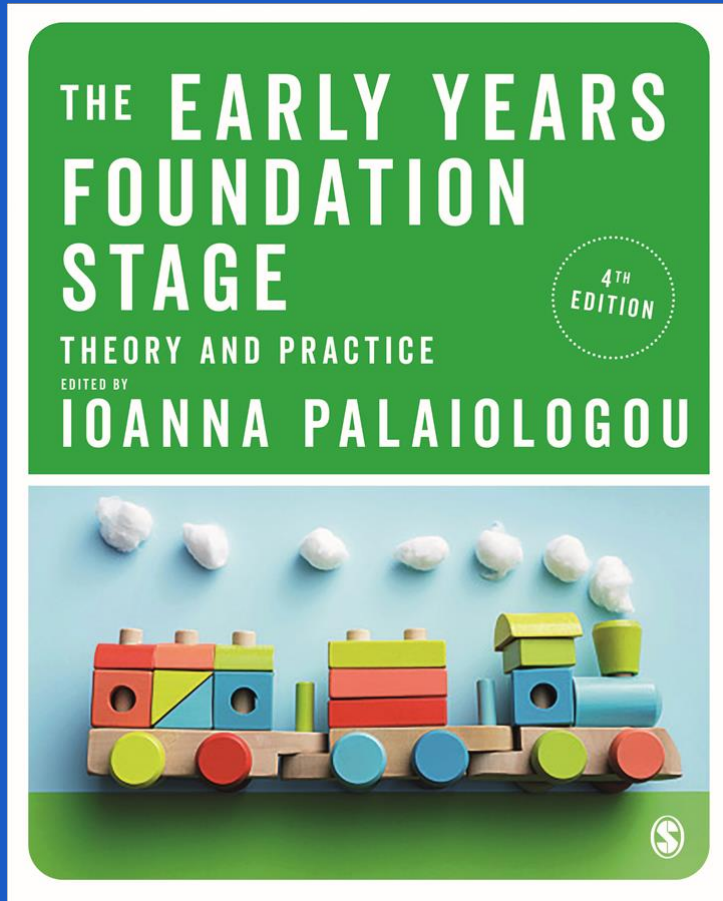
Another part of a journey!



What is new?

Los Angeles | London | New Delhi | Singapore | Washington DC | Melbourne | Toronto

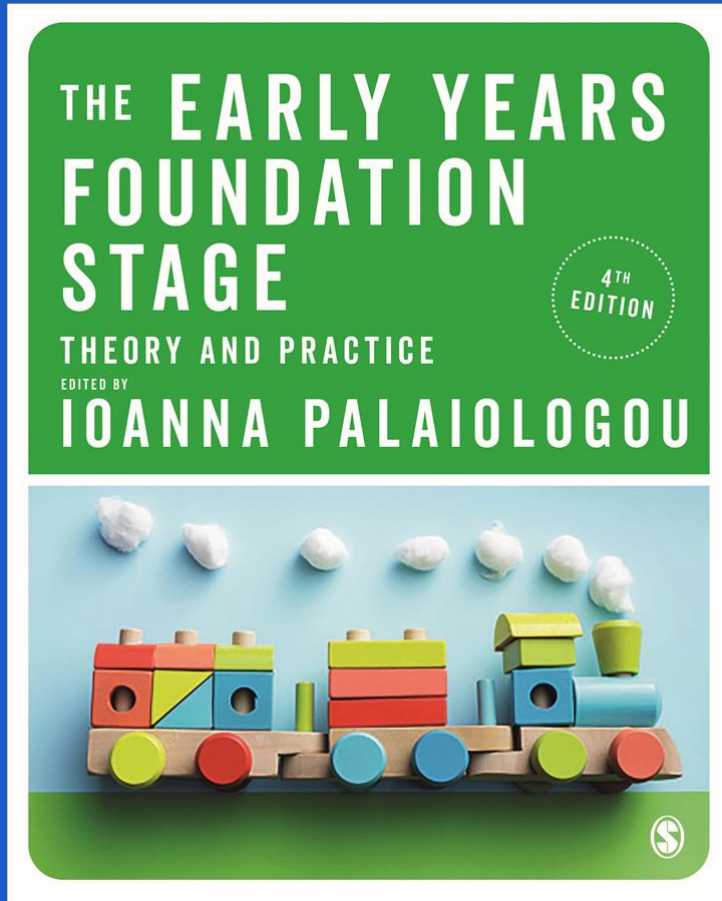
 **SAGE**
Publishing



After more than a decade of Early Years Foundation Stage: *Where are we now?*

A homogenous curriculum/framework that compares one child with another so we can measure each child so no child will be left behind?

But where is the “*unique child*”?



After a decade of Early Years Foundation Stage: *Where are we now?*

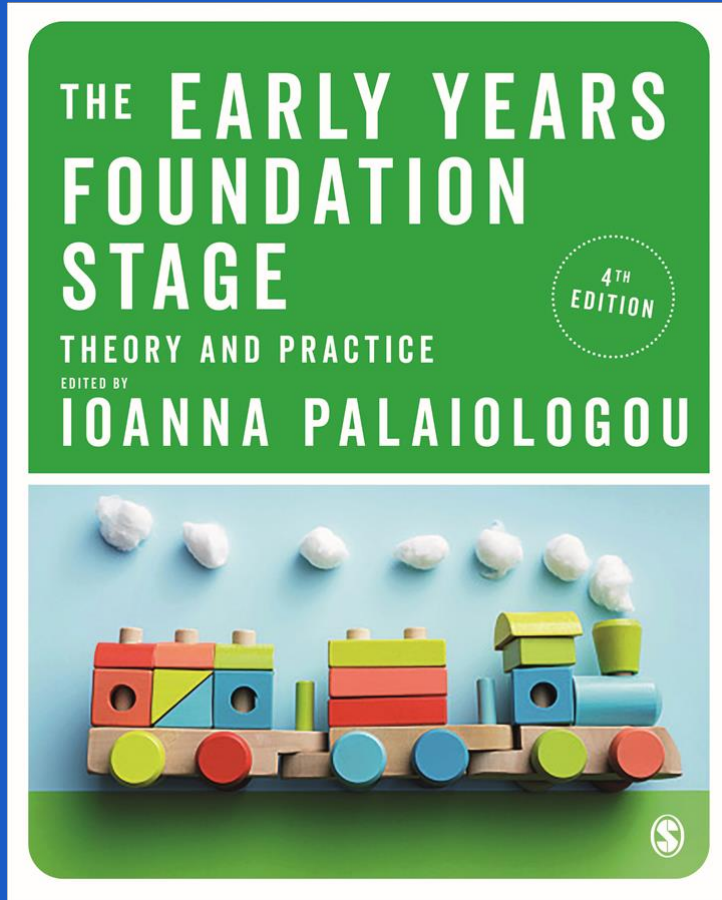
[EYFS] places value on children in terms of their **meeting future goals** and standards and their learning outcomes. It assumes that **children need to progress to the next stage of development, from “lesser” child to “better” child.** The terms “development”, “developmental goals” or “learning goals” invoke a sense that children are not yet developed (whole/holistic) and thus need developing (“improving”), or that there is an existing, pre-determined place at which a child may arrive (presumably school)”

(Palaiologou,, 2019:238).

After a decade of Early Years Foundation Stage: *Where are we now?*

So, do children have the “best” possible start in life ?

Or



Is any child left behind?

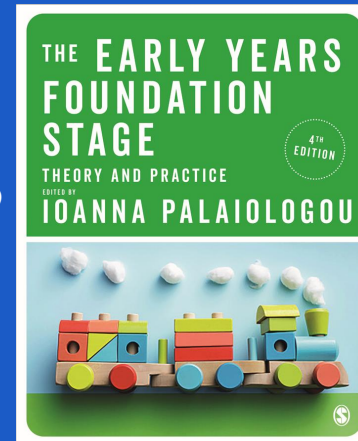
After a decade of Early Years Foundation Stage: *Where are we now?*

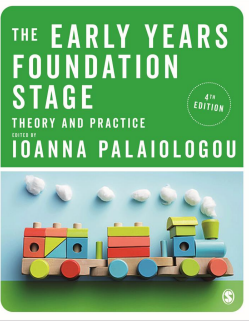
The EYFS:

- Opened the debate about standards in early childhood education;
- Opened the debate about play time in early childhood education;
- Opened the debate for “sensitive” “complex” “holistic” child- centred principles;
- Opened the debate for formation of partnerships with families;
- Opened the debate for “professionalisation” of early childhood educators;

But...

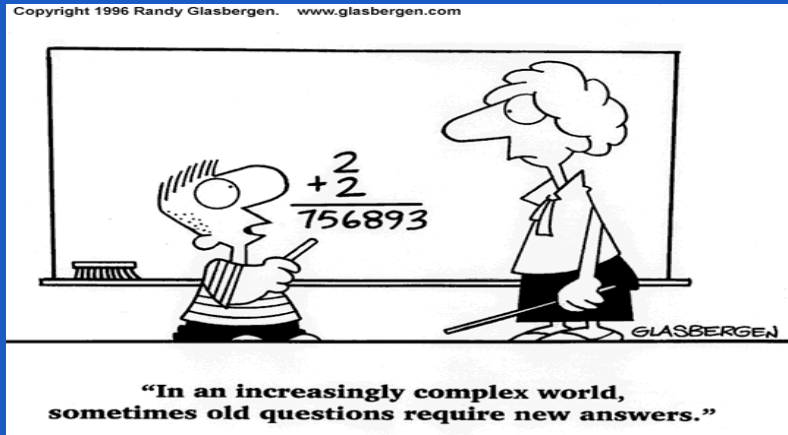
- It is prescribed curriculum with universally measurable standards;
- Play=learning ...but is it play or adult oriented educational focused activities?
- Predetermined place (=school) where children need to be “ready” to arrive;
- Invisible families/invisible children;
- Early childhood staff only visible through display of children’s data **so *what happens to the “unique child”?***



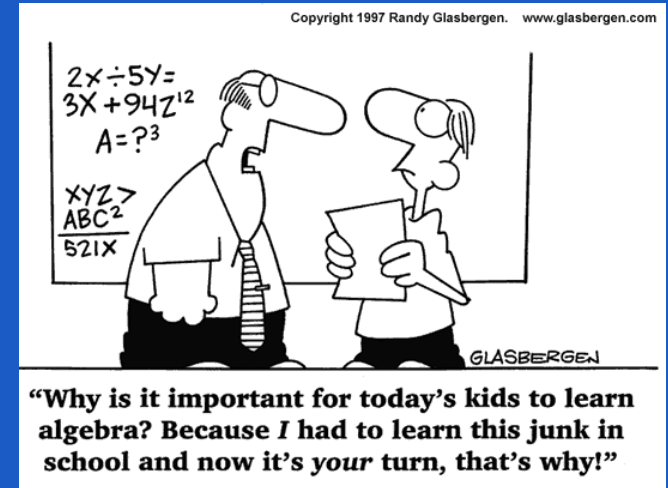


After a decade of Early Years Foundation Stage: *Where are we now?*

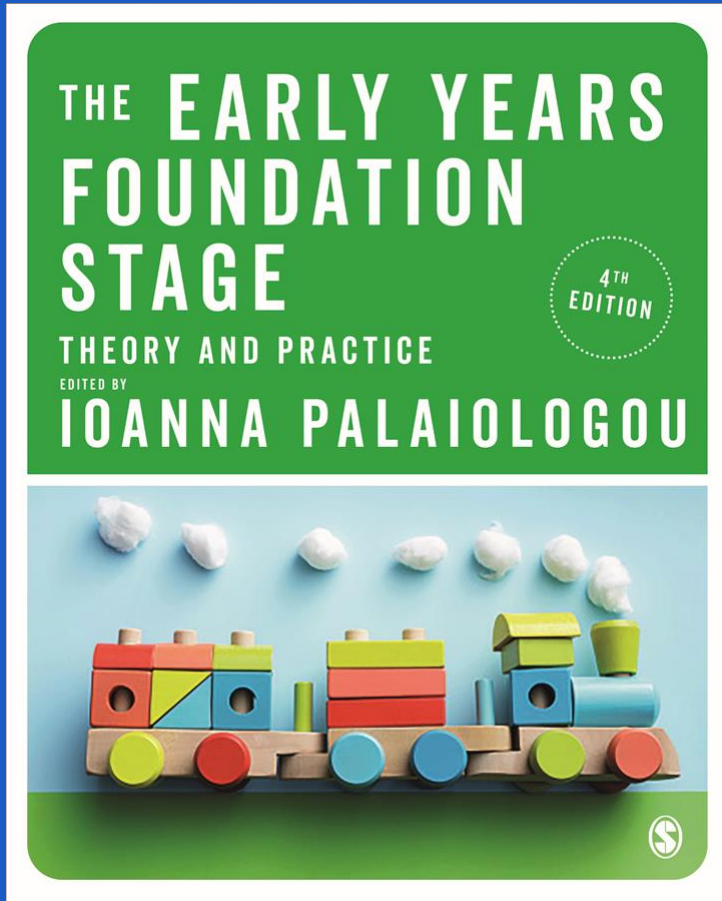
Children's complex creative experiences are transformed to knowledge



But ... are used as measurable teaching standards for school readiness



After a decade of Early Years Foundation Stage: *Where are we now?*



While the current policy in which early childhood education is situated is both exciting and challenging, it remains imperative that practitioners rise to the challenge of critically reflecting upon how they are positioned, and how they seek to position themselves to construct a play based - meaningful curriculum

so children CAN have:
the “*best possible start in life*”

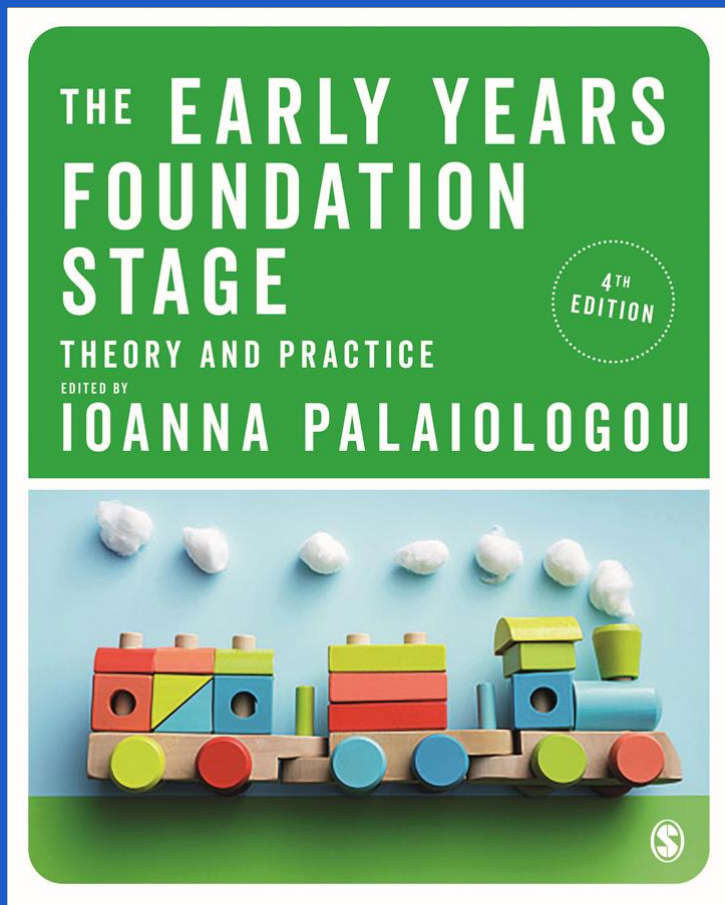
Thus, this book seeks to move away from supporting the readers with the implementation of the EYFS and aims to enact the search for *knowing in education* in a way that means we all learn and develop knowledge together

THE EARLY YEARS FOUNDATION STAGE

THEORY AND PRACTICE
EDITED BY
IOANNA PALAIOLOGOU

4TH
EDITION



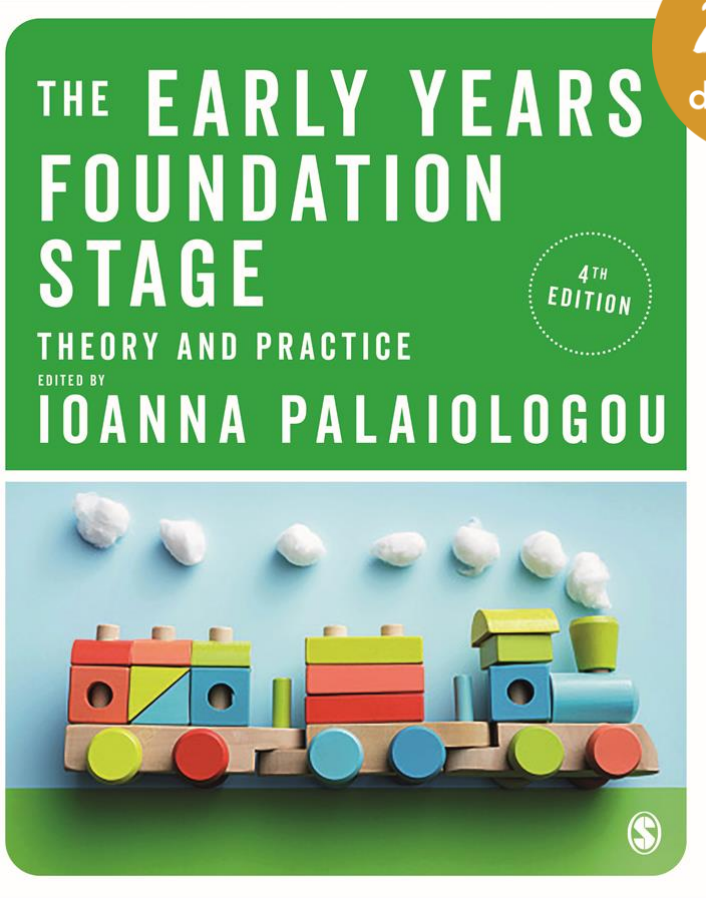


Thank you!

Los Angeles | London | New Delhi | Singapore | Washington DC | Melbourne | Toronto

 **SAGE**
Publishing

20%
discount



1. Go to www.sagepub.co.uk
2. Add your book(s) to shopping basket
3. Enter discount code: **UK20AUTH2** at checkout

~~£25.99~~ £20.80
9781526492234

Offer valid till 12/08/2021 and cannot be used in conjunction with another offer