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Altri autori (Persone)	GoldschmiedElinor SelleckDorothy Y
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Nota di contenuto	Front Cover; Key Persons in the Early Years; Copyright Page; Contents; List of figures and tables; Preface; Acknowledgements; 1. Parenting and working, children and settings: achieving life balances; Public policy and private choices; What counts in quality?; The early years setting: a home from home?; The early years setting: not a substitute home but a place to be different; Relationship is key: the theory; Relationship is key: children speaking; Sunil's story; Angelina's story; Graham's story; Mario's story How do we respond to these different voices and what they may be seeking to tell us?2. What is the Key Persons approach?; The benefits of a Key Persons approach; For babies and young children; For parents; For the Key Person; For the early years setting; Why 'Key Person' and not 'key worker'?; The Key Persons approach for babies and young children; The Key Persons approach for parents; The Key Persons

approach for the Key Person; The Key Persons approach for the early years setting or school; 3. A strategy for implementation: an approach, not a system

Aspect 1: Values, principles, research evidence and ... time! Aspect 2: Building an approach, rather than a system; Aspect 3: Practical realities; Introducing the Key Persons approach in different kinds of setting; The Key Persons approach: documenting the role; Home visits and establishing a partnership; Building a key group; Observing, noticing and not noticing; Sharing and not sharing information; Aspect 4: Who is the 'Key Person' for the Key Person? Mentoring and professional supervision; The challenge of emotionally close relationships with children

The challenge of physically close relationships with children The challenge of close relationships with parents and other family members; Mentoring and supervision: the practice and some examples; Why 'My door is always open' may not be enough; 4. The Key Persons approach for 3- to 5-year-olds; Introduction; Defining some of the terms we use; Why do we need a Key Persons approach with 3- to 5-year-olds as well as with babies and under-3s?; Well-being; A focus on the final year of the EYFS: extending a Key Persons approach into primary schools and reception classes; Learning and development How can the Key Persons approach work with large numbers? What are the implications for practice?; The importance of detailed observations; The importance of authentic conversational exchanges between adults and children; The challenge to build a strong partnership with home; Equality; Allocating children and their families to a Key Person; Guidelines for managers for implementing a Key Persons approach; The Key Persons approach in practice; Strategies for getting started and organised in primary schools and pre-schools; 5. The Key Person journey: its benefits and challenges
Theme A: Establishing the Key Persons approach

Sommario/riassunto

Key Persons in the Early Years aims to explain what a Key Person is, the theory behind the approach and the practicalities of implementation. Practical in its approach and containing case studies as examples of reflective practice, this second edition details the role of the Key Person across all ages in the early years. This new edition has been fully updated in line with the EYFS and features a new chapter on the Key Person approach with 3-5 year olds. The book offers guidance on: making the Key Person approach work in your setting with realistic
