

Introduction

Foundation Phase professional learning

Welcome

Welcome to the Foundation Phase professional learning modules.

Working with stakeholders, these professional learning modules have been developed to support current practice in early education and the implementation of [Curriculum for Wales](#) from September 2022.

They will help you continue to strengthen your practice in supporting our youngest children in their learning and development, and support them in their continuing journey throughout education.

The modules are designed to complement [Curriculum for Wales](#), including the [curriculum for funded non-maintained nursery settings](#).

While the modules have been developed with the needs of practitioners working with children aged 3 to 7 in mind, the underlying principles can be equally applicable across a wider age range and development stages, and, where appropriate, may be applied to learners up to the age of 16.

The modules aim to assist you to reflect on your practice and provision by providing scenarios, case studies and research findings for you to consider. Reflective questioning around each example should support you to assess your practice and provision so that you can develop and implement your next steps for improvement.

Reflective practice is integral to our professional development. Research shows that those who reflect on their learning tend to embed what they have learned and, consequently, improve their performance. It can also help us to be more creative and find solutions in a range of scenarios. It is also beneficial because it encourages us to identify our strengths and highlight areas for development, as well as pinpointing our own education needs.

To prioritise the habit of reflective practice, you might want to try the following.

- Keep a learning/reflective journal.
- If you have a [professional learning passport](#), you could upload relevant elements of this learning to it so it acts as a reflective journal.
- Use a learning/reflective journal to record everyday activities and events at work and at home, as well as reviewing training sessions.

The modules have been designed for asynchronous learning, i.e. for you to engage independently at a time convenient to you. To enhance your learning further, you may want to pose questions for yourself before starting the modules.

Focus questions at the start of each module should allow you to self-assess your current everyday provision and practice. As you work through the module, each of the focus questions is brought to life with scenarios, case studies and research.



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The modules, with their reflective questioning, aim to guide you to construct new knowledge and understanding in a dynamic, interactive learning environment where you apply concepts and engage creatively in the subject matter.

There are times when you may find it helpful to discuss or collaborate with others, both within and outside your setting/school. Your local authority/regional consortium or umbrella organisation will be able to advise further on the processes in place to allow for this collaboration.

The modules form a holistic package to support effective practice and are interlinked to demonstrate the multilayers of effective teaching and learning. There is no set way to use this resource, although it is not expected that a module be worked through from start to finish in one sitting. You can start with any module and complete them in any order. To gain maximum benefit it is recommended you complete all of them over time.

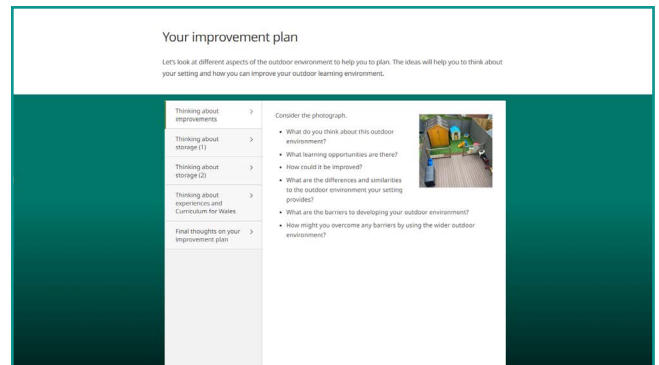
At the end of each module, there is a certificate of participation for your records. You may wish to keep a record of your professional learning. You could reference practice within, and following on from, this professional learning to the professional standards for practitioners in Wales. You could also use the certificate of participation to evidence professional development with your local authority or employer.

How to use the modules

The modules are large resources, containing a range of activities, theory, research, resources and case studies. The information is presented in a number of mediums including those shown below.

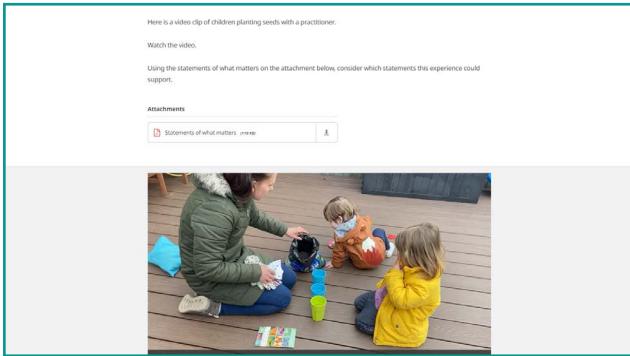


Slideshow – accessed from the dots at the bottom of the page.

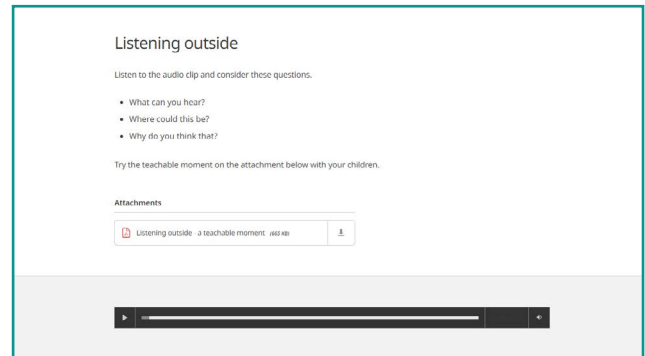


Tabbed slide – tabs at the side or on the top of the slide, each giving further information or questions.

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Video – accessed by pressing the play button on the slide.

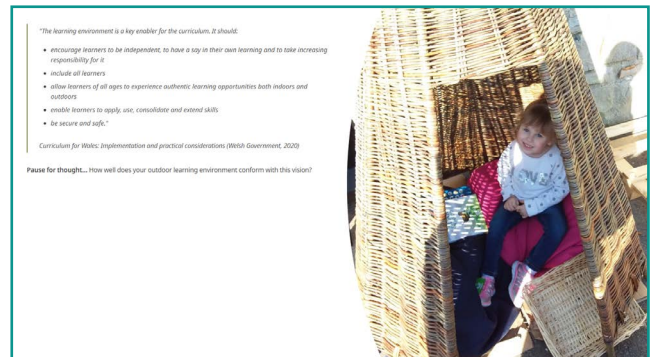


Audio – accessed by pressing the play button on the slide.

Each module is divided into sessions. The contents slide gives estimated times to complete each session, allowing you to plan how to approach the module and manage your time. Each session ends with a summary or a reflective quiz to assist you in developing your understanding.

Reflective questions are posed throughout the modules to support your learning and professional development.

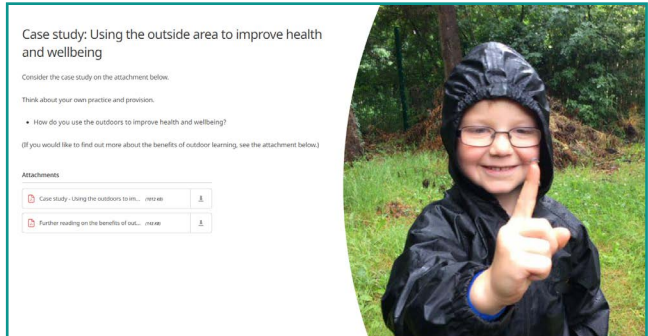
Some are short and denoted by 'Pause for thought'.



Other reflection opportunities are longer and prefixed with 'Consider'.

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Some of the longer reflections require activities to be undertaken away from the screen, e.g. performing tasks with children or assessing elements of our current provision.



Case study: Using the outside area to improve health and wellbeing

Consider the case study on the attachment below.

Think about your own practice and provision.

- How do you use the outdoors to improve health and wellbeing?

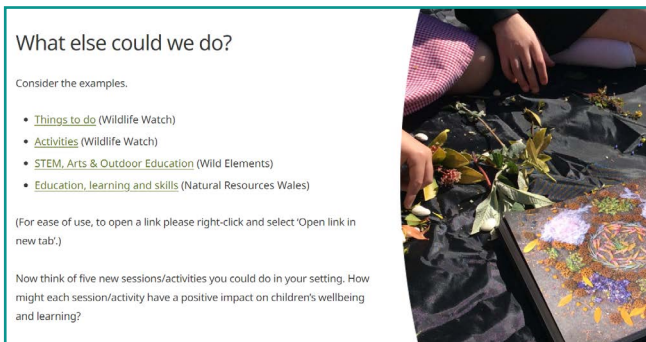
(If you would like to find out more about the benefits of outdoor learning, see the attachment below.)

Attachments

Case study - Using the outdoors to im... view	↓
Further reading on the benefits of out... view	↓

A photograph of a young child wearing a black raincoat and glasses, pointing towards the camera in an outdoor setting.

Throughout the modules there are opportunities to extend your understanding by accessing links, reading additional materials, or undertaking more detailed or complex tasks. These are denoted at the bottom of relevant slides in brackets.



What else could we do?

Consider the examples.

- [Things to do](#) (Wildlife Watch)
- [Activities](#) (Wildlife Watch)
- [STEM, Arts & Outdoor Education](#) (Wild Elements)
- [Education, learning and skills](#) (Natural Resources Wales)

(For ease of use, to open a link please right-click and select 'Open link in new tab'.)

Now think of five new sessions/activities you could do in your setting. How might each session/activity have a positive impact on children's wellbeing and learning?

A photograph showing hands working with plants and a colorful, abstract artwork on a table.

At times, there are hyperlinks to access external sites. We advise that, to access a hyperlink, you right-click and select 'Open link in new tab' to keep the playlist open. Otherwise, you will need to click the back button on your browser to return to the module.

At the end of each module there are three sections as noted below.



Useful links – includes links to Curriculum for Wales plus further relevant links to websites to enrich your learning experience.



References – gives links to the relevant organisations quoted within the module.



Further reading references – this section groups together additional reference links for extending understanding.

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The modules

You can access six modules as part of this professional learning suite of resources:

- Outdoor learning
- Child development
- Transitions
- Observation
- Play and play-based learning
- Authentic and purposeful learning.

To assist you in deciding the order to undertake the modules the aims of each module are given below.



Outdoor learning

This module aims to support your understanding of outdoor learning by enabling reflection on:

- the role of the outdoors within Curriculum for Wales
- the quality of outdoor provision
- how to use practical information to support outdoor learning
- how to take your next steps to improve practice and provision
- the availability of further training and support.

Child development

This module aims to support your understanding of child development by enabling reflection on:

- the holistic developmental needs of **all** children
- the interrelatedness of child development areas
- the dynamic role of the enabling adults, engaging experiences and effective environments on child development and learning
- how child development is integral to Curriculum for Wales.

Transitions

This module aims to support your understanding of transition by enabling reflection on:

- what transitions are
- how transitions may affect children's personal, social and emotional wellbeing
- effective planning for the many transitions children encounter
- your current practice and how it might be improved to allow for more successful transitions for children and their parents/carers.

Observation

This module aims to deepen your understanding of observation and its role in improving the quality of teaching and learning. The module will support you to reflect upon:

- why getting to know the child is important
- how effective observation and assessment supports progress
- your current practice and whether there are elements that you can improve further.

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Play and play-based learning

This module aims to support your understanding of play and play-based learning by enabling reflection on:

- the importance of play
- the importance of play-based learning
- understanding the continuum from play to play-based learning
- practitioners' roles in play and play-based learning
- how we can provide effective environments and engaging experiences for play and play-based learning
- how to take your next steps to improve practice and provision.

Authentic and purposeful learning

This module aims to support your understanding of authentic and purposeful learning by enabling reflection on:

- the importance of authentic and purposeful learning to children's holistic development
- the role of authentic and purposeful learning within Curriculum for Wales
- practitioners' roles in authentic and purposeful learning
- how we can provide effective environments and engaging experiences for authentic and purposeful learning
- how to take your next steps to improve practice and provision.

Acknowledgments

The development of these modules has been a collaborative effort between Think Learn Challenge (TLC), the Welsh Government and the Welsh Government's Advisory Group.

Special thanks are extended to Crownbridge Special Day School, Fochriw Primary School, Maes-y-Coed Primary School, Michelle Johnson (childminder), Ysgol Bro Gwydir, Ysgol Feithrin Pwllheli, Ysgol y Deri and members of the Advisory Group for their professional expertise, advice and resources.