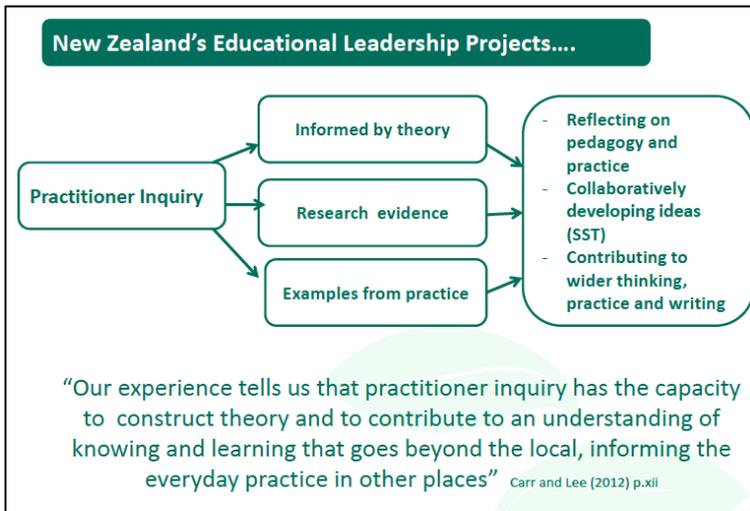


Engaging in our own Sustained Shared Thinking Practitioner/Teacher research in practice

Di Chilvers – Advisory consultant in early childhood education

Teacher practitioner research - stepping off the motorway.....

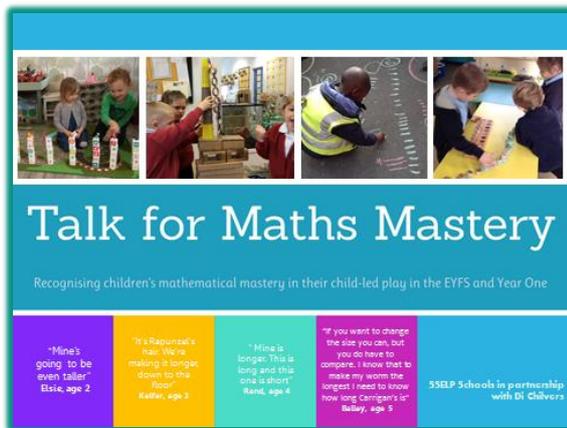


Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly’
Wenger 2006

A community of learners with a common commitment to reflective, critical practice and professional development
Siraj – Blatchford et al 2006

Working collaboratively on an identified focus, project or initiative means that the whole team or cluster can:

- work together
- think together
- reflect together
- develop together
- understand together
- create together
- learn together



Learning Stories enabled us to....

see children’s everyday mathematical interests and thinking as it unfolded in their child-led play and activities.....

see children making sense of maths in wider, meaningful contexts, embedding their understanding and learning.....

focus on deeper levels of involvement...

sharpen our professional knowledge and understanding of children’s development and learning...

develop an informed understanding of how to maintain the momentum of their learning through supporting their child-led play/activities.....

recognise mastery orientation.....

Early Years Foundation Stage birth to 5+

National Curriculum

0 – 60+ months

The direction of travel begins at children's starting points and builds on the momentum of their development.....

By tuning in to the child’s thinking, the practitioner is helped to focus on the right subject matter, to follow the connections that the child is making in their thinking, and to respond appropriately with conversational turns that **maintain the child’s learning momentum**. Julie Fisher, (2016, p. 79)

Mastery Orientation....what does this mean? Looking at the research evidence

Dweck's (2000) work on mastery orientation: 'children employ problem-solving strategies when confronted with difficulties or challenges' (Pugh.G in Fisher.J 2002.p.116)

Sylva (EPPE 2004) found that where sustained shared thinking occurred and children were supported by adults to develop and extend their ideas, this led to 'mastery orientation' where children believed in themselves and their own efforts.

They became more confident about themselves as resilient thinkers and learners, had feelings of high-self-esteem, high aspirations and secure feelings of self-efficacy.

Mathematical Mastery... What does it include?

Mastery Orientation includes;

- Child-led play and activities
- Children's talk – conversational talk..serve and return
- Adult-focussed playful teaching
- Sustained shared thinking
- Characteristics of Effective learning - especially Creating and thinking critically
- A reflective process....

"I find out – explain – question – revisit – ask 'what if?' – look again – try things out – change my methods – explore – try again"

Finally - A key message for the current times we are living in...

"Early childhood practitioners constructed not as technicians, but as ethical and thoughtful theorists and commentators as well as caring and competent teachers"

NOT

"As enclosures for the effective application of technologies to produce predetermined and standardised outcomes"
Carr and Lee (2012. p.xiv)

'No-one knows as much as all of us'

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Fisher.J (2016) Interacting or Interfering? Improving interactions in the early years, Open University Press

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