

### **Are we Interacting or Interfering?**

Every day, early years practitioners engage in interactions with young children that have the potential to enhance their learning. However, such is the temptation to squeeze every teaching moment out of each interaction that practitioners often interrupt children's thinking and consequently interfere with their learning. This course, led by Early Years Advisor Julie Fisher, will examine the knowledge, timing and sensitivity necessary to interact effectively and, as a consequence, build important relationships and enhance children's well-being and motivation to communicate.

### **Training objectives:**

- To clarify why effective interactions are key to children's confidence, language and skills of communication
- To examine the educator behaviours that lead to effective interactions
- To clarify the difference in the nature of interactions in different learning scenarios
- To offer delegates a range of strategies for building warm, trusting relationships and enhancing language and skills of communication.

### **Learning outcomes:**

- Be clear why talking to – and listening to – children matters so much
- Know how to best achieve 'back and forth' interactions
- Clarify who 'leads the learning?' and how this alters their role in an interaction
- Explain how and why interactions outdoors differ from those indoors
- Explain the importance of timing in achieving effective interactions
- Have a range of strategies to extend, enhance and enrich children's language
- Understand how questioning can inhibit thinking – and have strategies for what to do instead
- Articulate when, whether and why an interaction becomes interference.

**Audience: EYFS and KS1 teachers, practitioners and leaders**

**Date: Friday 3 May 2024**

**Time: 9.30am - 3.30pm**

**Venue: Glen Lodge, Bawburgh**

**Member price: £190+VAT or 3 credits per person**

Read more and book: [Interacting or Interfering?](#)

### **About Julie Fisher**

Julie Fisher is an independent Early Years Adviser and Visiting Professor of Early Childhood Education at Oxford Brookes University. She held the post of Early Years Adviser in Oxfordshire for 11 years, before which she was lecturer in early childhood education at the University of Reading. She has taught children from 3 to 12 years and has been headteacher of two urban, multicultural schools. To underpin her consultancy work, Julie draws on her own research projects which engage her in constant contact with practitioners and children in both schools and settings.