

The Early Years - My Heroes

At EIS Professional Learning Festival

Saturday 30th June

Kate Johnston

Robert Owen 1771-1858

New Lanark

- First Infant school
- Sensory learning
- Nurturing and emotionally secure setting for children
- Stories, dancing, singing, nature study and physical exercise
- Spontaneous play as a vehicle for learning

Maria Montessori

1870-1952

- Child sized equipment
- Participating in caring for the environment
- Children having choices

Margaret McMillan

1860-1931

- Benefits of the outdoors
- Health being an important factor
- Working with families

Susan Isaacs

1885-1948

- Patient listening and valuing of the child's play
- An environment chosen with care and understanding to enhance learning
- Outdoor environment with risky play
- Real tools

Loris Malaguzzi

1920-1994

- Creativity
- Recording experiences and investigations
- Working in and with a community

Tina Bruce

- Valuing Play including a very useful description of the features of Play
- Understanding, and supporting ownership of teachers' learning
- Caring and sharing

Friedrich Froebel

1782-1852

- Believed in the education of the whole child.
- Play was the most important vehicle for learning
- Used stories and songs to support learning
- Designed gifts and occupations to allow exploration of the child's world

Other theorists and curricula to consider

- Bruner, Dewey, Piaget, Vygotsky
- Te Whaikiri, Forest Schools, Nordic Kindergartens
- Integrated Day, Continuous Provision, Experiential Learning

Further support for Froebelian Play in Scotland

- Early Education UK groups in Aberdeen and Edinburgh which were called BAECE
earlyeducation.uk
- Froebel courses at University of Edinburgh
froebel@ed.ac.uk
- An annual Froebel conference organised by the Edinburgh Froebel Network now in its ninth year.

Play is the highest
expression of
human development
in childhood, for it
alone is the free
expression of what
is in a child's soul.

Friedrich Froebel