



Froebel Trust Podcast Transcript : Episode 13 July 2024

00:00:00:00 - 00:00:38:16

Colin:

Welcome to this special edition of the Froebel Trust podcast, bringing together two highly respected, well-known champions of the early years sector, Liz Roberts and Professor Tina Bruce. This episode was recorded in the week leading up to the 2024 UK general election. It felt like it was time to bring together two experts who've dedicated their careers to thinking about young children's lives and early education, for an important conversation about the state of early childhood education today.

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Colin:

Last year, Liz Roberts stepped down as editor in chief of Nursery World magazine after an impressive 26 years working on the title. Nursery World is considered the UK's leading magazine and website for educators and decision makers from across the early childhood education and childcare sector. Liz has described her time leading Nursery World as 'a whirlwind of change, challenge, opportunity and threat' for the early years sector.

00:01:09:22 - 00:01:41:18

Colin:

During her tenure, she's interviewed numerous children's and early years ministers, scrutinising their policies and analysing the impact they've had on young children and their educators. Joining Liz is Professor Tina Bruce CBE. Tina is considered a world-leading Froebelian educator. She has written and edited over 30 books about early childhood education and is perhaps best known for the Ten Principles of Early Childhood Education, first published in 1987

00:01:41:20 - 00:02:02:22

Colin:

in her book 'Early Childhood Education'. Many will know Tina for her writing and extensive work about young children's play, introducing the idea of free flow play and championing the need for children to be given time and opportunity to play in schools and early years settings. In the 1990s and into the 2000s, she worked with successive Ministers for Children as co-ordinator of the Early Years Advisory Group.

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Colin:

In 2008, she was awarded a CBE for services to early years education. So thank you for listening and please enjoy the conversation. Professor Tina Bruce and Liz Roberts.

00:02:25:24 - 00:02:52:21

Liz:

Hello, Tina. It's lovely to see you and to be able to talk to you today. We've both spent quite a lot of time over our various careers in early years. I think you've been there as long as I was on Nursery

World magazine. You were always around and always dispensing your wisdom. So it's great to see you and talk about how things are at the moment with early years. As we know, we're very shortly before an election.

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Liz:

So I thought it would be good to discuss some of the aspects of that and some things that are coming out which are very contemporary indeed. Obviously, we know that we've got this rapid expansion of the funded hours that the current government has put into place. From September 2024 we've got some free hours for working parents with children from nine months old, and then even more the following year, and this has been committed to by Labour as well.

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Liz:

So, I mean, what do you think about how this is being rolled out and you know what's needed to make it work? Money, obviously, and expertise?

00:03:37:09 - 00:04:04:04

Tina:

Isn't it? Because of course, I mean, we did have a great many more nursery schools and of course they used to take much younger children in the early days, sort of 1900s, which I know is an awful long time ago. But to me it's been very sad in my days to see fewer and fewer nursery schools because really, you've got tremendous expertise there.

00:04:04:10 - 00:04:36:02

Tina:

But I do like the idea that it's not going to be hugely expensive for parents to have places. I suppose the thing I care about most is that if children are going to be in group settings, they need to be with these nurturing, knowledgeable adults. So training would be a huge priority for me. And the tutors, I think, need to be sufficiently trained in what they're teaching to the people they're training.

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Tina:

So it's a huge task because there's been a great loss of expertise across the years. So I would be prioritising, well, I mean, you see things like we have the Froebel Short Courses which can be taken without having to have a qualification, but it gives people wonderful access into what Froebelian education is about. And then we have certificate level training.

00:05:02:11 - 00:05:26:01

Tina:

We have Honours degrees. We have MAs and MSc's, and PhDs. So it's getting that range in the training. But I call it 'What are we going to do with the children on Monday?' And I want adults who who are not just being academic or theoretical about this, but who can really do this and do it in a consistent way.

00:05:26:01 - 00:05:47:17

Tina:

So I think having the Froebelian frame now, I know that Froebel has had a huge influence with things like Plowden or with the Foundation Stage. Not so much, I think, with the EYFS. But when you look at different countries, there are still remnants of that in the UK. And I think that both Scotland and Wales are in a stronger position from that point of view.

00:05:47:19 - 00:05:57:00

Tina:

But training would be my priority. And then there's this whole thing of using primary schools, which are becoming empty.

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Liz:

I was going to ask you about that.

00:05:59:24 - 00:06:34:15

Liz:

So briefly more on this expansion, I was thinking but one of the prime problems is actually just getting enough staff and then, as you say, to train them so that they can do the job that they need to do this. I think this is going to be such a problem, getting enough staff because obviously with the fundings not enough to pay people a decent wage, then you really all are going to struggle with that, aren't you?

00:06:34:17 - 00:06:54:07

Liz:

You know, it's a shame because at the same time, you know, studies like EPPE which have shown that high quality provision will have a great effect. And, you know, especially for children from disadvantaged circumstances or whatever, you know, that if we could make this work, it would be so good, wouldn't it?

00:06:54:10 - 00:07:14:19

Tina:

And I think it's not just about grabbing on the latest bits of research as a way of training people, but actually having a framework, a philosophical framework. And I think that is what those early pioneers give us, you know, and people will choose different emphasis. But I don't like the idea of people being fashionable with training.

00:07:14:19 - 00:07:25:23

Tina:

And I think that's one of the problems that we are experiencing at the moment. You know, it's all the latest bit of research. Let's all do this. It's not really like that. To get the real quality.

00:07:26:00 - 00:07:52:13

Liz:

No, it seems a bit like a sort of emergency remedial treatment sometimes, I think. And you think of the level three? It's been reformed so many times recently. The NNEB the National Nursery Examination Board qualification that was seen as the gold standard, really. You know, it that had a lot of practical things in it didn't it.

00:07:52:13 - 00:07:54:06

Tina:

Bring back the NNEB.

00:07:54:06 - 00:08:07:03

Liz:

Yes, that was a frequent call over the years at Nursery World. But we just seem to... the courses have got shorter, they've got shallower. You know it's it's such a shame really.

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Tina:

And it is interesting how many of the people who have really contributed so much to the field started us as NNEB trained people, I mean, that's very significant.

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Liz:

Yes. And it's great to have the degree, the early years degrees that we're getting. But the problem I think then is that people aren't necessarily going to pay, get paid to recognise that extra work, you know, and people do it just for their own sake and for the children's sake. But in the end you know,

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Tina:

Yes you do. I mean, because people need to feel they're valued. And it is exhausting work, isn't it? Mentally and physically. We need to give them the time to train. I mean with the situation that we're now in. They will need to train on the on the job, as it were.

00:09:03:09 - 00:09:08:15

Liz:

Yes. That's hard. And then if ratios have been altered recently for a two year old. So now one member of staff can look after more two year olds and then how do you get that time to reflect and train? Yeah.

00:09:08:20 - 00:09:26:02

Tina:

I've only picked out one priority of training, but there are so many things that surround that concept aren't there, and I think it's going to be hugely challenging. And unless it's made to be a priority, we will really just be.... it's almost baby farming. Yeah. And that would be a tragedy.

00:09:26:02 - 00:10:06:09

Liz:

Would be a terrible thing. Yeah. And given the great tradition that we have really in this country. So if we if we do look a bit, a little bit about Labour's plan to create nurseries in schools from unused classrooms, it seems to have been reasonably well received. I mean, to a certain extent, a lot of these places, the extra places will be in less advantaged areas where it's harder to find childcare because in a mostly private sector there isn't the incentive or sometimes it's just not possible to make a business viable out of launching, you know, in a more impoverished area.

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Liz:

But there seems to be very little discussion really, about is that environment, right, for very young children? You might spend 40,000 pounds on a classroom, but are you going to end up with somewhere that a nine month old or ten months old should be?

00:10:23:15 - 00:10:44:10

Tina:

Well, I mean, if I put my Froebel hat on again, children need a garden. I mean, that was, definitely half the space that children would need to have. So having the classroom would only be one part of it. And as you say, you've got to have the facilities for the caring of very little children.

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Tina:

Lovely changing rooms and nice places to eat. So you haven't got babies crawling around on custard or something, you know. So I think that is going to be a challenge. But I am attracted very much to the idea that, a lot of these settings will be in areas of high need, because that is how the nursery schools started, and I hope that the staff working with that age range will be valued by the other staff and that they will, as soon as possible, you know, have graduate trained, honest graduate trained teachers.

00:11:23:00 - 00:11:50:21

Tina:

I'd like to to bring back QTS for people leading those settings and to have a really strong team with, you know, a variety of expertise coming in. I know how much when I was teaching two year olds, how much I valued working with the NNEB trained person, and I did not see them as my assistant. You know, we were a team and we each valued each other deeply.

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Tina:

So I think you need a range in a team.

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Liz:

Yes. Yes, indeed. I suppose there's also the thought if these nurseries are kind of based in classrooms, in schools, do we risk having more schoolification of the early years.

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Tina:

Yes. I think that is a great worry. And that's why we need the people who have QTS. Or, I don't know what they'll call it, they won't call it NNEB, but let's hope something of that sort begins to develop. That there will be a body of expertise that develops so that we avoid that.

00:12:32:11 - 00:12:37:09

Tina:

And I do like, you know, the word kindergarten because it isn't a school.

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Tina:

And the garden, I think is

00:12:40:03 - 00:13:04:14

Tina:

part of it. And I would hope very much that play was better understood than it is now and that children are engaging with nature because, you know, this is part of sustainability and eco matters, isn't it. And the planet and that should be an absolutely central part of a baby's education.

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Liz:

I mean, obviously we often hear this phrase 'school ready now' don't we and our hearts tend to sink. And I noticed actually that Keir Starmer, when he was announcing these plans, he said that it would be a big advantage for them to be in the schools because then when children got to reception, they would be ready to learn.

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Liz:

And it's like, how can we think that... (children aren't learning already)

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Tina and Liz:

Isn't that interesting? We both heard that when we went, 'oh!'

00:13:41:12 - 00:13:51:01

Liz:

I wish people would stop saying that children, you know, as though children only start to learn once they get into school.

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Tina:

Well, I mean, I would really like to see a situation where, you know, the kindergarten went back to being children up to about seven, you know, really because I think, when, when you look at, you know, what we're learning about, the integrated studies of the brain and not reductive kind of neuroscience, but the integrative neuroscience, what we're beginning to see is the social brain, the emotional brain, and the thinking brain all need to come together very much in those early years.

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Tina:

And, so children need to have the opportunities to really develop those, and then they learn to read in eight weeks. I mean, you know, we don't need to start slogging away on this when they're 2. Well, hopefully.

00:14:36:21 - 00:14:52:05

Liz:

No, that's what you don't want actually as well. That those children in those in those classrooms will actually just end up doing things, you know, with those skills, trying to be taught to them inappropriately.

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Tina:

I, I think, you know, if you sort of look back to previous podcasts, in the Froebel Trust series, I was very heartened when I heard Dominic Wyse and Usha Goswami talking with Jane Whinnett because they were very much thinking in the way that we are just talking through at the moment.

00:15:13:03 - 00:15:52:21

Tina:

And I have heard, Dominic Wyse and Alice Bradbury talk about how perhaps we should be looking at, at the moment, the Secretary of State for Education is able to decide what children ought to learn. And this is very much influencing the single approach to learning to read with synthetic phonics, and that perhaps it should be people who are studying, how the brain develops and how, other aspects of child development develop so that we can actually have the expertise guiding us into best ways forward.

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Liz:

Yes, that would be wonderful. Yeah. I was interested to see recently, actually that, I think the Institute for Fiscal Studies did an evaluation of Sure Start and found that lo and behold, it actually

had lots of good benefits. And I remember the rollout of the Sure Start and the children's centres and a kind of great sense of optimism, actually, that there was some progress being made that, the sense of community was being fostered as well.

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Liz:

And of course, I suppose it was this sort of short term nature of politics that did for it in the end, you know, it's an easy target to cut. Not enough time given to find out was it working? What what was working? How should it be run? I mean, how do you feel about the Sure Start and children's centres?

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Liz:

Would you like to see them return in some way?

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Tina:

Well, yes I would. Yes, I think it was a force for good. And as you say, the research evidence is beginning to show us that. And I think we, you know, we were beginning to see I mean, things like, you know, the way that we talk with children and have conversations with them I think it was called Shared Sustained Conversations.

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Tina:

But I mean, you know, all of this is coming through as being very, very important. So, yes, I mean, it'll be in a different setting. I mean, one of the things I valued about Sure Start was that I was really meeting with childminders and all sorts of different people. I had always met a lot with health visitors and playgroup leaders.

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Tina:

But here I was working with people who were social workers, and we were really putting our heads together in the most positive ways. And it was very, very exciting. And we could be more of a team the way that we were working with, with families.

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Liz:

We've been talking about the importance of training. And when you meet young educators who are just setting out on their careers, perhaps in their first jobs, what advice do you want to give them?

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Tina:

I try to remember how I felt, you know, when you're sort of very young and you I think you're

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Tina:

Very hopeful

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Tina:

about things. So I try to remember the things that excited me. And I think just learning how to observe children, to see what they're doing and find out what children are interested in and not

talking at them all the time, trying to sort of get them interested in things because children are interested in things you don't have to make them interested in things.

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Tina:

So I think actually observation is rather a good way in and being a good companion, I think it is that they can sense that, you enjoy being with them and I think then they'll find that the children invite them to join them, and that's the best way to do it. So, you know, because the trouble with a word like teacher is

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Tina:

You were saying, are we going to do schoolification and everything? And that's not what we want. What we want is people who can.. well, Anna Freud used to say, 'go with the child'. You see what the child is fascinated by, and you go with it. And then actually knowing that the child's interested in that, you might on another occasion or another part of the day, offer them something that you think will be good, because it hopefully will fit with something that they find interesting.

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Tina:

And I think, then they'll enjoy being with children more and more and more. And sometimes the difficulty then is not to just be with one child all the time. You've got to learn if you're going to work with groups of children, how you can not let that child down by leaving them. But you do need to take a bit of care of some of the other children.

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Tina:

So that's what your training hopefully is going to help you to do. So you can be a good companion and you can care for a whole group. Because it's one thing to have a relationship with one child. Now, when I did my Froebel training, that's how we were trained. We would go with Chris Athey to the school on our first teaching practice, which was only about three weeks long.

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Tina:

we were each allocated one child, and the idea was you did everything you could for that three weeks for that one child, and then, you did that in the morning, and then you went back to college in the afternoon. And we'd all talk. She had 15 in her tutorial group. We all had to say what we were going to do tomorrow with the child and why.

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Tina:

And because the Froebelian view was if you can't teach one child, you'll never be able to teach class. And then on the second teaching practice, we'd have a small group, you know, perhaps some eight children. And you start to do that with your group and that was about six weeks. And then on your final teacher practice in the third year, you went in and you had a whole term with the class.

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Tina:

I think that was a wonderful way to train. So I would be thinking about that when I was talking with, you know, people who were interested.... because I know they can't have that training because it was so special. I'd like to get it back. Do you think we could?

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Liz:

Oh, well, that would be lovely. But maybe at least some elements of it.

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Liz:

I think it could come take a bit of time.

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Liz:

And on that note, I mean, do you think that anyone can be a knowledgeable educator if they're trained the right way? Or do you think for some people it's just not the thing for them?

00:21:42:07 - 00:22:13:08

Tina:

I think for some people it's not. And I mean, you know, I don't think I'll ever be a computer expert. I mean, different people are very good at different things. And, that's one of the things that is always very important, I think, I would always try to help people make decisions about what they want to do before they actually fail, if they're training to be an early childhood educator in some way, you can sometimes see that they're not happy, they're not enjoying it.

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Tina:

The children are not really, it relating to them well. And you just can see it's not for them. So, it's sort of helping them to see and think about other things where they could use the strengths that I'm sure they have, you know, and you try and help them to see what their strengths are.

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Tina:

And, and then they can make the decision before that awful thing of failing. I'm a great believer in that. I think it's got a term called 'counselling out' or something, except that you don't do it. They come to that view themselves.

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Liz:

Yes, yes. Because it strikes me that, you know, I mean, it's very challenging. It is always a challenging job to work with young children. And possibly it might be getting harder. Do you think that aside from the sort of more challenging circumstances that people are living in, there's a lack of the central guidance?

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Liz:

So, I mean you were, chair of the Early Years Advisory Group, weren't you? So yes, we have national strategies.

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Liz:

You know, local authorities also have a bit of a diminished role now. So doesn't that make it harder, do you think for people to get the knowledge they need?

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Tina:

I think it's very difficult. And that advisory group was a wonderful idea. It was Margaret Hodge who was the first minister specifically for families and children.

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Liz:

Children's Minister.

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Tina:

Children's Minister. Yes. And she just gathered, you know, there were, I think, about a dozen of us. And then gradually, I found myself....

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Liz:

Ascending to chair!

00:24:00:02 - 00:24:31:04

Tina:

Yes. and, that was important. Because we were able to have discussions with the minister every 2 or 3 months and talk about things which were important to us. And of course, the civil servants were making notes and listening. And so it did help to... I mean, for example, the literacy hour was going to be introduced in reception classes and it wasn't made compulsory as a result of us. Also, looking at mothers having maternity leave

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Tina:

That was another aspect that we had a huge influence on because she was able to join up with Patricia Hewitt and health and education came together. And they were going to think about, you know, putting the money into other things. But we said, 'no, we know this would help families.' And actually, that helps children's education when you help families.

00:24:54:20 - 00:25:19:07

Liz:

But we seem to have lost this notion that there should be these expert groups to advise and also, you know, to provide resources, as national strategies did to some extent, you know that people now are left really with very little... You're told you do it how you want...I was going to ask you about OFSTED.

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Tina:

I think it is a huge problem. One of the problems that I see people having is they're very, very frightened of OFSTED. And we have had some very tragic situations. I know there's been a lot of focus on one particular tragic death, but, you know, there have been other suicides and I don't think it's fit for purpose.

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Tina:

I know they're having something called the Big Listen, but I tried to participate in that, and they're steering you into answering questions in the way that they would like. So I think we do need to look again. I read a set of papers recently, and one that I was particularly drawn to was by Peter Mortimore, who used to be Director of the Institute of Education some years ago, and his suggestion, some years ago

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Tina:

But it rather appealed to me, was that instead of having... you'd have some centrally based HMIs, but then you would use the local authority expertise. So if we were able to build that up again because it's practically vanished, hasn't it? But if we could build that up again to use those people, it would be much more in the 'do good as you go', the old HMI motto, so that you build people up.

00:26:41:23 - 00:27:04:08

Tina:

I had a wonderful experience of being 'HMI'd' when I was at the Froebel Institute. I was a tutor and I was shadowed for a whole day by Elsa Perlmutter, who was a very great expert in early childhood education. So I respected her the minute she walked in the door and I was later inspected with Pam Clay, and again, I'm very proud

00:27:04:09 - 00:27:26:12

Tina:

To say I was inspected by Pam Clay, shadowed for a day and constant discussion as we went. At the end of the day, a real conversation about what we thought would be helpful, how she could help me to get things, you know, that I want. And I felt like you feel when you've had a really wonderful.. somebody's taught you brilliantly.

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Tina:

Now that's what I want inspection to be.

00:27:28:16 - 00:27:45:14

Liz:

Yes, yes. That would that would be wonderful, wouldn't it? I know, and I think Labour are promising reform, although I don't think we know much about what that form that will take at the moment. An end to one word judgments, I think is one element of it which...

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Tina:

Yes, we need some more nuance.

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Liz:

Yeah. Yes, yes. But obviously there's a lot more that could be done as well. Yeah. So yeah. So generally I think for a lot of providers having having some more guidance and support, whether that's from local authority or some sort of expert group would be very welcome I think wouldn't it.

00:28:10:10 - 00:28:38:09

Tina:

Yeah, absolutely. Because I mean, you know, the early childhood inspectors, I mean, I'm thinking, you know, I used to do a lot with lots of different local authorities. And quite typically they would suggest that people met at a particular nursery that clearly they thought was a good one. Yeah. So you'd be honoured to be asked to host and then look round the nursery, talk about what you were doing in the nursery, Inspector sitting there.

00:28:39:00 - 00:28:40:11

Tina:

you know, I mean, it's lovely way to learn, isn't it?

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Liz:

Yeah, yeah, absolutely.

00:28:42:00 - 00:28:44:05

Tina:

Another the kind of training. Lovely.

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Liz:

So if we move on to play and creativity, which is obviously really central to to your life and work. When you visit settings and schools now, do you see enough? And if not what's getting in the way do you think?

00:29:01:23 - 00:29:29:23

Tina:

No, I don't, I think we've got a lot of work to do in understanding more about play. I think one of the most crucial things, actually, in order to develop play is to give children really rich first hand real experiences. So, you know, if you've cooked a pancake, if you've cooked a Chapati, if you've cooked some rice, then that begins to come into the play.

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Tina:

And then gradually you see children having ideas about how, you know, they start to rearrange real life, which is when we begin to see imagination. There's a lovely definition of imagination by Peter McKellar, which I've always loved. It was he wrote it in 1957. It's actually page 66 of his book, and it's, you know, it's about imagination...

00:29:55:05 - 00:30:26:21

Tina:

Imagination is the rearrangement of past experience in new and fascinating ways. So, you know, there you are, you've got this lovely creativity. And if you've got rich experiences, then you're in a position to do that. And this is when we see imagination becoming so creative, because at first, you know, children need to have those experiences and they will use what they know in their play.

00:30:26:23 - 00:30:43:06

Tina:

Now, what I'm seeing is the early bits of play. So children will be, I mean, pretend cooking or actually a lot of pretend mobile play, mobile phone play. That's that seems to be everywhere. Doesn't it, you could see that in South Africa. You know, everywhere you see that. But what I'm not seeing is the deepening of the play.

00:30:43:06 - 00:30:51:03

Tina:

I'm not seeing that because the children are moving into Reception and they're not allowed to do it.

00:30:51:05 - 00:31:17:15

Liz:

No. And I think obviously, right throughout the whole school system, we've seen music, drama, everything dance, everything is. Yes. It's, kind of been squeezed out a lot, hasn't it? And it's interesting that, again, Labour have said they would like to bring that back, make sure every child has the chance to do creative subjects, you know, up to 16 or whatever age.

00:31:17:15 - 00:31:39:08

Liz:

But I think the problem always seems to me with those kind of subjects is that they are vulnerable. They're vulnerable to being squeezed out if it's seen that, you know, children aren't reaching certain levels or whatever. Then it's like, well, we have to get rid of all that side and concentrate on the academic rigour.

00:31:39:16 - 00:31:50:06

Tina:

But when you look at, you know, what people like Usha Goswami are finding in her research, she talks about rhythm and her own lovely article in Nursery World recently where she'd

00:31:50:06 - 00:31:51:00

Tina:

written about that.

00:31:51:05 - 00:32:05:08

Tina:

And I mean, you know, actually, if you do lots of music and you do lots of dance, and you're having lovely conversations with people about it, you know, they are in a much stronger position to flourish. And so it's..

00:32:05:08 - 00:32:08:06

Tina:

those are very important.

00:32:08:06 - 00:32:32:03

Tina:

It's important and they're deeply valued. And so we do want that for all children to experience. And I think there's there's also a cultural element here too, isn't there, that we, you know, there are so many different kinds of music and children need to meet music and dance, which they're more comfortable with because it's what they're meeting in their home contexts.

00:32:32:05 - 00:32:36:21

Liz:

Yes, absolutely. And then from that you broaden out and you find that there's a whole lot more.

00:32:39:06 - 00:32:43:09

Liz:

Yeah. But it all feeds in, doesn't it, to your development.

00:32:43:09 - 00:32:56:18

Tina:

Yes. And I mean, you know as well as the arts, I think we should be building in engagement with nature. But you know, and, you know, back to the garden because again, children are not getting those experiences in school.

00:32:56:20 - 00:33:08:01

Liz:

What are your hopes for the future? And what things can we feel positive about for change and improvement in the early years sector?

00:33:08:03 - 00:33:40:00

Tina:

Well, I suppose one of the things that emerged in the pandemic was that families were together more and I think for some families, probably for the majority of families, that made them really close to their children. I know that, you know, for other families that that also created some great problems for them. Going back to what you're saying about poverty and all sorts of things which cut across that kind of enjoyment.

00:33:40:02 - 00:34:16:12

Tina:

But what I would hope is that we could use that feeling of closeness that was there for so many people and take that into the future because I think that caring about our children is it's like a message to the future. I mean, these are our messages to the future, and they will be able to contribute to a better world if they have had a good childhood.

00:34:16:14 - 00:34:17:12

Liz:

Yeah.

00:34:17:14 - 00:34:22:03

Liz:

That's that's lovely. That's what we would all hope for. Well it's been really lovely

00:34:22:09 - 00:34:23:09

Liz:

To talk to you today.

00:34:23:09 - 00:34:26:21

Liz:

It's been lovely to see you again. Thank you so much.

00:34:26:21 - 00:34:30:23

Tina:

Thank you, thank you Liz, that was a treat to talk to you.

00:34:31:00 - 00:35:01:24

Colin:

Well, my huge thanks to our guests, Liz and Tina for making this episode possible. You'll find details of the research and links to the resources they mentioned in their conversation in the episode description. You can also listen to all our most recent episodes of the series, including themes and ideas linked to a Froebelian approach to early childhood and education today, with inspiring panels

of guests and experts joining each episode, and make sure to look out for new episodes of the series, which will be released in the autumn.

00:35:02:01 - 00:35:30:19

Colin:

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