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Interacting Or Interfering? Improving Interactions in The Early Years, Paperback, ISBN 0335262562, ISBN-13 9780335262564, Brand New, Free shipping in the US Offers practical guidance on developing high quality interactions to better scaffold children's learning and development.

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It exemplifies how interactions are most effectively sustained and how developing high quality interactions can better scaffold and support children's learning and development. 'Interacting or Interfering?' • Identifies the key components of effective interactions and how implementing these can improve the quality of children's learning

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Interacting Or Interfering? Improving Interactions In The ...

Interacting or Interfering? Improving Interactions in the Early Years High quality interactions are recognised as fundamental to the achievement of outstanding teaching and learning in the early years If you are working with children from six months to six years this au Title: Interacting or Interfering? Improving Interactions in the Early Years

Interacting or Interfering? Improving Interactions in the ...

Prof Julie Fisher's latest book - 'Interacting or Interfering?' - draws on research into effective interactions between practitioners and children aged six months to six years. Professor Julie Fisher explains the - often subtle - differences between interacting and interfering when communicating with young children. ...

Watch Professor Julie Fisher on Interacting or Interfering?

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In this moment, on reflection, I felt that my interaction was effective but everyone's response could be different. It can be helpful to talk dilemmas like this over with peers or mentors, or reflect on the different option, or compare with another person's strategies for involvement.

Blog: Interacting, Intervening or interfering? Early ...

'Interacting or Interfering?' • Identifies the key components of effective interactions and how implementing these can improve the quality of children's learning • Contains transcripts of interactions from baby rooms through to Year 2 classes which exemplify key messages • Provides prompts you can use to analyse and improve your own practice

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Interacting or Interfering? Improving Interactions in The Early Years Transcripts of conversations between children and teachers bring findings from the study to life, and while it is essentially a book for early years' practitioners, nursery nurses, health visitors and children's nurses will find elements of this book useful.

Interacting or Interfering? Improving Interactions in The ...

Interacting or Interfering? : improving interactions in the early years. [Julie Fisher] -- High quality interactions are recognised as fundamental to the achievement of outstanding teaching and learning in the early years.

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Interacting or Interfering? Improving Interactions in The Early Years This excellent book focuses on the importance and nature of adult-child interactions across a range of pre-school and early years settings.

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Interacting or Interfering?: improving interactions in the early years Fisher, Julie, 1950- author High quality interactions are recognised as fundamental to the achievement of outstanding teaching and learning in the early years.

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'Interacting or Interfering?': With its illuminating examples, the book shows how you can best tune into and respond effectively to young children's conversations. If you are working with children from six months to six years this authoritative new book from leading author Julie Fisher encourages you to reflect deeply on the quality and impact of interactions in your setting.

Interacting or Interfering? Improving Interactions in the ...

'Interacting or Interfering?' Identifies the key components of effective interactions and how implementing these can improve the quality of childrens learning Contains transcripts of interactions from baby rooms through to Year 2 classes which exemplify key messages Provides prompts you can use to analyse and improve your own practice

Interacting or Interfering? Improving Interactions in the ...

Adult Proximity and Communication - Stay close by to monitor social interaction without interfering with natural child-peer interaction. Try not to communicate with their children i.e. narrating or commenting unless you are providing prompts to facilitate social communication between the children.