Title of Abstract

‘Talking science’: the perception and interpretation of science by Early Years practitioners and designing training to support science concepts in the early years

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Brief Abstract

The project outlines research in 14 Early Years settings in one Local Authority area. Initial observations in the settings using the Sustained Shared Thinking Scale suggested that science, higher order thinking and problem skills were less developed aspects of practice. ‘Talking Science’ training was designed to support this area of work. Data was collected to highlight the perceptions of science by participants, as well as data to evaluate the training itself. Findings suggest science may be perceived as challenging by early years practitioners, however practitioners may be more engaged when science concepts are explored in their everyday interactions with children. An experiential training approach was received positively by the participants.