



## Realising the Ambition Policy

Realising the Ambition: Being Me is the national guidance on early years practice for Scotland. The practice guidance document sets out expectations to improve the quality of early learning and aims relating to child development in Scotland. **Realising the Ambition: Being Me February 2020.**

Realising the Ambition focuses on the following three areas to achieve its aims:

- Interactions
- Experiences
- Spaces

It considers ways within these three areas that nursery staff can give babies and young children the best chances to learn and grow. Looking at children's development from their first few days of life, through to their first few days in primary school and beyond; make links between practice, theory and policy guidance to reinforce aspects of high quality provision and the critical role nursery staff play; clarify some aspects of current practice and provide a reference which nursery staff can easily use; support improvement and quality by encouraging discussion, self-reflection and questioning about relevant practice in each setting, and; provide advice on achieving the highest quality of ELC and early primary provision that will enable young children to experience and to play their own part in Scotland being the best place in the world to grow up.

### Key messages:

- The learning environment is more than the physical space. It also includes interactions and experiences.
- It is important for nursery staff to understand the stages of child development to provide rich, developmentally appropriate learning experiences.
- Children need daily opportunities for outdoor and risky play to help them develop physically, cognitively, socially and emotionally.
- Young children learn best through play. The curriculum should be largely play-based in Primary 1, which will also help to make the transition from Early Learning and Childcare into school smoother.
- Parents and carers are children's first and most important educators. Family learning and parental involvement are essential components of quality early years education.
- Nursery staff should plan for children's learning using a mixture of responsive planning and intentional promotion. Responsive planning extends the interests of the child, while intentional promotions are adult-led activities.

- Positive transitions will consider the 5 C's: Consistency, Communication, Child-Centred, Culture and Collaboration.
- By learning about other curricular approaches, we can gain new insights and ideas and feel reassured by similarities. Te Whariki, Friedrich Fröbel, Nature Kindergartens and the Reggio Emilia Approach are all summarised and discussed within the guidance.
- The child's voice and best interests should be at the centre of early years education.