



NAPE

National Association for Primary Education UK

Who are NAAPE ?

- UK registered charity (founded 1980) for promotion of education of children from birth to 13
- Membership association open to anyone concerned with the education and development of young children e.g. teachers, parents, governors
- Volunteers on Council and Executive - elected from membership
- Links with a number of universities - Leeds Trinity, Oxford Brookes

Beliefs

- Children's progress in the later years is dependant on the quality and strength of their early learning and experiences
- Consideration should be given to the developmental stage of each child and primary schools should be centred on the characteristics of childhood
- High priority should be given to the education of children 3 - 11 years
- Primary aged children are living a never to be repeated time of life; not simply preparing for the future
- Partnership with parents, who are the child's first teachers, is essential to the child's well being
- Professional standing and respect for the teaching profession essential
- Teachers who specialise in the education of young children should be trusted to use their judgement in matching learning to the individual needs and responses of children.
- High standards of achievement in the core skills of English, mathematics and science together with the use of digital technology as an integral element of children's learning are vital to progress.

What we do

- Develop partnerships with other associations e.g. subject associations and PUG (Primary Umbrella Group)
- Lobby parliament and provide consultation on issues affecting Primary Education
- Function as a leading authority on Primary Education
- Produce and publish position papers
- Produce and publish media releases and speak to the media
- Conferences and other events e.g. outstanding nursery visits
- 24/7 Helpline
- Publish hard copy and ezine of our Journal — Primary First
- Social Media Presence

The Council

- All are experienced and bring expertise in early years and primary education and in the field of leadership and educational administration. We are made up of :—
- recently retired head teachers
- experienced school advisors following distinguished careers as teachers/headteacher
- serving and recently retired university lecturers in primary education
- independent educational consultant
- retired CCI - County Council Inspector
- music specialists
- computing education consultant and former director of a local authority ICT centre
- early years specialists
- experienced education conference organisers

Quality control of our work and publications

- former senior members of national inspectorate for primary education - who are members of NAPE exercise this role

Competencies

All members of NAPE council are experienced in working with the competencies, either as teachers, head teachers, advisors or inspectors

- The following 5 competencies are part of the National Curriculum - Linguistic communication competence; mathematical competence; competence for science, technology and care of the environment; digital competence and competence for the processing of information; and cultural and artistic competence
- The remaining competencies are taught via the school initiated curriculum - Social competence for responsible consumption and health care; learning to learn competence; and competence for autonomy, personal initiative and emotional development

Methodology

- Teaching methodologies are chosen by UK schools and implemented in close partnership with parents and the schools' governing body. Increasingly influenced by Government and Inspection process.
- Methodologies range from conventional whole class instruction to fully experiential, active, individualised learning.
- UK participation in the project will focus on an innovative approach to teaching and learning of the key competencies. This will involve work by teachers and children in the outside environment, away from the school building and will take place through educational visits.
- We will develop and disseminate our successful experience of engaging and motivating children particularly those who do not respond to conventional pedagogy.
- Supportive learning materials written by NAPE and published in partnership with a UK publisher will be made available to our European partners.

The Project Team

- John Coe - Project Director and author
- Lynn Hannay - Chair NAPE and international liaison
- Stuart Swann - Vice Chair, computing lead and international support
- Peter Cansell - Council member and school liaison
- Lynne Knapp - Head teacher and coordinator of the participating schools group