

A horizontal banner at the top of the slide features a background image of a sunlit forest with trees and foliage. Overlaid on this image is the text '102047 Learning Environments' in a large, pink, 3D-style font with a white outline.

102047 Learning Environments

The main title is set against a large, solid orange rectangular area that has a rough, torn-paper-like top edge. The text is centered within this area.

Documenting Learning Programs and environments: Tutorial 4 Spring 2014

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- Learning Outcomes 2 and 3:
- Identify and apply key policy and regulatory documents
- Document the experiences of children in the environment and implement learning that supports place-based pedagogies

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- Watch: <https://www.youtube.com/watch?v=-4OSOAdpoAE>
- Place in Pedagogy – theories of place:
- What is important to you in place?
- Reflect on and draw a place that you identify with
- Identify some of the key elements :
- 5 key elements that give you a sense of belonging
- Opportunities and/or triggers for reflection
- Opportunities for activity
- Other significant elements in that place





Picnic in the Fields

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- Learning affordances
 - Physical activity, moveable elements, risk opportunities,
 - Connections, engineering concepts
 - Species understandings, habitats, life cycles
 - Cooperation - interaction
 - Problem solving
 - Language development
 - Care and compassion

Discuss which of these can you see in the videos?

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Sensory affordances

- Hearing – fauna, machines, water, wind, people
- Touch – textures, resistance
- Smell –flowers, herbs, leaf litter etc..
- Taste – bush food, garden food, people food
- Familiarity icons – special features – place markers
- Sustainability learning

Discuss which of these do you see in the videos?

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Documenting Children's Learning

- How do you best capture children's learning experiences in the environment?
- How do you best capture children's sensory experiences in the environment?
- How do you best capture the important elements of play in the environment?

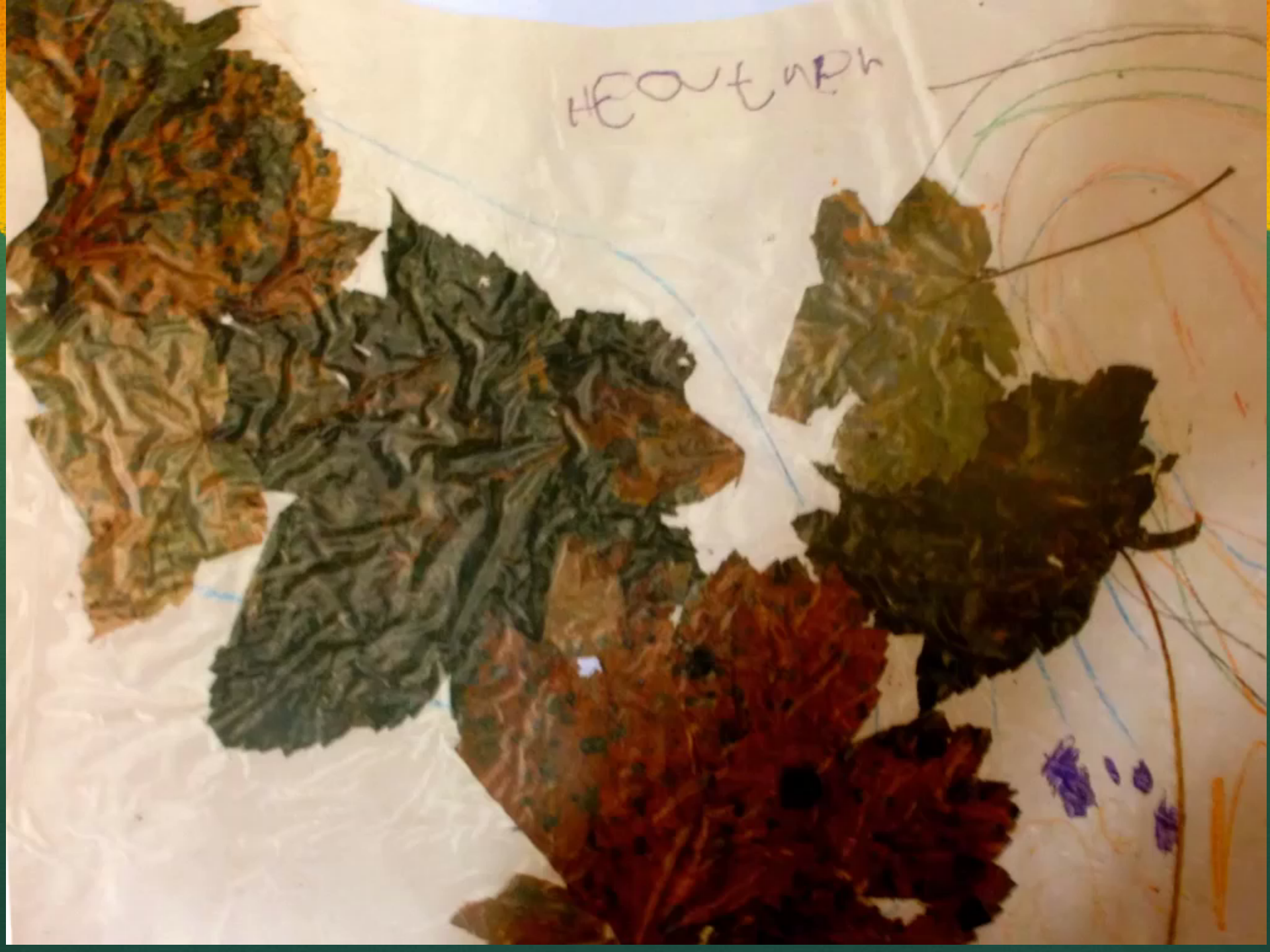
Discuss this with your table and come up with some suggestions.

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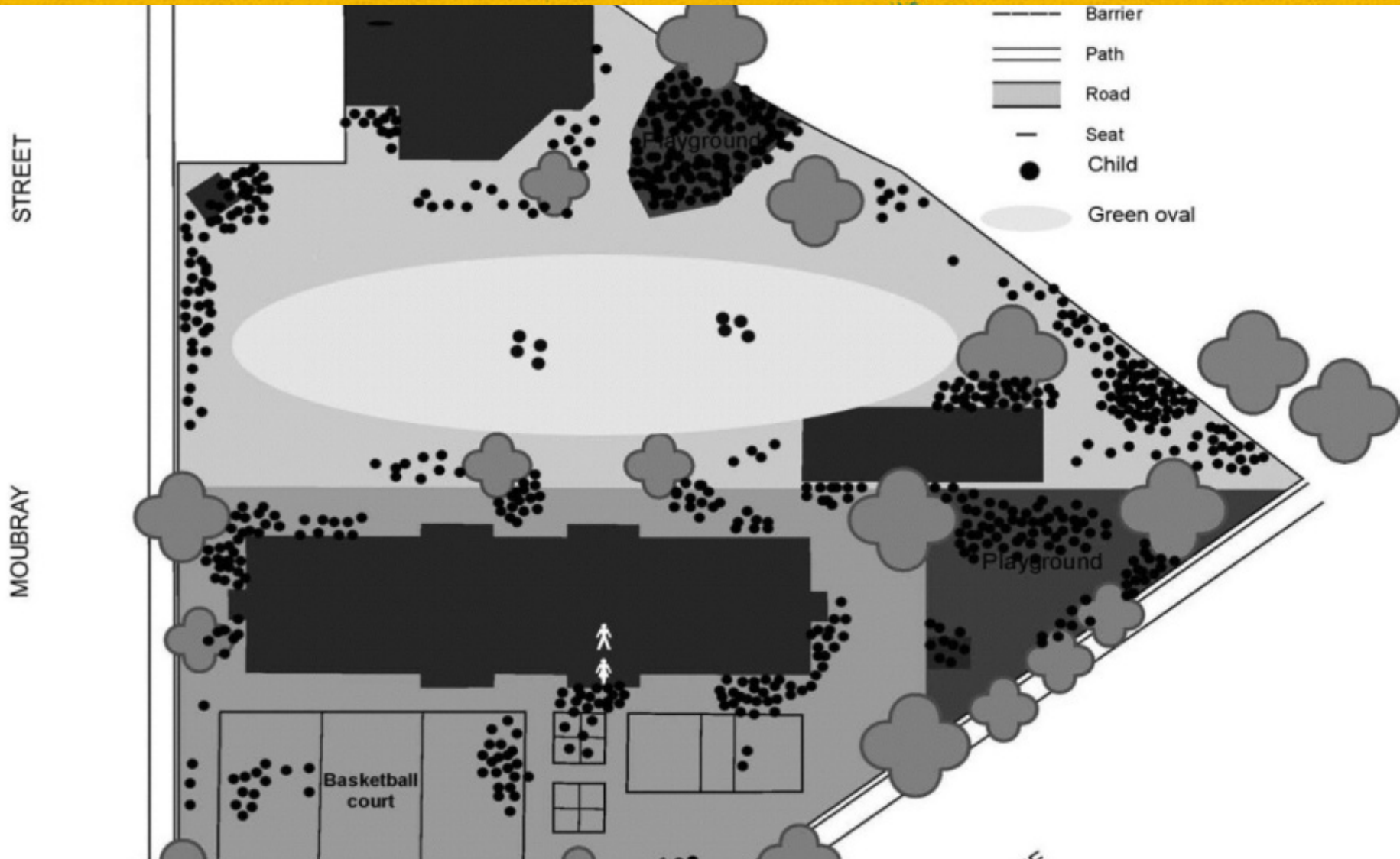
Documenting Children's Learning

- Checklists
- Observations
- Portfolios
- Learning Stories
- Combined big format books
- Audio visual materials

HEATH



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- <http://www.earlychildhoodaustralia.org.au/nqsplp/e-learning-videos/connecting-with-practice-eylf-nqs/rolling-in-a-tyre/>
- Create a rough map of the play ground in the video:
- Describe key features of the Outdoor space? And how might it change according to different activities or conditions?
- Put a dot where every child is located
- Indicate the type of social interaction and the play they are involved in

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Social Interaction

SP	Solitary Play – plays alone no reference to others
PP	Parallel Play – alongside others, uses available materials, no influence on other children
AP	Associated Play – plays with others engaged in similar activity. Communication and materials exchanged no overall goal to activity
CP	Co-operative Play – group of children organise themselves with a specific goal in mind ie. team game, drama
TP	Two people
SG	Small group (3-6 approx.)
LG	Large group (7+ children)

Play Behaviour

SF	Self- focused (not interacting with other children, not playing ie. daydreaming, reading)
IP	Inside physical environment (goes into school building)
OO	Observing others (adopts role of onlooker- not interacting with other children)
VI	Verbally interacting with others (talking with one or more children)
CO	Constructing activity (building or making objects from loose materials)
IE	Close interaction natural environment (located in & using nature ie. insect hunt, make daisy chains)
EE	Exploring environment (moving in, through and engaging with natural environment ie. climbing trees)
IA	Imaginative activity (children engage in role play/drama, pretend, make believe, fantasy)
FE	Playing free equipment (using bats, balls not a game - ie. bouncing ball against wall)
FS	Playing on fixed structure (using designed and constructed fixed playgrounds)
TG	Participating structured team game (games with negotiated rules and roles, ie. football, basketball)
OP	Observing participant (waiting to have a turn during a team game)
ML	Moving between locations (not engaged in a structured play activity - define movement ie. running, walking)
CA	Changing activity (where no play activity is yet evident)
O	Other (include short description)

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National Quality Standards

The design and location of the premises is appropriate for the operation of a service.

- Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose
- Premises, furniture and equipment are safe, clean and well maintained.
- Facilities designed/adapted to ensure access and participation by every child in the service and to allow flexible use and interaction between the indoor and outdoor.

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The environment is inclusive promotes competence, independent, exploration and learning through play.

- Outdoor and indoor spaces – designed and organised to engage every child in experiences in both built and natural environments.
- Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses

The service takes an active role in caring for its environment and contributes to a sustainable future.

- Sustainable practices are embedded in service operations.
- Children are supported to become environmentally responsible and show respect for the environment

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Education and Care Services National Regulations (NSW)

Regulations related to the physical environment

- Premises, furniture and equipment to be safe, clean and in good repair
- Fencing
- Furniture, material and equipment – access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care



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Risk assessment:

Developmental Characteristics			Planning Considerations	
Social/ Emotional	Language/ Cognitive	Physical	Playspace	Safety
Real work is important	Language becomes a tool for social and peer relationships	Physical skills of skipping, galloping, hopping are refined	Dramatic play spaces of tree trucks, logs decks	Ensure quality of soft fall and fall zones for larger bodies and daredevil psyches
Social Play becomes interactive as children move from parallel play	Why? How? What? When are frequently asked questions.	Eye/hand and eye/foot coordination develops.	Gardens for children to work on, develop and evolve.	Supervise and teach safe handling of real tools.
		Adapted from Rogers in Elliot (2008)		

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Benefit and Risk Assessment

- Identify the kinds of play possible in this environment
- Identify and document possible risks and hazards
- Implement hazard reduction actions
- Identify and document the benefits for children playing in this environment
- Check specifics of regulations
- Document the children's use of the space for future reference

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- Rogers. K., (2008). How do Natural Play Spaces Meet Developmental Needs and Interests. In S. Elliot (Ed) *The Outdoor Play Space Naturally for Children Birth to Five Years*, Pademelon Press, Castle Hill. PP 75-94.
- Australian Children's Education and Care Quality Authority (2013) *Guide to the National Quality Standard*. Australian Government. ACT. PP. 78-102
- Ministerial Council for Education Early Childhood Development and Youth Affairs (2011) *Education and Care Services National Regulations*, Australian Government, ACT. PP. 92-131