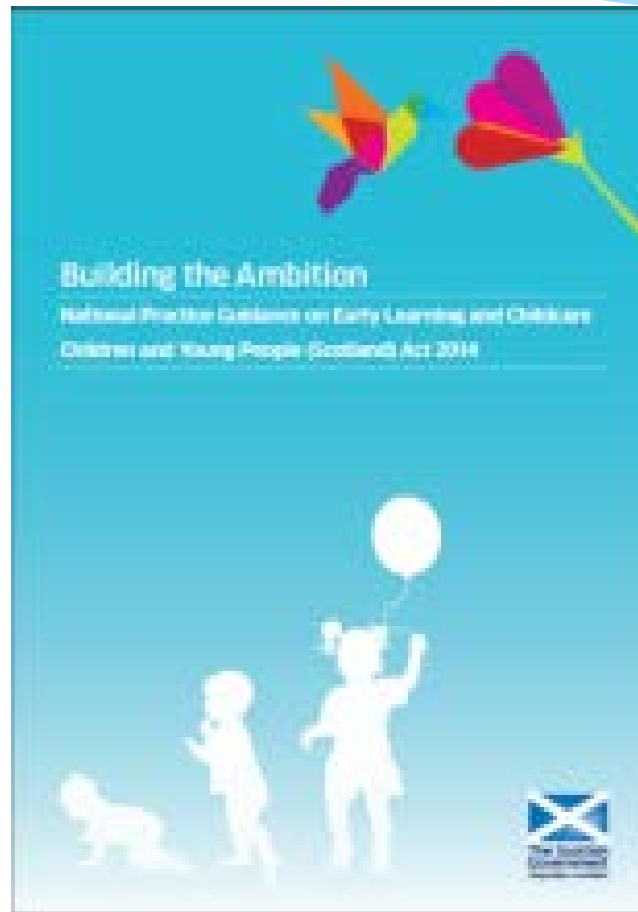


Early Learning and Childcare environments , experiences and interactions

Linda Burgar

Early Years Development Officer

Building the Ambition – National Practice guidance on Early Learning and Childcare



Building the Ambition – National Practice guidance on Early Learning and Childcare

- * **Environment**
- * **Experiences**
- * **Interactions**

Building the Ambition – National Practice guidance on Early Learning and Childcare

Essential aspects which drive early learning:

- ❖ Wellbeing
- ❖ Communication
- ❖ Promoting curiosity, inquiry and creativity

An effective, enabling environment for independent learners



Activity based set up



Storage & access to resources



Open ended resources



Simple materials facilitate deeper-level play as they invite participation, engage all a child's senses, and fuel imagination.



Natural materials

Thinking of “aesthetic” as being the opposite of “anaesthetic”, a shutting down of the senses may help with appraising the environment in a richer way

How Learning Happens



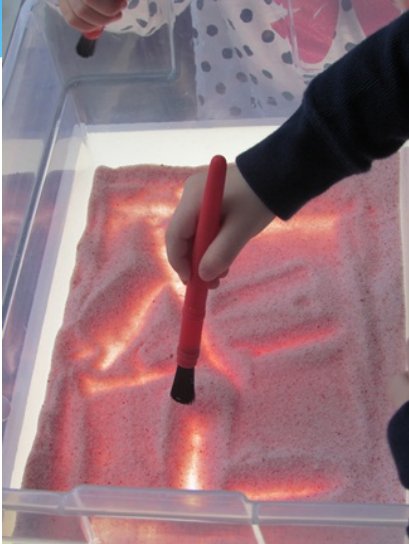
The home corner



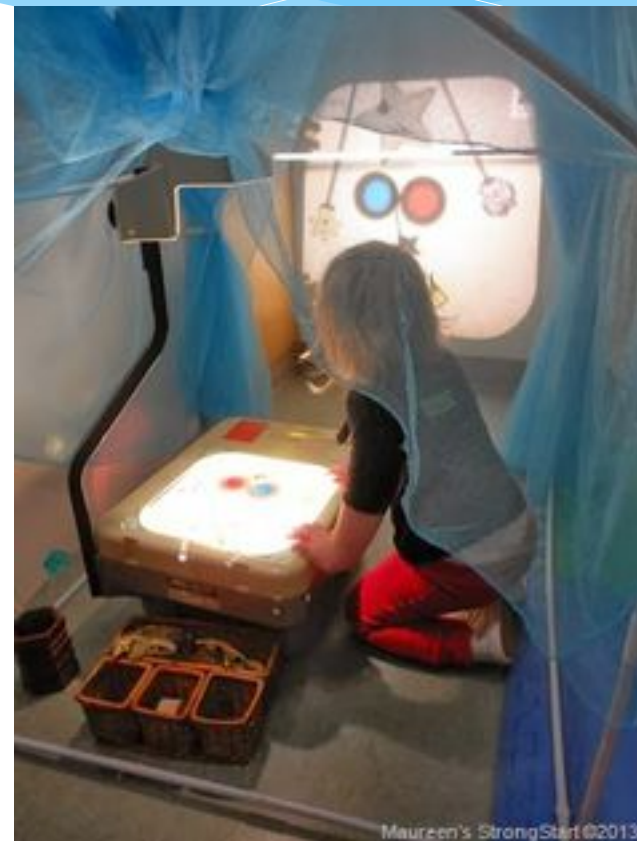
The home corner



Shed a little light



Where did all the overhead projectors go?





Mirror mirror



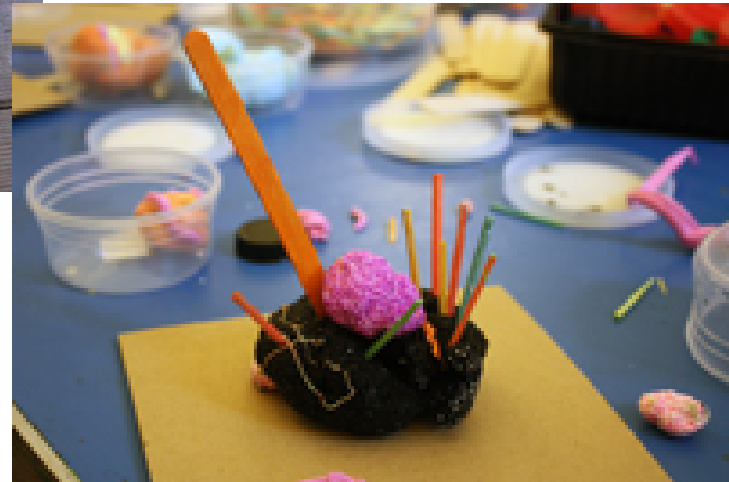


Fairy lights, not just for Christmas



Tactile experiences

Process not product



Curiosity

“Education is not the filling of a pail, but the lighting of a fire.”
–William Butler Yeats

“I am neither very clever nor especially gifted. I am only very, very curious!”
Albert Einstein



Imagination

Why is imagination so important?

Imagination is the basis of all creative activity – **the way in which the brain retrieves previous experiences & creatively reworks them to generate new proposals and new behaviours – to change objects into new things and see things in new ways**

Imagination enables the **‘possibility thinking’** essential for innovation

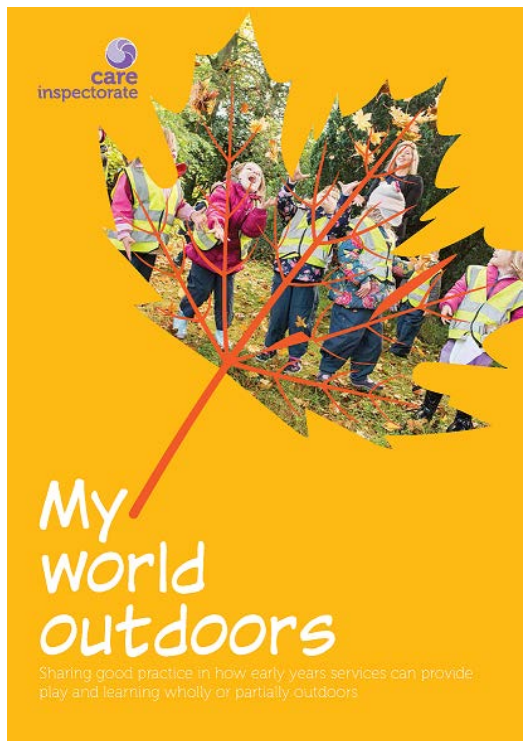
“if you want people to build ships
don’t send them down to the wood to chop trees ,
teach them to yearn for the immensity of the sea”

The Little Prince

Loose Parts Play



Outdoor Learning



Fit for life



A lot of learning going on







When I Play Outside

I am learning about

Absorbtion Adaption Action Arranging **Animals**
 Autonomy Balance Belonging Calculating Caring
Cause and Effect **Change** community *Creative Thinking*
 Culture Chemical reaction **CONSTRUCTION** *Calm*
Co-operation Creatures **CLASSIFICATION** Conservation
Communication Confidence **Connection** Conversation
 Depth DISTANCE Density Experimentation **Evaporation**
Friction **Friendship** Force **Gravity** Height Inertia
 Invention **Identification** **Insects**
 Light Initiative *Language* Listening Literacy Independence
 Investigation *Manipulation* **Myself** Measurement Mass
 Movement Matching **NATURE** Negotiation *Nurturing*
Numuracy **OBSERVATION** Ordering Patterning
Physics Planning Problem solving
 Plants Questioning **Reaction** Risk *Responsibility*
 Resilience **Regulation** Representation Suspension
Size Shape Seasons *Senses* Scientific Method
 Temperature Team work Texture Volume **Vibration**
 Weight Weather Speed Space **Collaboration**

...and much, much more!













Do you want to stay and play?

Experiences

Have a balance

- Child led learning – practitioners follow children’s thinking
- Adult initiated learning – practitioners fathom children’s learning
- Adult – led learning practitioners focus children’s thinking

Wait watch and wonder

Julie Fisher

Experiences

Children are capable, independent wee people.
They can chop , pour, use knives and real tools



Experiences

A range of mark making opportunities
using a variety of media



Experiences

Opportunities to do practise "writing" for a purpose
across all learning indoors and outdoors

Opportunities for numeracy across learning indoors and
outdoors

Real life , relevant, meaningful contexts

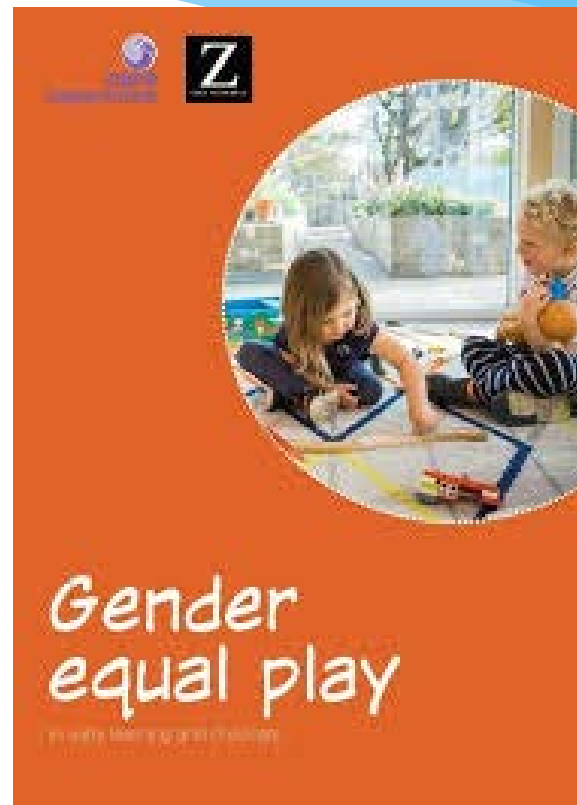
Songs , rhymes and stories every day



Follow the children's interests



Gender equal play



Interactions Relationships

- A bucketful of professional love
- Warmth and trust - its ok to make mistakes, this is a safe place to learn from them
- Respect , is it visible?
- Body language
- Understanding children's behaviour & what it is communicating
- Helping children to describe their feelings and understand the feelings of others
- Validating feelings and supporting children with self regulation
- Playfulness

Interactions

listening to the voice of the child

Really listening to the voice of the child and valuing their contributions

Making time for one to one conversations with each child every day

A good listener:

- Leans forward
- Has sparkly eyes
- Looks right at you
- Doesn't interrupt
- Doesn't look away
- Understands
- Has time

Professor Kate Wall – Look Who's Talking

Interactions

developing thinking skills

Model thinking out loud
Sustained shared thinking

Questions?

Open not closed

5 comments to a question

Allow 12 seconds to respond

Interactions

knowing your children well

The 100 languages of children – *Loris Malaguzzi Reggio Emilia*

Will my presence enhance something or tell me something I need to know?

Will my presence divert a child away from some exploration or play that they might pursue independently?

If I intervene will the outcome reflect my intentions more than the child's? *Chris Miles*

Interacting or Interfering?

Wait Watch Wonder

Julie fisher

Learning and Development Folder

Support with

- Observations
- Knowing where a child is developmentally
- Planning for learning
- Regular learning & development meetings
- Tracking literacy & numeracy skills
- Knowing who needs additional support and who needs additional challenge

CPD programme

Wild Things

Woodland Activity Leader

Coastal Activity Leader

Stramash Learning in Argyll and Bute
Through the seasons

Interacting or Interfering - Julie fisher

Family Learning - Nancy McGrath

Pete Moorhouse

Woodwork in the Early Years

Creativity in the Early Years

Moving to 1140 hrs a focus on quality
3 Assets approach

Outdoor learning
Culture
Partnerships

The importance of play in ELC

it's not "just play"

Play is an essential part of early learning.

It is the lifeblood of the learning process.

As children play they are developing the cognitive, socio-emotional and physical skills they will need to take them into a successful adulthood.

They are developing their curiosity, problem solving, intentionality, flexibility, and verbal & non verbal skills.

Socio-emotionally they are developing their emotional intelligence - learning confidence, cooperation, negotiation, sharing, empathy and how to communicate appropriately.

Physically their fine motor and gross motor skills are being practised and developed.

*It's not "just play" they are
skills for life!*

It is in the small moments of discovery that big dreams are born. When little fingers are



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buried in the earth, an archeologist has made his first dig. When curious eyes peer at stars through a paper-towel roll, an astronaut has made her

first spacewalk. When chubby hands wrap a washcloth cast around a cat's tail, a doctor has healed his first patient...

Let the children play. Our future depends on it.

~L.R.Knost

Children are born passionately eager to make as much sense as they can of things around them. If we attempt to control, manipulate or divert this process.. The independent scientist in them disappears John Holt



“We are never more fully alive, more completely ourselves, or more deeply engrossed in anything than when we are playing” Charles Schaefer



“Investing in children’s play is one of the most important things we can do to improve children's health & wellbeing in Scotland”
Sir Harry Burns, former Chief Medical Officer



Play

shapes our brains,
creates our competencies
and ballasts our emotions

