



Outdoor Play Learning Story

Experience: Off To The Park

Date: 19-July-2019

Written by: Lorina

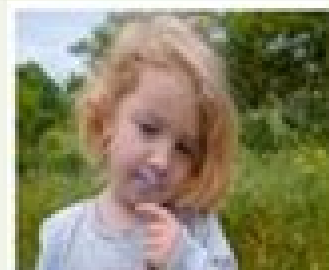


We had such a great afternoon at the park. Hand in hand with our friends we walked to the park. We saw many things along way flowers, pebbles and many different types of rocks. When we got to the park we saw the tall trees, with their leaves swaying in the breeze. We saw many different types of flowers, pink and yellow and dandelions. They smelt so nice and sweet. We touched the rocks we found on the ground. Some were rough and some were smooth. Puddles of water were collected in crevices amongst the rocks, we took our shoes off and danced in the puddles of water. Cool water trickling between our toes. We played ball games. We threw, we caught, we kicked. Oh what a wonderful day at the park!



Linking to the Outcomes

2.4 Children become socially responsible and show respect for the environment. 1.4 Children learn to interact in relation to others with care, empathy and respect.



Sample Of Kinder Children Learning Stories

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Sample Of Kinder Children Learning Stories:

Young Children's Community Building in Action Louise Gwenneth Phillips, Jenny Ritchie, Lavina Dynevor, Jared Lambert, Kerry Moroney, 2019-07-04 Rethinking the concepts of citizenship and community in relation to young children this groundbreaking text examines the ways in which indigenous understandings and practices applied in early childhood settings in Australia and New Zealand encourage young children to demonstrate their care and concern for others and so in turn perceive themselves as part of a larger community Young Children's Community Building in Action acknowledges global variations in the meanings of early childhood education of citizenship and community building and challenges widespread invisibility and disregard of Indigenous communities Through close observation and examination of early years settings in Australia and New Zealand chapters demonstrate how practices guided by Aboriginal and M ori values support and nurture children's personal and social development as individuals and as citizens in a wider community Exploring what young children's citizenship learning and action looks like in practice and how this may vary within and across communities the book provides a powerful account of effective pedagogical approaches which have been long excluded from mainstream dialogues Written for researchers and students of early childhood education and care this book provides insight into what citizenship can be for young children and how Indigenous cultural values shape ways of knowing being doing and relating

Democratic Policies and Practices in Early Childhood Education Linda Mitchell, 2018-10-24 This book uses case studies of Aotearoa New Zealand policy formulation and practice to explore early childhood education and care ECEC as a site for democratic citizenship and social justice Addressing fundamental questions about the purpose of education it argues for explicit values focusing on children and childhood as a basis for ECEC policy to replace discourses of economic investment and child vulnerability that are dominant within policy goals in many countries A commitment to democracy and equity is a good place to start Aotearoa New Zealand is of special interest because of its world renowned ECE curriculum Te Wh riki which is based on principles of social justice respect for rights and an aim to support children growing up in a democracy The curriculum upholds M ori rights to tino rangatiratanga absolute authority over their lives and resources Yet Aotearoa New Zealand's extreme market policies and harsh labour laws during recent periods run contrary to ideals of democracy and are puzzlingly inconsistent with curriculum principles The book starts with an analysis and critique of global trends in ECEC in countries that share capitalist mixed economies of welfare and where competition and marketisation have become dominant principles It then analyses ideas about children childhood and ECEC within a framework of democracy going back to the Athenian origins of democracy and including recent literature on meanings and traditions of democracy in education The book uses vivid examples from researching curriculum pedagogy and assessment practices within Aotearoa New Zealand ECEC settings and collective action to influence policy change in order to illustrate opportunities for democratic education It concludes by examining what conditions might be needed for integrated and democratic ECEC provision in Aotearoa New

Zealand and what changes are necessary for the future It offers a compass not a map it points to promising directions and provides insights into issues in ECEC policy and practice that are of current global concern **I'm Not Getting Them Ready for Kindergarten** Kristen Day,2024-12-30 Teachers don t have to cut out penguin beaks anymore You can put your weather bear back in the cupboard or bring it outside and you can take the behavior chart off the wall This book is your permission slip to break up with outdated and ineffective practices in your early childhood classroom and replace them with the magic of play based learning This helpful guide challenges outdated preschool practices in a kind and compelling way inviting you to reflect on your own practices and adjust them based on current research and what is truly developmentally appropriate for young children It provides tools and language to use to show the people outside your classroom parents administrators other teachers down the hall that play is learning Each chapter is practical conscience and meant to be read in the order and at the pace that is best for you and your class Full of stories from the author s own play journey I m Not Getting Them Ready for Kindergarten is key reading for early childhood educators who are ready to step outside the restrictions of an unnecessarily academic system and settle into the magic of play and child led learning **Assessment and Data Systems in Early Childhood Settings** Claire McLachlan,Tara McLaughlin,Sue Cherrington,Karyn Aspden,2023-01-01 This book describes the use of data systems in early childhood settings birth to eight years for the purposes of assessment evaluation and curriculum planning It presents an international collection of research examining ways in which teachers and researchers have revisited notions of what constitutes effective assessment revised ways in which they assess children s learning and development and use the knowledge gained for curriculum planning It offers insights into contemporary research on how teachers and children are engaging with data systems as part of effective assessment and how these approaches influence practice This book presents recent theorizing and examples of research which have investigated innovative approaches to assessment using data systems in early years settings It represents both early childhood and junior primary contexts and includes research which focusses on teachers perspectives and reflections on use of data systems It also examines research which reflects on what children gain from being involved in these data systems **Documentation in Institutional Contexts of Early Childhood** Maarit Alasuutari,Helga Kelle,Helen Knauf,2020-04-28 Internationally documentation has gained importance in institutional contexts of early childhood during the last 20 years This edited volume illuminates different practices and aspects of documentation in early childhood and provides theoretically informed analytical perspectives on documentation in childhood institutions Whilst drawing on different national and early service contexts the edited volume explores the ways in which documentation may be consequential in childhood and in the practices of early childhood professionals The different chapters examine assessment and normativity in documentation children s participation in it and the impact of documentation on professionalism The edited volume is targeted to students researchers and professionals in the field of education and social sciences **Programming and Planning in Early Childhood Settings** Leonie

Arthur, Bronwyn Beecher, Elizabeth Death, Susan Dockett, Sue Farmer, 2017-08-07 *Programming Planning in Early Childhood Settings* explores a range of approaches to curriculum and to documenting children's learning in early childhood settings. This valuable resource for early childhood education students and practitioners provides a broad view of the concepts and issues in early childhood curriculum. Chapters reflect ongoing discussions about what is meant by the terms planning and programming in the context of early childhood: what is authentic curriculum for young children and effective teaching strategies to extend young children's learning. The strong focus on sociocultural theories of learning promotes awareness of children's diverse experiences, competencies and learning styles and helps readers recognise the need for collaborative partnerships between educators, children and families in order to develop appropriate programs. Thoroughly revised and updated, this new edition shows how chapters of the text are relevant to the Australian Professional Standards for teachers and highlights connections to the school-based context. Numerous real-life examples, reflections, articles and case studies assist students to understand a variety of educational theories, philosophies and frameworks. Throughout the book, there is a focus on the processes of reflection, evaluation and ongoing improvement.

Fostering Comprehension by Reading Books to Kindergarten Children Jana M. Mason, 1988 *The New Education*, 1893 *Teaching Children to Read*

National Reading Panel (U.S.), 2000 **Kindergarten Readiness for All** Melissa Stormont, Daniel R. Cohen, 2021-08-06

This book provides a framework for all kindergarten teachers to use to support young children in their transition to kindergarten. It offers an overview of the importance of this transition for young children and shows how their success can be supported through the use of specific supports. The topics covered here include the various ways to involve children and their families, use assessment information and use a collection of strategies for children based on their needs. The book is comprehensive in covering a multitude of needs children and their families may have, from basic support needs to creative and tailored ways to involve families and to using specific social skills templates to teach and support social skills for young children. The final chapter of the book also addresses the need to determine children who need more focused supports and provides concrete strategies to use for children with more intensive needs.

Introduction to Early Childhood Education and Care Carole Massing, Mary Lynne Matheson, 2021-07-26 Ensure children of all backgrounds can thrive with an intercultural approach to early childhood education. In a multicultural society such as Canada's, early childhood educators work with children and families from a diverse mix of ethnicities, religions, languages, abilities and lifestyles. Diversity enriches the experience of children and educators alike in these environments, but it can also present challenges in supporting each child's growth and learning. In *Introduction to Early Childhood Learning and Care*, early learning specialists Carole Massing and Mary Lynne Matheson present an intercultural perspective as a foundation of equitable outcomes in early childhood education, but just what does that look like? An intercultural approach involves the respectful exchange of ideas between people from diverse backgrounds, leading to mutual trust and deeper relationships. Guided by a diverse team of reviewers, this

book examines the concepts approaches and strategies that every early childhood educator needs to know to provide sensitive culturally responsive care for children and their families Topics include The theoretical bases for an intercultural approach to early childhood education and care The factors that impact a child s physical cognitive social and emotional development How to create environments that enhance children s wellbeing and affirm their identity How to support children s creativity literacy and inquiry skills through an intercultural lens The skills responsibilities and challenges of working as an early childhood educator

Early Childhood Education Angela Anning,Joy Cullen,Marilyn Fleeer,2004-05-25 This book presents social and cultural perspectives on current theories of learning in early childhood education

Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction National Reading Panel (U.S.),2000 Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups National Reading Panel (U.S.),2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel s conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 1 1

Resources in Education ,1998 *Programming and Planning in Early Childhood Settings* Leonie Arthur,Bronwyn Beecher,Elizabeth Death,Susan Dockett,2024-09-26 *Programming Planning in Early Childhood Settings* provides early childhood education students and practitioners with a broad view of the concepts and issues in early childhood curriculum how to plan and program effective learning for young children and how to document children s learning in early childhood settings Instructor resources include instructor guide PowerPoints and Examples of Practice

The SAGE Handbook of Early Childhood Research Ann Farrell,Sharon L Kagan,E. Kay M. Tisdall,2015-11-10 Recent decades have seen an upsurge of research with and about young children their families and communities The Handbook of Early Childhood Research will provide a landmark overview of the field of early childhood research and will set an agenda for early childhood research into the future It includes 31 chapters provided by internationally recognized experts in early childhood research The team of international contributors apply their expertise to conceptual and methodological issues in research and to relevant fields of practice and policy The Handbook recognizes the main contexts of early childhood research home and family contexts out of home contexts such as services for young children and their families and broader societal contexts of that evoke risk for young children The Handbook includes sections on the field of early childhood research and its key contributions new theories and theoretical approaches in early childhood research collecting and analysing data applications

of early childhood research This Handbook will become the valuable reference text for students practitioners and researchers from across the social sciences and beyond who are engaged in research with young children

Pedagogical Documentation in Early Childhood Education Helen Knauf, 2022-10-29 Today the documentation of children's education and development is an important part of educational work in early childhood education This book systematises the topic of pedagogical documentation based on current empirical research The book analyses different pedagogical reasons for documentation and then presents and discusses different procedures of pedagogical documentation in theory and empirical practice Portfolio Learning Stories pedagogical documentation in the room project documentation and digital pedagogical documentation Pedagogical documentation is discussed in the tension between a social constructivist understanding of education on the one hand and a diagnostic logic of fostering on the other The book is intended as a part of pedagogically oriented childhood research which also wants to contribute to the reflection and improvement of pedagogical practice

Inclusion from the Start Scientific United Nations Educational, 2014-01-01 Like any other children Roma children have the right to education They are all born with talents and potential just like other children and are capable of succeeding and contributing to society if they are accepted by the majority and educated in inclusive early childhood services and schools However many Roma children in Europe continue to face discrimination segregation and exclusion from quality early childhood care and education ECCE Inclusion from the start Guidelines on inclusive early childhood care and education for Roma children envisions ECCE as an important stepping stone toward inclusive participation in school and society By fostering good health well being school readiness and the value of equality and living together in the early years society can help Roma children get a good start in primary school These guidelines provide guidance on key themes in ECCE such as the conceptualisation of ECCE services agenda setting curricular and pedagogical approaches staff training and professional development assessment and transition to primary education and highlight examples of good practice It is hoped that they will support the work of policy makers early childhood educators and their trainers Roma organisations NGOs and international organisations and contribute to making a real change in the lives of young Roma children

Understanding the Te Whariki Approach Wendy Lee, Margaret Carr, Brenda Soutar, Linda Mitchell, 2013-01-17 Understanding the Te Whariki Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the Te Whariki approach introducing the reader to an innovative bicultural curriculum developed for early childhood services in New Zealand It will enable the reader to analyse the essential elements of this approach to early childhood and its relationship to quality early years practice Providing students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the United Kingdom the book explores all areas of the curriculum emphasising strong curriculum connections to families and the wider community a view of teaching and learning that focuses on responsive and reciprocal relationships with people places and things a view of curriculum content as cross disciplinary

and multi modal the aspirations for children to grow up as competent and confident learners and communicators healthy in mind body and spirit secure in their sense of belonging and in the knowledge that they make a valued contribution to society a bicultural framework in which indigenous voices have a central place Written to support the work of all those in the field of early years education and childcare this is a vital text for students early years and childcare practitioners teachers early years professionals children s centre professionals lecturers advisory teachers head teachers and setting managers

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