

Planning and providing an engaging environment

Why Plan?	What opportunities?	How planning works?
<p>How can you empower the child as a thinker and a learner?</p>	<p>What experiences really support the child to develop positive characteristics of effective learning? What experiences really inspire awe and wonder in the child? What time does the child need to:</p> <ul style="list-style-type: none"> • really, really explore? • repeat experiences to strengthen their understanding? • improve on the outcome of the learning process from the last time? • find a way that works? 	<p>Does the environment have resources that are supportive of the child's:</p> <ul style="list-style-type: none"> • predictable interests? • possible fascinations? • whole developmental needs? <p>Are the resources organised in a way that the child can understand and access easily? Is the environment organised in a way that supports the child's ability to focus, concentrate and persist? Can the child play:</p> <ul style="list-style-type: none"> • across learning areas? • in familiar ways? • with familiar objects? <p>Can the child's thinking be supported and enhanced by the way you talk with them? Does the routine support the child by giving them the time to explore for an extended length of time? Are the child's play, explorations, discoveries and achievements:</p> <ul style="list-style-type: none"> • watched (<i>observation</i>)? • valued (<i>assessment</i>)? • supported (<i>planning</i>)?
<p>How can you ensure the child is sharing learning experiences?</p>	<p>What experiences promote learning alongside others?</p>	<p>Are there enough resources for the child to join in alongside others? Can the child choose whether to play alongside, (observing, copying, comparing) or cooperatively with others?</p>