

VIDEO TRANSCRIPT – SCSA 12 – ENVIRONMENTS

(Music)

(TITLE)

EYLF Learning Environments

(SUBTITLE)

Mullaloo Community Kindergarten

VOICE OVER

Learning environments reflect the needs and interests of the children and are intentionally thought about. Indoor and outdoor spaces can be both planned or spontaneous in responsiveness to children, as educators are intentional in all aspects of the curriculum. All environments should be designed, organised, and managed as a shared responsibility.

Sarah Boon

Mullaloo Community Kindergarten

My role is really to facilitate learning, to set up the environment, to extend the learning.

How many eggs need to go on this side?

We're building on their interests and we're taking that flow through the environment, both inside and outside. So, we're using our outside environment as a tool to support the social and emotional development of the students.

[Child] *This is way better. Look– look, that [has?] hole.*

[Sarah] Setting up your third teacher, your environment, is critical.

(SUBTITLE)

Carlisle Primary School

KRISTY HOWSON

Carlisle Primary School

We really intentionally set up the play spaces to bring out the curriculum. So play spaces are set up based on the children's interests, but then we find a way to link that into what we're learning, maybe in HASS in the Year 1 curriculum.

Drawing, 'cause you're getting pretty good at drawing. That was one of your favourite ideas.

We have lots of different spaces within spaces in the classroom here.

[Child] *No, this one versus this one.*

[Kristy] We start in a very small space at the start of the year and we grow on that during the year. It's all set up for them to run, um, by themselves. They don't really need teacher input.

(SUBTITLE)

Oakwood Primary School

PETA WHITFIELD

Oakwood Primary School

It's a lot of thought that needs to go into what the classroom environment's gonna look like. What level of need my students have.

Ooh, look, that actually has a picture and some writing on it. That says 'sandhill' or 'cloud'. I wonder if you can find one of those story stones?

Whether I've got students that are overwhelmed by having lots of sensory things in the environment, whether I need to dial that back.

If I put the dominoes too far apart, is it still gonna work when they fall over?

[Child] Uh, maybe a little bit closer.

JAYE FOGARTY

Oakwood Primary School

We have certain expectations. We'll have like a sensory area, an art area, literacy, numeracy and so forth, but as far as setting them up, generally I do it with the kids.

The marble run? Uh, under our science table.

So we see where they're interested in and we talk about their interests or what we draw on the learning intentions, where we're at, at the time –

We talked about that, about the Indigenous people, how they made fire when we did our seasons.

–and set them up with the children.

VOICE OVER

Experiences are presented in ways that ensure children have opportunities to be independent, to make choices and use different processes where more than one solution or one way of doing something is possible. Well-planned indoor and outdoor environments support children to make choices about their selections of materials, resources and experiences, building their understanding of learned concepts and creative thinking necessary for lifelong learning. The environment enables all

children to participate, succeed in learning and develop positive feelings of self-worth. They foster hope, wonder and knowledge about the world in which they live.

(END)