



Active learning: How interaction with outdoor environments transforms young children's thinking

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Darwin Convention Centre

Room: Meeting Room 1

Friday 7 October 2016

11:00 am



Embodied learning as unique and dynamic

Meaning-making

Self

Our relationship
to our world

Our world

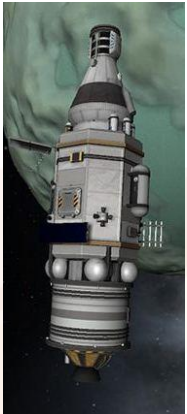


The outdoors as a unique and dynamic environment

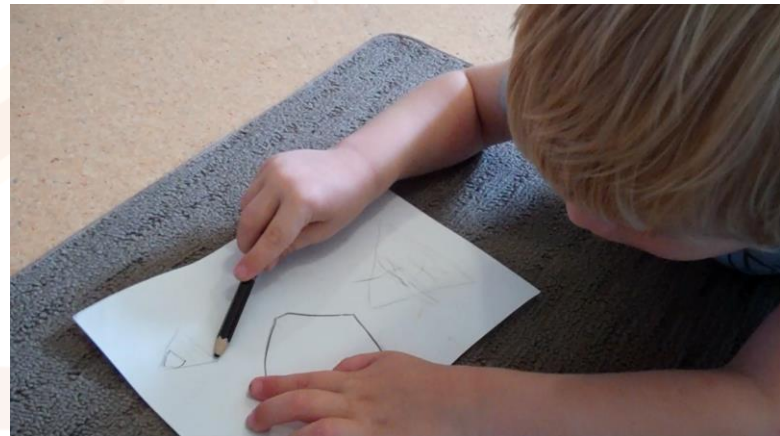
Moving to listen



Touching to understand



Linking to prior knowledge



Drawing to construct & express ideas



Moving to think

Rowan creating an engineering manual for his spacecraft. He uses his body to construct and express complex and abstract ideas and concepts



Transforming the outdoor space through imagination

The reality of everyday life is organized around the 'here' of my body and the 'now' of my present

... not, however, exhausted by these immediate presences, but embraces phenomena that are not present 'here' and 'now'.

Embodied imagination





Outdoor environments as learning spaces

The space that is allocated to playful learning gives our messages about it's value.

Great care needs to be given to the space we allocate to play, particularly outdoors, as children emotions will become engaged in high level play and they will need to move around to fully express the ebb and flow of the game.

Considerations

1. Perception of self:

- Teacher knowledge
- Confidence to advocate (strength of belief system)
- Resilience in a change process

“I need to know I am doing the right thing...that I am not doing a dis-service to the children in our care.”

Considerations

2. External Control:

- Whole school demands and constraints
- Issues of quality time and space outdoors
- Ability to transform outdoor spaces

“We need a balance of mandated things -we need to compliment how our children learn, not destroy it.”

Considerations

3. Teacher agency:

- Teacher knowledge
- Ability to articulate position
- Leadership support to meet curriculum demands, time & financial constraints

“I believe in what I doing. I am determined not to give up what I believe...even if it is sometimes a silent fight.”

Resolutions

- ✓ Ongoing teacher agency and knowledge
- ✓ Leadership support and shared vision
- ✓ A collaborative understanding & collegial support
- ✓ A ‘where do I to begin?’ understanding
- ✓ Professional learning

“It is important to be with like-minded people who share your vision and understand why you do what you do.”



References

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Thank you



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