

~ Into the Clearing ~



~ Into the Clearing ~

Engagement in nature

Myths and Fairy stories

Intimate Knowledge

Dancing in the Woods

Scary creatures

Empathy

Wellbeing

Beauty

Competence

Knowledge

Imagination

Confidence

Enquiry

Expression

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Welcome to today

Some housekeeping

venue, packs, bookshop, contacts for the day,
leaving ..

Our people and programme (A.M.)

10.00-10.15

Welcome and Introduction s; Project aims, principles, context *Robin Duckett , Chris Holmes*

10.15-10.45

Presentation 1 and questions

Rachael Spence, Annette Poulson, Cath Reding

10.45 -11.15

Presentation 2 and questions

Jackie Sawyers, Chris Holmes, Jyl Friggens

11.15-11.30

Coffee

11.30 -11.45

First Reflections

Tim Gill

11.45-12.00

ELiN in Natural England's Outdoor Learning Programme

Caroline Emmerson

12.00-12.30

Discussion and Questions

Our people and programme (P.M.)

12.30-1.15pm

LUNCH

1.15 -1.45

'No Fear' *Tim Gill*

1 45 -2.15

Presentation 3 and questions

Emma Beattie, Jeremy Warr

2.15-2.45

Organisational Change and Achievements

Gerry Longstaff, Di Teasdale

2.45pm -3.00

Coffee

3.00- 3.30

Changes and Achievements in our teaching and the children's learning

Rachael Spence, Jackie Sawyers

3.30-3.45

Closing Comments

Mary Jane Drummond and Robin Duckett

Project description extracts

..an unequalled opportunity for selected groups of preschool children and their educators to live and learn in the natural environment.

The project is designed to give children with limited access to natural environments sustained opportunities for engaging with nature, and opportunities for educators to develop their practice in wonderful environments.

The experience provides a sound basis for respect, understanding and stewardship of the natural world, as well as a rich resource for social and cognitive growth.

The bus .. offers a unique base from which to work, making **woodland sites accessible and viable environments for early years' groups.** (We also walk!)

An arts practitioner, educator and driver-assistant works in **partnership with the children's usual educators, introducing, accompanying and exploring with them in the selected wild place. We work together 'in the wild' but also importantly in the 'home base' environment where learning can be significantly built upon.**

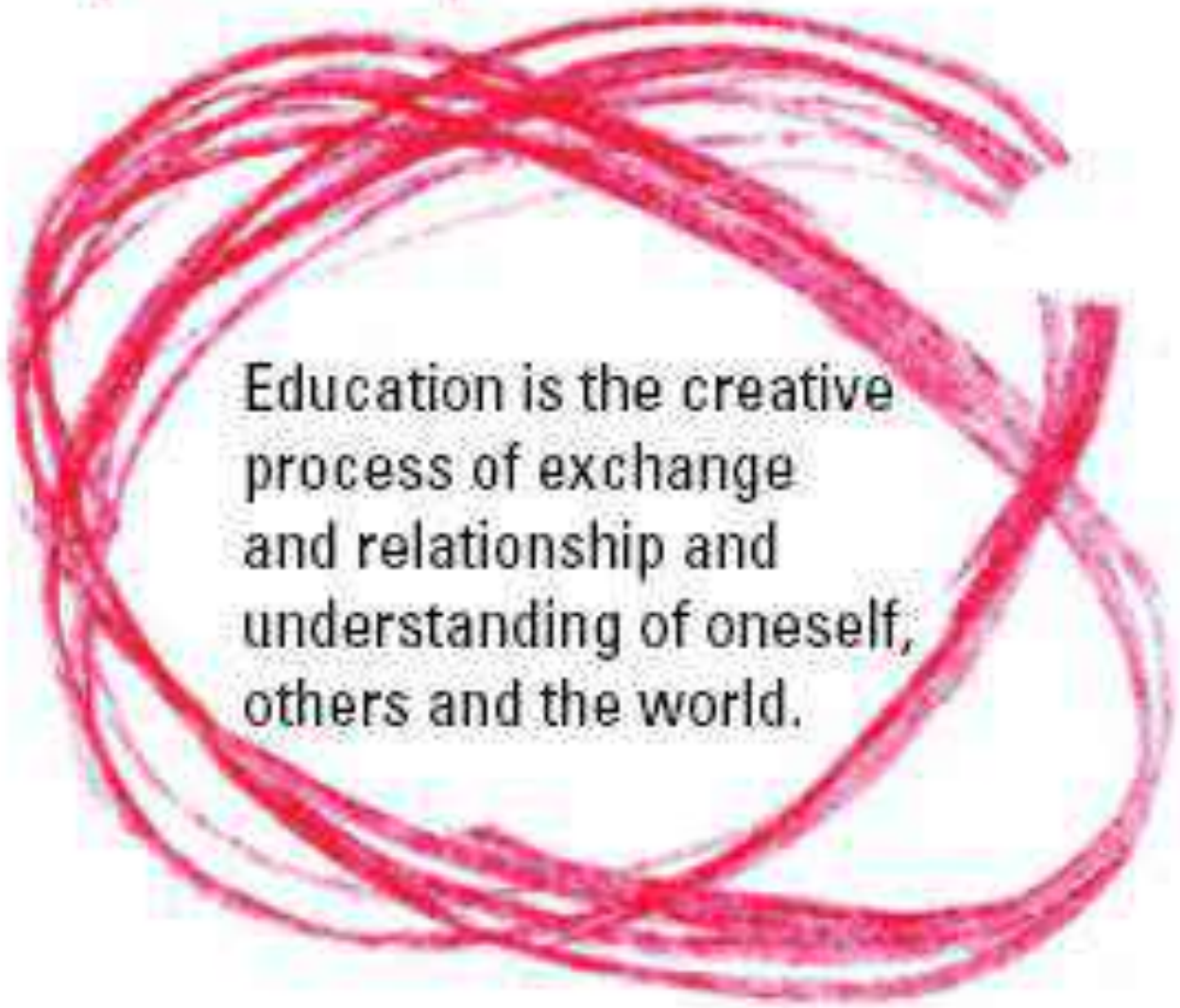
The experiences are designed to give children a sound basis for respect, understanding and stewardship of the natural world, as well as a rich resource for social and cognitive growth; they seek to support being in wonder and relationship with the natural world, its elements and seasons.

ELiN values and typical characteristics

Our **pedagogic principles** are based on supporting children's enquiries, and all the adults involved - **the children's educators** and the project staff - work closely together in seeing and responding to the fascinations of the special place .

- Experiencing relationship with the natural world
- Learning as dialogue and engagement – An environment of enquiry, not transmission
- Sociable Learning and Learning Groups
- Theories, stories myths and fantasy
- **Developing expressive 'languages'**
- Documentation as a learning tool
- Developing Dialogue with Families

Values & principles



Education is the creative process of exchange and relationship and understanding of oneself, others and the world.

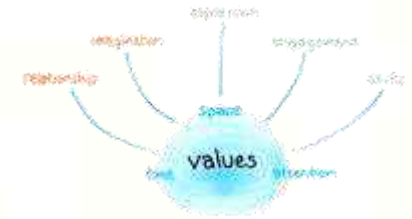
Values & principles

- Education is the creative process of exchange, relationship and understanding of oneself, others and the world.
- Things, people and experiences ... The educative environment looks for skills to be in relationship and explore relationship. Dialogue is of absolute importance in its everyday practice.
- The awareness of constant possibility is a quality not a limitation. Knowledge is always open to change.
- **‘Listening and exchange’ is the dominant idea in pedagogical practice, and in the learners’ experience. The practice of listening, with evaluation and synthesis, enables educators to interpret children’s competencies and questions, and to construct with them suitable learning experiences.**

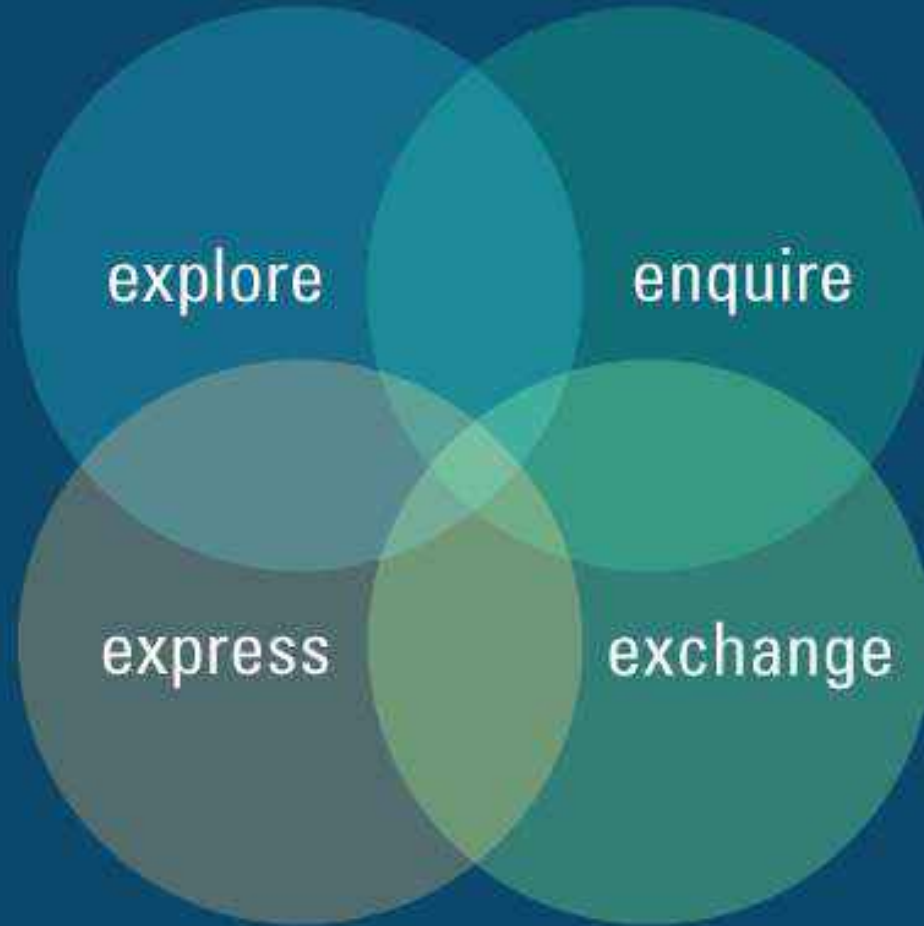
Images & understandings

- Children are rich in curiosity and competence and potential. They are innately sociable and seek exchanges.
- The desire and predisposition to be curious, to enquire, to make hypotheses, to interpret and make sense of our experiences, to be in relationship, are basic human characteristics.
- ... our learning spaces need to express the characteristics of curiosity and sociability.

Qualities & tools



- Time - space - attention: the three basic tools, creating the foundation of the educative experience. They are the responsibility of educators in collaboration with children and their families.
- Dialogue is a tool as well as a value. Regular and detailed reflection processes are vital in the co-construction of sociable learning journeys.
- Pedagogical Documentation is a vital tool in making learning visible. ...for educators, children and families.
- The schoolspace needs to be a studio for exploration, examination and exchange. It can be a place where we bring **the tools of all our senses to the business of learning ... across** all the perceptual modes and expressive languages.



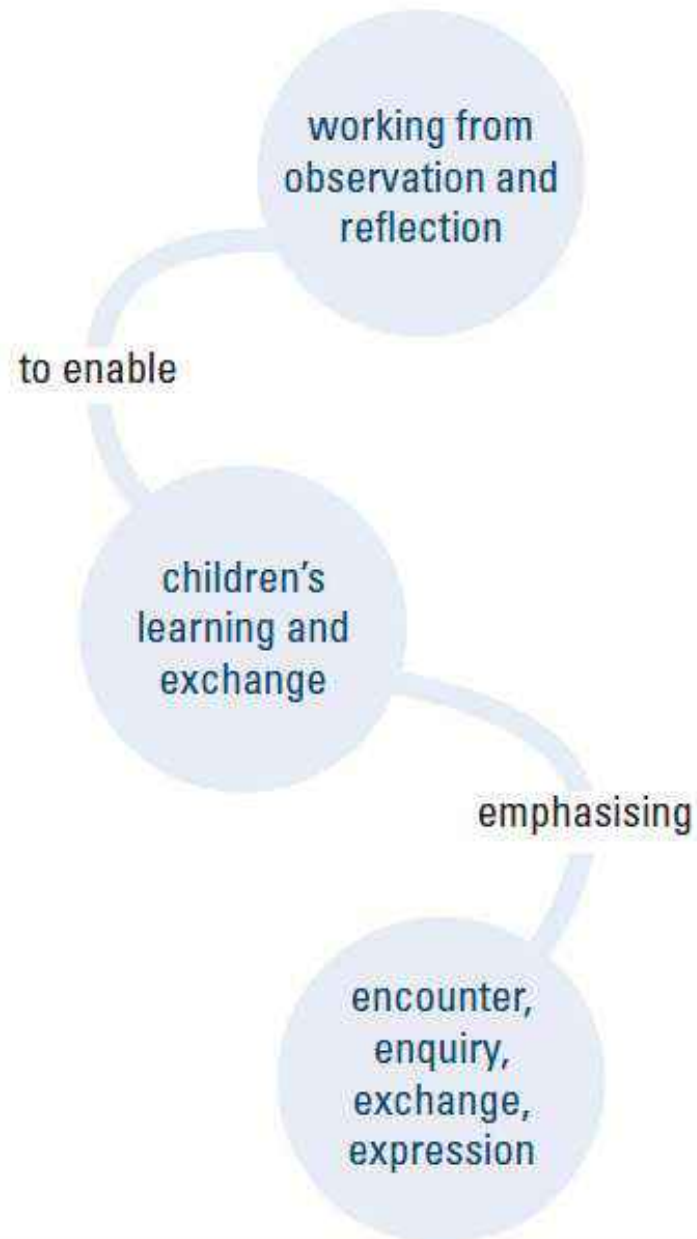
explore


enquire

express

exchange

This is an approach which sees education as an experiential journey guided by good companions.





walking with children..

in front

seeing possibilities

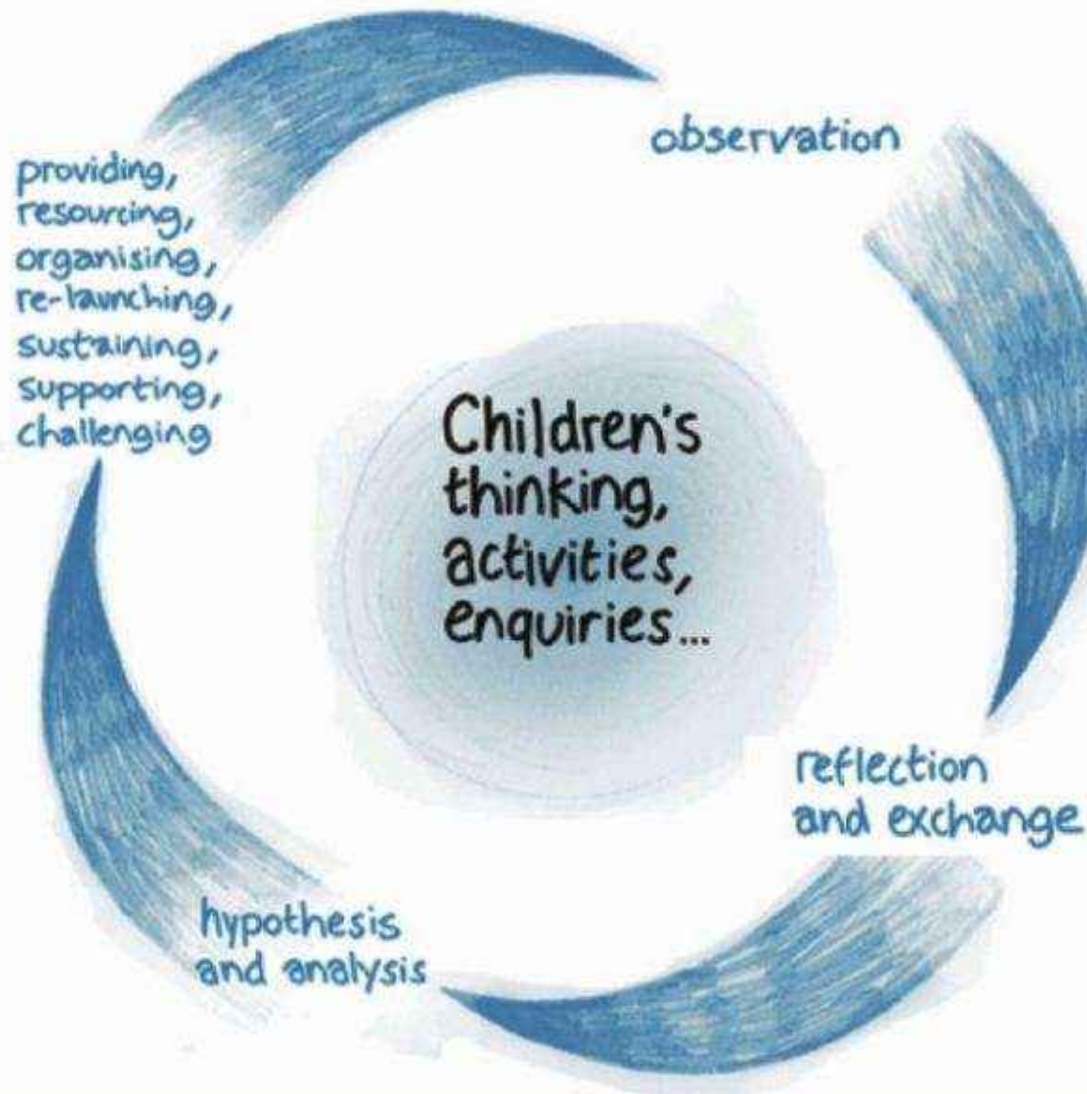
beside

being co-explorer, companion

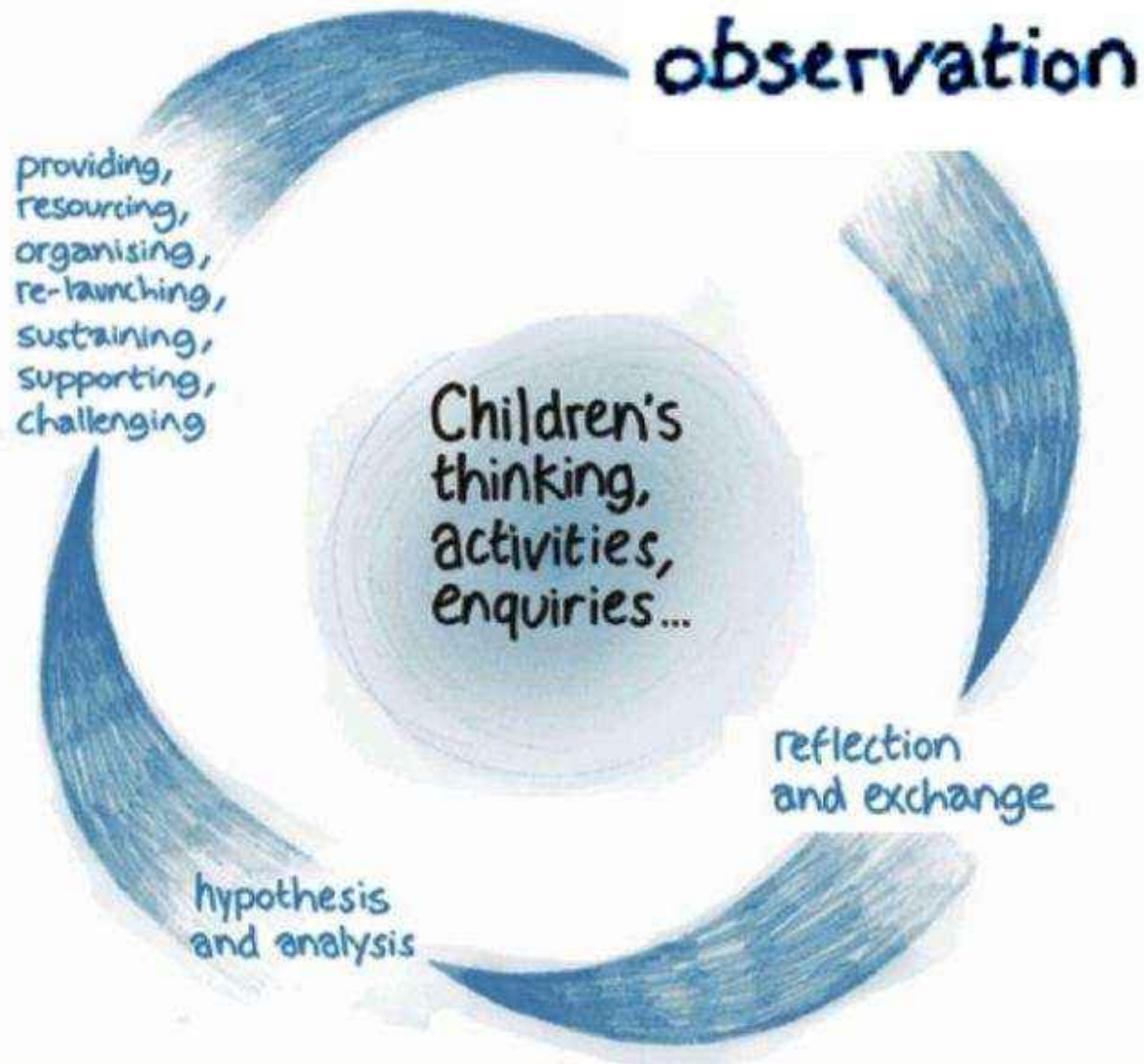
behind

following children's lead

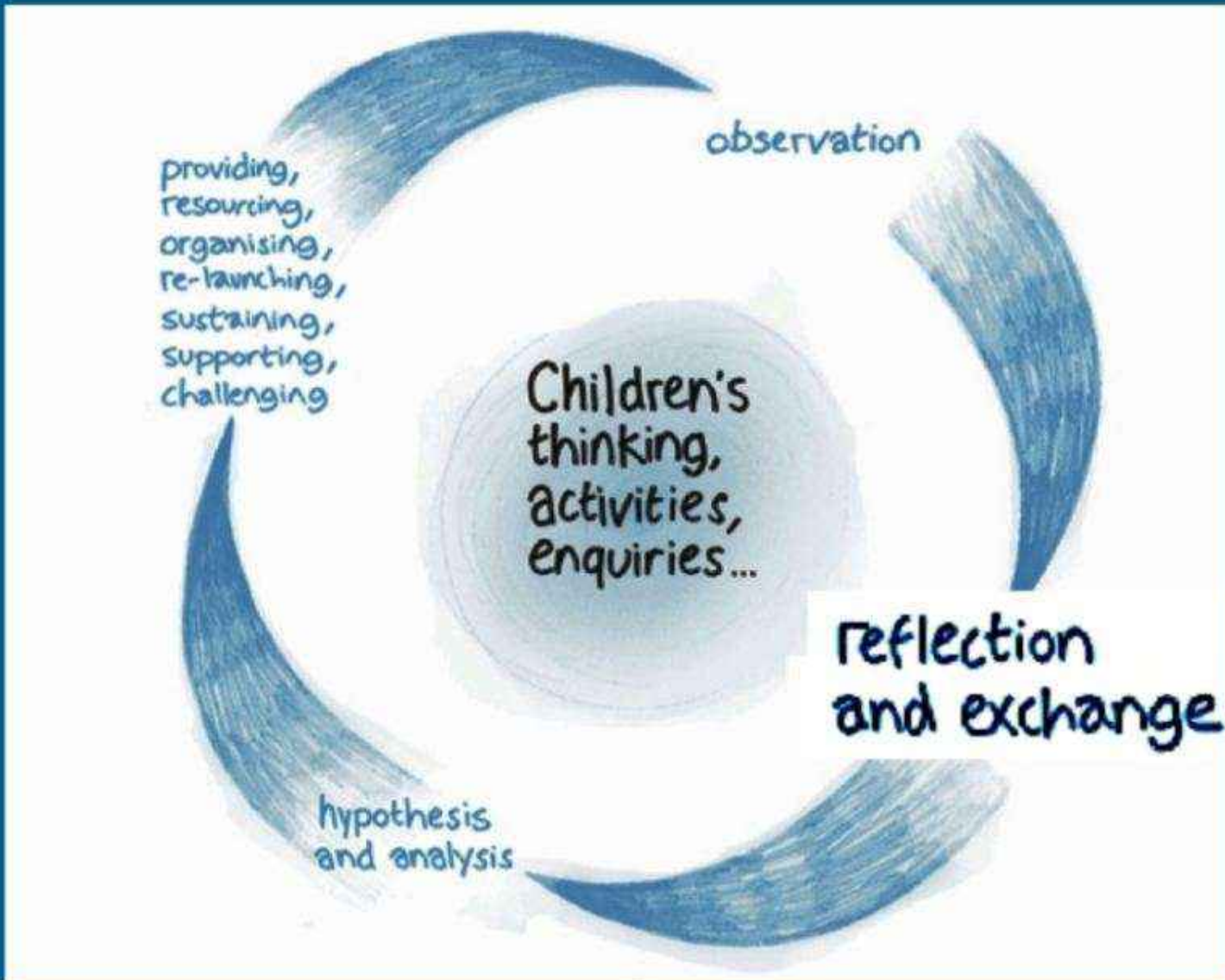
The Reflective Cycle



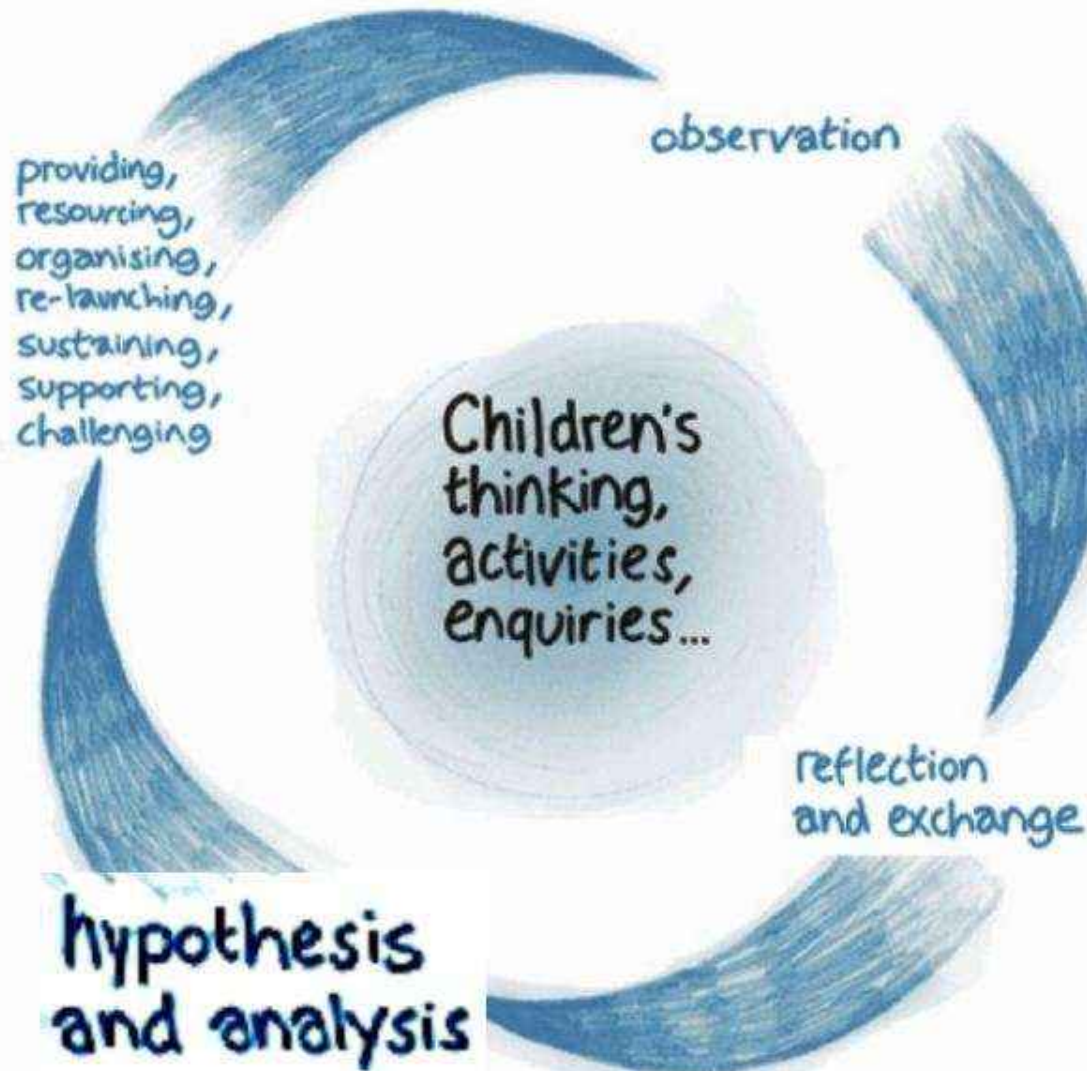
The Reflective Cycle



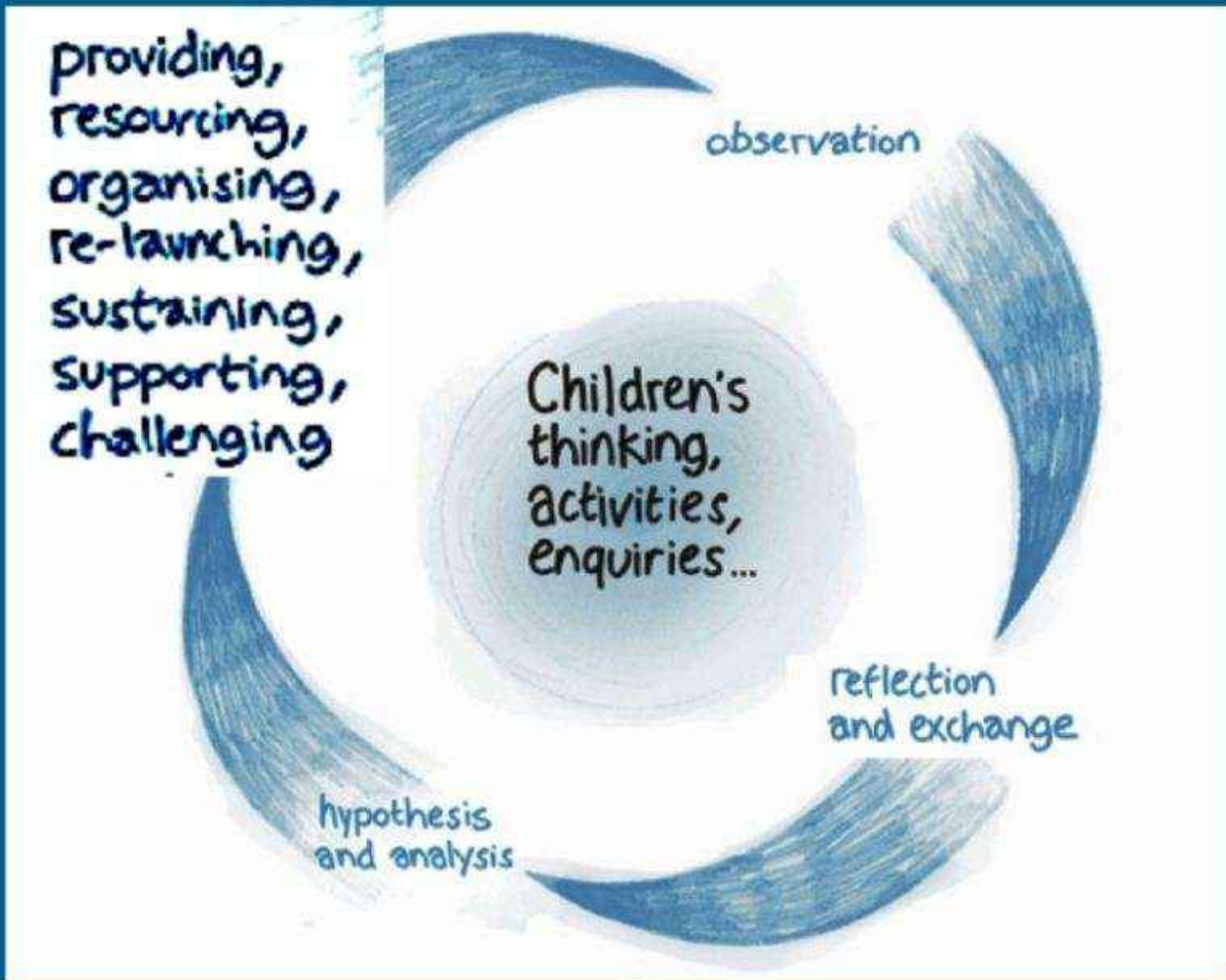
The Reflective Cycle



The Reflective Cycle



The Reflective Cycle



A lush green forest scene with tall trees and a grassy clearing. The trees are dense and have thick canopies. The ground is covered in green grass and small white flowers. The lighting is soft and natural, suggesting a sunny day. The overall atmosphere is peaceful and serene.

And so ...

into Geneva Woods