

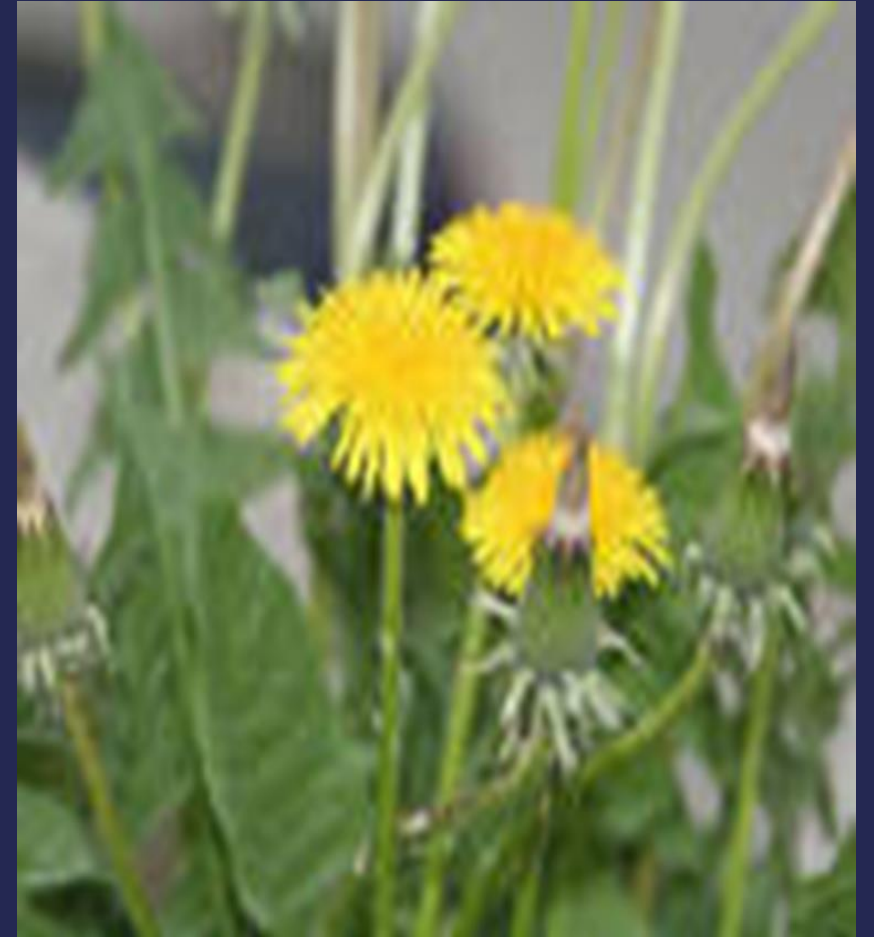


# DEVELOPING MEANINGFUL ESDGC EXPERIENCES FOR EARLY YEARS EDUCATION AND CARE STUDENTS

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# CONTEXT AND INTRODUCTION

- ❖ Early years Education and Care
- ❖ Foundation Phase / Successful Futures
- ❖ Education for Sustainable Development and Global Citizenship
- ❖ School / Non-maintained
- ❖ Ecology – interactions and holism
- ❖ Supporting children's engagement with their world
- ❖ Supporting the practitioners working with children to develop curiosity
- ❖ Supporting empathy with the natural world
- ❖ Developing understanding and play



# QUALITATIVE RESEARCH 2013

## PERCEPTIONS OF TEACHER TRAINEES AND THOSE WORKING IN THE FOUNDATION PHASE

- ❖ Time constraints
- ❖ Add on and extra to already full curriculum
- ❖ Complex

# DEVELOPING SUSTAINABILITY AND CITIZENSHIP IN CONTEXT OF EARLY YEARS CURRICULUM IN HIGHER EDUCATION

## ❖ Cross cutting themes

Wellbeing

Rights

Inclusion

Outdoor learning

## ❖ Specific Sustainability Module

Sustainability in the Early Years – level 6

## ❖ Well-being of Future Generations Acts 2015

# YOUNG CHILDREN AS EMPOWERED CITIZENS

Heft and Chawla, 2005

Elliott and Davis, 2014

‘honouring the young child’s right to know about social and environmental issues; to be part of conversations and possible solutions; to have their ideas and contributions valued’ Mackay, 2012: 1

# UNITED NATIONS OF THE RIGHTS OF THE CHILD 1989

## Article 29 (Goals of education):

A child's education should develop each child's personality, talents and abilities to the fullest. It should encourage a child to respect others, human rights and their own and other cultures. It should also help a child to learn to live peacefully, protect the environment and respect other people.

# EARLY CHILDHOOD THEORY- ENVIRONMENT

- ❖ Constructing knowledge (Constructivism)
- ❖ Dewey (1939, 1998)- learning grounded in real situations.
- ❖ Piaget (1972), ‘young scientists’ – understand from interacting with the environment and learn from mistakes’
- ❖ Reggio Emilia approach- ‘environment is third teacher’.





# EARLY CHILDHOOD THEORY- SOCIAL INTERACTIONS

Socio-constructivism

Scaffolding and supporting learning

- Vygotsky (1978) 'more knowledgeable other'

and peer learning

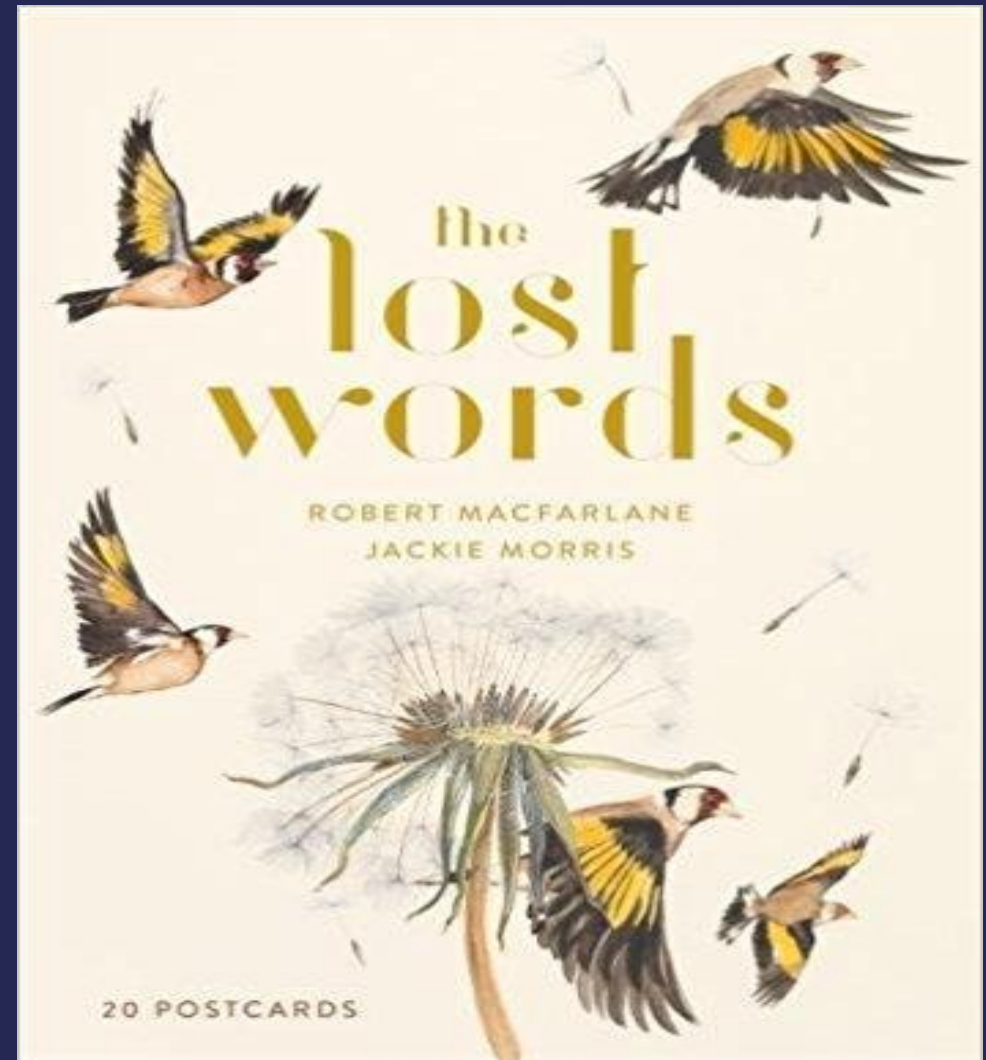
- Bruner (1990) 'scaffolding'
- 'play at this stage is not trivial; it is highly serious and of deep significance' (Froebel, 1826).





# LOST WORDS

- ❖ Conker
- ❖ Kingfisher
- ❖ Dandelion
  
- ❖ Tadpoles
- ❖ Dargonflies
- ❖ Oak
- ❖ Dock leaf



# LACK OF EXPERIENCES

- ❖ Significant Life Experiences (Chawla, 1998)
- ❖ Nature Deficit Disorder (Louv, 2005)
- ❖ Biophobia



# SD GOAL 4.7

‘critical engagement and action’

# FOUNDATION PHASE AREAS OF LEARNING AND ESGC (DCELLS, 2008B)



# GARDENING AND GROWING FOOD



Wealth and Poverty

Health

Natural Environment

Climate Change

Identity and Culture

Choices and Decisions

Consumption and  
Waste

From:

<https://www.communityplaythings.com/resources/articles/2014/gardening-with-children>

# SENSE OF PLACE

“... a ditch somewhere – or a creek, meadow, woodlot, or marsh ...These are places of initiation, where the borders between ourselves and other creatures break down, where the earth gets under our nails and a sense of place gets under our skin.”

Robert Michael Pyle

The Thunder Tree

“Some environments encourage children "to pause, play, and stay awhile" (Olds, 1989, p. 9), while others do not. Some environments foster a "sense of place" in young children; others do not’

Wilson, 1997



# DIFFERENT EXPERIENCES



# JOHN MUIR AWARD

Discover

Explore

Conserve

Share

<https://www.johnmuirtrust.org/john-muir-award>

# CONCLUSION



- ❖ Practical and real
- ❖ Sustainability?
- ❖ Understanding relationships by seeing them
- ❖ Developing consideration of biodiversity
- ❖ 'Special places' Wilson, 1997
- ❖ Seeing the 'pillars of sustainability'
- ❖ Confidence

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