

Connecting Nature Play to the NZ Curriculum Dani Lebo

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LA ESCUELA ECOLOGICA
COOPERATIVA Y OBRERA



Goals

- how does nature play connect to Te Whāriki and the NZ curriculum?
- co-create a curriculum resource that will be useful for us as a group
- learning stories as way of documenting learning
- share some useful learning story templates
- philosophical debate on learning intentions, documentation etc.

Building a Ladder



But why (mum)?

- To convince parents, principals, and boards to get on board
- To get all that grant money
- To fulfil your learning documentation needs
- To better understand how we can build on students learning

We're not the first ones to do this...

“Early childhood education in the outdoors in Aotearoa **New Zealand**”. **Sophie Alcock and Jenny Ritchie**. Journal of Outdoor and Environmental Education; 20180101, Issue: Preprints p1-12, 12p

Irwin, D., Straker, J., and Hill, A. (2012) Outdoor Education in Aotearoa New Zealand: A new vision for the 21st Century. CPIT: Christchurch. Chapter 4: “School Curriculum and Outdoor Education”.

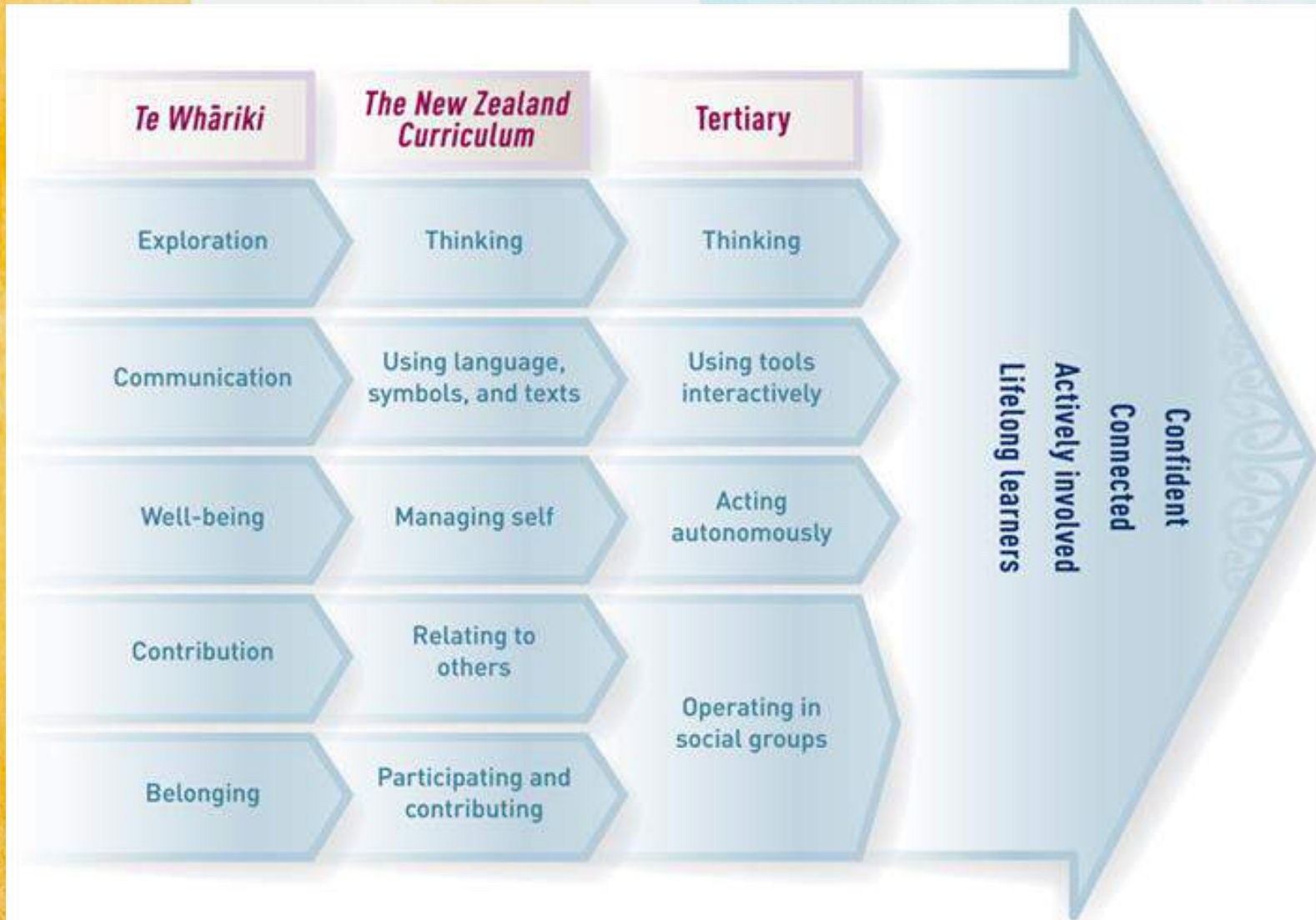
<https://www.eonz.org.nz/site/eduoutdoorsnz/files/Resources/Outdoor%20education%20in%20Aotearoa%20New%20Zealand%20CCL.compressed.pdf>

Kelly, J and White, E.J. (2013) The Ngahere Project: Teaching and learning possibilities in nature settings. Wilf Malcolm Institute of Educational Research Hamilton, New Zealand.

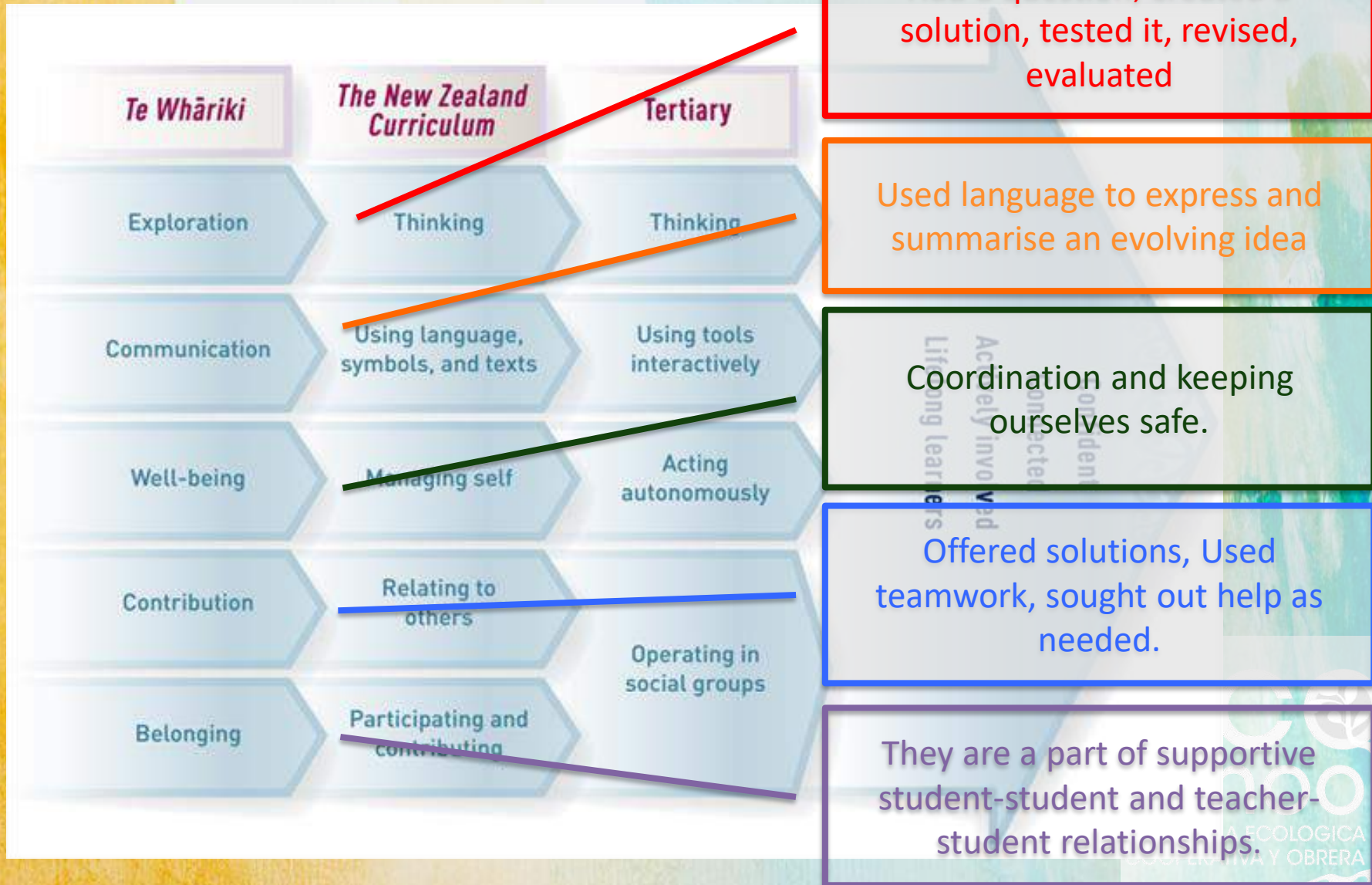
https://www.waikato.ac.nz/_data/assets/pdf_file/0007/146176/Ngahere-project_3-2013-03-14.pdf

Cosgriff, M. (2016). The Reconceptualisation of Outdoor Education in the Primary School Classroom in Aotearoa New Zealand: How Might "We" Do It?. *Education 3-13*, 44(3), 339-352.

The Key Competencies



The Key Competencies



Te Whariki

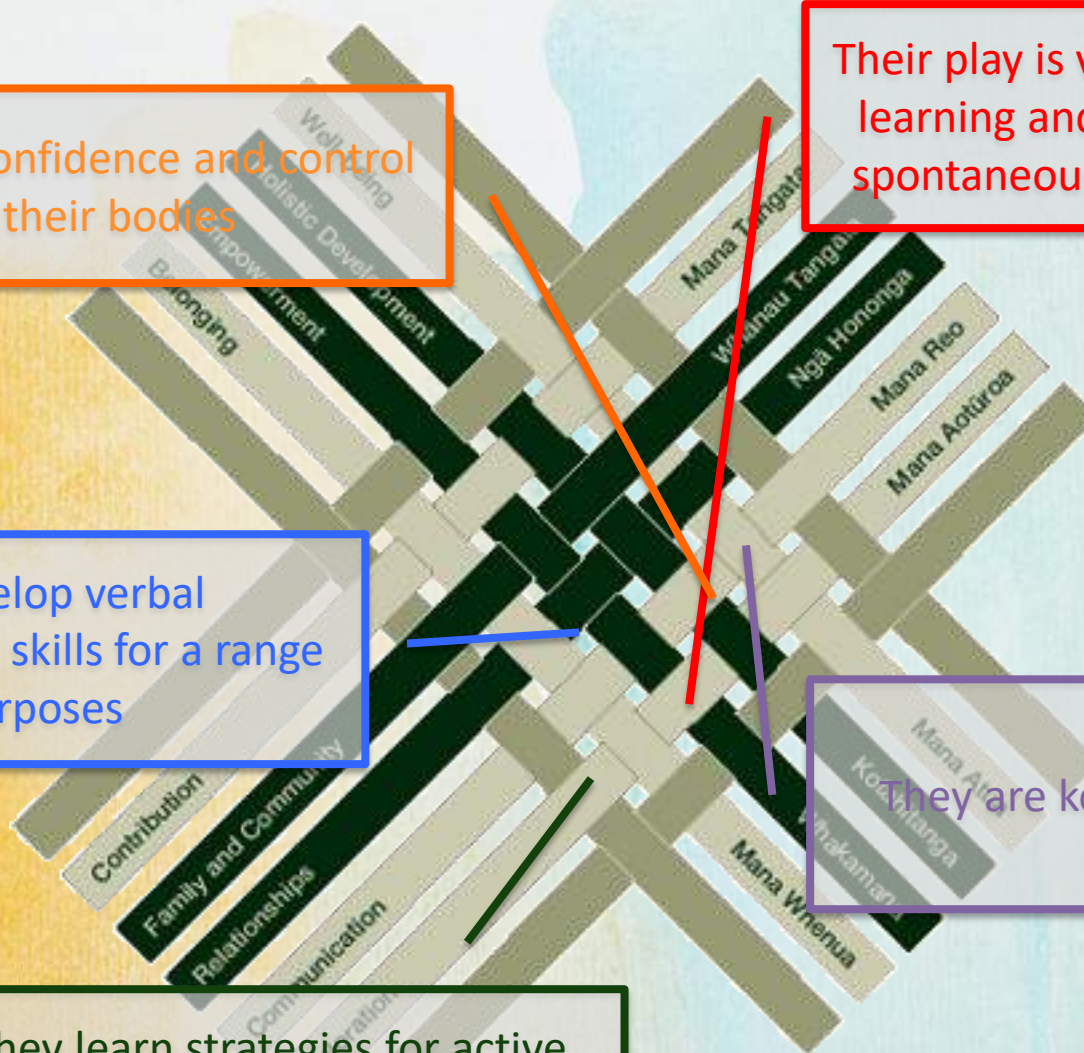
They gain confidence and control of their bodies

Their play is valued as meaningful learning and the importance of spontaneous play is recognised.

They develop verbal communication skills for a range of purposes

They are kept safe from harm

They learn strategies for active exploration, thinking and reasoning



THE PRINCIPLES
THE STRANDS

Level One NZ Curriculum

Technology

English

Health & Physical
Education

Science

Social Sciences

Social Sciences

Our Curriculum

<http://nzcurriculum.tki.org.nz/>

<http://tewhariki.tki.org.nz/>

Learning Stories

We're not the first ones to do this...

- Writing from your heart – it's all about your interpretation of the child's competencies and dispositions toward learning.
- Paying close attention – especially to the quiet ones
- What is the significance? – for the child and for the program. Link to the curriculum.
- Possibilities for future learning – can be used for “planning”
- Open the way for dialogue with whanau
- Make it beautiful – this is a taonga, a gift you are giving to the child and their whanau

Using Learning Stories for Planning and Assessment

	Planning for Practice	Brief Development	Outcome Development and evaluation	Technical modelling	Technological Products	Characteristics of technology	Characteristics of technological outcomes
Anaru	E 23/2/18					E 23/2/18	
Bailey	E 5/3/18		E 23/2/18		A 5/2/18		
Camila	E 14/2/18	A 23/2/18					
Dante		E 14/2/18				A 5/2/18	

E= Emerging

A= Achieved

Learning Stories

Make these better please...

- In your year level groups, take a learning story and connect it to Te Whāriki or the NZC
- Add a sentence or two to improve this story

Takeaways

- Linking nature play to the NZ curriculum can be done using key competencies or within the curriculum strands
- These links can be demonstrated through learning stories to benefit learners and also benefit the program
- Beautiful learning stories are a treasure, and enhance learning

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