

# **ECC 142: Engaging with the Environment Assignment**

**Part 1: Review the BC Early Learning Framework Principals of Learning (p 14-15) and focus on the principals related to the learning environment. Answer the following questions:**

1. How does the principal “Early years spaces are inclusive...regardless of socio-economic status, geographic isolation, gender, sexuality, ethnicity, abilities and learning needs, family structure and values” (BCELF, p. 19) look in this setting?

2. Using the principle “Environments are integral to well-being and belonging” (p. 22-24) describe and provide examples and critical analysis for each of the following:

## **Space and Place:**

- a) Describe and provide examples:

- b) Critical Analysis:

**Materials:**

c) Describe and provide examples:

d) Critical Analysis:

**Rhythms and Flows:**

e) Describe and provide examples:

f) Critical Analysis:

**Part 2:** Draw a basic floor plan of your practicum learning environment. \*Rough sketch only.

As you consider ideas presented in your 125 text: *Designs for Living and Learning*, label your floorplan according to the numbers and letters that follow, and make a note of any details that you could contribute to discussion in practicum seminar.

**From the perspective of children:**

**1** = The natural world can be found here (e.g., objects from nature, animals, living specimens).

**3** = There are materials here that I can use to make representations from what I understand or imagine.

**4** = I can feel powerful and be physically active here.

**5** = I can learn to see things from different perspectives here, literally and through assuming roles in dramatic play.

**6** = There is a cozy place here where I can get away from the group and be by myself.

**From the perspective of families:**

**A** = Families and children can see their interests, languages, and lives reflected here.

**B** = Families can see here what their children have been **engaged** in at the program.

**C** = Children and adults can sit **comfortably** together in these spaces.

**D** = Family members can stop and talk with the program **administrator(s)** here.

**From the perspective of educators:**

**a** = Staff can easily store their personal belongings in this place.

**b** = Adults are nurtured by beauty and a relationship with the natural world (fresh air, natural light, plants, shells, and so on) here.

**c** = There is evidence here that staff members are engaged in professional development.

**d** = Here is a place for staff, away from children, to relax, put their feet up, and have some quiet time to think about how the day is going.

**e** = Places for staff to have uninterrupted discussions with each other are here.

**f** = Here you can see ongoing efforts to improve wages, benefits, and working conditions.

**REFERENCES**

Curtis, D., Carter, M., (2015). *Designs for Living and Learning*. (Redleaf Press).

Province of British Columbia. (2019). *British Columbia early learning framework*.