



'Planning, Documentation, and Family Engagement Make Nature Based Programs Hum'

With Dr Claire Warden

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What is the challenge in planning and documentation in nature based programs?



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What are the features of nature-based planning?

- Loose, flexible and responsive
- Discoveries and processes
- On the move
- The weather ☺
- Child led?



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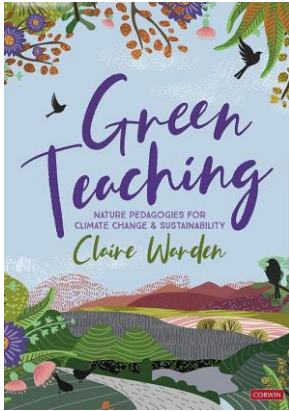


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The Adults

- Reflective
- Open- not dominant
- Happy and secure outside
- Skilful
- Respectful of all
- Synergy with nature
- Collaborative

Ref. C. Warden (2022) Green Teaching- Nature Pedagogy for Climate Change and Sustainability : Sage



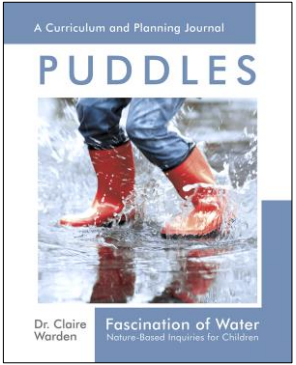
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What is the solution to planning and documentation in nature based programs?



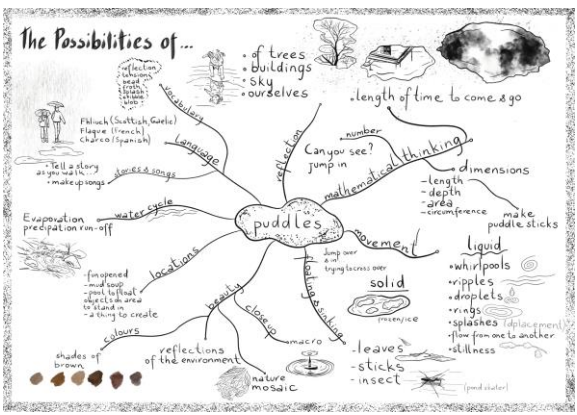
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Nature-based Inquiries with an emergent curriculum

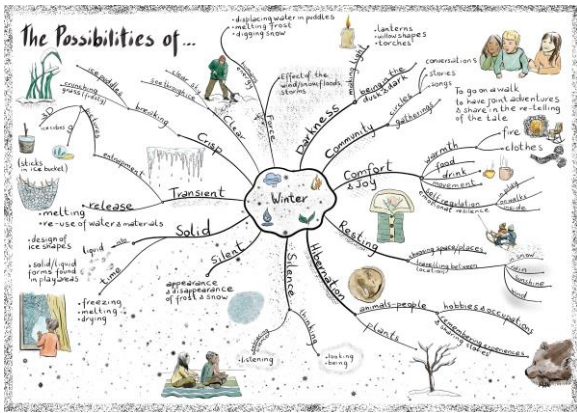


Search Dr Claire Warden as an author on Amazon

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There are **four** key aspects to planning using Floorbooks

Floorbook®

Talking Tub



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Documentation *with* children *for* children (and us!)

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Talking Tubs- images and objects to stimulate thinking



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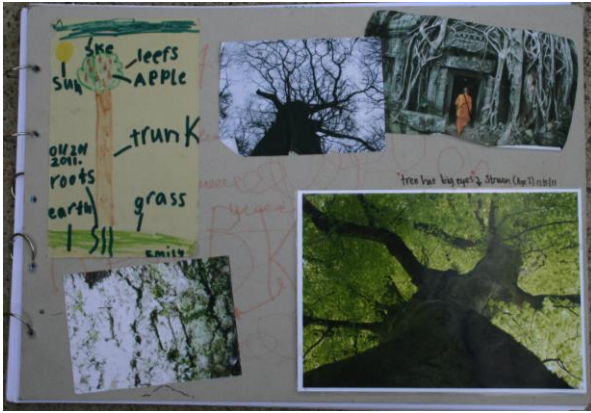


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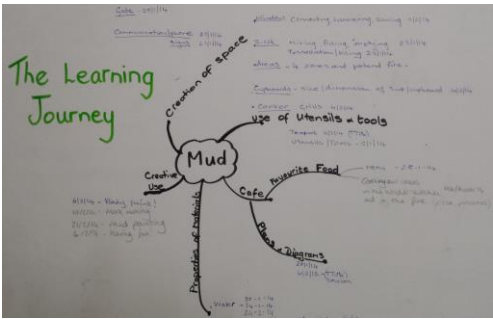
Ref: Warden, C. 20 Planning with and for children. Essential Resources NZ



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The four aspects link together

Communication book (parents, carers and visitors)



Family Books and digital learning stories



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Environmental Kinship guide

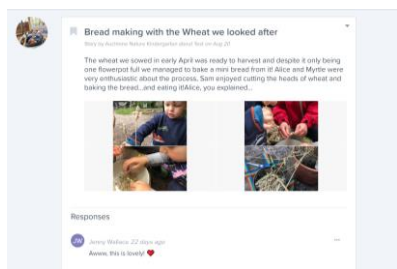
www.environmentalkinship.org



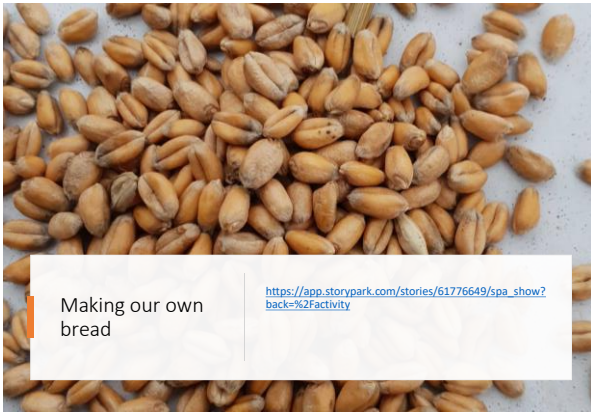
- ✓ **Practical**
Every day, pragmatic examples for educators and administrators alike through overarching nature-based pedagogy
- ✓ **Inclusive**
Intentional practices from a variety of places, cultures, population densities, and communities
- ✓ **Community**
Creating an international dialog on fostering environmental kinship in the early years.

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Digital documentation- Storypark



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Making our own bread

https://app.storypark.com/stories/61776649/spa_show?back=%2Factivity

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Areas for quality improvement.
Educational program and practice

‘.....educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child’s learning and development’



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Children's health and safety

'Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.'



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Physical environment

'Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.'



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Staffing arrangements

'Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.'



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Relationships with children



'Relationships with children are responsive, respectful and promote children's sense of security and belonging'.

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Collaborative relationships with families



'Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential'.

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Governance and leadership



'Effective leadership and governance of the service contributes to quality environments for children's learning and development. Effective leaders establish shared values for the service and set clear direction for the service's continuous improvement.'

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Bibliography



Warden, C.(2006) *Talking and Thinking Floorbooks*. Mindstretchers.UK

Warden, C. (2020) *Planning with and for Children*. Essential Resources. NZ.

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Keep in Touch

www.claire-warden.com. International consultancy

www.mindstretchers.academy Online Training

www.Virtualnatureschool.org Free materials for nature based programs




 Claire Helen Warden
 #NaturePedagogy
 #Floorbooks

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