



Erasmus KA2 project: ETEIP - Education and Teaching in Early years from International Perspectives

Creating Learning Environments in Preschool Settings: Pedagogical approaches and key ideas.



Preschool teachers' pedagogical reflections and experiences from job shadowing and focus group interviews



Experiences from England:

- Use outdoor environment for learning and play
- Typical indoor materials outside - "mud kitchen", brushes, animals, maths
- Free flow play and activities
- Staff - location and allocation to support learning every space, indoor and, play and security

This study is a part of the wider ETEIP project (Erasmus+KA2, 2019-2022) with preschool teachers from England, Norway, Spain and Sweden. The aim is to highlight preschool teachers' professional approaches, views on creating learning environments from international perspectives.

Play is a key resource for establishing the curriculum and approaches to teaching in early childhood education (e.g. Fler, 2010; Gunnarsdottir, 2014). The theoretical frame derives from sociocultural theory (Vygotsky, 1981) emphasizing play as crucial for children's learning in social settings. Theory about professional development with openness, shared experiences and reflections in communities of practice (Wenger, 2013).

The project has followed action research paradigm. Action research (Kemmis, 2010) through job shadowing including focus group interviews (Salo & Rönnerman, 2013), collaborative reflections (Schön, 1983; Pollard, 2019) and case study (e.g. Cohen, Manion & Morrison, 2011) have been used as the main methodology approaches.

The project has had an impact on professional approaches on creating learning environments including children's perspective, realization of learning activities, play and the importance of teacher's different role. Awareness of key ideas to develop own settings inspired of the diversity of resources and materials indoor and outdoor. The result has an impact on new opportunities for developing indoor and outdoor play and learning environment. Preschool teachers were inspired and developed their professional thinking through visits, reflections, discussion and the focus group interviews.

Experiences from Sweden:

- Access and use of nature material indoor and outdoor
- Connection with nature and free flow play in forest
- Literature and playmaterial - diversity and equality
- Green wall/screen use for play and learning
- Fantasy used as a resource in the teaching-learning process



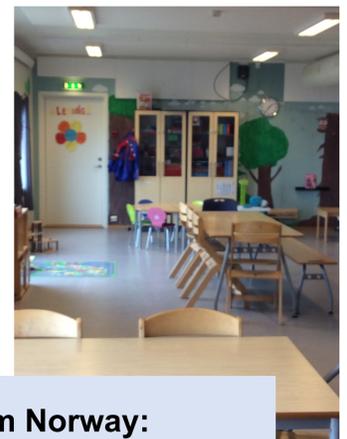
Experiences from Spain:

- Preschool teachers' structuring and organization (ratio) for learning and play
- Preschool teachers' collaboration with parents for learning and play
- Structured play in smaller groups, "amigos"
- Prepared environment for babies play



Experiences from Norway:

- Preschool teachers' present in play with children
- Time for children's play and exploring "here and now"
- Outdoor environment and surfaces for play
- Holistic approach and inclusive play
- Flexibility for play - lunchpackage indoor and outdoor



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