

Reflecting on meaningful experiences



How do you connect children to learning?

Asking a child to complete a task simply because it is on the program, is their goal, or supports "school readiness" does not mean children connect to the learning. Providing a fun and engaging experience for children is more likely to have richer, and more holistic learning opportunities.



Do educators plan for meaningful learning?

To plan for meaningful learning you need to know the children's interests, their learning style (what types of experiences they enjoy), and what they are currently needing support with. Then combining all of these together is more likely to offer meaningful learning than just Googling a random activity.



Do educators see potential learning in play?

When you look at the potential learning opportunities in different experiences it helps you recognise that any child choosing any experience can achieve a wide array of learning. It also helps you recognise that learning does not happen in isolation so planning for a 'fine motor experience' is not meaningful.



Do educators use intentional teaching?

Once you know the potential learning that exists in everything in your environment the role of the educator is not to bring children to a planned experience, but instead to intentionally bring learning to a child's play. Knowing the children's goals and potential learning will make this meaningful.



How much adult-directed learning occurs?

The more adults direct the learning that is happening in the service the less meaning it is likely to have for the children as it doesn't come from their ideas and interests and instead is based on assumptions, themes and calendars. When children try to make it meaningful they are often brought back on task.