

## **Internationally renowned EY Practices**

### **The Forest School Approach- Scandinavia**

<http://www.forestschoollassociation.org/what-is-forest-school/>

The Forest Schools approach originated in Scandinavia in the 1980s and was widely adopted in Denmark in the 1980s as a solution to the lack of indoor facilities for pre-school children. Contact with nature is considered to be extremely important. Forest Schools offer children, young people and adults regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment. Children are encouraged to develop autonomy, become aware of their own limits, and gain knowledge of what they may find in an outdoor environment. Forest Schools promote resilient, confident and creative learning.

### **Te Whariki Approach- New Zealand**

<https://education.govt.nz/early-childhood/teaching-and-learning/te-whariki>

Te Whariki Early Years curriculum was created in New Zealand between 1991 and 1996 and adheres to a series of key educational values and principles. Its overarching aspiration is for children “To grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.” The wider world of a child’s family and community is an integral part of learning. Connecting links with them and the wider world are affirmed and extended. In order to learn effectively, a child needs to know that they have a place, feel comfortable with routines, customs, and regular events, and know the limits and boundaries of acceptable behaviour. Spontaneous play is valued as very meaningful as children gain confidence and control of their bodies. They also learn strategies for active exploration, thinking, and reasoning.

### **Reggio Emilia Approach (Italy)**

<http://www.reggiochildren.it/identita/reggio-emilia-approach/?lang=en>

This approach was developed after World War II by educators and parents from villages in Reggio Emilia in Italy. After the war, it was believed that children were in need of a new way of learning. The approach assumes that children are infinitely capable and intelligent. The role of Reggio teachers, therefore, is to support children’s personal qualities and challenge them in appropriate ways. Special emphasis is placed on artistic expression and creativity. Learning is frequently cooperative, with topics and materials selected by educators, in strong collaboration with parents and children, which tend to be derived directly from observations of children’s spontaneous play. Thus, learning is child centered and the assumption is that children learn best when doing something they are interested in.

### **Montessori Method**

<http://www.montessorimom.com/what-montessori-method/>

The Montessori Method of education, developed by Dr. Maria Montessori, in 1907, is a child-centered educational approach based on scientific observations of children from birth to adulthood. It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It is an approach that values the human spirit and the development of the whole child—physical, social, emotional, cognitive. Montessori programmes include multiage groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity. Montessori educators place special emphasis on an aesthetically pleasing learning environment and in aiding children to develop a sense of order, freedom within limits, and independence.

## DISSECTING ROUTINES

Jerome Bruner's definition of routines in *Child Talk: Learning to Use Language* (1983)

Most routines have a particular **format**

A format is '... a routinized and repeated interaction in which (adults and children) do things (...) together using language' (Bruner, 1983: 132). A format consists of:

1. A sequential structure
2. Clearly marked roles
3. Scripts to support communication

## EXAMINING EFL REGISTER ROUTINE

1. Sequential structure (what actions take place in the routine?)

Teacher and children greet each other

Teacher extracts puppet

Puppet and children take the register together

Children's presence is acknowledged and their participation is praised

2. Clearly marked roles (who takes part?)

Teacher, children, puppet

3. Script to support communication (what predictable, uniform language chunks are used to support interaction?)

## TASK

**In pairs, reorder the script!**

Children: Fernando is at home

Teacher: Who's in my bag?

Children: Good afternoon!

Teacher: Good afternoon, everyone!

Children and teacher: Wake up Fifi, it's time to play, time to play, time to play, wake up Fifi, time to play, wake up, wake up wake, up! (singing)

Children: It's Fifi (class puppet)

Teacher: Shall we wake her up?

María: I'm here! Hello Fifi!

Teacher: Here's Fifi! She wants to say hello! Let's see who's here!

Teacher (or learner): Where is María?

Teacher/learner: Where's Fernando?

## Task: Examining routines

Routine description	1. Taking the register. Learners state that they are present in order.
Stage of lesson and purpose	
Language chunks used in script	
Language skills practised	
Other non-linguistic areas that can be developed by following this routine	

Routine description	1. Taking the register. Learners state that they are present in order.
Stage of lesson and purpose	Stage: At the beginning Purpose: To keep a record of attendance
Language chunks used in script	Teacher/learner/puppet: -Is ... here today? -Yes, I'm here. Good afternoon!
Language skills practised	-Listening -Speaking
Other non-linguistic areas that can be developed by following this routine	-Remembering everyone's name - Counting how many children have come to class -Realising if someone is absent -Waiting for their turn to speak

Routine description	2. Talking about the weather (with visual support and a song or rhyme).
Stage of lesson and purpose	
Language chunks used in script	
Language skills practised	
Other non-linguistic areas that can be developed by following this routine	

Routine description	2. Talking about the weather (with visual support and a song or rhyme).
Stage of lesson and purpose	Stage: Usually at the beginning after taking the register. Purpose: To review and consolidate weather vocabulary
Language chunks used in script	-What's the weather like today? -Is it (sunny, cold, cloudy,...)? -Yes (it is), No (it isn't)
Language skills practised	-Listening, speaking, remembering weather vocabulary
Other non-linguistic areas that can be developed by following this routine	-Listening to peers -Supporting peer(s) if they can't remember a lexical item -Becoming aware of climate

## Task: Examining routines

Routine description	3. Getting ready to listen to a story. Learners assemble in circle area
Stage of lesson and purpose	
Language chunks used in script	
Language skills practised	
Other non-linguistic areas that can be developed by following this routine	

Routine description	3. Getting ready to listen to a story. Learners assemble in circle area
Stage of lesson and purpose	Stage: At any stage Purpose: present or review vocabulary, or settle learners
Language chunks used in script	-Teacher / children (singing to the melody of 'If you're happy and you know it): If you're ready for a story please sit down (2 x), if you're ready for a story come here and gather near, if you're ready for a story please sit down' -Children: We're ready! -Teacher: Are you sitting nicely? -Children: Yes! -Teacher: Are you looking? Children: Yes! -Teacher: Are you listening? -Children: Yes! -Teacher: Are you ready for a story? -Children: Yes!
Language skills practised	-Listening -Responding appropriately to questions
Other non-linguistic areas that can be developed by following this routine	-Regulating behavior -Musical development -Body awareness -Getting ready for a settling activity

## Task: Examining routines

Routine description	4. Displaying work. In the circle, learners take it in turns to show their work to peers.
Stage of lesson and purpose	
Language chunks used in script	
Language skills practised	
Other non-linguistic areas that can be developed by following this routine	

Routine description	5. A password to enter the classroom (graded to different levels). Learners must say a colour/animal before coming in
Stage of lesson and purpose	
Language chunks used in script	
Language skills practised	
Other non-linguistic areas that can be developed by following this routine	

Routine description	4. Displaying work. In the circle, learners take it in turns to show their work to peers.
Stage of lesson and purpose	Stage: At the end, after they have completed their tasks Purpose: To consolidate learning and help develop learners' confidence
Language chunks used in script	These vary according to the worksheet, and the language used is less scripted Teacher: Can we look at your tiger, Ana? Ana: Yes! Teacher: Let's show everyone your tiger! What colour is it? Ana: It's green, pink and brown! Teacher: Thank you! Who's next? Children: Me!
Language skills practised	-Listening -Consolidating lesson content
Other non-linguistic areas that can be developed by following this routine	-Valuing classmates work -Sharing work with classmates -Building confidence and empathy

Routine description	5. A password to enter the classroom (graded to different levels). Learners must say a colour/animal before coming in
Stage of lesson and purpose	Stage: At the beginning. Purpose: To remind learners that it's 'Time for English'
Language chunks used in script	Teacher: 'What's this animal?/ What colour is this? (visual support should be used) Child: A tiger!/ Blue! Teacher: Thank you, come in! Child: Thank you!
Language skills practised	-Speaking -Remembering vocabulary
Other non-linguistic areas that can be developed by following this routine	-Learners are encouraged to enter the classroom in a peaceful, orderly manner -Marking the start of 'English time' -An opportunity for individual interaction and becoming aware of each learner's mood.

**Online resources for using songs and puppetry**

**Songs**

<https://supersimple.com/>

<http://dreamenglish.com/>

**Puppetry**

Video demonstrating techniques to encourage communication

<https://www.youtube.com/watch?v=VcijM-x8fac>

Games to try out in lessons

[http://www.carolread.com/wp-content/uploads/2014/08/VYL\\_puppet.pdf](http://www.carolread.com/wp-content/uploads/2014/08/VYL_puppet.pdf)

**Suggested Reading**

Child's Talk: Learning to Use Language (Jerome Bruner, 1983)

Small Talk (Nicola Lathey, 2013)

**Online training course**

<https://www.nile-elt.com/online-courses>

Thanks!

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