

ASSESSOR GUIDE

OUTDOOR EXPERIENCE –TEMPLATE	
STEP 1. PLAN	
Children's age-group	<i>Student must identify children's age-group, such as 0-2, 2-3, 3-5</i>
Description of the experience and Purpose/Objective of the experience	<i>Response must include the following as a minimum: a description of the experience and a purpose or objective for the experience.</i> <i>For example, 'I am going to plant vegetable seedlings with a group of seven children in the veggie patch to support children to care for, nurture, and watch seedlings grow and learn about what is needed for a plant to live.'</i>
Identify links to the approved learning framework and learning outcomes <i>Include any relevant:</i> <ul style="list-style-type: none"> ▪ <i>principles</i> ▪ <i>practices</i> ▪ <i>outcomes.</i> 	<i>Response must include the following as a minimum: a link to the approved learning framework and learning outcomes.</i> <i>For example:</i> <ul style="list-style-type: none"> ▪ <i>Learning outcome 2: children are connected to and contribute to their world – Children show respect for the environment.</i> ▪ <i>Learning outcome 4: Children are confident and involved learners.</i> ▪ <i>Being – children engaging in learning.</i> ▪ <i>Practices:</i> <ul style="list-style-type: none"> – <i>learning environments</i> – <i>learning through play</i> – <i>intentional teaching.</i>
MATERIALS OR RESOURCES REQUIRED. Include natural and recycled materials where possible	<i>Response must include the following as a minimum: identified materials required for the experience.</i> <i>For example:</i>

	<ul style="list-style-type: none"> ▪ <i>15x seedling</i> ▪ <i>7x small spades</i> ▪ <i>Soil patch</i> ▪ <i>Watering cans</i> ▪ <i>Risk assessment regarding potting mix and water use</i> ▪ <i>Sun safe clothing.</i>
<p>Learning opportunities provided within the learning experience</p> <p>Identify which learning opportunities are provided within the learning experience by checking the box and explain how this learning experience will support this opportunity or opportunities.</p>	<p>Learning opportunities must individually or collectively include the below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> opportunities for children to discover both natural and constructed (man-made) environment[s] <input type="checkbox"/> opportunities which encourage children to show respect for the natural environment <input type="checkbox"/> opportunities for children to experience growth and care of living things. <p>Identify the above opportunities for this experience and explain below how this learning experience supports the above learning opportunity or opportunities.</p> <p><i>Response must include the following as a minimum: learning opportunities which are provided within the learning experience by checking the box and an explanation as to how this learning experience will support this opportunity or opportunities.</i></p> <p><i>For example, opportunities for children to discover natural and constructed man-made environments. This learning experience supports this by providing children with opportunities to engage with plants and soil (natural) and shovels, watering cans and garden beds (man-made).</i></p>
<p>Talking points to support conversations throughout the learning experience</p> <p><i>Identify which talking points will be used to support conversations throughout the learning experience by checking the box and explain how you plan to engage children in these talking points.</i></p>	<p>Talking Points to support conversations throughout the learning experience must individually or collectively include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interdependence between people, plants, animals and the land <input type="checkbox"/> information about the environment and the impact of activities on natural environments <input type="checkbox"/> opportunities as to how children can reduce their impact on the natural environment.

	<p>Identify the above talking points to support conversations throughout the learning experience and explain below how you plan to engage children in these talking points.</p> <p><i>Response must include the following as a minimum: talking points will be used to support conversations throughout the learning experience by checking the box and explain how you plan to engage children in these talking points.</i></p> <p><i>For example, interdependence between people, plants, animals and the land. This learning experience will include discussion about our need for plants and how animals also need plants and the healthy land. I would also like to introduce the idea of discussing where the fruit and vegetables get to out shops. I would like to explain that bees are also necessary for pollinating our plants.</i></p>
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STEP 2. IMPLEMENT

PROVIDE ONE (1) PHOTOGRAPH AS EVIDENCE OF THE EXPERIENCE. USE THE SPACE BELOW TO PASTE THE PHOTOGRAPH AS EVIDENCE OF THE EXPERIENCE.

Response must include the following as a minimum: one photograph as evidence of the experience.

For example:

- *photo of the learning experience set-up. No child can be visible in the photo.*

STEP 3. REFLECT ON THE OUTDOOR LEARNING EXPERIENCE

Questions	Written Response
Explain how you incorporated natural and recycled materials into the learning experience?	<p><i>Response must include the following as a minimum: an explanation as to how they incorporated natural and recycled materials into the learning experience?</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>'I included plants and potting mix.'</i> ▪ <i>'I decided to use recycled paper to put some tubing around the seedlings to protect them from the sun.'</i>

Provide an example of how you explained the concept of interdependence between people, plants, animals and the land.	<p><i>Response must include the following as a minimum: an example of how you explained the concept of interdependence between people, plants, animals and the land.</i></p> <p><i>For example, 'We spoke about how we need plants and the plants need animals to keep them growing. We discussed how it is our responsibility to ensure we give back to the land and the plants.'</i></p>
What types of 'impact' on natural environments did you speak with the children about? Give one [1] example.	<p><i>Response must include the following as a minimum: an example of how you explained the concept of interdependence between people, plants, animals and the land.</i></p> <p><i>For example, 'We spoke about how we need plants and the plants need animals to keep them growing. We discussed how it is our responsibility to ensure we give back to the land and the plants.'</i></p>
Reflect on what you taught the children about their ability to reduce their footprint on the natural environment.	<p><i>Response must include the following as a minimum: a reflection about what they taught the children about their ability to reduce their footprint on the natural environment.</i></p> <p><i>For example, 'We talked about our responsibilities and also about how we can make a difference. We talked about how much plastic we use and how we can reduce our footprint. The children asked about the footprint and I explained it to them by drawing a picture. We talked about recycling, upcycling, water saving and planting plants.'</i></p>
<p>SUPERVISOR VERIFICATION</p> <p><i>Supervisor to sign and date in order to verify that the student has completed the above tasks in the workplace.</i></p>	
Supervisor's Name: <i>(Please print)</i>	Supervisor's Job Title: <i>(Please print)</i>
Supervisor's Signature: <i>(Please sign)</i>	Date:
Comments:	

INDOOR EXPERIENCE– TEMPLATE	
STEP 1: PLAN	
Children's age-group	<i>Student must identify children's age-group, such as 0-2, 2-3, 3-5</i>
Description of the experience and Purpose/Objective of the experience	<p><i>Response must include the following as a minimum: a description of the experience and a purpose or objective for the experience.</i></p> <p><i>For example, 'I am going to provide heuristic play with clay and natural resources to provide children with a sensory experience with natural resources they can create with.'</i></p>
Identify links to the approved learning framework and learning outcomes <i>Include any relevant:</i> <ul style="list-style-type: none"> ▪ <i>principles</i> ▪ <i>practices</i> ▪ <i>outcomes.</i> 	<p><i>Response must include the following as a minimum: a link to the approved learning framework and learning outcomes.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>Learning outcome 2: children are connected to and contribute to their world – Children show respect for the environment.</i> ▪ <i>Learning outcome 4: Children are confident and involved learners.</i> ▪ <i>Being – children engaging in learning.</i> ▪ <i>Practices:</i> <ul style="list-style-type: none"> – <i>learning environments</i> – <i>learning through play</i> – <i>holistic approaches.</i>
MATERIALS OR RESOURCES REQUIRED Include natural and recycled materials where possible	<p><i>Response must include the following as a minimum: identified materials required for the experience.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>clay</i> ▪ <i>clay tools</i>

	<ul style="list-style-type: none"> ▪ <i>flowers including lavender for the smell</i> ▪ <i>seed pods</i> ▪ <i>pine cones</i> ▪ <i>tooth picks.</i>
<p>Learning opportunities provided within the learning experience</p> <p>Identify which learning opportunities are provided within the learning experience by checking the box and explain how this learning experience will support this opportunity or opportunities.</p>	<p>Learning opportunities must individually or collectively include the below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>opportunities for children to discover both natural and constructed (man-made) environment(s)</i> <input type="checkbox"/> <i>opportunities which encourage children to show respect for the natural environment</i> <input type="checkbox"/> <i>opportunities for children to experience growth and care of living things.</i> <p>Identify the above opportunities for this experience and explain below how this learning experience supports the above learning opportunity or opportunities.</p> <p><i>Response must include the following as a minimum: learning opportunities which are provided within the learning experience by checking the box and an explanation as to how this learning experience will support this opportunity or opportunities.</i></p> <p><i>For example, opportunities for children to discover natural and constructed man-made environments. This learning experience supports this by providing children with opportunities to engage with clay and other natural materials (nature) and clay tools (man-made).</i></p>
<p>Talking points to support conversations throughout the learning experience</p> <p><i>Identify which talking points will be used to support conversations throughout the learning experience by checking the box and explain how you plan to engage children in these talking points.</i></p>	<p>Talking Points to support conversations throughout the learning experience must individually or collectively include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> interdependence between people, plants, animals and the land <input type="checkbox"/> information about the environment and the impact of activities on natural environments <input type="checkbox"/> opportunities as to how children can reduce their impact on the natural environment. <p>Identify the above talking points to support conversations throughout the learning experience and explain below how you plan to engage children in these talking points.</p> <p><i>Response must include the following as a minimum: talking points will be used to support conversations throughout the learning experience by checking the box and explain how you plan to engage children in these talking points.</i></p>

	<p><i>For example, opportunities as to how children can reduce their impact on the natural environment. This learning experience will include discussion about how we can reduce our impact on the natural environment. We will discuss how the patterns in nature are so precise and amazing and it's important to keep them safe and healthy.</i></p>
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STEP 2. IMPLEMENT

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Response must include the following as a minimum: one photograph as evidence of the experience.

For example:

- *photo of the learning experience set-up. No child can be visible in the photo.*

STEP 3. REFLECT ON THE INDOOR LEARNING EXPERIENCE

Questions	Written Response
<p>Explain how you incorporated natural and recycled materials into the learning experience?</p>	<p><i>Response must include the following as a minimum: an explanation as to how they incorporated natural and recycled materials into the learning experience?</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>'I included plants and potting mix.'</i> ▪ <i>'I decided to use recycled paper to put some tubing around the seedlings to protect them from the sun.'</i>

<p>Provide an example of how you explained the concept of interdependence between people, plants, animals and the land.</p>	<p><i>Response must include the following as a minimum: an example of how you explained the concept of interdependence between people, plants, animals and the land.</i></p> <p><i>For example, 'We spoke about how we need plants and the plants need animals to keep them growing. We discussed how it is our responsibility to ensure we give back to the land and the plants.'</i></p>
<p>What types of 'impact' on natural environments did you speak with the children about? Give one (1) example.</p>	<p><i>Response must include the following as a minimum: an example of how you explained the concept of interdependence between people, plants, animals and the land.</i></p> <p><i>For example, 'We spoke about how we need plants and the plants need animals to keep them growing. We discussed how it is our responsibility to ensure we give back to the land and the plants.'</i></p>
<p>Reflect on what you taught the children about their ability to reduce their footprint on the natural environment.</p>	<p><i>Response must include the following as a minimum: a reflection about what they taught the children about their ability to reduce their footprint on the natural environment.</i></p> <p><i>For example, 'We talked about our responsibilities and also about how we can make a difference. We talked about how much plastic we use and how we can reduce our footprint. The children asked about the footprint and I explained it to them by drawing a picture. We talked about recycling, upcycling, water saving and planting plants.'</i></p>
<p>Reflect on how you as an educator role modelled respect, care and appreciation for the environment.</p>	<p><i>Response must include the following as a minimum: a reflection about how as an educator they role modelled respect, care and appreciation for the environment.</i></p> <p><i>For example, 'I always demonstrate care and respect for the environment by recycling, reminding children to turn off taps, planting seeds and discussing our responsibilities about land with the children.'</i></p>
<p>Reflect on your intentional teaching approach and rapport with the children.</p>	<p><i>Response must include the following as a minimum: a reflection about their intentional teaching approach and rapport with the children.</i></p> <p><i>For example, 'For both experiences I connected well with children. They seemed interested in discussing the experience and the talking points. I used open-ended questions and engaged them in some really exciting learning.'</i></p>
<p>SUPERVISOR VERIFICATION</p> <p><i>Supervisor to sign and date in order to verify that the student has completed the above tasks in the workplace.</i></p>	
<p>Supervisor's Name: <i>(Please print)</i></p>	<p>Supervisor's Job Title: <i>(Please print)</i></p>

Supervisor's Signature:

(Please sign)

Date:

Comments: