

NATURAL ENVIRONMENT TEMPLATE

Document **three (3)** examples of supporting children’s knowledge and understanding of the natural environment in your workplace, including at least one experience which relates to Aboriginal and/or Torres Strait Islander Peoples use of the natural environment.

Example One - Title:

[Title of example one]

Children’s age-group:

0-2

2-3

3-5

Link to Aboriginal and/or Torres Strait Islander people’s use of the natural environment?

Yes

No

List all documents provided in the template to evidence how you supported children’s knowledge and understanding of the natural environment.

For each example, provide a written response below that describes how these documents relate to you directly supporting children’s knowledge and understanding of the natural environment.

Explain your teaching strategies and any open-ended questions you asked children.

Include an explanation as to the link to Aboriginal and/or Torres Strait Islander people’s use of the natural environment if relevant for this example.

Response must include the following as a minimum: a list of three – six documents which evidence the student has supported children’s knowledge and understanding of the natural environment.

For example:

- 1. Photograph of a frog pond that I created with my four-year-old kindergarten class as part of an inquiry project.*
- 2. Learning story about the frog pond.*
- 3. Program with frog pond experience documented.*

Response must include the following as a minimum: description as to how these documents relate to the student directly supporting children’s knowledge and understanding of the natural environment. Including intentional teaching and open-ended questions asked. Including an explanation as to the link to Aboriginal and/or Torres Strait Islander people’s use of the natural environment if relevant for this example.

For example, This is a photo of a frog pond that I created with my four-year-old kindergarten group. The aim of this project was to learn about the living environment of pond creatures. The children were supervised closely while they explored the natural environment and looked at the things that the creatures needed to survive. I supported their understanding by giving the children time to discover using their senses e.g. sound, touch, sight, smell. We looked at closely at the water, rocks and plants. I supported the children by listening to their observations and then extending on these. Together we talked about the creatures needs for shelter, air, water, food, space, etc.

I further extended the children’s knowledge by explaining the relationships between the creatures in the pond in terms of the food-chain. Throughout the project the children were very interested in the life cycle of a frog. The children learnt the word ‘metamorphosis’ and were astounded by the amazing transformation of a tadpole to a frog.

	<i>I used the intentional teaching strategies of questioning, hypothesising and listening. I asked, 'What do you think happens when frogs grow up?'</i>	
Example Two - Title: <i>[Title of example one]</i>	Children's age-group: <input type="checkbox"/> 0-2 <input type="checkbox"/> 2-3 <input type="checkbox"/> 3-5	Link to Aboriginal and/or Torres Strait Islander people's use of the natural environment? <input type="checkbox"/> Yes <input type="checkbox"/> No
List all documents provided in the template to evidence how you supported children's knowledge and understanding of the natural environment.	For each example, provide a written response below that describes how these documents relate to you directly supporting children's knowledge and understanding of the natural environment. Explain your teaching strategies and any open-ended questions you asked children. <i>Include an explanation as to the link to Aboriginal and/or Torres Strait Islander people's use of the natural environment if relevant for this example.</i>	
<i>Response must include the following as a minimum: a list of three – six documents which evidence the student has supported children's knowledge and understanding of the natural environment.</i> <i>For example:</i> <ol style="list-style-type: none">1. <i>Learning story about ochre painting.</i>2. <i>Photos of learning experience.</i>3. <i>Evidence of this on the program.</i>4. <i>Program evaluation.</i>5. <i>Permission form for ochre painting.</i>	<i>Response must include the following as a minimum: description as to how these documents relate to the student directly supporting children's knowledge and understanding of the natural environment. Including intentional teaching and open-ended questions asked. Including an explanation as to the link to Aboriginal and/or Torres Strait Islander people's use of the natural environment if relevant for this example.</i> <i>For example, I decided to support children's learning about how Aboriginal and Torres Strait Islander people use the natural environment by introducing ochre painting. This included rocks and water and a permission form for children to paint it on their faces and arms.</i> <i>I supported this by implementing the following teaching approaches:</i> <ul style="list-style-type: none">▪ <i>collecting all resources and information</i>▪ <i>collecting and displaying images of Aboriginal and Torres Strait Islander people with body paint</i>▪ <i>story about the bird who lost his colours.</i> <i>I asked the children, 'What do you know about Aboriginal art?'</i>	
Example Three - Title:	Children's age-group:	Link to Aboriginal and/or Torres Strait Islander people's use of the natural environment?

<i>[Title of example one]</i>	<input type="checkbox"/> 0-2 <input type="checkbox"/> 2-3 <input type="checkbox"/> 3-5	<input type="checkbox"/> Yes <input type="checkbox"/> No
List all documents provided in the template to evidence how you supported children’s knowledge and understanding of the natural environment.	For each example, provide a written response below that describes how these documents relate to you directly supporting children’s knowledge and understanding of the natural environment. Explain your teaching strategies and any open-ended questions you asked children. <i>Include an explanation as to the link to Aboriginal and/or Torres Strait Islander people’s use of the natural environment if relevant for this example.</i>	
<p><i>Response must include the following as a minimum: a list of three – six documents which evidence the student has supported children’s knowledge and understanding of the natural environment.</i></p> <p><i>For example,</i></p> <ol style="list-style-type: none"> <i>1. Photograph of a frog pond that I created with my four-year-old kindergarten class as part of an inquiry project.</i> <i>2. Learning story about the frog pond.</i> <i>3. Program with frog pond experience documented.</i> 	<p><i>Response must include the following as a minimum: description as to how these documents relate to the student directly supporting children’s knowledge and understanding of the natural environment. Including intentional teaching and open-ended questions asked. Including an explanation as to the link to Aboriginal and/or Torres Strait Islander people’s use of the natural environment if relevant for this example.</i></p> <p><i>For example, This is a photo of a frog pond that I created with my four-year-old kindergarten group. The aim of this project was to learn about the living environment of pond creatures. The children were supervised closely while they explored the natural environment and looked at the things that the creatures needed to survive. I supported their understanding by giving the children time to discover using their senses e.g. sound, touch, sight, smell. We looked at closely at the water, rocks and plants. I supported the children by listening to their observations and then extending on these. Together we talked about the creatures needs for shelter, air, water, food, space, etc.</i></p> <p><i>I further extended the children’s knowledge by explaining the relationships between the creatures in the pond in terms of the food-chain. Throughout the project the children were very interested in the life cycle of a frog. The children learnt the word ‘metamorphosis’ and were astounded by the amazing transformation of a tadpole to a frog.</i></p>	

SUPERVISOR VERIFICATION JOURNAL- NATURAL ENVIRONMENT EXPERIENCES

Supervisor to sign and date in order to verify:

- *the student's documents were collected in the workplace, and*
- *the student facilitated the experiences in accordance with organisational standards and workplace policies and procedures.*

Supervisor's Name:

(Please print)

Supervisor's Job Title:

(Please print)

Supervisor's Signature:

(Please sign)

Date:

Comments: