

# Teaching and Learning

## Let's reflect – Resources.



A wide range of resources should be easily accessible and displayed attractively so that children can see what is available. Boxes, baskets etc. which contain resources should be clearly labelled with text and or provide a visual indication of what's inside. As more research has been carried out on **how** children learn, there has been an increasing shift away from plastic resources and instead, offering more natural and open-ended resources. As well as offering resources that children already know, there should also be opportunities to explore beyond their familiar reference.

Wall displays should be at child height, so children are able to interact with them. Children's achievements should be displayed showing the process of learning rather than the end product.

Children and their families' diversity and uniqueness should be celebrated by showing positive images in displays and in practice. **Everything** on offer in the environment should reflect and encourage all areas of diversity equally. If you only have a small number of multi-cultural resources, it makes them seem tokenistic.

## Task

Consider the questions below and reflect on how you can further develop the use of quality and meaningful resources in your setting:

- Are children able to access resources independently? Are they allowed to move them around the environment to support their play?
- Do you offer a good selection of natural materials? For example, shells, cones, feathers etc.
- Are children able to follow their imagination by using loose parts, such as old tyres, crates, off cuts of guttering?
- Do you provide opportunities for children to explore 'real' resources not just toy replicas?
- Do you have large size photographs of children on display, so they are able to recognise themselves?
- Are your displays inclusive, do they have signage in different languages? Do they show people in non-stereotypical situations?
- Do you have a wide range of resources that reflect and value the diversity of children's backgrounds and experiences?