

**Designing Engaging Early
Childhood Environments
Using Principles of ECE
Program Pedagogical
Approaches**



Introduction



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Objectives

- Use your understanding of pedagogy to make informed decisions about environmental design and materials to support young children's learning.
- Leverage your understanding of children's racial, ethnic, linguistic, and cultural backgrounds to create an environment that fosters a sense of belonging.
- Use your understanding of developmentally appropriate practice and the unique needs of children in your care to implement principles of universal design for learning in the physical environment.





Teachers are the intentional
designers of the
environment



Environment
is the
"Third
Teacher"



Environments and Materials

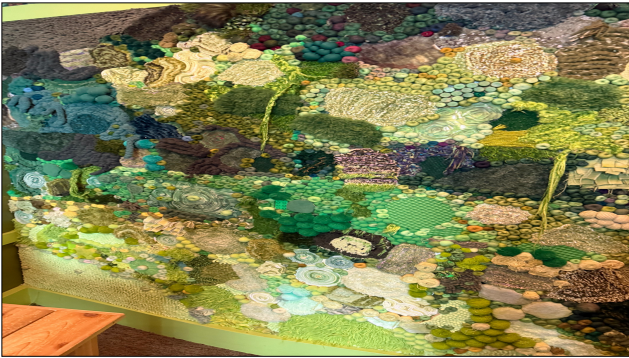


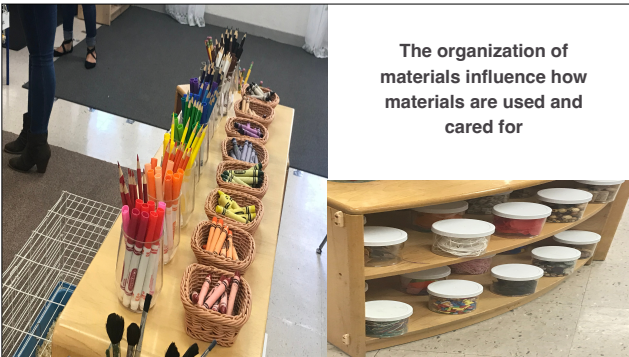
What do I know?

ENVIRONMENTS & MATERIALS

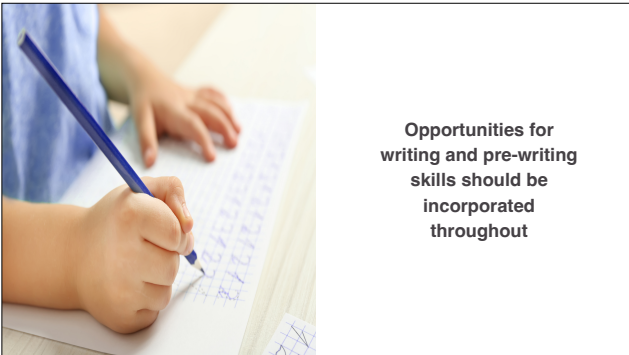


Materials should evoke a sense of curiosity, investigation, and play!





The organization of materials influence how materials are used and cared for





Opportunities for writing and pre-writing skills should be incorporated throughout

Environments and Materials

- Think of an area that is typically found in a classroom (art, dramatic play, library, etc.). Reflect on the materials found in that area.
- How do the materials in that area invoke a sense of curiosity, investigation, and play?
- How do the materials found in the area serve as the "third teacher?"

Type your responses in the chat.

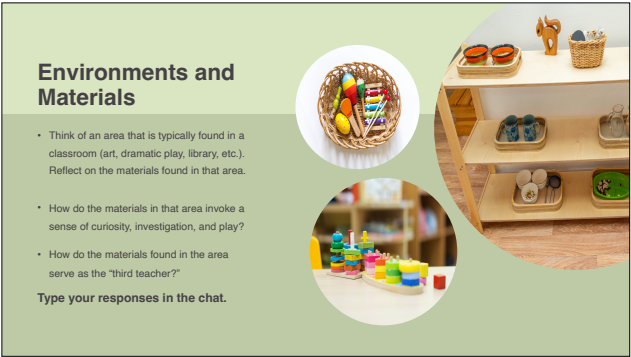
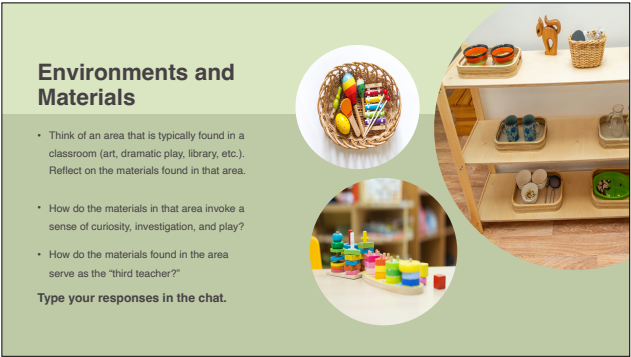
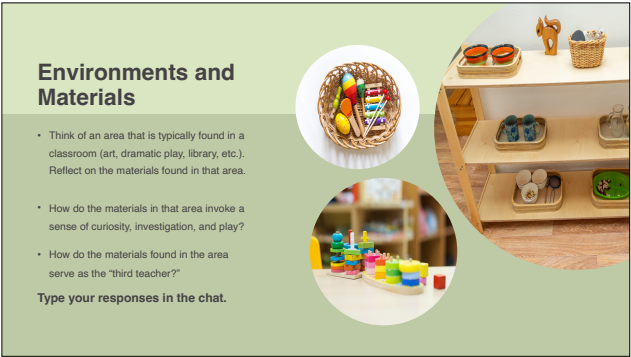



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Summing up

Environments and Materials

"It is the child's way of doing things which gives meaning to the materials." — Maria Montessori

How can you build in time to observe and notice children using materials in unexpected ways? What might that reveal about how the environment supports (or limits) their curiosity and literacy development?

Up next: **Culturally Responsive Environments**

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Up next: **Culturally Responsive Environments**

A photograph of a woman with long dark hair, wearing a white short-sleeved shirt, sitting on the floor and smiling at two young children. To her left, a toddler with dark skin and curly hair, wearing a white long-sleeved shirt and blue jeans, is standing and looking towards the woman. To her right, a baby with light skin and blonde hair, wearing a grey patterned sweater, is sitting on the floor and looking down at something in their hands. The background is a bright, out-of-focus indoor space with some wooden toys and a white shelf. The text 'Culturally Responsive Environments' is overlaid at the bottom of the image in a green, sans-serif font.



**What do I
know?**

**CULTURALLY
RESPONSIVE
ENVIRONMENTS**



**Mirrors
and
Windows**



**Incorporate
family
within the
environment**

**Materials are
reflective of
the children
who inhabit
the space**



Culturally Responsive Environments

Review this image of a classroom.

- Where do you see elements in the physical environment of the concept of "windows" and mirrors?
- What types of materials are being used?
- What materials or furniture might be missing or could be added to ensure that this space in the classroom is culturally responsive?

Type your responses in the chat.





Summing up

Culturally Responsive Environments

"When children see themselves and their families reflected in the classroom, they feel seen. When they see others reflected, they learn to see."
— Adapted from Rudine Sims Bishop, PhD

How can you partner with members of your school community (families, staff, children, businesses) to help co-create any changes to your school environment inspired by this section?

Up next: Universal Design for Learning



Universal Design for Learning



What do I know?

UNIVERSAL DESIGN FOR LEARNING

Universal design is the design of buildings, products or environments to make them accessible to people, regardless of age, disability, or other factors. It emerged as a rights-based, anti-discrimination measure, which seeks to create design for all abilities.



Family

Doctors & Specialists



Materials within Reach

Health & Safety

Freedom of Movement

Individualized Considerations





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