

Planning for Purposeful Play and Learning - Intentional Resource Selection in Early Education

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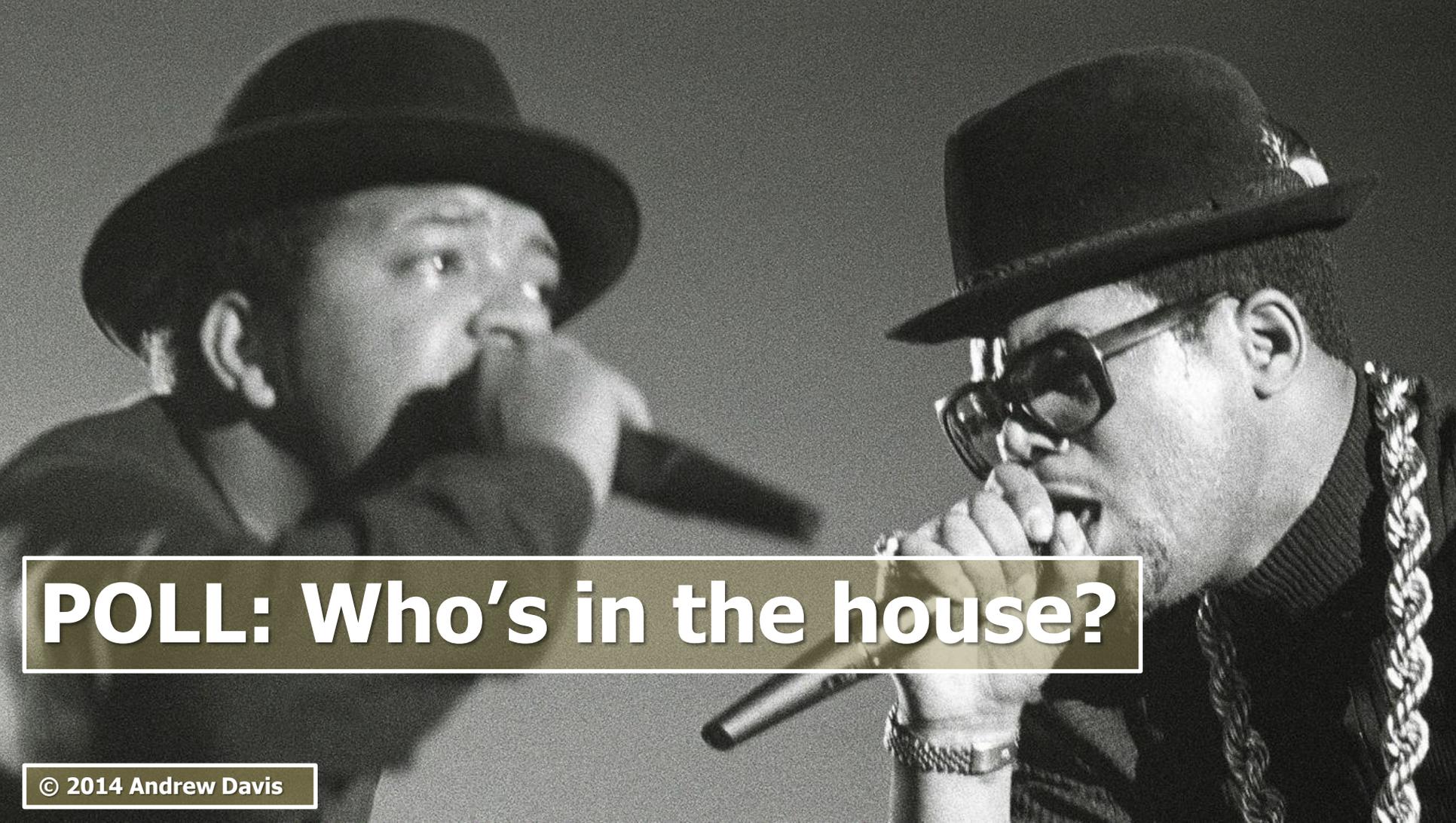
In today's



WEBINAR

...

- Understand the value of **intention** when researching and selecting resources for play and learning
- Learn the process of ***Intentional Resource Selection*** and how to apply it



POLL: Who's in the house?

**Who I am &
How I got**





Andrew Davis

City: Near Chicago, IL
Astrological Sign: Cancer
Marital Status: Married
Children: 3
Education: Graduate Degree
Occupation: Director, Follett Early Learning

Relevant Experience: **12 years working with early educators as an advocate & consultant.**

Materials for Play and Learning

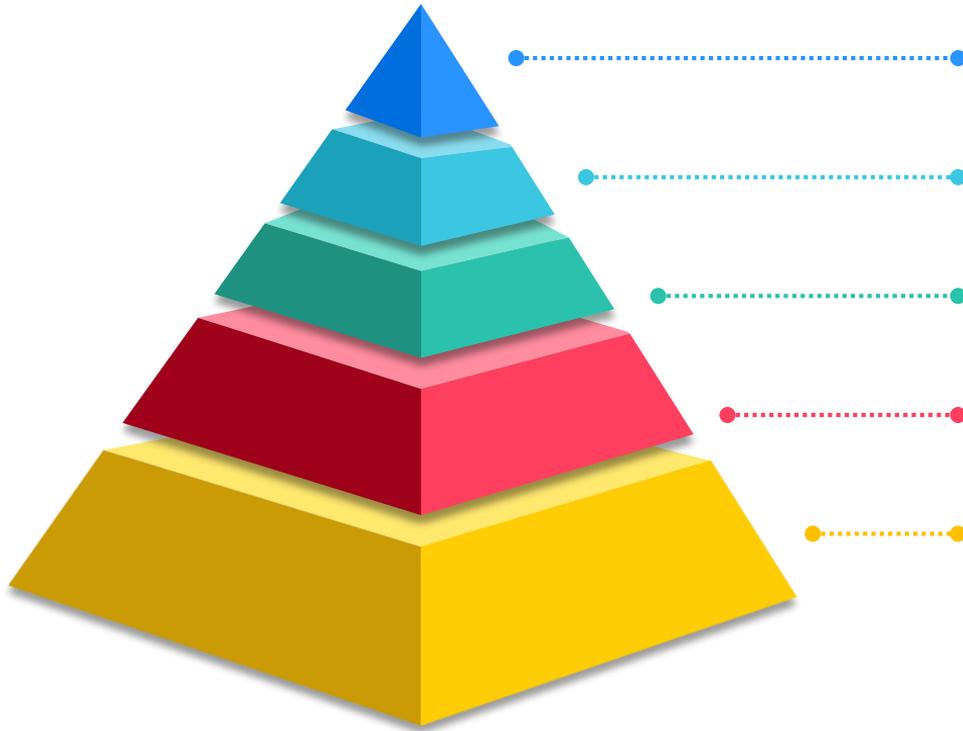
- **Comprehensive & Supplemental programs (commercially produced)**
- **Teacher-created materials for instruction**
- **Manipulatives**
- **Books**
- **Games or learning toys**
- **Technology for student or teacher use**

A young child with curly brown hair, wearing a blue patterned dress and a purple bracelet, stands on a beach with arms outstretched. The background is a blurred beach scene.

**Why focus on
the materials?**

They matter.

Learning Materials in Context



Child

Each child has unique interests, styles of learning and language/cultural needs.

Family

Creates the construct of the child's culture and value system.

Community

Supports the family by reinforcing values and cultural ideals.

Program

Supports the child's development through appropriate play, curriculum and instruction.

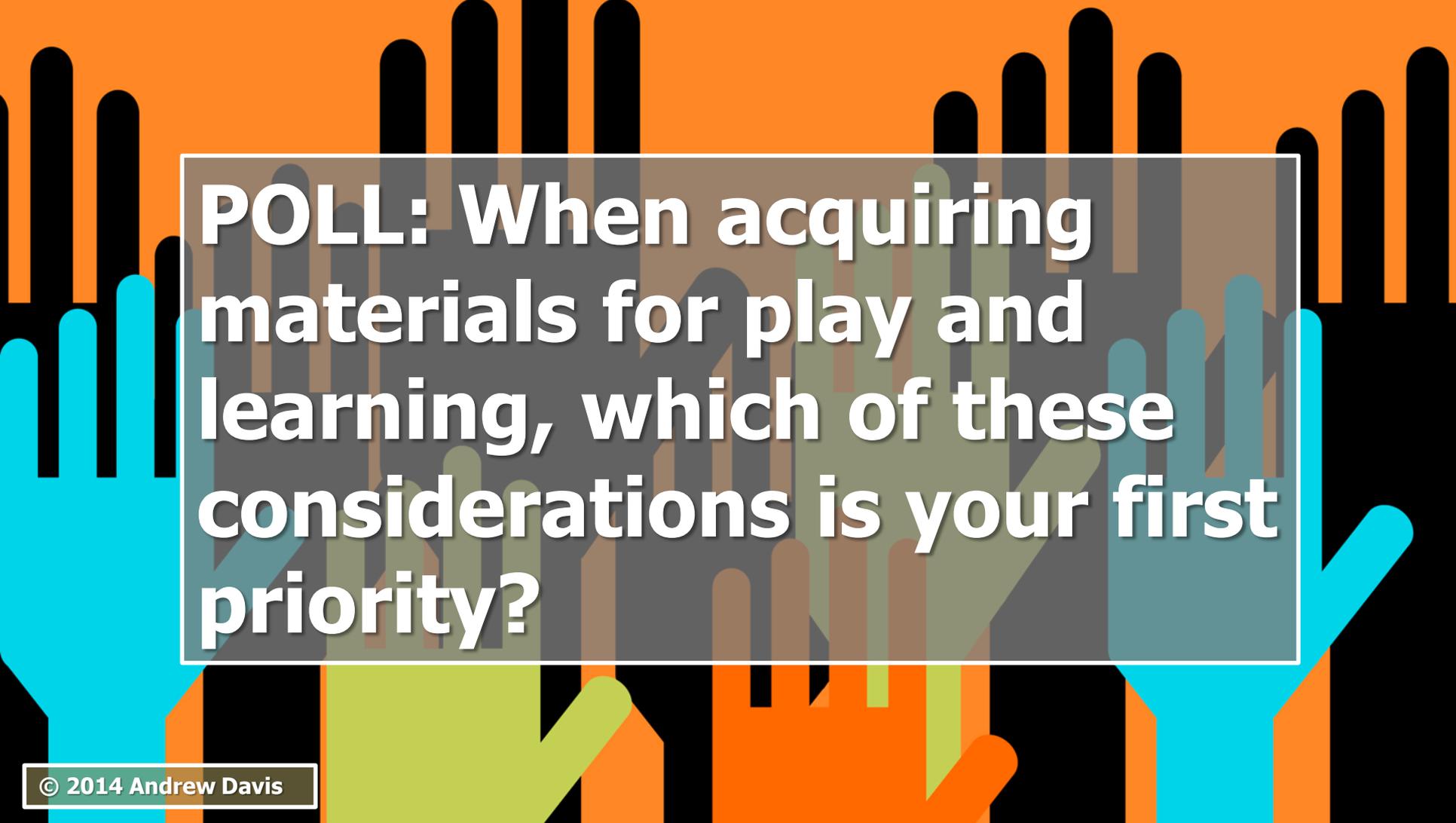
Tools & Materials for Learning

Supports the program's high quality and developmentally appropriate practices.



Materials should aim to support each individual child.



The background features a pattern of stylized hands in various colors including black, orange, and cyan. The hands are arranged in a way that creates a sense of depth and movement, with some hands appearing to be reaching out or holding each other. The overall aesthetic is modern and vibrant.

POLL: When acquiring materials for play and learning, which of these considerations is your first priority?

A coin-operated binocular viewer with an owl face on top, set against a cityscape background. The viewer is mounted on a metal railing. The owl face has large blue eyes and a red button that says "TURN TO CLEAR VISION". Below the owl face is a coin slot and a coin return mechanism. The background shows a cityscape with buildings and a body of water under a blue sky.

**Observation:
Early educators spend
more money on
materials than time
planning for their use.**

A close-up photograph of a young Black boy with a large afro hairstyle. He has a skeptical or questioning expression on his face, with his eyes slightly squinted and his lips pursed together. He is wearing a blue t-shirt with a yellow collar. The background is blurred, showing what appears to be an indoor setting with other people.

Prove it.



Estimated \$3 Billion*
spent on learning
materials from birth — 3rd
grade.

**Sources: National Center for Education Statistics, 2011
Wilson's PreK Market Forecast, 2010
EMR National Survey of PreK Programs, 2010*

Less than 50% of early educators surveyed have a plan for acquiring literacy-related resources.

**Source: 2013 NAEYC Annual Conference Survey*

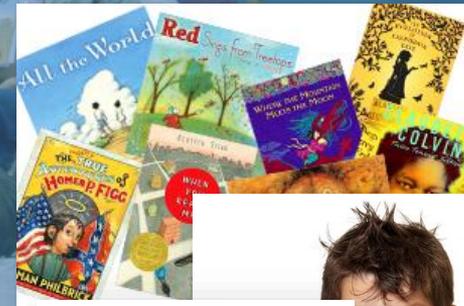
Quick Story



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(Another) Quick Story



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What's This?





Continue...I'm listening....

(Yet Another) Quick Story



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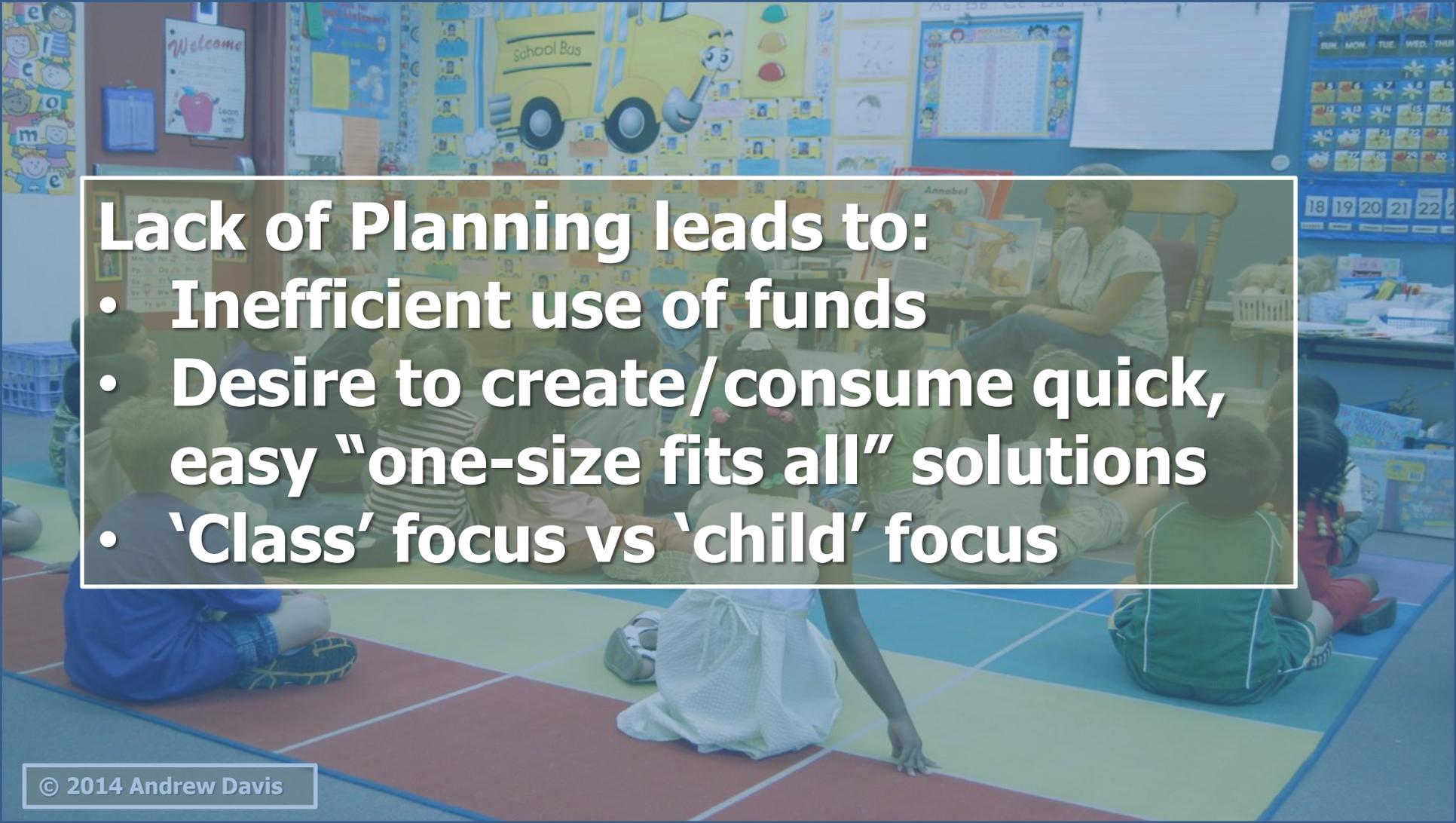


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Now
What?





Lack of Planning leads to:

- Inefficient use of funds
- Desire to create/consume quick, easy “one-size fits all” solutions
- ‘Class’ focus vs ‘child’ focus

**What would a proper plan
look like?**

Intentional Resource Selection

Process of selecting materials and resources for play and learning that are **high quality**, have a **distinct purpose** and **support the teaching and learning of the children served.**

3 Principles of Intentional Resource Selection

- **Know the Goal**
- **Act with each child in mind**
- **Ongoing evaluation**



Lessons from the



What can we learn from **librarians**?

- **Process for managing various media in cycles – constantly adding/constantly weeding**
- **Constantly learning how to better support their population**
- **Disciplined in finding value from limited funding resources**



Let's have a look at the **process**

Intentional Resource Selection





**I have no
materials
and no
money!**



**I have what
I need and
the means
to get more!**

Start where you are

Intentional Resource Selection

Set the Goal

01

- **What do you want to accomplish?**
- **Which children will be impacted? How?**
- **What do we know about those children?**
- **Is my goal consistent with my organization's mission?**
- **What would implementation look like?**
- **How will success be measured?**

Intentional Resource Selection

- **What do I own that can help me accomplish the goal?
Assess the quality of existing materials.**
- **Where can I turn for advice or recommendations from someone pursuing a similar goal for similar children?**
- **What are my constraints? (Time/budget)**
- **Who on my team can help with this process?
(Parents/Teachers/Administrators/Librarians/
Consultants/Vendors)**
- **What should be prioritized?**

Research &
Select

** Maintain a consideration file*

02

Intentional Resource Selection

03

Implement

- **When would make the most sense to implement based on my existing lesson plans?**
- **Who can help with implementation?**
- **What needs to be communicated during the process? Who needs to know?**

Intentional Resource Selection

04

Evaluate

- Are results as expected?
- Is training/additional support is needed?
- Who needs to know about the results?
- Schedule on-going conversations with stakeholders.
- What can be learned from this experience?
- If the goal was not achieved, what role did the materials play? Is it time to reassess the goal or revisit the other steps?

Intentional Resource Selection



Quick Story



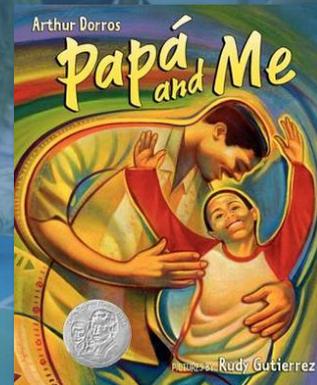
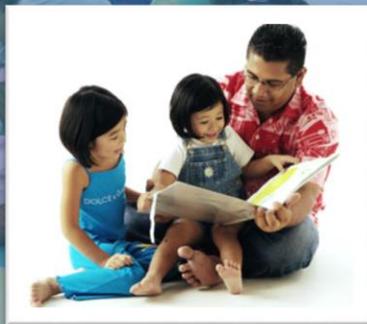
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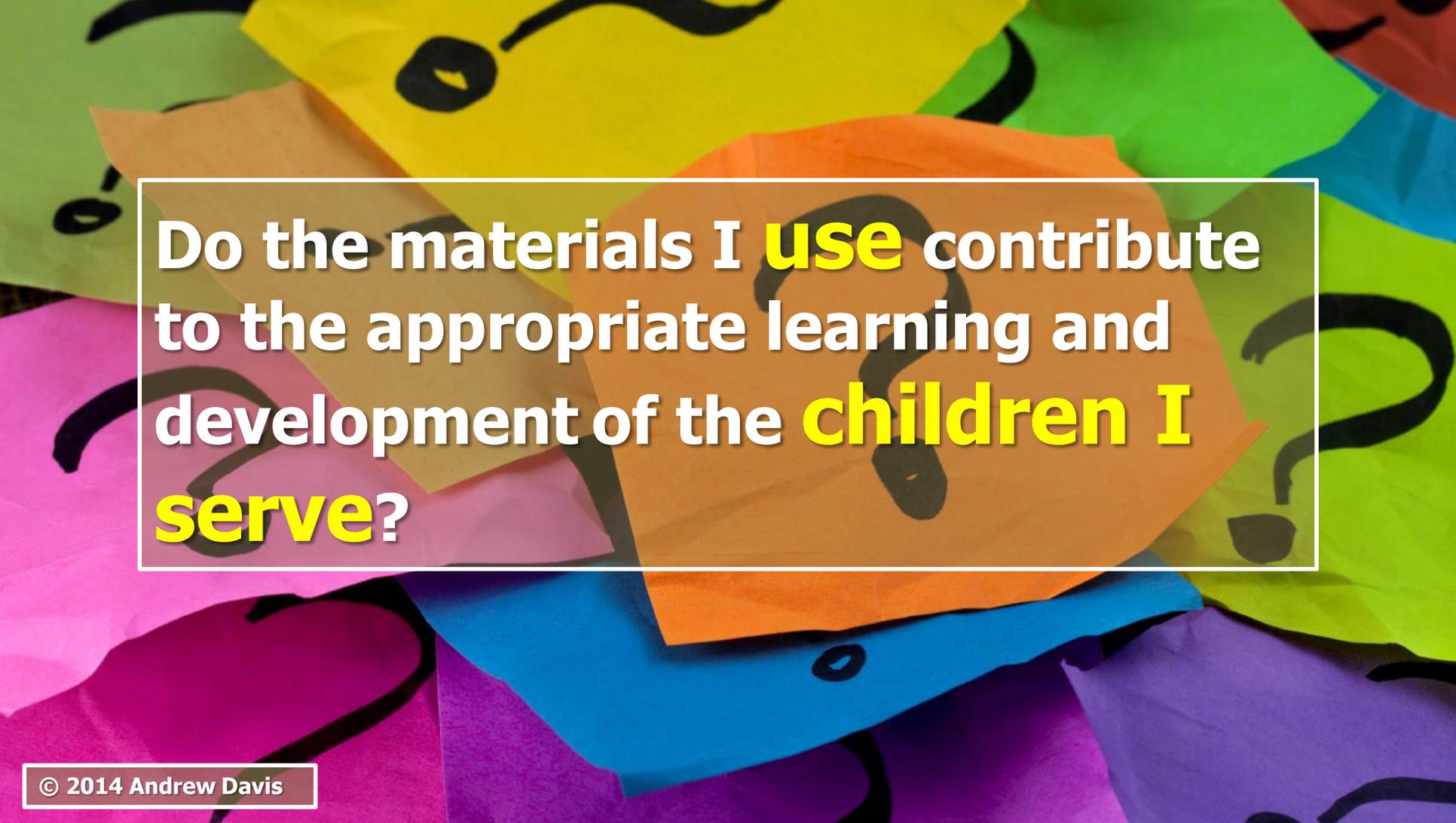
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Quick Story





Do the materials I **use** contribute to the appropriate learning and development of the **children I serve?**

Final Thoughts

- **Materials Matter.**
- **Aim for supporting each child at an individual level rather than a class level.**
- **Know your Goal.**
- **Act with Each Child in Mind.**
- **Constantly Evaluate.**
- **Quantity and Quality of materials vary across programs. Budgets vary. Value is the Key.**
- **More research is needed into the impact of materials.**



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Thank You