

Developing Environments of Enquiry

professional development: early years' and primary **International Schools**

Developing Environments of Enquiry is a professional learning programme developed and led by Sightlines Initiative consultants in your school or setting. It provides an opportunity for educators to develop their practice, expertise and capacity to build environments in which children's learning flourishes. It is founded upon building learning environments of:

"Everybody knows that early years' educators can be creative, critical and reflective; that young children are creative, strong, powerful learners, and that educators and children thrive in creative enabling environments ... It's very difficult to turn beliefs, values and aspirations into practice ... there's a gap between what we want to do and what actually happens. This work is designed for everybody who wants to bridge that gap."

Mary Jane Drummond,
Early Childhood Education Consultant

ENCOUNTER



ENQUIRY



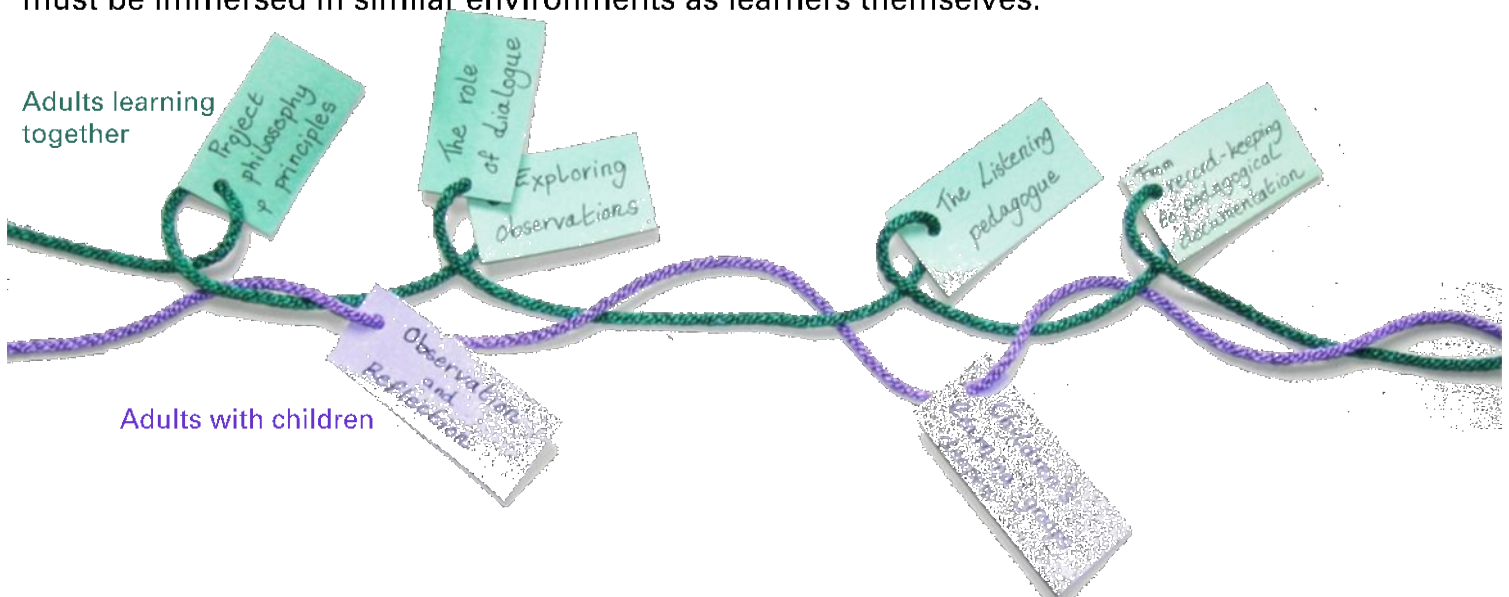
EXCHANGE



EXPRESSION



In whatever context you work, wherever you are in the world, you need to be critical and reflective: educators capable of negotiating and collaborating with children in creative, enabling, learning environments, who can take risks and act with full creative and professional competence. In order to understand and create collaborative learning environments for children, educators must be immersed in similar environments as learners themselves.



It combines elements of a course and a journey of pedagogical change. Participants will engage in ongoing enquiry and development in their settings. A framework of review, reflection and development days wraps around, and is interwoven, to offer guidance and support.

Developing Environments of Enquiry: Is it for you and your colleagues?

Developing Environments of Enquiry is for early years' educators who are ready to take bold steps in developing their approach to learning; valuing children as competent, sociable, imaginative and expressive learners. It provides an opportunity for educators to develop their practice, expertise and capacity to build environments in which children's learning flourishes. It aims to develop a pedagogical framework that focuses on developing children's fascinations and enquiries, in relationship with others, using many expressive languages.

Encounter	shaking hands with difference ● hearing new voices ● the aesthetic of open space ● rich simplicity ● how environments speak to their inhabitants
Enquiry	watching, listening and reflecting ● acting researchfully ● finding good questions ● following the questions through to the next questions ● looking for the big ideas ● analysing, hypothesising, testing it out
Exchange	give and take of expertise ● working through dialogue and participation ● listening to new points of view and absorbing them ● learning new ways of exploring together
Expression	meaning-making with all our expressive languages ● Dance, draw, paint, write, sing, sculpt, narrate ● The languages support one another ● the creative studio environment supports everything.

Within many International School settings, educators who wish to develop socio-constructivist, creative learning environments are at times challenged by curricula expectations and methodologies, in addition to the complexities of different cultural and linguistic experiences. Through our framework we seek to support educators in unpacking issues such as planning, assessment and evaluation in the course of creating a learning environment which empowers children to explore and learn through inquiry, expression, imagination and curiosity.

You and your team will become more authoritative, energised, independent and interdependent in their thinking and actions; more confident and articulate as professionals. As a result the quality of their interaction, dialogue and collaboration with children is raised and children's learning becomes deeper and more meaningful.

"Wise teachers know that the curriculum for education must be co-authored with the children."
Colwyn Trevarthen, Professor of Child Psychology and Psychobiology Edinburgh



Sightlines Initiative

We are an independent early years' development organisation which has been supporting the development of creative, collaborative, reflective pedagogies since 1997. It is in dialogue with, and informed by, the experiences of colleagues in Reggio Emilia, whose world-renowned pre-schools and infant-toddler centres are built upon and embody such an approach. In addition to conferences and professional development in the UK, and the organisation of study weeks to Reggio Emilia, our directors/consultants have worked with International schools around the world, and led workshops at conferences for SIS in Switzerland, ELSA in Paris and ECIS in Athens and Brussels.

Reggio Children International Network UK reference point