

Characteristics of Effective Learning

| | A Unique Child: observing how a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
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| Playing and Exploring engagement | Finding out and exploring <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests | <ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else, and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language. • Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. • Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong. | <ul style="list-style-type: none"> • Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Make sure resources are relevant to children's interests. • Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play. • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore. |
| | Playing with what they know <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people | | |
| | Being willing to 'have a go' <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error | | |
| | A Unique Child: observing how a child is learning | Positive Relationships: what adults could do | Enabling Environments: what adults could provide |
| Active Learning motivation | Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details | <ul style="list-style-type: none"> • Support children to choose their activities – what they want to do and how they will do it. • Stimulate children's interest through shared attention, and calm over-stimulated children. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes. • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Encourage children to learn together and from each other. • Children develop their own motivations when you give reasons and talk about learning, rather than just directing. | <ul style="list-style-type: none"> • Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. • Keep significant activities out instead of routinely tidying them away. • Make space and time for all children to contribute. |
| | Keeping on trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties | | |
| | Enjoying achieving what they set out to do <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise | | |

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.