Module 2 Unit 4

Reporting evidence: Bringing the language strategies together

Use different markers in the suggested colours to identify each of the strategies the student uses in presenting her evidence:

...As Isenberg and Jalongo (1993) point out, early childhood teachers have as great a responsibility to foster the creative development of young children as they do to foster their physical, social and emotional well-being. This perception reinforces that of Wright (1991), whose studies unambiguously favour a move away from the concept of a 'natural unfolding' or non-interventionist approach to creative development in early childhood, towards a 'guided learning' approach where the carer or teacher actively facilitates this development through every aspect of the early childhood institutional setting. There can be no doubt that such an approach has far-reaching implications for teachers and carers.

Firstly, as Isenberg and Jalongo clearly demonstrate (1993, p.255), the physical environment around children has a powerful influence on the quality of learning experiences generally. The findings from their studies consistently suggest that specifics such as colour schemes, floor surfaces and ceiling heights should be imaginatively used to create intimate or open spaces. Greenman’s research (1988, p.107) proposes that strategies varying natural and reflected light are beneficial in sensitising children to the aesthetics of their environment – a view which is strongly supported by Feeney, Christianson and Moravick (1991), who studied models of lighting suitable to a enjoyment of a variety of creative experiences including drama, music movement and visual art. The safe and effective division of large open areas into smaller, cosier and more functional spaces, using dividers or furniture arrangements, has also been shown to be advantageous to children’s appreciation of their environment (Greenman 1988, p.111).
Secondly, extensive research into time management confirms that young children require long, uninterrupted periods of time to fully explore the possibilities of the arts media (Feeney, Christianson and Moravick, p.292). Although it is generally accepted that exposure to a variety of play activities significantly develops children’s overall skill pool, Greenman’s 1988 studies provide strong evidence that too much of this can ‘deprive children... of the security that comes with predictable routines’ (p.84)...

Although it might be argued that much of the above is already entrenched in ‘good practice’ childcare centres, recent evidence would appear to support findings to the contrary (Jackson 2001, Martins 2000). These studies suggest that a high degree of attachment to the previous ‘laissez-faire’ approach to young children’s creative development remains amongst early childhood educators...and they recommend extensive changes to teacher and carer training.