

**Kindergarten Matters:  
Re-imagining Literacy and Mathematics Throughout the Day  
Re-imagining the Learning Environment**

[ Music ]

[Text on screen]: Re-imagining the Learning Environment

[ educators sitting around a table ]

EDUCATOR 1: How does the environment become --

EDUCATOR 2: The third educator.

EDUCATOR 1: Right.

EDUCATOR 2: Well, I think because the children are obviously competent in being able to explore and interpret and make meaning on their own. The environment really just supports them in doing that so we can be very intentional with materials that are more conducive to that type of learning, you know, and I think we especially see that occurring with numeracy by offering materials that have, you know, different lengths, different sizes, different shapes, textures, colours, you know, we're able to use those materials to add complexity to whatever is taking place. So, you know, we had an experience this morning where a child was working with blocks and working with numbers and, you know, even without explicitly saying anything, I placed something, you know, nearby just an invitation..

[Text on screen]: thinking about meeting children at the edge of their learning

EDUCATOR 2: and he, you know, noticed it and was able to incorporate it into his work and add a layer of measurement to what he was doing with numbers. So, you know, just that example really spoke to me about, you know, how the environment can support learning and I think often

[Text on screen]: thinking about the role of the educator

EDUCATOR 2: you know, as a result of listening to the children and listening to what interests them, we can respond to them through environment and it's -- the nice thing about it is it gives us time to think and process about how best to respond.

EDUCATOR 3: I think in saying that, too, I think it's really important to change the environment often, you know, your kids' interests change, sometimes we'll notice when behaviour starts to change, we change the environment around and it completely changes the learning. It keeps the learning alive within, you know, the different areas of the room and we notice if something, you know, an area is not really being used, what

can we do to change that to help bring that learning in and make the learning more complex.

EDUCATOR 4: We just did that in our class 'cause we felt like things were getting kind of stagnant, like they weren't getting out of their comfort zone, they kept playing with the same materials over and over and they weren't really branching out so we changed things around and just like challenged them to explore something new, something that they've never played with before, just take it out and start looking at it and start working with it.

EDUCATOR 1: When you change the environment, too, you can really see the learning change as well, and it's very important that we use those observations to realize that sometimes we just need to make small changes. They don't even have to be big changes, like adding more complex materials or more authentic materials certainly does change the way that children play.