

Teaching and Learning

The Learning Environment - Displays



Displays should be child led and child centred, not created by adults for adults. They should involve children in their development and encourage on-going interaction.

Recent research by Elizabeth Jarman, 'Communication Friendly Spaces and Transition in the Early Years' shows that a very colourful, busy environment can be overwhelming for children. Calmer environments can be created by using pastel shades of green and blue and neutral colours.

Try to think creatively when you consider your displays. Displays on plain cardboard boxes are light in weight and can be easily moved around by the children, this can mean they may take more pride in displays they can have influence both by content and position.

Shoe boxes can be used and decorated by the children, filled with their treasures and they form the basics for following the child's interests and fascinations.

TASK

Use the following reflective questions when re-thinking your displays

- Are you and the children using them to extend teaching and learning?
- How do you use them to extend communication and language opportunities?
- Do parents look at them and discuss the content with their children?
- In what ways do they extend subtle messages from the child to the parent and beyond?
- Do you increase cultural capital by ensuring your displays are relevant and accessible?
- Can you think of ways to make them interactive?
- In what ways are your displays child centred?
- Are displays fixed or can they be moved by the children?
- Is factual information correct and regularly updated?
- Where, when and how do displays support the 'voice of the child'?