|  |
| --- |
| **Topic: Developing a play-based, emergent and inquiry-based curriculum for babies, toddlers and young children.**  |
| Both *Aistear* and *Síolta* highlight the fundamental value and importance of play. Children need time and space to develop their play and it is the role of the adult to support children to follow their interests. Children love to make choices about when, what, where, how, and with whom to play. This short CPD will provide you with some ideas and strategies to develop a play-based curriculum based on the emerging interests of babies, toddlers and young children.  |
| ***Key connections**** *Aistear’s* theme of [Exploring and Thinking](https://www.aistearsiolta.ie/en/curriculum-foundations/aistear-and-siolta-documents/exploring-and-thinking.pdf)
* *Síolta’s* Standard of [Play](https://www.aistearsiolta.ie/en/curriculum-foundations/aistear-and-siolta-documents/6-play.pdf)
 | **Children learn many different things at the same time. What they learn is connected to where, how and with whom they learn** |
|  | Checkmark |
| Document | *Aistear* and *Síolta* advocate the development of an emergent and inquiry-based curriculum. This type of curriculum is called emergent because it evolves as choices and connections are made by the children as they discover the world around them. There is an emphasis on child-led learning. [This document](https://www.aistearsiolta.ie/en/curriculum-foundations/element-1-developing-your-curriculum-and-curriculum-statement/developing-an-emergent-and-inquiry-based-curriculum.pdf) will support you to develop a play-based emergent and inquiry-led curriculum.  |  |
| Eye | [In this three-minute video](https://www.aistearsiolta.ie/en/play/examples-and-ideas-for-practice/play-and-an-emergent-and-inquiry-based-curriculum-birth-6-years-.html), Dr John Nimmo talks to us about the importance of child-led play and its role in an emergent and inquiry-based curriculum.  |  |
| Eye | Supporting children to play is an integral part of developing and implementing an emergent and inquiry-based curriculum. [In this three-minute video,](https://www.aistearsiolta.ie/en/play/examples-and-ideas-for-practice/how-can-practitioners-support-children-s-learning-through-play-3-6-years-1.html) Dr David Whitebread talks to us about how early years educators can do this by engaging with and actively playing with children.  |  |
| Eye | Dr Justine Howard expands on this idea of actively playing with children when she talks about the role of the adult in play and playfulness[. In this five-minute video](https://www.aistearsiolta.ie/en/play/examples-and-ideas-for-practice/the-role-of-the-adult-in-play-and-playfulness-birth-6-years-.html), she tells us that by playing with children we are giving them the message that what they are doing in important.  |  |
| Eye | [This five-minute video](https://www.aistearsiolta.ie/en/play/examples-and-ideas-for-practice/facilitating-child-led-learning-and-exploration-birth-3-years-.html) is a good example of facilitating child- led learning and exploration with toddlers. In the video you will see the educator to support the child to follow his own interests but also scaffold his learning in terms of language development and promoting positive learning dispositions.  |  |
| Eye | [In this three-minute video](https://www.aistearsiolta.ie/en/creating-and-using-the-learning-environment/examples-and-ideas-for-practice/building-a-curriculum-in-the-outdoor-learning-environment-birth-0-3-years-.html), one early years educator talks to us about the importance of the learning environment in building a play-based curriculum for toddlers that supports their emerging interests.  |  |
| **Pencil outline** | [This Self-evaluation Tool](https://www.aistearsiolta.ie/en/play/self-evaluation-tools-/self-evaluation-tool-learning-through-play-birth-3-years-.pdf) supports you, as an individual educator or as a team, to reflect on how you provide for learning through play for babies and toddlers while [this self-evaluation tool is relevant for those working with for children aged 3 – 6 years](https://www.aistearsiolta.ie/en/play/self-evaluation-tools-/self-evaluation-tool-learning-through-play-3-6-years-.pdf) |  |

|  |  |
| --- | --- |
|  | **My key reflections having viewed/read the above materials** **Prompts for Reflection**: What is working well for you in this area? What are the challenges you have experienced in this area? What will you do differently in the future? |
| Key |  |
|  | **An action I can take . . .****Prompts for Reflection**: Outline the changes you plan to make to your practice. How will these changes impact positively on children’s learning and development? Think about the resources and supports you will need. What aspects of this work would you like to prioritise and focus on in the coming weeks? |
| Lightbulb and pencil | Link to the Practice Guide’s [Aistear Síolta Action Planning Template](http://aistearsiolta.ie/en/Introduction/Action-planning-tool-for-Siolta-and-Aistear/Action-planning-tool-for-Siolta-and-Aistear.pdf) |
| All of the above resources and many more are available on the *Aistear Síolta Practice Guide* website at [www.aistearsiolta.ie](http://www.aistearsiolta.ie) Thank you for visiting and using the Practice Guide. |
| Additional Support Materials |
| Cycle with people with solid fill | You might be interested in these additional support materials from National *Síolta* *Aistear* Initiative Partners. *[Aistear](https://curriculumonline.ie/getmedia/fd9eca7f-c347-48a9-a0ba-9e120558fb7c/Partnerships-with-Practitioners_EN.pdf)* [Learning and developing through play](https://curriculumonline.ie/getmedia/fd9eca7f-c347-48a9-a0ba-9e120558fb7c/Partnerships-with-Practitioners_EN.pdf) Insights – Learning through child-initiated/child-led play (www.gov.ie)[Barnardos. (2020). Guidance for Childminders: Providing for Play.](https://knowledge.barnardos.ie/handle/20.500.13085/181) [Barnardos. (2014). Outdoor Play Matters: The Benefits of Outdoor Play for Young Children.](https://knowledge.barnardos.ie/handle/20.500.13085/238) [Barnardos. (2015). ChildLinks Issue 2: Play.](https://knowledge.barnardos.ie/handle/20.500.13085/158)  |