



Summary

What does Child Directed Engagement mean, anyway?

- Children actively attend or participate in learning experiences that allow frequent opportunities for choice and expression. Children take charge of their own learning by exploring topics that are personally meaningful

What's the Point?

- Builds a sense of self-direction and self confidence in children
- Develops skills for entering play and negotiating time, space, and materials.
- Helps children learn the skills needed to regulate emotions, behavior and attention
- Gives children choice and opportunity to decide how they want to spend their time
- Children are recognized as mighty learners and citizens in their classroom community

How Do I Do This?

- Observe children to learn about their interests and set up provocations (toys, books or materials)
- Support individual children to choose where they want to play and provide materials based on their interest
- Being with children as they begin to explore materials
- Provide positive attention and comments to acknowledge children's engagement
- As children's play evolves, educators step back to give space for children to explore
- Invite families to share information of their child's interests from their home and community

How Will the Children Participate in This Practice?

- Children choose what toys, materials, books they want to interact with
- Children talk about what their interests are and how they can be part of their day

Checklist

Task	Complete?
Educators actively observe children's play to note their strengths and interests	
Educators provide an interesting environment with materials and activities that inspire and provoke children's ideas.	
Educators position themselves at eye level and near children to guide, nurture, model, and facilitate children's learning	
Educators scaffold individual children's play; the process of adding small amounts of assistance (ideas or support) and stepping back to allow children to guide their own play	
Educators provide positive attention and comments to acknowledge children's engagement	
Educators continue to discuss observations of the children's play to evaluate the playroom environment on an ongoing basis.	
Educators step back to give space for children to explore and extend the themes in their play	
Educators invite families to share information of their child's interests from their home and community	

Through play, children invent symbols to explore relations of power, truth, and beauty as they move between the world as it is and the worlds they create.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 99

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

