

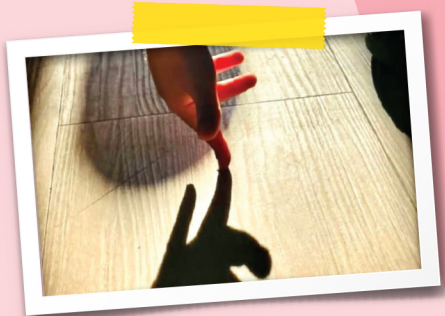
## When documenting children's *research and theories*

we are striving to understand and convey the child voice as more than quotes of what children have said, or images of children at play, we want to make visible not only the 'voice', but make visible the thinking process, ways of learning, theories and meaning making.

When documenting children's research and language what we are really trying to achieve is making the "internal life and thinking" of the child visible.



## Light can *Dance*



Information taken from ECA Conference presentation by Guardian team members Simone Myskiw & Ashleigh Adams on Friday 6 October 2023

## Landscapes and Language of Light

**Light is everywhere in our environments,  
it is a resource that can transform the landscape,  
the mood, and the look and feel of play spaces.**

Light is such an interesting resource as it is both natural and man-made, it is unpredictable and every time children play with light and in light, they have a different experience.



**Light in our environment ignites**  
*curiosity, wonder, research and new languages.*

Inspired by the Guardian Curriculum we experiment with, welcome and plan for light in our environments.

Just as we are intentional when designing play environments and providing resources for children to play with, we are also intentional in thinking about the placement of light and the role that light will play. When we intentionally plan for light in learning environments, we experiment with how light will set the scene, draw attention to a particular material or location and to add depth and complexity to the mood of the landscape and how environments and play is changed by light or the absence of light.



We have noticed through our research of children's interactions, relationships and research with light, that babies and toddlers are particularly curious about light in all of its forms and experiment with light in joyful and intelligent ways.

While observing and researching alongside

children, we noticed that children began to develop a rich and unique language of light. Working with babies and toddlers as researchers is particularly interesting as the emerging language and research is not always communicated verbally, so we as educators and researchers needed to look beyond what we can see children doing, to being in a constant state of curiosity about children and learning and



**Children are incredibly clever at**  
*creating connections*

between what they are wanting to learn, what they know and how they want to communicate their ideas and learning.

Our role as teachers and educators is to be the connection between learning that is occurring and the environment that is full of possibilities.

When children are engaged, researching and learning, it is not enough to sit back and expect the children to know what to do. **When we notice that children are engaged, we should be jolted into action and become deeply curious about their thinking and their process of theory and meaning making.**

From the beginning we were very intentional and purposeful in our environment planning as we believe that children have the right to access materials and environments that are complex and offer multiple ways of doing and being.

Research between educators and children is recognised and valued in the Guardian Curriculum as the foundation of the work that we do and demonstrates the amazing capabilities of children as they hypothesise, explore and discover.