

# APPENDIX F, RESOURCES FOR ENGAGING ENVIRONMENTS

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## Websites

**Childhood Education Journal** <http://acei.org/knowledge/publications/childhood-education/current/>

This journal is published by the Association of Childhood Education International and has articles addressing engaging environments.

**National Association of the Education of Young Children (NAEYC)** <http://www.naeyc.org>

- ▶ **Position paper and key messages on developmentally appropriate practice**  
<http://www.naeyc.org/files/naeyc/file/positions/KeyMessages.pdf>

**Natural Learning Initiative (NLI)** <http://www.naturalearning.org/>

NLI has compiled a wide variety of resources to promote the importance of the natural environment in the daily experience of all children.

- ▶ **Move More North Carolina: A Guide to Creating Active Outdoor Play Spaces**  
[http://www.naturalearning.org/sites/default/files/PlaySpacesGuide\\_eatsmartmovemore.pdf](http://www.naturalearning.org/sites/default/files/PlaySpacesGuide_eatsmartmovemore.pdf)  
This guide provides examples of active outdoor play spaces and best-practice tips for designing them.

**The NC Children and Nature Coalition** <http://ncchildrenandnature.org/resources/for-educators/>

Comprehensive resources for engaging children in outdoor classrooms.

**Quality in Outdoor Environments for Child Care** <http://www.poemsn.org/>

Provides a link to the Preschool Outdoor Environment Measurement Scale.

**The Reggio Emilia Approach** <http://www.reggioemiliaapproach.net/about.php>

The Reggio Emilia Approach to pre-school education identifies the environment as the child's third teacher.

**Supported Inclusion Tip Sheet: Creating a Positive Environment**

<http://www.ccdh.org/vendorimages/ccdh2008/ccdh/creating-Positive-environment.pdf>

Developed by the City of Toronto and the Early Childhood Services Team: Community Living Toronto, this tip sheet shows how thoughtful arrangement of the indoor and outdoor environments can support and include all children.

**Teaching Children to Care** <http://www.responsiveclassroom.org>

Nel Noddings provides an examination of a caring, respectful classroom learning environment.

**UNC: FPG Child Development Institute** <http://ers.fpg.unc.edu/>

Provides ECERS and SACERS instruments for evaluating early childhood environments as well as much more information.

## Articles

**The Environment as the Third Teacher** <http://www.eric.ed.gov/PDFS/ED493517.pdf>

Important environmental aspects of knowledge include providing information for the senses, supporting the unique needs and preferences of children, providing experiences that are content-rich, and which provide feedback.

Rushton, S. 2001. **Applying brain research to create developmentally appropriate learning environments.** *Young Children*, 56(5), 76–82.

The author of this article examines the early childhood and primary learning environments and developmentally appropriate practices in light of the findings of brain research. The author identifies effective teacher strategies as well as situations that hinder learning.

Stoecklin, V. **Developmentally Appropriate Gardening for Young Children.**

<http://www.whitehutchinson.com/children/articles/gardening.shtml>

This article offers tips for incorporating developmentally appropriate gardening for young children into preschool programming to achieve the following goals: environmental stewardship, personal growth/social skills, an integrated learning environment, nutrition/health, science education, and practical living skills.

## Books

Bailey, B. (2001). ***Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management.*** Loving Guidance: Silver Spring, MD.

This book provides an emotional intelligence and classroom management system for early childhood and elementary programs. It covers topics from conflict to cooperation and explores ways to help children perceive, use, understand, and manage their emotions.

Gould, P., & Sullivan, J. (1999). ***The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children.*** Beltsville, MD: Gryphon House.

<http://inclusiveclassroom.com/>

Isbell, R., & B. Exelby. (2001). ***Early Learning Environments that Work.*** Beltsville, MD: Gryphon House. Available from NAEYC.

The authors of this book explore how to manipulate furniture, color, materials, storage, lighting, and more to encourage learning through classroom arrangement. The authors provide detailed illustrations and photographs to help you set up or arrange what you already have in the classroom.

Kostelnik, M. J. & Grady, M. L. (2009). ***Getting It Right from the Start: The Principal's Guide to Early Childhood Education.*** Corwin Press.

Recommended reading by Catawba Community District Team.

## Documents Included in Appendix F

1. ***Characteristics of a good learning environment for young children.***

A checklist created by P. L. Snowden (2007).