

THE GUIDING PRINCIPLES FOR OUTDOOR TEACHING AND LEARNING ©

Why the principles were needed

In 1998 in my first publication on the early years outdoor teaching and learning environment, I presented 10 guiding principles which are set out below. I put these together because I wanted staff to really understand what an education for young children outside needed to be like and how to organise and manage the environment to have the optimum impact on young children's learning. By applying these principles I hoped staff would find the process of education outside easier to understand and thereby put it into practice. In this way I am saying: if you follow these principles outdoor education will be successful.

The early years outdoor teaching and learning environment principles

- 1 Indoors and outdoors need to be viewed as one combined and integrated environment.
- 2 Indoors and outdoors need to be available to the children simultaneously.
- 3 Outdoors is an equal player to indoors and should receive planning, management, evaluation, resourcing, staffing and adult interaction on a par with indoors.
- 4 Outdoors is both a teaching and learning environment.
- 5 Outdoor design and layout needs careful consideration.
- 6 Outdoor play is central to young children's learning.
- 7 The outdoor classroom offers children the opportunity to utilise effective modes of learning.
- 8 Children need versatile equipment and environments.
- 9 Children need to be able to control, change and modify their environment.
- 10 Staff have to be supportive towards outdoor play.

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