

SPRING

A learning story by:
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EXPLORING THE SEASON OF SPRING HOW SPRING OPENS OUR MIND?

Spring is a season of celebrating new beginning and the changing of seasons. With the coming of Spring, we were excited to see the changes surrounding us, especially the nature. The children have started noticing the trees and the flowers blooming in the outdoor area. They were also excited about being outdoors, so we invited the children to explore their ideas of Spring with provocations such as paper, oil pastels, and yarn.

Our learning experience is grounded in BC Early Learning Framework. While exploring the season of Spring, we have been keeping in mind the pathways for engaging with “indigenous content and worldviews in a meaningful and authentic way, so that we can acknowledge and implement ‘First Peoples Principles of Learning’ to reflect indigenous perspectives, knowledges, values and understandings. (BC Early Learning Framework, 2019, p. 13).

B.C. Early Learning Framework

Vision: Respectfully living and learning together



Early Learning Framework Principles

- Children are strong, capable in their uniqueness, and full of potential.
- Families have the most important role in contributing to children's well-being and learning.
- Educators are researchers and collaborators.
- Early years spaces are inclusive.
- People build connection and reconnection to land, culture, community, and place.
- Environments are integral to well-being and learning.
- Play is integral to well-being and learning.
- Relationships are the context for well-being and learning.
- Learning is holistic

B.C. Ministry of Education, 2019

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012



SPRING ATELIER

What do frogs symbolize in First Nations heritage?

For First Nations, spring was a time of birth and renewal. (The Learning Circle, Harvey McCue and Associates)

“Frogs are held in high esteem by many nations along the coast. They can live on land and in the water, teaching us to adapt to different situations.”

Darrel Amos, Haida



Learning involves patience and time.

Spending time outdoors meant we observed more of what was happening around us, and in this, we started asking questions about birds, trees, flowers....



The cherry blossom trees in the outdoor play area are in full bloom and we often hear the birds singing. How can we see the birds closer? Can we feed the birds? In what ways can we build meaningful relationships with the birds?



BIRD OBSERVATION

April 19th, 2023

- We threaded Cheerios onto the pipe cleaner to make bird feeders.

April 20th, 2023

- We hung up the bird feeder in the tree.

April 21st, 2023

- There are no signs of birds eating the treats.

April 25th, 2023

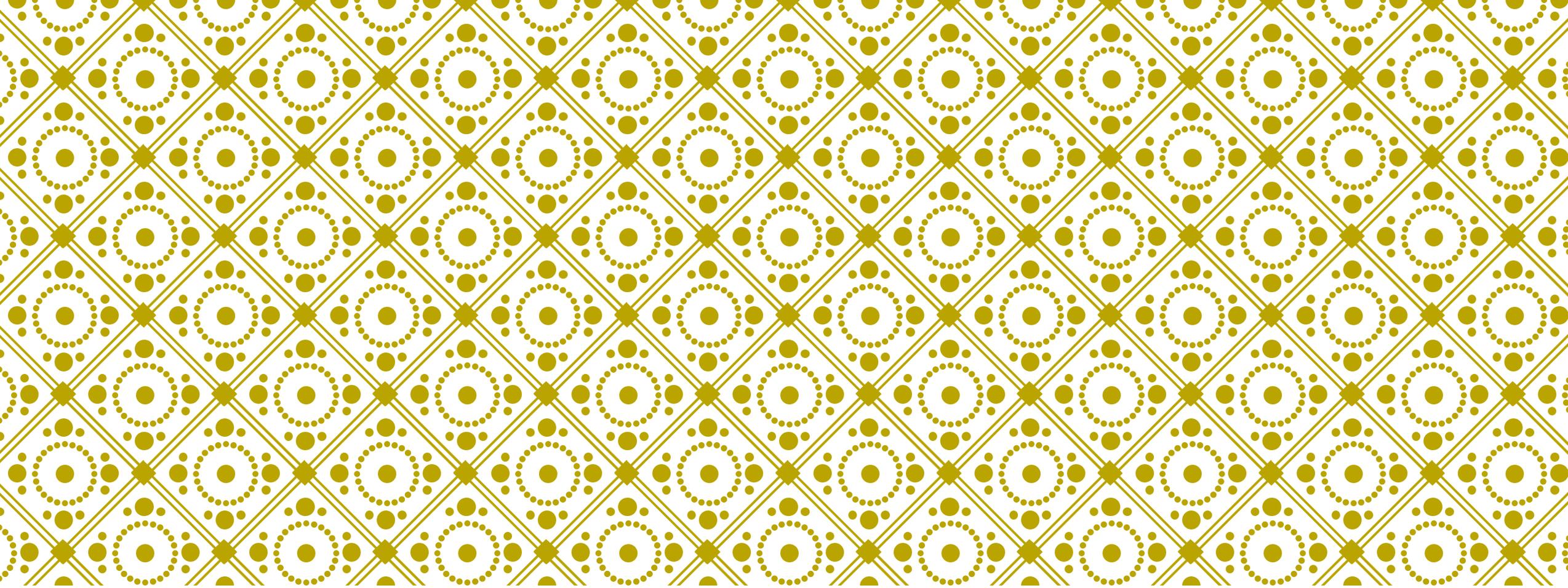
- We decided to move the feeders to a new part of the yard.

April 26th, 2023

- Still no signs of birds. We are wondering why birds are not attracted to our feeders.

Observations continue

- New questions form.



HOW CAN WE CONNECT OURSELVES TO NATURE?



After two days of heavy rain, we noticed that lots of cherry blossom flowers and small twigs have fallen on the ground, but they looked still fresh. We proposed that we picked them up from the ground as we were going on a short walk near our outdoor play area. When we came back, we saw each child holding a bunch of materials they collected from the nature walk. We displayed a spool of yarn, scissors, and masking tape and invited the children to see what they can create, encouraging them to recognize that we and the natural world are mutually dependent on one another.

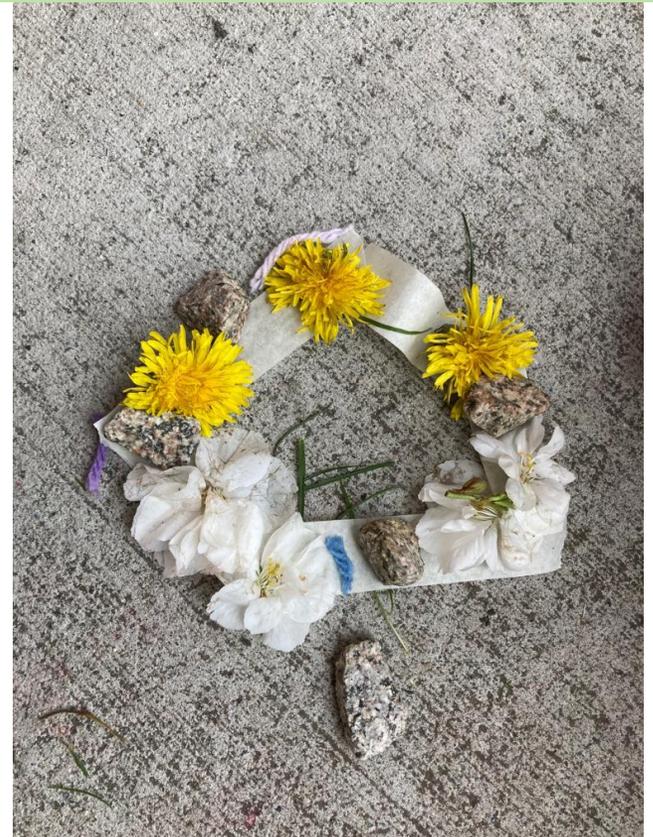




“I’m creating a gravestone for one of my aunties who died couple years ago.”



“I’m making a flower crown.”





"I'm making a hammer with flowers so there's no damage."



"I made a paintbrush with a handle. I'm going to paint with it."



"This is a sign to say, 'Plant Trees.'"

“This is a land no one knows. It’s very clean.”

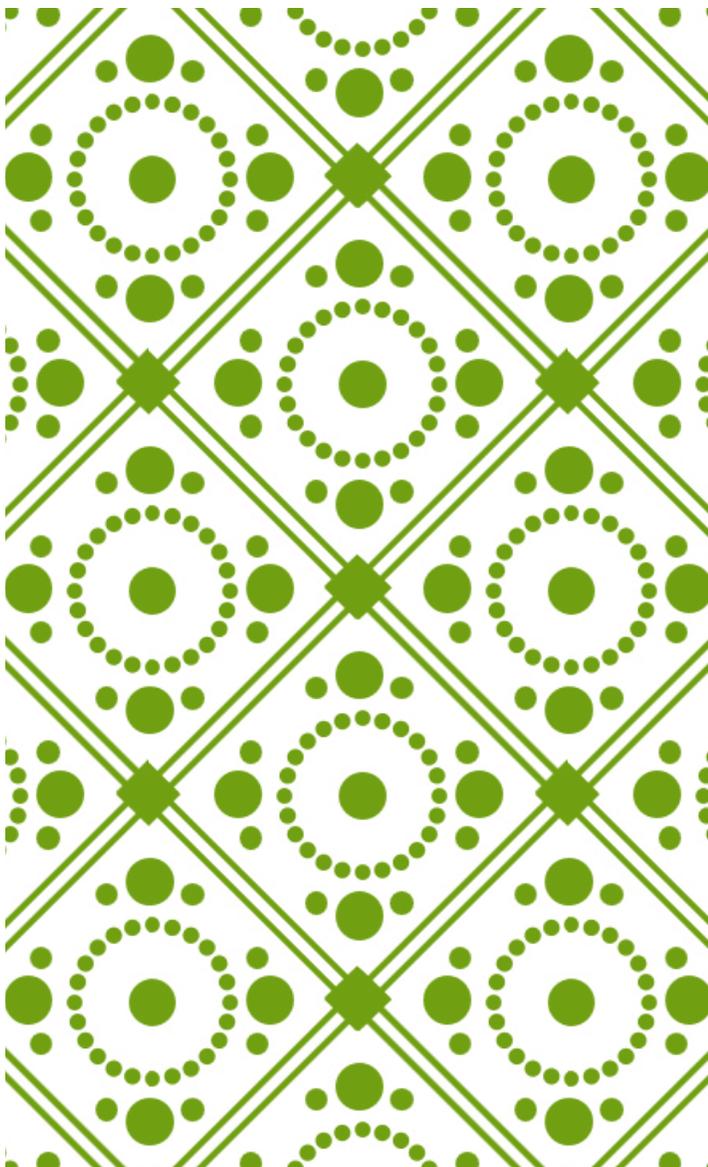


Learning is embedded in memory, history, and stories.





“I made something that connects me and nature and love. I wanna help the nature so the Earth will be green.”



CONNECTING WITH BC EARLY LEARNING FRAMEWORK

Well-Being and Belonging Living Inquiry

Pathways:

Joy in relationship with people, place, materials and ideas

Indigenous voices and perspectives

Emotions, thoughts and views

We invite dialogues with the following critically reflective questions:

- How can we create opportunities for children to connect with peers, land and place?
- In what ways do we invite and recognize Indigenous ways of being and learning?
- What are the children's stories of the land, nature, trees or flowers?