



## Instructor's Resource Manual

**Early Years Learning in Australian Natural Environments**  
by Fran Hughes, Sue Elliott, Karen Anderson and Barbara Chancellor

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## REFLECTIVE QUESTIONS

### Chapter 1, page 15

1. What term do you most commonly associate with children's nature play programs and why?
2. What do you know about the origins of INPPs?
3. How are INPPs supported by the NQF (ACECQA, 2020c)?
4. What do you consider makes Australia unique in terms of INPPs?
5. In what ways do you consider the themes of community connections, global sustainability and First Nations People are interconnected?

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## REFLECTIVE QUESTIONS

### Chapter 2, page 30

1. What needs to be considered before implementing an INPP?
2. Who do you consider should be involved in developing an INPP?
3. What reasons can you offer to support developing a nature program?
4. How can you support accessibility for all children in your INPP?
5. Where could you obtain further information to guide practice and philosophy developments?

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## APPENDIX

### LISTENING WITH FIRST NATIONS PEOPLE'S VOICES THROUGH IMMERSIVE NATURE PLAY PROGRAMS

*Aboriginal and Torres Strait Islander Cultural Safety Framework*: state government guidelines, online pdf.

Victorian Department of Health and Human Services (2019). [\*Aboriginal and Torres Strait Islander Cultural Safety Framework Part 1: For the Victorian health, human and community services sector.\*](#)

*Aboriginal Cultural Standards Framework*: state government policy document pdf.

Western Australian Department of Education (2015). [\*Aboriginal Cultural Standards Framework.\*](#)

Aboriginal Education Policy: state government policy, web page.

New South Wales Department of Education (2020). [\*Aboriginal Education Policy.\*](#)

*Aboriginal Education Strategy*: state government policy document, online pdf.

South Australian Department for Education (2018). [\*Aboriginal Education Strategy: 2019 to 2029.\*](#)

Apology to Australia's Indigenous Peoples: transcript of Prime Minister Rudd's speech.

Rudd, Kevin (2008). '[\*Apology to Australia's Indigenous Peoples\*](#)'. *Hansard*, 13 February, 167.



## GLOSSARY

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### **affordances**

The possibilities that the physical and natural environment offers or provides.

### **agency**

Children's understanding that they have the capacity to influence others and make decisions, particularly about their own learning as outlined in the EYLF; from a commonworlds perspective, it is also about the agency of the more than human, including nature; *see also* commonworlds.

### **Anthropocene**

The Anthropocene epoch is the current time period, during which human activity is having an unprecedented impact on the Earth, an impact being felt intergenerationally and globally.

### **anthropocentric**

Human-centred thinking that prioritises human values and experiences as intrinsically more important. Nature is perceived and valued only in terms of human needs.

### ***Belonging Being Becoming: The Early Years Learning Framework for Australia (EYLF)***

See Early Years Learning Framework

## GLOSSARY (cont.)

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### **biophilia**

A biological need to affiliate with and feel connected to nature.

### **child-led play**

Children's ideas and interests lead the play where children are viewed as participants. This approach acknowledges children's agency and views children as competent and capable.

### **co-construction**

Where learning takes place as children, practitioners and nature interact with each other in partnership.

### **commonworlds**

An approach that positions nature as encompassing both the human and the more than human (geography, animals, plants), not separated, but actually entangled together; see *also* new materialism; post-humanism.

### **critical reflection**

Drawing on a range of perspectives and theories to question and critically examine our values, beliefs and practices as well as consider implications for practice.

## Weblinks (cont.)

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### Larger Providers of ECEC in Australia (cont.)

KU Children's Services [KU Children's Services](#)

Lady Gowrie Tasmania [Home - Lady Gowrie Tasmania \(gowrie-tas.com.au\)](#)

Little Scholars School of Early Learning (QLD) [Little Scholars – Little Scholars \(mylittlescholars.com.au\)](#)

Mother Duck (QLD) [Childcare Centres Brisbane - Mother Duck Childcare](#)

Only About Children [Childcare, Preschool & Kindergarten in Sydney, Melbourne & Brisbane | Only About Children \(oac.edu.au\)](#)

Reggio Emilia Early learning Centre [Reggio Emilia Parramatta | Early Learning Childcare Centre Parramatta](#)

SDN Children's Services [SDN Children's Services](#)

Uniting Early Learning NSW/ACT [Early learning and childcare \(uniting.org\)](#)

Uniting Early Learning Victoria/Tasmania [Kindergarten & Child Care Centres | Uniting Early Learning \(unitingvictas.org.au\)](#)

World of Learning [World of Learning Childcare & Early Education Centres](#)

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