



AN INTRODUCTION TO THE FROEBELIAN APPROACH

Webbs Road

Lavender Hill

Old Town

info@LTNS.org.uk

www.LTNS.org.uk

FROEBELIAN PHILOSOPHY

This document is an introduction to the Froebelian Approach to give you a further understand of the education we provide within our three settings for children aged 6 months to 5 years old.

If you would like more information, or to see our approach in practice please speak to your key person, nursery manager or email us on info@LTNS.org.uk.

WHO WAS FRIEDRICH FROEBEL? (1782-1852)



- Significant pioneer of early childhood education and care
- Froebel had a great passion for nature and believed in **child-centred education**
- He believed in play and how it fosters learning
- Created First Kindergarten, a garden or nursery where young children could grow and develop at their own pace
- Around at a time when provision for young children was sparse
- Stated that children learn best through **self-activity, talk** and **play** (radical concepts in Froebel's time)
- Was first educator to argue for individual child records

“The wild world is becoming so remote to children that they miss out – and an interest in the natural world doesn’t grow as it should. Nobody is going to protect the natural world unless they understand it.”

— Sir David Attenborough

FROEBEL AND EARLY YEARS PRACTICE

Pioneer along with Montessori, Isaacs, Steiner – they were among the first to explore the early years in education terms. Pioneer is defined as first to find and develop a new method or way of thinking.

Kindergarten provision included sensory and first-hand experience could be...Water play, gloop, taste/smell activities, dark room with torches and lights, sound shakers, environmental sounds...

Passion for nature linked to Froebel's religious beliefs, man and nature as one- interesting concept because we are part of the earth, why should we cut children off from natural objects?
How often are the children able to explore the outside world? What are the benefits?

Kindergarten which can be translated as 'children's garden' 'garden of children' some theorists suggests for Froebel it carried the notion of a 'paradise garden'



JUST A LITTLE BIT MORE HISTORY...!

- Froebel's work is influenced by:
- Jean-Jacques Rousseau (1712-1778)
- Johann Pestalozzi's (1746-1827)
- Both of which emphasised the importance of nature and the quality of the environment.

“The laws of nature are also the laws of education”



- It was around this time (1700-1900's) that theorists found themselves stumbling upon the education of young children and its significance, as most took other career paths before thinking about the structure of education, but each had different ideas on the how and the what.
- Rousseau focused heavily on 'leaving it to nature' and allowing the child to find their own way rather than being guided by adults. Also that children were inherently good and any bad or evil actions were due to society's influence and therefore not natural.
- Whereas Pestalozzi emphasised the importance of a loving and secure environment which usually comes from the child's home and the social interactions adults have with children. He also used moveable objects such as beans and pebbles to practice reading and spelling. He wanted children to fully understand a concept before he taught letters and numbers. And that was in the 1800's!



PUTTING THEORY INTO PRACTICE



- Froebel suggested that through enabling environments children should;
 - make clear connections between subjects
 - learn by doing (e.g. building structures, moving around, being fully involved)
 - benefit intellectually and spiritually from the outdoors as well as physically (not just a space to run)
 - develop use of manufactured, structured resources as well as natural ones
 - highlight the role of adults in **guiding learning** through observation
- Froebel also stressed the role of women educators and deliberately recruited women teachers during a time when it was predominately a seen as a male role
- He also valued the sounds made by specific materials or by singing and how ring games are vital for strengthening early social interactions

- Making clear connections between subjects: how do books and talking through Communication and Language link to Personal Social and Emotional Development or Physical Development? Children learn by listening and observing behaviours which they then master and copy in order to interact with their peers, or express their emotions. As they get older they can link the natural world with Maths and Literacy, express their feelings through art or dance, it is the adults role to guide that learning.
- Froebel wrote about the absence of his mother during his early years and how this had caused a great deal of misery and consequently effected his future development. This also fuelled his over-riding aim which was to nourish and foster family life.
- He emphasises the importance of mothers working with educators and how they could be a “powerful force of change in society” – working in partnership with parents
- A range of emotional tones in your singing to incorporate soft, quiet lullabies, gentle rocking songs and sad songs as well as lively, up-beat ones
- Ensuring children’s and families cultures are taken into consideration



PUTTING THEORY INTO PRACTICE



"PLAY IS THE HIGHEST EXPRESSION
OF HUMAN DEVELOPMENT IN
CHILDHOOD, FOR IT ALONE IS THE
FREE EXPRESSION OF WHAT IS IN
A CHILD'S SOUL."
FRIEDRICH FROEBEL

BRAIN BALANCE GEORGIA

- Froebel was very clear around his desire for practitioners to learn from past events and use these to mould future practice (reflection)

He believed in “freedom tempered by responsibility” – giving children space to explore, problem solve and learn from their experiences which in turn makes them responsible for their actions.

This has also been labelled “Freedom with Guidance” in Nursery World – it’s about the children being taught respect for materials and each other as well as being respected. Leading into the importance of knowledgeable practitioners.

- Froebel argued that people working with young children needed to be deeply knowledgeable about children’s development and learning

PLAY AND LEARNING

An environment for living and learning

A Froebelian environment is creative and open-minded and it includes a balance of bought and found materials. It is based on respect and trust, warm responsive relationships and rich first-hand and play experience. The environment is seen as flexible, transformable and responsive to children's changing interests.

Principles underpinning a Froebelian environment:

- Indoors and outdoors
- Rich, first-hand experience
- Free choice and movement
- Connectedness
- Independence and interdependence
- Time for play
- Warm, responsive, interesting, trusting relationships
- A place where individuals feel significant in the whole community



Indoor and outdoors

Where possible children should move freely between indoors and outdoors, so play can flow without interruption. The boundary is therefore blurred and the space can be seen as an interconnected whole.

Rich first-hand experience

'real world' experiences which offer exciting opportunities for learning and which engage children's interests. Such as digging in the vegetable pot, making apple juice, meeting new people with particular skills, visiting local fire/police station, rolling in autumn leaves, paddling in streams. These experiences broaden children's understanding and confirm the world as a source of beauty, mystery and wonder.

Alongside new experiences children should take part in the everyday life of early years setting such as making snacks, setting the table, washing paint pots, watering plants etc... these are everyday learning experiences but are too often carried out by adults. Froebel emphasises children learning alongside adults, setting the table together, counting out plates and cutlery, using positional language such as opposite and next to. The more children contribute to their environment, or in our case their room, the more they will feel they belong.

Free choice and movement

Incorporates core experiences and resources which children can choose from, and move freely between, on a daily basis.



Connectedness

A Froebelian approach encourages children to make connections between different areas of the environment, between resources and fundamentally between ideas. The children are the curriculum.

Independence and interdependence

Froebel emphasised the importance of children doing things for themselves as well as doing things together. We often underestimate children's abilities. They like overcoming obstacles it gives them a sense of achievement.

Resources should be organised in open-access storage so children can make decisions about what they need for particular purpose. Allowing children the freedom to make choices brings responsibility in both how the material is used and the need to return it, even if this is done collectively in a fun activity at the end of the session. Appropriate mess is an acceptable part of the play environment but mops, cloths, brushes and brooms are available so that children can take increasing responsibility for clearing up.

Time

The way time is organised can inhibit as well as enable children's learning. When time is broken up so children are moved from one activity to another, this can lead to a lack of concentration and persistence and superficial, disconnected learning. The way adults use their time is a big factor, the more children are able to do things for themselves and manage their environments, the more adults have time to engage in worthwhile conversation, develop close relationships and observe and extend children's learning.



Relationships

Adults need to develop a genuine bond with the child and child's family and build relationships which are close, responsive, tuned in and consistent. Key person approach.

Individuals feel significant

Froebel saw play, ring games, stories, singing, dancing and the celebration of festivals as important ways of creating a sense of community. Play and story telling are also significant ways that children build friendships and inclusive communities.

When each child feels thought about, listened to and respected, and where they feel connected to, not isolated from their own family life and culture, then positive relationships can flourish.



KEY PRINCIPLES WHICH UNDERPIN THE FROEBEL APPROACH

- Respect
- Community
- Connectedness
- Learning and Development
- Creativity
- Environment
- Positive Relationships
- Well Qualified Early Years Professionals

Tovey, H (2017) *Bringing the Froebel Approach to your Early Years Practice*, Routledge: Oxon

RESPECT



- Early childhood is important in its own right and not merely a preparation for later learning
- Children should be seen as ‘essential members of humanity’ and respected as ‘living, loving and perceptive’ people. Each child should be respected for ‘who he is, what he has and what he will become’ (Froebel, in Lilley 1967:95)
- We should recognise the strengths in children building on what they can do rather than focusing on the negative.

CONNECTEDNESS



- Making connections is fundamental to learning as children link different domains of experience and make sense of the new in relation to what is already known
- Children should be supported to make connections between different areas of the environment, this means a fluid, flexible environment where play and activity can flow easily from one area to another and where children are encouraged to combine materials to pursue their ideas.
- The Early Years setting should be closely connected with the life of the child, family, culture and local community

COMMUNITY



- Inclusion, diversity, belonging, close partnership with parents and families are key features of a harmonious learning community
- The social and emotional wellbeing of a child is of central importance to their development and learning.
- Children should feel respected, thought about and understood and have a sense of belonging within a cohesive learning community.

LEARNING AND DEVELOPMENT

- Learning should be joyous, meaningful and relevant. It should inspire further learning or it is nothing.
- Young children are active learners and learn best through **first-hand experience, play, representation, talk** and **reflection**.
- Relationships with others, both adults and children, are key to the leaning process.
- **Free movement, free choice and self-activity** are important, but within a framework of guidance in which the role of the adult is crucial.



- Representation- how a child represents their learning through their play, how they are demonstrating it being embedded. E.g. Going to the farm and coming back to Nursery and deciding to draw an animal they saw. The drawing is their representation of how they see the animal.
- We are all educators including wider family and community
- Examples of free movement, free choice and self-activity: a child who feels safe and secure within an environment to explore and choose an activity because of their own interests and developmental stage. They are not afraid to switch from one area to another or move an object from one area to another because they are learning, experimenting, guiding their own learning and an adult should be on hand to support the learning where needed. They should not be stopped, they should be guided. These are different from Teacher Initiated activities. How many times have you stopped rather than guided
- In some settings adults are advised against premature intervention in children's play as this robs them of the opportunity to make mistakes, learn from them, solve problems creatively and negotiate solutions to social conflict (Hohmann and Weikart 1995).



CREATIVITY



- Creativity is the essence of being human and is fundamental to learning.
- Creativity enables children to make connections between their inner world of feelings and ideas and their outer world of things and experiences, and then reflect on them both.
- Play, imagination and symbolic representation are important features of creativity

- Creativity does not just mean Expressive Art and Design. Children can be creative with the way they think about things, how they solve problems, how they build structures. Creativity it is open ended and as Ken Robinson describes; ‘creativity is original thought that has value’.
- It is also important to remember that creativity is connected as parts of a whole approach which Froebel describes as the occupations, this includes:
 - Painting and drawing
 - Threads and punched cards for sewing
 - Paper pricking (making patterns by pricking holes and holding them up to the light)
 - Sticks for arranging in patterns and shapes
 - Peas and sticks for construction
 - Clay and wax/playdough for modelling
 - Potatoes, turnip stalks and soft wood for cutting and shaping
 - Sand
 - Sticks and stones
- The occupations are particularly important for understanding 2D and 3D materials, solving problems and developing physical skills, for representing, expressing, communicating and being creative.
- They are simple activities but seen as an interconnected parts of a whole approach, not as separate ‘activities’

“The child takes pleasure in painting and drawing, and both are essential for his education. Music is especially important, since the sounds which he produces in singing or by striking bells or glass or metal serve to give creative expression to feelings and ideas”
(Froebel, in Lilley 1967:113)



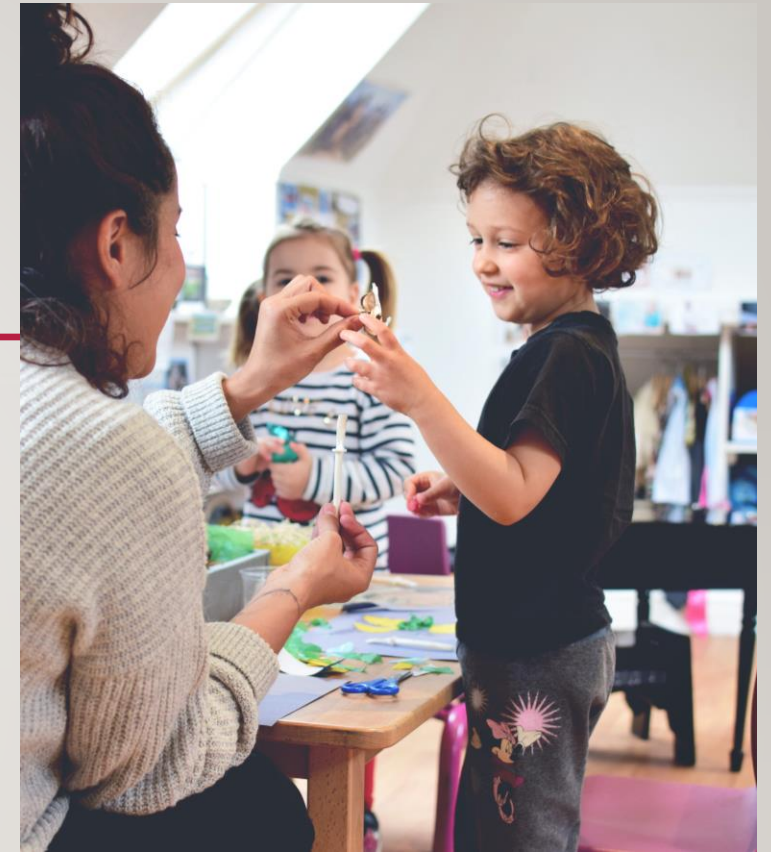
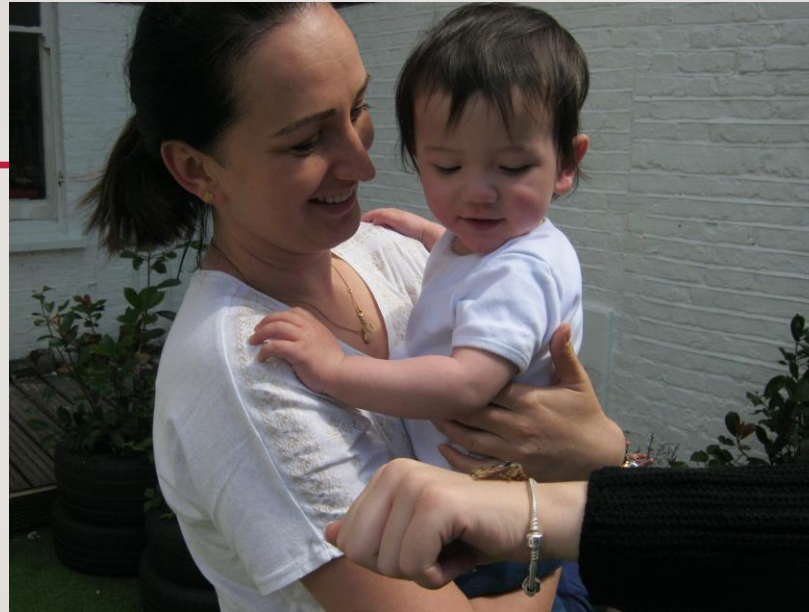
ENVIRONMENT

A Froebelian environment reflects a view of children as active, creative, social learners.

- Direct, everyday experience of the natural world outdoors is essential so that children can learn to appreciate its wonders and begin to understand the ecological interrelationship between all living things.
- The environment, indoors and outdoors, should be emotionally safe and intellectually challenging, promoting friendships, curiosity, enquiry, creativity and a spirit of adventure.
- Simple, but carefully thought-about, open-ended resources, such as wooden blocks, have rich multifaceted learning potential.
- A flexible environment which is responsive to changing interests.



POSITIVE RELATIONSHIPS



- Relationships with children should be **close, trusting, responsive, interactive and intellectually engaging**.
- They should **build on the positive characteristics of each individual child**, extending what they can already do, rather than what they are not yet able to do.

WELL QUALIFIED EARLY YEARS PROFESSIONALS

- Young children are entitled to knowledgeable and well qualified professionals who are deeply informed about and attuned to the distinctive nature of young children's learning and development.
- Close observation of children's spontaneous play and learning informs and guides future planning as well as the adults own understanding.



KEY PRINCIPLES WHICH UNDERPIN THE FROEBEL APPROACH

- Respect
- Community
- Connectedness
- Learning and Development
- Creativity
- Environment
- Positive Relationships
- Well Qualified Early Years Professionals

Tovey, H (2017) *Bringing the Froebel Approach to your Early Years Practice*, Routledge: Oxon

ADULTS ROLES AND RELATIONSHIPS

‘The true educator and teacher has to be at every moment and in every demand two-sided. He must give and take, unite and divide, order and follow; he must be active and passive, decisive and permissive, firm and flexible’

(Froebel 1967)

ADULTS ROLES AND RELATIONSHIPS

Here are some key roles of the well trained practitioner:

- Observe, support and extend play and learning
- Encourage children's curiosity and questions
- Help children reflect, and extend their thinking
- Talk and discuss
- Support children to solve their own problems
- Help children to develop self-discipline
- Work in partnership with parents

- Observation of children underpins to Froebel approach- it allows the adult to tune into the child. It is much more than just watching, it is listening carefully, being open and wanting to know more. Observation-led planning is enshrined in the EYFS, Tina Bruce states ‘ unless we know, tune into and understand our children, unless we act effectively on what we know, we cannot help them very much’
- Froebel was possibly the first educator to argue for individual children’s records, whereas now they are central to effective practice. However with the online records/learning journals on tablets- it is becoming a tick box system rather than a tailored curriculum for child’s interests
- Children are naturally curious, they use questions to reveal their puzzlement. They require adults who invite such questions by being open and available, who treat a child’s ideas as worthy of respect and who respond in a way that engages the child in further enquiry. Sustained shared thinking.
- Research suggests that if adults use a range of thinking words such as ‘think’ ‘know’ ‘remember’ ‘expect’ ‘guess’ ‘consider’ ‘reconsider’ ‘wonder’ ‘imagine’ ‘decide’ in everyday conversation, then children themselves will come to think and talk like this. Open ended questions, such as ‘I wonder why that happened... I wonder what would happen if...’ these questions help children to reflect and invite speculation and consideration. They pose a question but do not demand a response. **It is the curiosity which is the key.**



- Listening to children's ideas and helping them solve their own problems empowers children to see themselves as competent problem solvers. As adults sometimes we are too quick to step in and solve problems.
- Froebel suggested that children want to do good and behind every misdemeanour is often good intention which adults need to identify and build on. Poor behaviour can reflect events in the child's life which adults need to recognise and work with. Children should also be supported in seeing the impact of their own behaviour.
- A Froebelian approach always starts with where the child is, not where the adults think they should be. The adults observe carefully, develops children's interests and gently develops the positive aspects of a child's behaviour while also building a close and consistent relationship.
- Do you really listen and tune in to what children are doing and trying to communicate or do you dominate the talk and ask a lot of questions? This is where filming practice can be an essential tool for practitioners to see their interactions, or in most cases their interferences
- No sticker charts, but children's own efforts and achievements and their pleasure in others' response to small acts of kindness are considered more powerful incentives than external rewards.



NURSERY GARDEN AND PLAY OUTDOORS



- The garden is the essence of the Froebelian setting.
- It offers space to move freely and expansively, to run, leap and frolic.
- The outdoors provides direct contact with nature which can stimulate all the senses and provoke wonder, curiosity and exploration.
- It is a dynamic environment which is always full of surprise, and children can shape and transform it for their own purposes.
- Outdoors is a place for moving, thinking, feeling, imagining and creating.
- A Froebelian garden is seen as a rich learning environment which can complement and link with the indoor area but which also offers unique learning experiences which cannot be provided indoors.

The outdoor offer:

- Engagement with the natural world
- Space and freedom for whole body, expansive movement
- Opportunities for adventure, risk and challenge
- A flexible context for imaginative play and creative thinking
- Meaningful learning in all areas of the curriculum

Direct experience of nature was essential to Froebel “children learnt in nature rather than just about nature”

Seasonal changes provide a range of meaningful experiences of nature.

A Froebelian garden should include trees, bushes, and wild and cultivated areas. Areas where flowers, fruit, veg, herbs can be grown. As well as a digging patch where they can investigate soil. Wild areas where children can hide and navigate through. There should also be habitats for wildlife such as stones, logs, nesting boxes etc.

We do our best to reflect this in the smaller garden spaces we have and utilise the local commons

The outdoors should be a space for opportunities, risk and challenge. Risk is a part of life and children need to be exposed to appropriate levels of risk in order to learn how to manage it and develop the skills to be safe.

Froebel argued that children who experience increasing challenges in play are safer than children who have been protected from them.



THE GIFTS



Froebel created a selection of gifts labelled 1-6, each to be introduced at a different developmental stage of the child. Each should be played with freely and alongside a supporting adult.

- Gift 1: Set of multi-coloured yarn balls with strings (for the under 1)
- Gift 2: Wooden ball, cylinder, and cube (for the 1-2 year old)
- Gift 3: Set of 8 small wooden cubes (blocks) (for the 2-3 year old)
- Gift 4: Set of 8 small wooden planks (blocks) (for the 2-3 year old)
- Gift 5: Set of wooden blocks that includes cubes, planks, and triangles (blocks) (for the 3-4 year old)
- Gift 6: Set of more complex wooden blocks that includes cubes, planks, triangles (blocks) (for the 4-5 year old)

In each gift we can see what Froebel called the 'Law of Opposition'. The soft sphere feels different from the hard wooden sphere but there is a connection between them- they both roll. The cylinder rolls but has flat surfaces which link to the cube. The cube doesn't roll but when spun fast on the string turns into a rounded shape.

Each gift is in opposition to another gift, but they all link in unifying ways.

Children are therefore encouraged to build on what is familiar and known, while challenged to explore differences as to expand on what they know, understand and can do.



Oranges and lemons can be used as natural spheres

Use crates upside down to hang spheres/cubes/cuboid objects from

3D shaped packaging can be used for toddlers and older babies e.g. tissue boxes

Froebel's Categories

- Forms of Knowledge

mathematical and logical ideas such as number, proportion, equivalence and order. These ideas serve to define natural divisions of a gift and to suggest ways of rearranging or transforming these parts.

- Forms of Life

represent things that can be seen in the outside world . . . buildings, house, table, sofa, tree, etc.

- Forms of Beauty

such as blocks arranged on a grid without stacking to have some kind of symmetry, to form patterns viewed as ornament.

We use these categories in all areas of our planning such as when setting up the environment or creating new learning experiences for children. They must generate some form of knowledge and understanding, represent real life-something tangible which the children understand (building on what they know) and it must be beautiful, the children are involved in deciding whether something is beautiful and this could be them telling us inadvertently.



‘PLAY IS THE HIGHEST LEVEL OF CHILD DEVELOPMENT’ (FROEBEL 1967)

Froebel’s ideas on play:

- In play the whole child is active – moving, feeling, thinking and willing are integrated
- Self-chosen play activities help develop determination, concentration and persistence
- Play helps children reflect on and understand themselves as well as the world around them
- Play is increasingly social and fosters friendship, fairness, understanding of rules and care for others
- Adults have a critical role in **valuing, supporting** and **extending** play through the provision of play material, indoors and outdoors, and through informed, sensitive observation and interaction
- When children have little or no opportunity for play, the pattern of their development can be disturbed and distorted.



PLAY BUILDS ON RICH, FIRST-HAND EXPERIENCES

The provision of play materials alone is not sufficient. Play thrives on first-hand experience and it is this which children draw on in their play.

In Froebelian approach, meaningful, authentic new experiences are carefully planned to extend children's understanding and provide a rich resource for play.

Planned experiences should provide opportunities for children to connect what is happening in the real world to their play.

e.g. A Nursery has eggs hatching and the children are very interested in turning them everyday and then watching them hatch. The children then drew their own representation of the chicks hatching.

A parent told the setting about her child at home where he had hid in the cupboard and emerged a while later saying 'I've been in there for 28 days and now I have hatched'. - Perfect example of powerful first-hand experience, spontaneous play and representation.

This representation uses different media, talk, drawing and dramatic play. All of this deepens the child's understanding.



‘FREE-FLOW PLAY’ (TINA BRUCE, A PROMINENT FROEBELIAN)

This view of play emphasises the **freedom** which is essential in play, for children to **choose, take control, explore, create, imagine** and **go beyond the here and now**.

It emphasises the importance of ‘**flow**’ – the intense focused involvement experienced when the players are totally absorbed in the play and which can bring great satisfaction.

The term ‘**free-flow**’ also refers to the **dynamic quality of play**. Play flows, often in unpredictable ways, through space and over time, indoors and outdoors. It connects different aspects of experience and ideas.

Rich play develops when adults and children play together, respecting each other’s ideas. Play promotes flexible, adaptive, imaginative, innovative behaviour and makes children into whole people, able to keep balancing their lives in a fast changing world.



HOW DO YOU VIEW PLAY?

Are you **engaged**? Do you ask open ended questions?

Do you demonstrate '**how to play**' and offer comments and suggestions? How do you respond to children's playful nonsense? It is considered 'silly' or an important **tool** for learning?

If you don't interact with play, or watch with an absent mind this can send strong signals to children that play has little value and that real learning happens elsewhere.

Similarly when adults over-organise and direct the play or insist on achieving pre-planned learning outcomes, then children begin to see that their own ideas are of little value and that play is something that adults organise and control.

Play thrives in a culture where imagination and creativity are valued, where there is a shared sense of joy in wondering and discovering, where relationships are warm and responsive and where both adults and children are willing to take some risks and be adventurous.

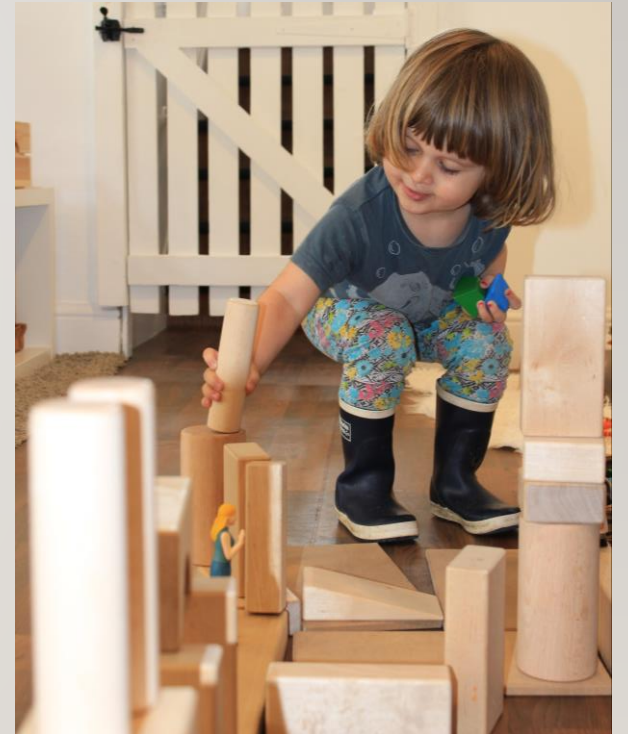
When was the last time you played?



BLOCK PLAY

Froebel states “simple playthings that allow children to feel and experience, to act and represent, and to think and recognise” are of utmost importance.

Froebel intended the blocks to be used for children to represent, **forms of life-** to create and represent things and events in the world around them, **forms of beauty-** where the focus is on aesthetic aspects of pattern, order, symmetry and harmony and **forms of knowledge-** exploring mathematical forms and scientific concepts such as shape, size, area, stability and balance.



Nursery World states that really rich block play does not just happen, the role of the adult is crucial. We (as practitioners) need a proper understanding of the learning potential of blocks and the developmental aspects of block play. Most importantly we need to have a practical understanding of blocks.

- It allows children to answer their own questions, how can I build an arch? How can I make my tower more secure?
- It brings in Maths: pattern, fractions, symmetry, measurement, length, volume, sequence, counting, sorting, properties of the blocks (face, edge, corners, flat, curved, solid, 2D, 3D)
- It brings in Science: balance, exploration, experimenting, discovery, gravity, elements of engineering are promoted.
- It brings in Geography: making maps- how to get to nursery, or granny's house or the shops (use blocks to be areas of the local community) look at local architecture and recreate it.
- It brings in Art: building sculptures, looking at artworks, recreating and creating.

From the Froebel Block Play Project (Gura 1992) it is important for children to gain enough experience with the blocks themselves without adding in any accessory resources such as shells, stones or pebbles as these can be too distracting and inhibit the development of block play. Instead they should be stored separately so that experienced players can choose to fetch them for a particular purpose.



Play thrives in a culture where imagination and creativity are valued, where there is a shared sense of joy in wondering and discovering, where relationships are warm and responsive and where both adults and children are willing to take some risks and be adventurous.

Singing creates joyfulness, group cohesion and a sense of community.



An atmosphere of playful nonsense can be an important way of building close relationships.

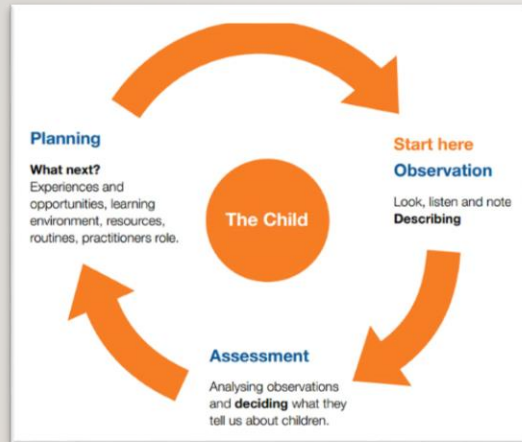
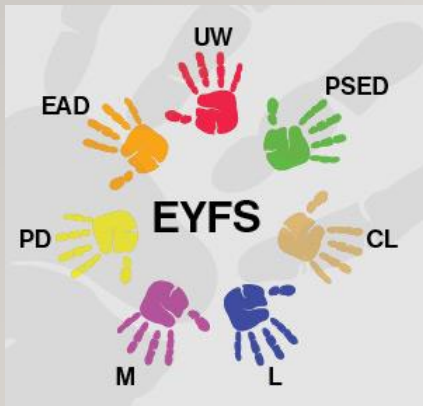


Children make stories everywhere, with natural materials, small worlds, blocks, sand and water, and much more.



If children can develop a sense of wonder about nature, can see the effect of their actions on things around them and can get to know their own small garden in deep ways, they are much more likely to want to help shape a sustainable future.

CURRENT THINKING AND PRACTICE



Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically



Froebel and the Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
<p><u>Finding out and exploring</u></p> <p>Open ended activities and resources First hand experiences Freedom with guidance Externally passive and internally active adults Laws of opposition Intrinsic motivation Free flow</p>	<p><u>Being involved and concentrating</u></p> <p>Open ended activities and resources Child Initiated play Intrinsic motivation</p>	<p><u>Having their own ideas</u></p> <p>Creativity Freedom with guidance Respect Connectedness Gifts and occupations</p>
<p><u>Using what they know in their play</u></p> <p>Start where the learner is Life, Knowledge and Beauty Symbolic representation Familiar rhymes Community First hand experiences</p>	<p><u>Keeping on trying</u></p> <p>Intrinsic motivation Appropriate time given to play Connectedness</p>	<p><u>Using what they already know to learn new things</u></p> <p>Workshops Open ended resources Freedom with guidance Creativity Connectedness Taking risks</p>
<p><u>Being willing to have a go</u></p> <p>Supportive adults Workshop environment to initiate play Respect Creativity Taking risks Open ended resources</p>	<p><u>Enjoying achieving what they set out to do</u></p> <p>Community Respect Positive relationships – supportive adults</p>	<p><u>Choosing ways to do things and finding new ways</u></p> <p>Connectedness Freedom with guidance Gifts and Occupations</p>

CONFLICTS TO FROEBEL

There are aspects of policy and practice today that do not reflect Froebel's principles. Such as:

- The current emphasis on 'school readiness' suggests that the Early Years simply prepare children for what's to come, rather than giving children the best possible learning experiences at each stage of their development.
- There are settings which demonstrate learning as driven by outcomes and targets rather than children's powerful urge to learn. Children can be hurried on to the next stage of learning, given activities which have little meaning, spend long periods of time listening to adults, in plasticised environments, cut-off from the natural world or from authentic first-hand experiences.



SO... WHY FROEBEL?

The Froebel Trust describes the underpinning principles within the Froebel approach as...

- The integrity of childhood in its own right
 - The uniqueness of every child's capacity and potential
 - The right of children to protection from harm or abuse and to the promotion of their overall wellbeing
 - The relationship of every child to family, community and to nature, culture and society
 - The holistic nature of development of every child
 - The role of play and creativity as central integrating elements in development and learning
- 'A Froebelian approach is... a whole way of thinking about children and childhood' - Helen Tovey

There is no 'one size fits all' approach. And Froebelian settings may look very different in different contexts but will share the same guiding principles.

A Froebel approach is not static but is continually evolving as ideas are reflected on and adapted for changing times and uncertain futures.

At Linden Tree Nursery Schools we are very proud of our philosophy and aim to add value to the education we offer for every child and their families.

To us the Froebelian approach makes the most sense and the underlying principles are evident within our practice daily.



REFERENCES

Bruce, T (2012) ***Early Childhood Practice Froebel Today***, Sage; London

Liebschner, J (2006) ***A Child's Work, Freedom and Guidance in Froebel's Educational Theory and Practice***, Lutterworth Press; Cambridge

Pound, L (2014) ***How Children Learn***, practical preschool; London

Tovey, H (2017) ***Bringing the Froebel Approach to your Early Years Practice***, Routledge; Oxon