

Teacher Education Design Principle + code:	14. Teacher education should equip teachers with knowledge and skills to use a range of formal, non-formal and informal learning environments, including the outdoor environment, both the school grounds and the wider environment beyond the school, in their teaching of science and mathematics. TE: LEnvironm
Specific Teacher Outcome(s):	14.1 Teachers should be able to make use of varied settings for science and mathematics learning, including flexible use of the environment both indoors and out. 14.4 Teachers should be able to manage visits with children to the outdoor and wider environment beyond the school, addressing issues of health and safety, liaison with parents, building progression in experience inside the classroom.
Factors linked with:	L: Out/Indoors; M: Outd.; M: Inf.
Type of material (image – interview (int) – classroom extract (class):	Interview
Originating from:	
Country report :	D4.3 – Belgium report
Case:	Case 4
Episode:	/
Teacher:	Lies
Age Group:	5–6
Selected episode present in D4.4 Appendix	No

Cooperation with (grand)parents and other experts - outdoors



In the day to day practice of this teacher, cooperation with other experts is common. For example, when Lies and the children in her class went to a nature park, she invited an expert to assist her during the explorative activity in the park.

As a teacher, Lies puts a lot of emphasis on the cooperation with for example (grand)parents. Consequently, they provide her with materials to use in the classroom; they assist her in making clothes for the school show, they invite her and the children in their garden (picture) and so on.

She also tries to make use of the talents and strengths of the parents and grandparents. For example, she organized an evening for the children and their parents. At this evening the 'special guest' was one of the parents; he was the expert in the topic of the week.



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The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union's Seventh Framework Programme (FP7/2007-2013) for research, technological development and demonstration under grant agreement no 289081.