

decision-making skills and their attitudes as learners needs to guide practice.

Gradual Release of Responsibility

When a centre is initially introduced, the educator’s level of involvement will be high as it is necessary to spend time introducing, modelling, and assisting. However, as children become more familiar with the materials and routines, they become more independent, allowing the educator to spend more time observing and assessing children who are engaged at the learning centre.

Materials and Props

Children will use the materials in a way that is unique to them. Sometimes, they repeat a past experience with the materials, or recreate something they have seen, or a connection they have made. Other times, they explore how the materials work or invent a new way to use them. Educators cannot control all learning, they can only invite the possibilities.

The look of learning centres changes according to the time of year, and the intention for learning.

High Educator Involvement	Low Educator Involvement
<ul style="list-style-type: none"> - Introduction of centre/teaching of routines. - Introduction of materials. - Modelling use of materials. - Supporting children’s decision-making. - Extending children’s language and thinking as needed. 	<ul style="list-style-type: none"> - Children understand the routines and can follow them. - Children are familiar with materials and use materials independently. - Children make own decisions. - Children extend their own ideas and thinking.

