

RESEARCH PRESENTATION

Supporting the development of botanical literacies in young children

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Abstract

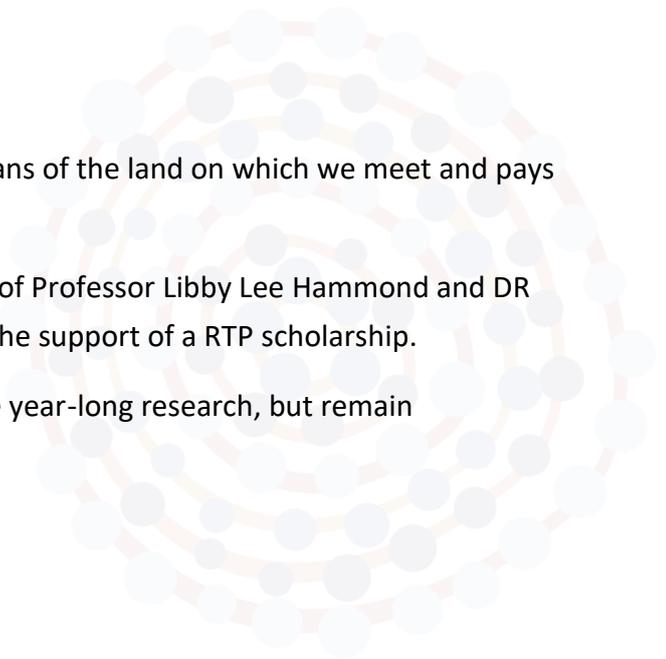
Although young children in Early Childhood Education (ECE) in Australia are often involved in learning in outdoor natural environments, research on their knowledge and attitudes towards plants is limited. Botanical literacies in young children involves developing knowledge and curiosity about plants, formulating questions about plants, and critically and ethically thinking about plants and their environments. This study explored educators and young children's knowledge and attitudes of the flora in the native bushlands on their school grounds. Fortnightly visits to the school bushlands involved bush walks, informal and formal conversations about plants, children creating drawings, maps and taking photos, as well as visits from local Indigenous people to share Indigenous knowledge of the plants. The results of this research led to the development of a framework for developing botanical literacies in ECE.

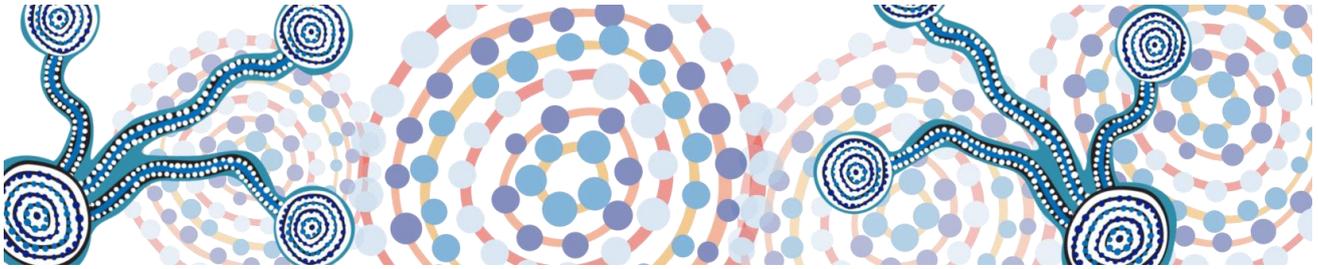
Acknowledgement

Kimberley Beasley acknowledges the Traditional Custodians of the land on which we meet and pays respects to their Elders past and present.

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Speaker Profile

Kimberley Beasley has worked in early childhood education for 25 years. For the last 10 years, Kimberley has been interested in connecting children to nature and became qualified as a horticulturalist and landscape designer, specializing in early childhood landscapes. She has presented nationally, as well as in the USA, New Zealand and Macau on connecting children to nature through their outdoor spaces. Currently, Kimberley is undertaking a PhD at Murdoch University and is studying the botanical literacies of early childhood educators and children, with the hope of developing a way to introduce Botany into early childhood classrooms.

Website links

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