



Read your Walls

Based on the work of Dr. Elizabeth Jones
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The walls of an early childhood classroom are a crucial part of the environment and activities experienced by children each day. They serve as one statement to children and parents about what teachers think is important. Everything on the walls should have an intentional, educational purpose. Most materials should be utilized by children and at the child's eye level. In addition, children should have the opportunity to place their own work on the walls where they want it. After all, this is their learning community. Chapter 6 in All About ECERS-R is devoted entirely to this important topic.

Evaluate your walls for the following:

Is this on your walls?	<input checked="" type="checkbox"/>	Steps to Improvement
The children's names, easily seen by the children. <ul style="list-style-type: none"> • On a list • On their artwork 		
Pictures of the children <ul style="list-style-type: none"> • A photo of every child • Photos of children doing class activities • Child self-portraits or body tracing 		
Images of children's families <ul style="list-style-type: none"> • Photo of each family • Children's drawings of and words about their families • Things loaned by families 		
Pictures of children and adults <ul style="list-style-type: none"> • Reflective of diverse race and cultures • Different ages 		

<ul style="list-style-type: none"> • Differing abilities 		
<p>The children's own words</p> <ul style="list-style-type: none"> • Written by themselves spontaneously • Written by themselves under teacher direction • Written down by an adult (dictation) 		
<p>Educational Resources</p> <ul style="list-style-type: none"> • Shapes, colors, numerals, alphabets that are utilized on an on-going basis for educational purposes • Birthday chart • Calendar ~ if utilized in a developmentally appropriate way • Nursery rhymes, poems, lyrics, recipes • Health and safety information • Picture book covers • Environmental print • Reproduction of famous paintings or drawings when used for educational purposes • Backdrops that reflect change in dramatic play themes 		
<p>Child production of teacher-directed/supported work</p> <ul style="list-style-type: none"> • Cutting • creating patterns • pasting • charts of child responses • voting tallies 		
<p>Child products</p> <ul style="list-style-type: none"> • exploration of media (painting with variety of instruments, 		

<p>chalk, collages)</p> <ul style="list-style-type: none"> • spontaneous representation (drawing pictures) • child created art with dictation • art created at choice time • projects created at small group 		
<p>Messages to parents</p> <ul style="list-style-type: none"> • official messages about procedures • event information • from the teacher about curriculum plans • use of learning standards • messages scribed to parents from children 		
<p>Interpretation of Curriculum</p> <ul style="list-style-type: none"> • labels for areas • signs explaining learning areas and objectives • use of learning standards • lists of skills and concepts • key vocabulary • learning objective written in child friendly language 		

Take this time to evaluate what else may be on the walls of your learning environment.

What is on your wall?

Educational Purpose?
