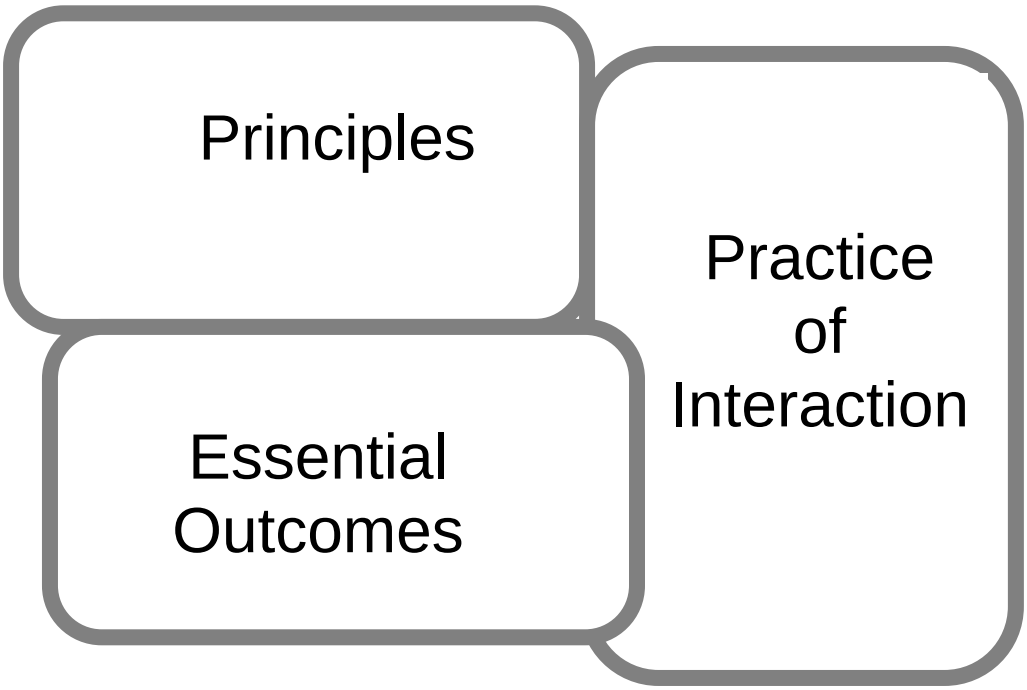
Every Child, Every Opportunity

Curriculum and Pedagogy for the Early Learning Program

A compendium report to *'With Our Best Future in Mind: Implementing Early Learning in Ontario'*



Overview and Acknowledgements

Every Child, Every Opportunity is a companion document to *With Our Best Future in Mind: Implementing Early Learning in Ontario*. It is part of my mandate as the Special Advisor to the Premier on Early Learning and articulates a proposal for the curriculum and pedagogy for the Early Learning Program for four- and five-year-old children.

Every Child, Every Opportunity is an organic curriculum that builds on the *Early Learning for Every Child Today*, 2007 framework and is intended to replace the Kindergarten Program.

Aboriginal communities will ensure their history, culture, traditions and beliefs are central to the Early Learning Program. Educators in the Catholic school system will adapt the curriculum to reflect Catholic values and beliefs.

Further adaptation of Every Child, Every Opportunity will be essential to reflect the splendid diversity of our province. The *Aménagement Linguistique* guidelines would be included to support the linguistic and cultural aspirations of Francophone Ontarians.

This document was informed by many who generously shared their expertise. Dianne Riehl and Jane Bertrand brought their inspired leadership, research and writing and their complementary expertise in primary education and early child development.

They were supported by a review and editing team including Kerry McCuaig, Zeenat Janmohamed and Christine Nunez.

I received expert input from Jane Beach, Dr. Carl Corter, Eduarda De Sousa, Dr. Pat Dickinson, Marie Goulet, Joan Littleford, Dr. Janette Pelletier, Kathy Thompson, Dr. Mary Louise Vanderlee and OECTA staff.

I also relied on one of Canada's foremost child development specialist, Dr. Stuart Shanker, whose forward follows.

Charles E. Pascal
Special Advisor to the Premier on Early Learning

Foreword

Dr. Stuart Shanker

Every Child, Every Opportunity: Curriculum and Pedagogy for the Early Learning Program provides the foundation for a profound educational revolution in Ontario. These are strong words, so it is vital that we understand why they are warranted.

Ontario enjoys one of the finest public education systems anywhere in the world. And yet, despite the strenuous efforts made by generation after generation of teachers, parents, and, of course, students, it has proven to be extremely difficult to change a child's educational trajectory from her moment of school-entry. That is, based on children's language, literacy and numeracy competencies from the moment that they enter school we can make fairly strong predictions about their eventual educational attainment, and it turns out to be very difficult to alter these outcomes.

Stuart Shanker is Distinguished Research Professor of philosophy and psychology at York University and director of the Milton and Ethel Harris Research Initiative (MEHRI), a state-of-the-art cognitive and social neuroscience institute at York University.

Dr. Shanker is director of the Council for Human Development, past president of the Council of Early Child Development and director of the Cuba-Mexico-Canada Research Initiative, an international, multi-disciplinary investigation into preventative mental health (funded by the International Development Research Centre of Canada).

Understandably, there is a large contingent that wonders whether the obduracy of this problem is due to the fact that we are starting formal education too late, and that the key to 'closing the achievement gap' is to expose children to academic subjects at younger and younger ages. But developmental neuroscience is telling us a very different story. Over the past decade, scientists have begun to acquire a much better understanding of why it has been so difficult to change educational trajectories, and it turns out that the explanation for this phenomenon has little to do with IQ; rather, the reason lies primarily in the child's ability to self-regulate: to monitor and modify emotions, focus or shift attention, control impulses, tolerate frustration, delay gratification, co-regulate in social interactions (Blair & Diamond, 2008).

Study after study is now telling us that a poor ability to self-regulate impedes a child's ability to attend to her lessons or develop those positive emotional attributes that promote learning, thereby undermining the teacher-student relationship (Blair, 2002). Not surprisingly, teachers – and peers – respond much more positively to children who are able to control their emotions, which has a profound impact on the continuing development of their self-regulation skills, while those who have difficulty receive much less attention and encouragement.

Thus the obduracy of educational trajectories may be due in no small part to something as basic as the trouble a child has in coping with stress, which can be exacerbated by the very act of coming to school. By Grade 1 it is already difficult to help children master self-regulation skills, possibly because the neural systems that support these competencies are already starting to become entrenched (McCain, Mustard & Shanker, 2008). Furthermore, developmental neuroscience is telling us that we have a special window to enhance the development of self-regulation between the ages of three and five when the part of the brain that supports executive functions is undergoing a critical growth spurt (Posner & Rothbart, 2006).

Recognizing the importance of these scientific advances, the Pascal Report laid out in careful detail how a universal preschool program, taught by educators trained in early childhood development and schooled in the importance of learning-based play, will improve school readiness, precisely because it will enhance the self-regulatory skills that children need in order to flourish in school. To be sure, a child's engagement with her parents lays the foundation for this development; but interactions with educators and between peers in a preschool setting are vital for its further development.

Thus, expanding the school system to welcome younger children does not mean subjecting them to the rigors of a classroom environment typical of the older grades. The Pascal Report made clear that the goal here is not to replicate the sort of teacher-directed program that characterizes grade school; it is to create an environment of child-directed activity that mobilizes the child's interest and imagination.

This is precisely the reason why play is so important (Hirsh-Pasek et al., 2009). But as *Every Child, Every Opportunity* makes clear, this form of learning-based play is something that the framers of this curriculum have thought about very seriously. That is, what is outlined in these pages is a structured approach to preschool learning that is designed to mobilize and enhance children's interest and curiosity. The thinking here is as old as the cognitive revolution, and indeed, was one of the driving inspirations for that revolution: namely, that the more a child is driven by interest and curiosity the more carefully she attends to her teachers (Bruner, 1966). But a child cannot be *trained* to be interested and curious. Rather, this foundation for learning throughout the lifespan must be carefully nurtured in the early years (Shonkoff & Phillips, 2000).

All of the activities and guidelines contained in this curriculum are grounded in this principle. But it isn't just the children and their parents who will benefit from this approach; importantly, so too will their educators. For recent scientific findings also suggest that, by enhancing children's ability to self-regulate, those engaged in tutoring these young minds will find their work immensely more rewarding and fulfilling (Mostrangelo, 2009). And this may be the ultimate reason why *With Our Best Future in*

Mind and *Every Child, Every Opportunity* are ushering in a profound educational revolution in Ontario.

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About This Document

With Our Best Future in Mind: Implementing Early Learning in Ontario recommends a full day Early Learning Program for four- and five-year-old children in Ontario, staffed by a team of educators skilled in facilitating learning for four- and five-year-old children. The Early Learning Program provides a universally-available, school day program and fee-based extended day and summer programming, not as add-ons, but as a continuation of the learning environment.

Four- or five-year-old children are capable and active learners, full of potential and ready to take ownership of their own learning. Each child is unique and lives and learns within families and communities. The goal is for every child to enter the primary grades:

- healthy and secure;
- emotionally and socially competent;
- eager, confident, and successful learners; and
- respectful of the diversity of their peers.

In Every Child, Every Opportunity, curriculum means the sum total of all of the interactions, experiences, activities, routines and events that happen in the Early Learning Program environment from when children arrive until they depart.

Pedagogy refers to the practices of educators in understanding children's development, involving parents, nurturing relationships with children, organizing the environment, extending children's learning and monitoring and evaluating each child's progress.

Every Child, Every Opportunity describes the curriculum and pedagogy required for the Early Learning Program. It sets out an organized system of intentions and plans to encourage that reciprocity of learning among children, educators and parents and capitalizes on children's natural curiosity and exuberance for learning. It emphasizes how children and adults learn from each other.

Every Child, Every Opportunity is situated within the age 0-8 continuum of development promoted by Early Learning for Every Child Today, 2007 and is specifically designed for the transition from preschool into the primary grades. The goal is not to push academic work or learning expectations onto younger children but to identify and enhance the connections between the expectations and experiences that extend from the Early Learning Program into the primary grades. The process is the product as children strengthen their social, emotional, language, cognitive and physical competencies resulting in greater success in first grade and beyond. It is the connector between earliest

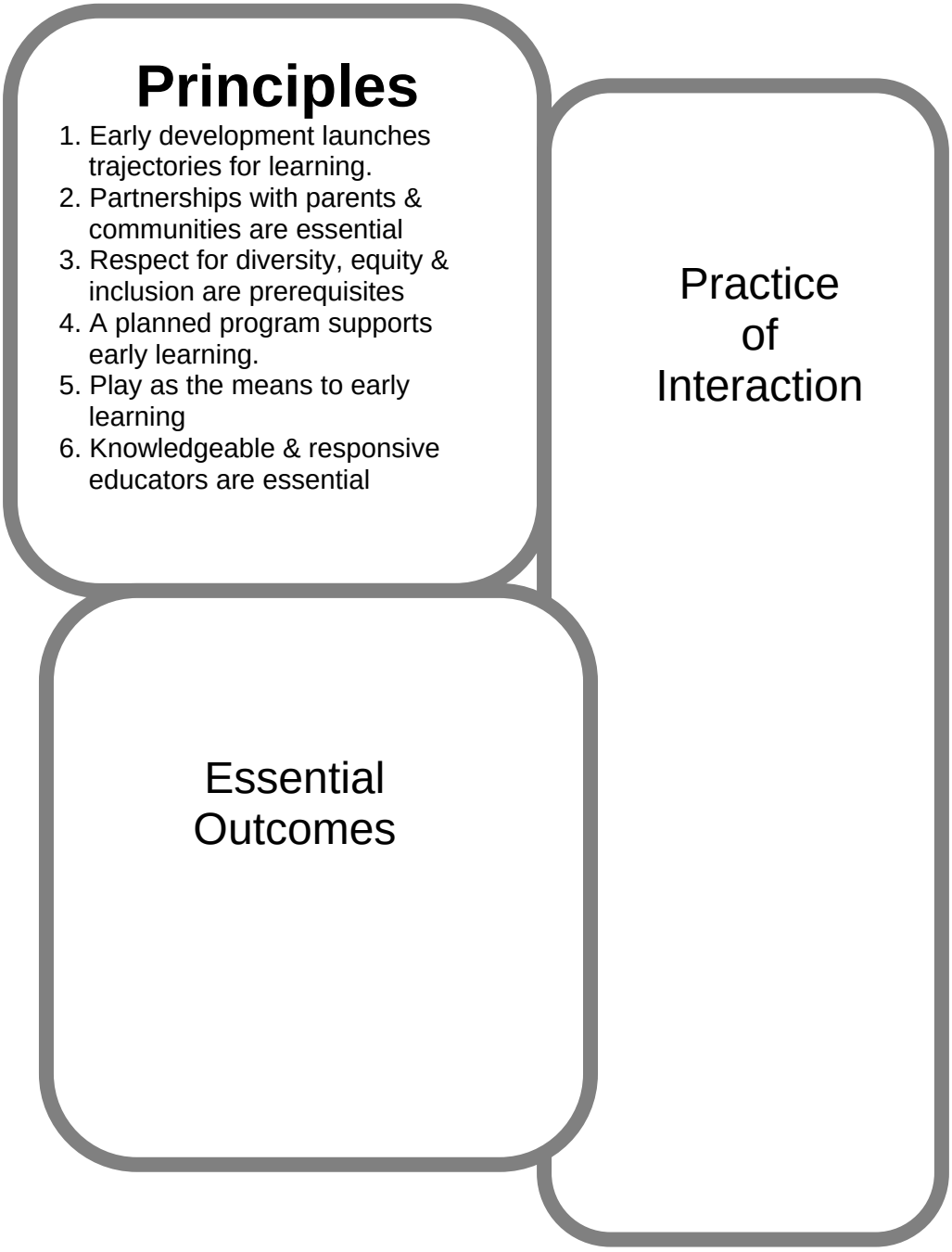
childhood programs and the primary grades and binds the experience of school, home and community.

Every Child, Every Opportunity is based on the Summary of Evidence and builds on the Kindergarten Program, 2006 (Revised) and Early Learning for Every Child Today, 2007.[1]

Every Child, Every Opportunity is made up of three interconnected elements:

- **Principles** are based on the vision for all children in *Our Best Future in Mind* and current research findings reported in the *Summary of Evidence.*
- **Practice of Interaction** outlines the pedagogy of educators - how educators can put the principles into effective practice and make learning happen.
- **Essential Outcomes** describe developmental and learning outcomes, how children might demonstrate those outcomes in the Early Learning Program and at home and examples of interactions that support those outcomes.

The final section of this document outlines recommended **Next Steps** to expand and use *Every Child, Every Opportunity* in Ontario's Early Learning Program.


Principles
1. Early development launches trajectories for learning.
2. Partnerships with parents & communities are essential
3. Respect for diversity, equity & inclusion are prerequisites
4. A planned program supports early learning.
5. Play as the means to early learning
6. Knowledgeable & responsive educators are essential
Practice of Interaction
Essential Outcomes

Principles

Current research evidence, professional knowledge and practitioner wisdom identify six principles about early learning and development, and early childhood pedagogy. The principles are the foundation for practices that support all children making progress in achieving the essential outcomes.

1. Early development launches children's trajectories for learning.

Self-regulation is the cornerstone of development and is the central building block of early learning. Self-regulation is the ability to adapt one's emotions, behaviours and attention to the demands of the situation. Attention skills, working memory and cognitive flexibility underlie planning and problem-solving. The capacity to make inferences about others' mental states, such as intentions, emotions, desires and beliefs, is used to interpret behaviour and regulate social interactions. The regulation of attention is essential to children's learning dispositions or habits of mind and action, including persistence, curiosity and approaching new experiences with confidence

> *Self-regulation is not about compliance with external authorities – it is about establishing one's own internal motivation for adapting to, and understanding emotional and social demands. In fact for many children, requiring compliance undermines their own abilities to self-regulate.*

Programs for young children provide opportunities for educators to structure the environment, guide and provide feedback to children. This is other-regulation – the educator is regulating the child's activities. As the child's own abilities grow, the educator's guidance diminishes and the child takes on her own planning, monitoring and self-evaluation thus regulating her own behaviour and attention. Other-regulation is also the child's ability to regulate other people's behaviour and attention during shared experiences. Children are often able to remind peers about group behaviour rules (e.g. no running in the halls) or the rules of play as they are learning.

By the time children are four and five years old, basic voluntary regulatory systems are established and they are now building their abilities, and underlying neural pathways to intentionally attend and adapt to situations. Children's abilities to think symbolically are accompanied by the ability to represent feelings, intentions and actions in words, play, drawings and block constructions. Children can build bridges between ideas, connecting feelings, facts and new understandings about how the world works through continual reciprocal interactions with others. The child's environment and interactions can

enhance or detract from that neural platform. Educators can seek out opportunities to capitalize on a child's strengths and build strategies to address challenges.

Children need opportunities to practice the tools of self-regulation to support their individual learning strategies: how to plan, monitor, revise, reflect, investigate and solve problems, to see and exchange points of view with others and to represent ideas. Through observation and action, children form their own hypotheses, try them out, find out what happens and formulate their own answers. Children develop learning strategies from first-hand actions with objects in their world, and from exchanging points of view with peers and adults.

A child's increasing ability to regulate emotion, behaviour and attention characterizes the growth from the helplessness of a newborn to competence in the social, emotional, language, cognitive and physical domains of development. Early brain development establishes a neural platform for self-regulation. A strong and flexible neural foundation for self-regulation can broaden learning possibilities. This foundation is not finished or static; it is a foundation that needs to be nourished in order to meet ever expanding social, emotional and cognitive demands.

2. Partnerships with parents and communities strengthen the ability of Early Learning Programs to meet the needs of young children.

Children's learning and development happens within the context of their daily lives and events in families and communities. Parents are children's first and most powerful teachers and role models. A warm and intimate family atmosphere is conducive for optimal learning. Parents offer learning opportunities that are based on the deep knowledge they have of their children.

Parents' comfort with the school happens over time and Early Learning Programs should provide time to nurture family and community involvement. Parents and other caregivers who are able to offer their knowledge about their child with educators will be more supportive of children's learning. Children whose parents are engaged with the school and their own learning come to view school more positively. When parents are able to share their children's home and community experiences, educators are better able to meet the individual learning needs of children. Active involvement offers opportunities for parents to learn from educators. Mutual respect for each other's knowledge and contributions benefit children as educators learn about children from their parents and parents learn about their children from educators.

Most children entering the Early Learning Program will have participated in other early childhood programs in their communities. By building links with programs for younger children, the Early Learning Program contributes to a continuum of learning that bridges the transition into community schools.

3. Respect for diversity, equity and inclusion are prerequisites for honouring children's rights, optimal development and learning.

Children bring to school traditional practices, values and the beliefs and experiences of their families and communities. Ontario is a province of many cultures and languages and early childhood programs need to reflect those differences. Environments that promote attitudes and beliefs that support equity, diversity and democracy, and are inclusive of children with special needs enable empathy and provide children with a strong sense of self in relation to others.

Quality early learning environments incorporate the diversity of their participants to enrich programming for all. All young children benefit from understanding the diversity of their communities. For example, Early Learning Programs in non-Aboriginal communities need content that respectfully incorporates Aboriginal knowledge.

Educators work to create an inclusive learning environment that reflects the diversity within their schools, communities and the wider society. Programming should adapt to a wide variety of individual differences and needs of children and their families. Learning experiences, resources and materials used in the Early Learning Program, must be free from bias and stereotyping so that children can make meaningful connections between what they are learning and their own backgrounds, experiences, and learning styles. Books should include fairy tales, stories from mythology, and tales about children and adults from diverse social, cultural, spiritual, and family contexts. Children also need books in their home languages that they can share with family members.

4. A planned program supports early learning and development.

Effective programs for young children begin with an informed understanding of how children learn and set specific goals for learning and development. Children have opportunities for sustained interactions with other children, guided by educators with an understanding of early child development. The result is a powerhouse combination that boosts children's self-regulation skills and underpins health, security, social and emotional competence, foundation knowledge and concepts, and social inclusion.

Literacy, numeracy and inquiry skills are often identified as key factors leading to success in school and for life skills. *Every Child, Every Opportunity* recognizes that four-

and five-year-old children are competent learners who acquire literacy, numeracy, and inquiry skills, as well as social competence and emotional maturity that carry into the primary grades. The literacy and numeracy skills the child is acquiring are functional and not simply learned by rote.

Oral language is the basis for literacy, thinking and relating in any language. Language is a tool for making meaning. A planned program seeks out opportunities to make connections between concrete experiences and children's representations. Children are able to ease into the more abstract world of literacy, acquiring decoding skills such as phonetic awareness and letter-sound recognition, along the way. Children begin to read pictures and print including labels, schedules, names, high-frequency words, and patterned and simple texts.

Young children have an intuitive knowledge of mathematics, which they have developed through curiosity about their physical world and through real-life experiences. Educators in Early Learning Programs should use this prior knowledge as a starting point in developing the critical foundational learning of mathematical principles and concepts that supports achievement in mathematics in later years.

Children are naturally curious about their surroundings. They have an interest in exploring and investigating to see how things work and why things happen. Early Learning Programs can capitalize on children's natural curiosity and their desire to make sense of their environment.

Many different skills make up inquiry-based learning for children, and children need opportunities to develop and use these skills as they progress in Early Learning Programs. Children's engagement with the inquiry process begins with noticing and wondering about the objects and events around them. They move to exploring, observing and questioning objects and events in a more focused way. Educators can support further investigation and children's planning, systematic observations, gathering of information and then comparing, sorting, classifying and interpreting those observations. Educators can provide a rich variety of materials and resources, and strategically question and observe children to clarify, expand, or discover the children's thinking. Children can share their findings with each other through discussions and representations, reinforcing emerging literacy skills.

Children begin to ask questions that lead to exploration and investigation. Children begin to communicate ideas and questions while they are experimenting and investigating by describing materials they used, indicating a problem they might have had, or beginning to listen to their peers or offer suggestions to them. They also learn to make predictions and draw conclusions.

Investigation involves formulating questions and finding out about something. Representation involves describing phenomena to oneself or communicating descriptions or ideas to others. As investigation and representation are undertaken young children involved in real world studies seem inevitably to be developing skills and concepts which are associated with several curriculum subjects at once.

5. Play is the means to early learning.

Young children actively explore their environment and the world around them through a process of learning-based play – for example, manipulating objects, acting out roles, and experimenting with various materials. Play is a vehicle for learning and lies at the core of innovation and creativity. It provides opportunities for learning in a context in which children are at their most receptive. Play and academic work are not distinct categories for young children, and learning and doing are also inextricably linked for them.

Children who thrive in primary school are those who have strong communication skills, are able to make friends, are persistent and creative in completing tasks and solving problems and are excited to learn. They have developed their abilities to imagine, use mental representations, act in a deliberate planned manner and integrate emotions and thinking. Socio-dramatic or pretend play complemented by constructive play strengthens these same qualities.

When children are fully engaged in their play, their activity and learning is integrated across developmental domains. They seek out challenges that can be accomplished.

Recognizing and engaging in pretense (the central characteristic of dramatic or pretend play) involves an intricate set of activities and understandings. Pretend play is a form of communication that requires the participants to communicate with each other, using language gestures and symbolic gestures to tell and retell stories. Pretense supports children's self-regulation which subsequently optimizes their potential to learn from engaging with people and resources in their environment. Children use language and thinking skills to compare and plan, investigate materials, problem solve, experiment, negotiate and evaluate in pretend play.

Mature, complex pretend play deeply involves children as they try out a variety of roles and scenarios which facilitate joint planning, perspective-taking and mental representation. Pretend play expands children's growing theory of mind – that is, their understanding that others have beliefs, desires and intentions that are different than their own. Socio-dramatic play is about negotiation and getting along with others, often overcoming different perspectives and backgrounds.

Socio-dramatic play contributes to literacy acquisition. Pretend play requires children to determine tasks and goals, to carry them out, and provides opportunities for narrative recall and use of complex language. Children in complex pretend play situations use more advanced language and have higher levels of narrative structure than they do in other situations. Children become storytellers, composing new stories and creating new versions of familiar stories. The ability to use narrative and more advanced oral language are linked to later reading comprehension and fluency. When literacy materials are embedded within play setting, children increase their use of literacy materials and engagement in literacy acts. By using and creating environmental print in their pretend play, children begin to understand what reading is and how print works. Pretend play helps children develop schemas and scripts as organized mental structures that are applied to understanding print. Pretend play contributes to a sense of narrative that is essential to moving from learning to read, to reading to learn in the primary grades.

Through play, children learn trust, empathy and social skills. A true sense of ‘‘interpersonal nuance’’ can be achieved only by a child who is engaging all available senses by playing in the three-dimensional world.

Constructive play involves drawing, painting, and building and often is connected to, or intertwined with, pretend play. Drawing and painting evolve from scribbles to sophisticated symbols. Scribbles become lines that convey meaning. When the two ends of a line are joined, shapes emerge and children begin to use shapes as symbols. Drawing and painting are an integral part of children’s first attempts to use symbols to communicate meaning as fine motor control increases. Children can use drawing and painting to record their play experiences and extend their abilities for symbolic representation and explore their feelings.

Building with blocks as a shared experience supports children’s regulation of behaviour and attention and the coordination of roles. Children must plan together, using language to discuss the construction. Representational drawings can expand children’s planning and the complexity of the structures that children create.

6. Knowledgeable and responsive educators are essential.

The quality of pedagogy is critical to effective program delivery of *Every Child, Every Opportunity* in the Early Learning Program.

Responsive educators are attuned to children’s actions, thoughts and feelings. They notice how individual children respond to different types of sensory stimulation and interactions with others.

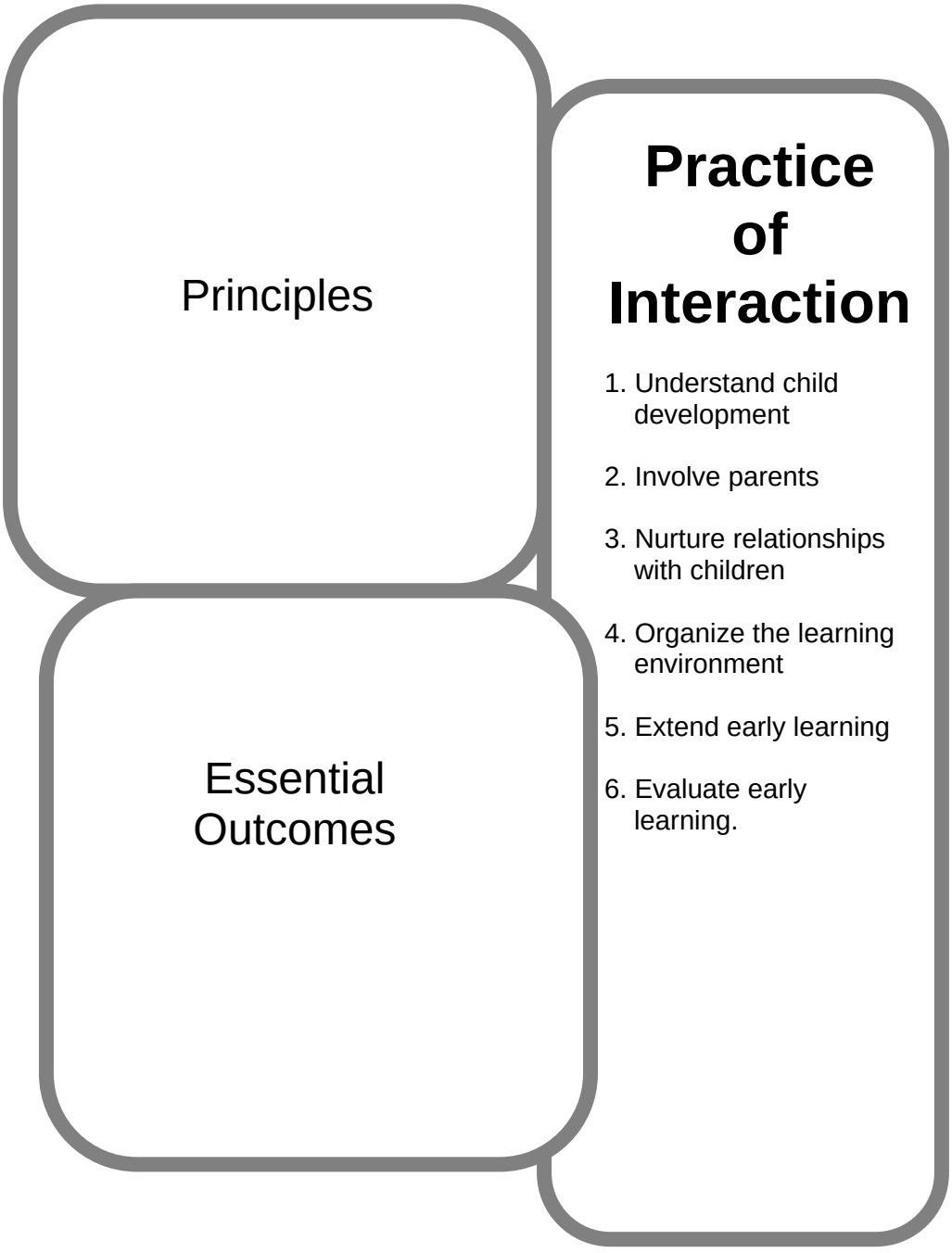
Educators recognize their own learning is a continuous and reciprocal process. They learn from each other and from children and their families. They value the local knowledge and wisdom shared by community members, including Aboriginal elders.

Effective programs are informed by research that is not limited to academics. Educators who are reflective practitioners can integrate theoretical frameworks, research findings, their own daily experiences and their creativity to guide their interactions with young children and their families. They perform a complex and multidimensional role that challenges, engages, responds to cultural and linguistic diversity, and promotes positive outcomes for all children. They implement a program that is thoughtfully planned but are able to adjust their practice to suit the immediate time and place. Reflective educators gather information, examine experiences from different perspectives and gain insights that guide their decision-making about children's learning.

Planning of children's learning is based on professional inquiry in the Early Learning Program. Educators respond to each child's development and the overall development of the community of children in their group. As they orchestrate the learning environment, educators closely observe and document each child's progress. They take part in an ongoing cycle of review and examine and debate issues such as curriculum quality, inclusion, equity and diversity. The mark of success is a child who is an active and eager learner, not one who can recite facts.

Pedagogical leadership contributes to an environment that encourages responsiveness. The work environment influences adults' responsiveness to children, families and communities. Early Learning Programs need an infrastructure of support that facilitates time for program planning, observation and documentation, opportunities for professional development and regular conversations with families.

School administrators can support and value the development, implementation and evaluation of a coherent curriculum. They set the stage with school practices that respect all families; provide leadership in developing a vision and philosophy to guide curriculum and pedagogy; and, create a workplace that values the practice of educators.

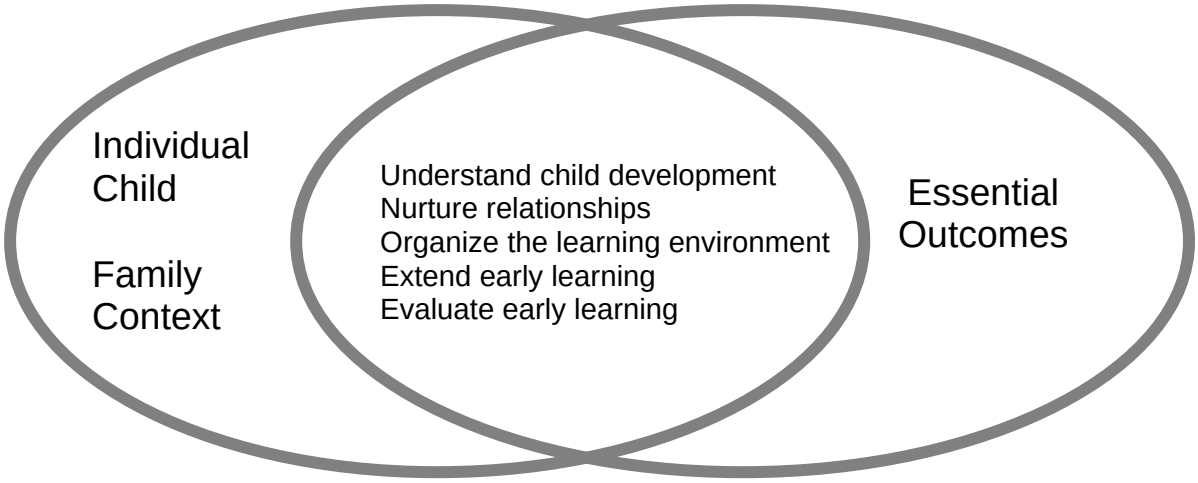

Principles
Essential Outcomes
Practice of Interaction
1. Understand child development
2. Involve parents
3. Nurture relationships with children
4. Organize the learning environment
5. Extend early learning
6. Evaluate early learning.

Practice of Interaction

Interactions are the active ingredients of early learning; a complex process that happens in the context of interactions between educators and children, among children and with families.

Learning happens when educators are able to negotiate respectful connections between where and how children and families are, and the expectations for learning that are embedded in the Early Learning Program.

Motivating learning
Practice of Interaction



The principles of early childhood pedagogy point to a practice of interactions that motivate learning. In the Early Learning Program the educators work as a team to:

- Understand children's development
- Involve parents by inviting their expertise and cultural capabilities into the learning environment
- Nurture relationships with children that enhance their well-being and their engagement in learning
- Organize the early learning environment by orchestrating time, space and opportunities to enable children's emerging developmental skills
- Extend children's learning by building on learning that has already happened, introducing new concepts and making connections to future learning
- Evaluate and report on each child's learning

1. Understand Child Development

Human development and the connectedness of mind, body and spirit is complex and varied. But skills are likely to emerge in a predictable sequence. Educators need to understand what comes earlier and later and understand that individual development proceeds at different rates within the contexts of family and community. Possibilities for human development are wide but the progression of children's development can be anticipated.

Documentation is a process that makes the learning visible by recording the evidence of children's efforts and learning. It begins with an understanding of children's development that frames the process and focus. Observations of children's experiences are captured through notes, pictures and videos and supplemented by the child's own representations. Educators analyze and interpret the evidence that they have collected. They are able to assess children's developmental progress and design future contexts for learning. Parents contribute to the documentation by sharing their understanding of learning that happens at home.

Educators can gauge children's progress and are able to make connections that recognize and expand children's learning. If a child is struggling, educators who understand child development are able to identify specific strategies or seek out other resources and supports.

When documentation is embedded in daily practise, educators can easily communicate what they are doing to monitor progress, respond to individual children's learning and development and plan what comes next. Documentation allows educators to answer parents' questions about how a child is doing.

The Continuum of Development is a tool that supports ongoing documentation. It is the central component of *Early Learning for Every Child Today, 2007.* It outlines the sequence of skills that children at different ages from 0 to 8 years can be expected to acquire across broad areas of development - physical, social, emotional, communication / language, and cognitive. Children's growing capacities to regulate their behaviour, attention and emotions and their emerging learning dispositions underpin the interconnect areas of development.

*The **Continuum of Development** is made up of **developmental skills** and their **indicators** organized into the areas of development. Though presented separately, the five domains of children's development are interrelated and no one domain is more important than another. The growing capacity for self-regulation is embedded in the developmental skills and indicators across the five domains.*

The Continuum of Development moves away from a checklist of specific skills that the child has or has not achieved to more detailed, narrative modes of assessment that capture children's learning within the contexts of relationships and environments. Narrative assessments lend themselves to capturing and monitoring the complex learning that happens when development is nurtured

The Continuum of Development supports the abilities of educators to monitor each child's progress through observation and documentation in order to make program decisions and talk with families. The developmental skills and indicators of those skills provide a lens to observe children's development and plan the learning environment accordingly.

2. Involve Parents

Educators and parents share teaching and learning roles, each bringing resources and practical knowledge to the Early Learning Program. When educators can build on the experiences children bring from their families and communities, children are more secure, confident and feel included. Involving parents is the bridge that allows educators to better understand children's prior and current experiences.

Parents learn by watching and listening to educators working with their children - responding to the preferences and observed development of individual children, guiding care routines, negotiating conflicts, extending play opportunities, using teachable moments, and encouraging emerging literacy, informal mathematical thinking and inquiry skills. Parents may have only a few minutes or may be in the program alongside their children much of the day. The starting point is a welcoming environment for all parents in all families. Same-sex parents, grandparents, new Canadian parents, fathers and very young parents are easily discouraged from participation - raising their comfort level is a prerequisite to involving them in the program.

A welcoming environment is one in which educators listen to parents and value the knowledge parents bring forward about their child's learning and development. Parents become part of the daily practice of interactions and are able to contribute to the learning environment. They engage in extended dialogue with educators about their child's

ongoing learning and development on a regular basis and are consulted on professional issues as well as peripheral issues related to daily routines (for example, change of clothing, field trip forms, group photographs).

Educators and parents should work together to take learning opportunities home and bring home learning to Early Learning Programs. Program planning that is guided by observation and documentation invites parents into conversations about their children's learning. Parents are able to reciprocate with their stories about learning at home. Parents should become involved by accessing their children's portfolios and contributing learning stories and examples from home. Shared educational aims developed with parents encourage a continuity of learning. When educators cultivate a shared language with parents, a shared understanding about how children learn and develop is carried home.

Parents want detailed information about their children's progress and want to know how best to support learning at home. Narrative descriptions of children's learning allow families access to practices and purposes of the Early Learning Program.

3. Nurture relationships with children.

Children's engagement in learning experiences soars when they feel included and receive individual emotional support and feedback from educators. By nurturing relationships, educators help four- and five-year-olds expand their abilities to problem solve, express themselves, control impulses and gain confidence as learners. Responsive educators who respect what children are saying, feeling, doing and thinking, help them explore issues of identity.

> *The child who is craving sensory stimulation and cannot sit still is not misbehaving. The child who collapses into tears when she cannot solve a problem is not a cry-baby. The child who is slow to react to sensory stimulation and constantly drifts off into reveries is not lazy.*

For many children, participation in the Early Learning Program involves negotiating a new language or unfamiliar cultural experiences, and nurturing relationships with educators can make a big difference in raising their comfort level and their capacity to become engaged learners. Educators cultivate relationships when they respond to children's cultural traditions and multiple languages as strengths and gifts they bring to the group.

Self-regulation is an effective, proactive measure of behaviour guidance and classroom management. Nurturing relationships bolster children's self-regulation. The focus shifts from educator-enforced rules to motivate children's compliance to internal guidance that transcends the need for adult reinforcement and direction. Educators should use their

understanding of self-regulation as a lens to become attuned to individual differences. When educators pay attention to individual children and their abilities to manage different emotions and challenges, they establish nurturing relationships that strengthen children's capacity for learning.

4. Organize the learning environment

Four and five year old children learn though active engagement, activity, observations, experimentation and social interaction with others. The social and physical environment invites their active participation and provides challenges to master and problems to solve. The environment should be one that encourages empathy and inclusion, interest in trying new things, and the development of self-confidence.

Time

The daily schedule and routines define the use of time that sets the architecture of children's daily lives in the Early Learning Program. Daily routines and schedules should minimize transitions that disrupt the continuity of children's activity and interactions with each other and the environment during the full and/or extended day. Also the daily schedule should take into account the needs of children who may attend for only mornings or afternoons.

When planning time for large-group experiences, educators should consider the attention span of the children, the length of time they have attended early childhood programs, their familiarity with routines, and their strengths, needs, and interests, so that the time can be adjusted according to the dynamics of the group. Educators can ensure that routines are simple, modelled and appropriate, and that they make the best use of the children's time.

When planning time for small-group or individual learning experiences, educators can allow for revisiting or extending an activity. Large daily blocks of extended, uninterrupted time for play and child-initiated learning activities, ensure that there is sufficient time for children to get involved in their activities in depth as well as time for them to organize their materials. A minimum of one hour in the morning and one hour in the afternoon should be set aside for child-directed, uninterrupted activity in indoor and outdoor environments.

1. The day begins: Children arrive between 7:30 and 9 a.m. and are greeted by staff in the schoolyard. 2. Inside time begins with reading – either alone or with staff, parents, siblings, or volunteers. 3. Children meet with staff to share a story, plan their day, and discuss current interests. 4. Children choose from various learning centres. Activities are both adult guided and child directed.	5. The school principal is responsible for the program. Early childhood educators, Kindergarten teachers, and supporting staff interact to support children's learning in planned and informal ways. Staff share responsibility for program planning and communication with parents. 6. A community school is always open to parents, siblings, and caregivers. Volunteers enrich programming, and families are linked to family support, health and intervention programs as required.	7. Play-based problem solving encourages emotional growth and socialization and lays the foundation for skills needed in formal schooling and adult life. 8. Activities are balanced with outdoor play, rest, hygiene, and nutrition. 9. Children may go home at lunch break, after the school day ends, or any time until 6 p.m. After-school programs are available to parents.

Daily transitions within the Early Learning Program and from home to school are both opportunities and challenges. The program's daily schedule can minimize unnecessary transitions by thoughtful consideration of the consequences for children. Parents and educators who communicate about home and school environments including behaviour expectations and routines around meals, toileting and hygiene are better able to support children acquiring the strategies to negotiate the differences.

Space

Use of space is planned by educators for indoor and outdoor environments. Typically the organization of program space groups centres and/or materials together (e.g., house, dramatic play, and block centres; painting, visual arts, and design and technology materials; books, dual-language books, the listening centre, a computer, and the writing centre; the mathematics centre, sand table, and water table). In activity centres, educators, sometimes involving children, organize a variety of materials with a particular focus that may be related to a project or skill development. Typically, children participate individually or in small groups. Small areas for dramatic play or specific activities and projects can be defined by using dividers or shelves (e.g., house corner, writing centre, store, puppet theatre). A large open area provides space for movement and/or music activities, shared reading, group discussions and meetings. Visual displays should be at

children's eye level (e.g., charts, word wall, paintings). Educators can organize spaces for a range of activities in the outside play area (e.g., projects, pretend play, art, planting, water play, gross-motor activities). Daily routines require space for snack and lunch, washroom, coats, arrival and departure routines.

The outdoor environment provides opportunities to expand activity centres and learning opportunities. Educators should organize the outdoor environment to provide a full range of learning opportunities.

Space requirements for children with special needs must be taken into consideration. Children with mobility challenges should have easy access to all areas in the program. Educators can consider the need to provide assistive devices and supportive technology.

Educators can organize the space to provide opportunities for children's play, independent problem solving, and inquiry. Children can learn to make choices, and demonstrate responsibility. By organizing and labelling materials, resources, and equipment, educators increase children's access and abilities to put them away safely and easily (e.g., use symbols, photo labels, and word labels in various languages, where possible, to indicate where things go). Educators can observe and gather information on individual children in order to plan next steps and determine appropriate materials to extend learning.

Opportunities

The resources and experiences offered in the Early Learning Program can nurture and extend children's learning. Opportunities for socio-dramatic and constructive play experiences should dominate in the Early Learning Program. Other types of activities supplement and sometimes extend children's play in the Early Learning Program: projects, learning centres, games with rules, storytelling, educator-guided early literacy and numeracy activities and physical activities.

Socio-dramatic play that benefits four- and five-year-old children is complex. It involves shared symbolic representations and actions. Children use language to create a shared pretend scenario. Multiple themes merge and new ideas, players, toys and materials are incorporated into the play without interrupting its flow. The children are able to coordinate and integrate many roles, often switching roles to extend the play. Children stay engaged in the play for extended periods of time and begin to continue developing the play over several days. Educators support complex socio-dramatic play by responding positively to children's play; providing rich and varied materials, making props and toys easily available to children; sharing ideas that extend children's play

experiences and enrich the play; monitoring the progress of play and coaching children who need support to stay part of the shared play scenario.

Constructive play centres around block-building with various materials, art and drawing. The physical manipulation of three dimensional materials and pencils, markers, crayons and paint brushes builds children's capacity for planning, remembering, and representing their experiences and understandings. Drawings, collages, paintings and block building can be incorporated into socio-dramatic play. In constructive play, children are intentional – they set goals and work towards achieving them. Four- and five-year-old children typically combine writing and drawing and educators can capitalize by using drawing to make the link to literacy.

Projects are the in-depth study of a particular topic that is undertaken by a group of children. It is a piece of inquiry research that involves children seeking answers to questions that they have formulated by themselves, in collaboration with educators or arose during the course of their investigations. They are based on what children know or what they want to know. Many projects evolve from, and contribute to, socio-dramatic play. Projects include many opportunities for representation that permit children to return to what they knew, rethink and integrate new knowledge. The topic of projects is usually drawn from what is familiar to children in their daily lives.

Books and storytelling extend children's imagination, memory, vocabulary, understanding of grammar and syntax, thinking and self-regulation. Listening to stories allows children to follow simple texts and become familiar with the meaning of print. Retelling stories promotes deliberate memory, logical thinking and regulation of attention. Creating new stories that have a story line that makes sense is a complex task for four- and five-year-old children and is connected to the skills they acquire in socio-dramatic play.

Games with rules may be similar to pretend play but the players must abide by explicit and detailed rules. They help children conform their actions and thoughts to mandatory rules and norms. They gain experience in setbacks and frustrations and having the opportunity to try again and mastering the game with practice. Game format can support the learning of particular skills or concepts. Games with rules support children's metacognition or their ability to reflect on their own thinking. Children create strategies to adapt rules and achieve the goals of the game.

Literacy and numeracy experiences can be embedded throughout the day in authentic and meaningful ways. They should reflect the gamut from teacher-directed to child-initiated activities, with the goal of encouraging children to develop independence in their language and math learning.

Educators distribute meaningful and inclusive literacy and numeracy materials throughout the learning environment (e.g., provide books at the reading centre, class lists at a word-study centre, number cards to record attendance, dual-language books, writing materials, shopping lists, and newspaper flyers in the socio-dramatic centre; labels at the block centre; sign-up sheets for outdoor riding toys).

By building on the language development and the understandings that children bring to the Early Learning Program, educators can provide children with the learning experiences they need as well as support and guidance in their learning. Children's ways of using language are specific to their cultural and linguistic contexts. By encouraging children to develop competence in language use, educators can also help them learn about the role and power of language in their own lives and in their own and other cultures.

Educators plan opportunities that allow children to explore language and communicate their thinking and learning in meaningful ways in a variety of contexts. Environments that provide rich and varied materials and hands-on learning experiences promote talking, reading, writing and viewing media texts. Educators model, motivate and instruct children to support their learning and attempt new things. Educators use ongoing monitoring to determine children's strengths and needs in literacy in intentional and planned ways throughout the day.

Proficiency in oral language is critical to the success of literacy development. Educators can guide oral language development by listening attentively to and observing children's responses and interactions, by modeling richer responses to guide children's thinking, and by introducing new and specialized vocabulary. Although oral language is the focus of early language learning, reading and writing need to be taught and developed at the same time so that children can make connections between what they hear, say, read and write. Listening speaking, reading and writing are all interrelated and development in one area supports development in all.

Planning for literacy instructions should include consideration of a wide variety of learning experiences that develop foundational literacy skills. These experiences should encourage children to engage in free exploration, independent discovery, and independent application of what they have learned. Skillful educators plan purposeful literacy experiences as part of a comprehensive literacy program, including the use of pedagogical strategies for modeled, shared, guided and independent literacy learning activities. Children will use language and communication skills in all areas of learning. By using literacy materials throughout the Early Learning Program, children learn to view talking, reading and writing as integral parts of their daily lives.

Educators value children's existing conceptual understanding of mathematic and monitor how their understanding of qualitative and quantitative relationships deepens. Children develop abilities to measure time, temperature, length and mass. Concrete materials provide children with tactile experiences to help them explore and describe mathematical problems and solutions. Educators extend learning with questions to promote problem solving and to challenge children's mathematical thinking and reasoning. Children are encouraged to pose mathematical questions, explore and investigate.

Activities designed to support the acquisition of specific early literacy and numeracy skills are beneficial to four- and five-year-old children if they emerge out of a child's interests and satisfy the child's needs. Alphabetic principle (letter knowledge and phonological awareness) contributes to the decoding skills necessary for learning to read and can be embedded in children's play or projects or can be presented in regular, short, isolated activities including games with rules. Activities that involve games that use a number line, one-one correspondence, and counting (for example, simplified variations of Snakes and Ladders) help children master and integrate understanding about numbers.

Physical or motor activities benefit children's self-regulation as well as their physical skills and well-being. Opportunities for physically active play, including play-fighting, help children manage aggressive reactions. Physical activities that involve games with rules contribute to children's ability to inhibit and regulate their movements. Also games like obstacle courses, treasure hunts and Simon Says games are opportunities to practice gross motor skills, develop spatial reasoning and sequencing skills and regulate attention.

Anti-discrimination Education and the Early Learning Program

To ensure that all children in the province have an equal opportunity to achieve their full potential, learning environments must be free from discrimination, must implement anti-discrimination practices and must provide all students with a safe and secure environment so that they can participate fully and successfully in the educational experience.

Anti-discrimination practices promote a climate that encourages all children to work to progress, affirms the worth of all children, and helps children strengthen their sense of identity and develop a positive self-image. It encourages educators, children and parents to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment. A safe learning environment is not only an environment that is free from physical danger and threats, but one that is free from emotional and psychological discomfort, harassment of all types, violence, and

bullying. Harassment includes many types of behaviour, such as exclusion, isolation, mockery, name calling, and use of expressions of hate.

Educators in the Early Learning Program must move beyond awareness of differences and develop the skills necessary to understand and communicate with people across cultures. They must be aware of their own world view and that of others and develop positive attitudes towards cultural differences while gaining knowledge about different cultural practices.

Given the range of developmental differences displayed by four- and five-year-old children, it is particularly important that children from various social realities learn that they are fully included and can learn in the Early Learning Program.

Children demonstrate their learning in different ways. Ongoing monitoring needs to capture different pathways children take to declare their aptitudes and dispositions.

5. Extend early learning

Within the context of interactions, educators intentionally guide and construct opportunities to extend children's learning. The repertoire of pedagogical strategies that educators use includes investigation and exploration; modeling and demonstrating; open questioning, speculating and explaining; shared thinking and guided learning and explicit or direct instruction.

Observation and documentation based on an understanding of the areas of emerging developmental skills are the starting points for teaching and learning. Educators should use a broad range of pedagogical strategies including co-creating, coaching, bridging, and direct instruction to encourage children's progressively more complex learning. They engage children in sustained shared thinking to solve problems, evaluate situations or extend narratives.

Educators take on many roles in play with children, using the full range of pedagogical strategies. They often engage in sustained conversations with children during play that share thinking, solve problems, introduce new vocabulary and concepts, and provoke children's further exploration, construction and imaginations.

Educators should plan indoor and outdoor experiences for small groups of children and for the whole group, as well as individual learning experiences that address the strengths, needs, and interests of the child and that are within the range of things the child can do with and without guidance (i.e., that are within the child's zone of proximal development). The time and purpose for these groupings are determined by a number of factors, such as the length of time the children have been in a learning setting; the strengths, needs, and interests of the children; and the focus of interactions.

Planning shifts from a focus on activities and events based on children's interests to planning that nurtures self-regulation and learning dispositions situated in the Continuum of Development. Assessment for learning implies that educators develop ideas about what next and how to respond to what children have done.

6. Monitor, evaluate and report early learning

Monitoring children's early learning is the process of gathering evidence about what they know, understand and are able to do. Evaluation is the process of interpreting, making judgments and forming decisions based on the evidence. Reporting is the process of communicating to parents about how children are doing based on monitoring and evaluations.

In Early Learning Programs, educators work together to monitor children's developmental progress. The teacher is responsible for evaluation and reporting.

Monitoring

A well-planned Early Learning Program provides educators with many opportunities for ongoing observation and documentation to assess children's strengths, needs, and interests.

The Continuum of Development offers educators key reference points to support their observations and documentations and to identify learning in children's play and other activities.

- Monitoring early learning through documentation is based on the gathering of layers of information to provide rich and rigorous evidence about children's early learning and development. It is not the measurement of discrete skills, out of context with the children's daily lived lives. Young children show their understanding by doing, showing, representing, and telling.
- Educators use monitoring strategies of observing, listening, and asking probing questions in order to monitor children's achievement. Accurate assessments of learning and development depend on educators understanding the sequence of development and the range of development indicators to which they should attend.
- Monitoring strategies should encourage children to show what they know and can do, rather than focus on what they do not know or cannot do. Monitoring that

focuses on what children can do takes into account the developmental stage of the child.

- Monitoring enables educators to determine how well their planned activities and pedagogical strategies are working, and to make any changes needed to enable children to achieve the essential outcomes.
- Monitoring children's learning and developmental progress through observation and documentation makes the process of learning visible to children and to their parents. Parents can take part in ongoing monitoring by contributing their own observations and documentation of their children's learning at home.

Evaluation

Evaluation involves the judging and interpreting of monitoring information to determine the child's progress in achieving the overall essential outcomes. The essential outcomes are broad in nature, and how children demonstrate their learning defines the particular content or scope of the knowledge and skills referred to in the essential outcomes. The specific outcomes will assist teachers in describing the range of behaviours, skills, and strategies that children demonstrate as they work towards achieving the overall expectations. Teachers will use their professional judgment to determine which specific outcomes should be used to evaluate achievement of the overall expectations.

Children in the Early Learning Program are in transition between early childhood programs and home environments and compulsory schooling in Grade 1. They should be given ample time to demonstrate their achievements through varied learning opportunities that are appropriate for their stage of development and that are within the range of things they can do in their zone of proximal development with and without guidance. Teachers should also take into consideration that the period of adjustment to school is longer for some children than for others.

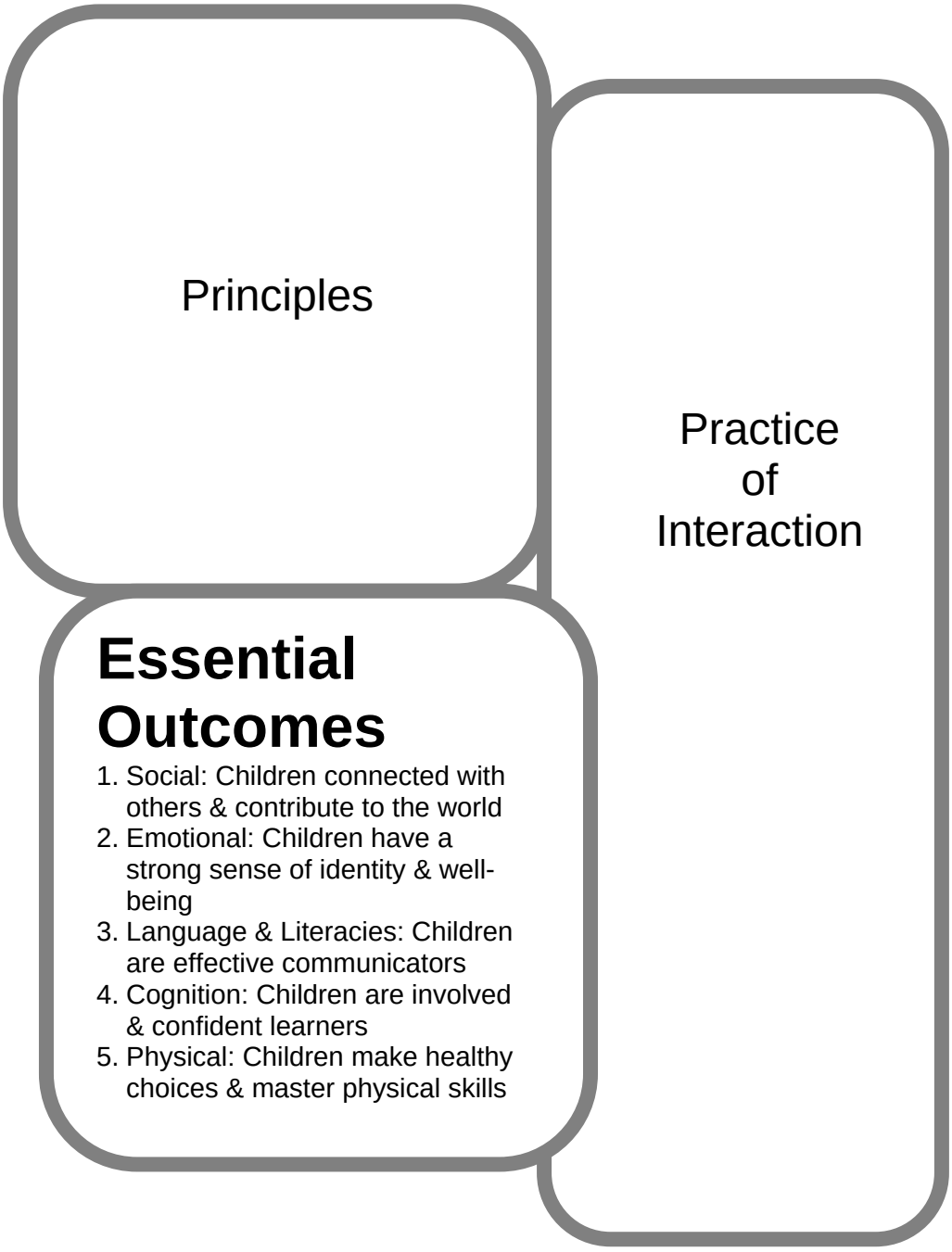
Young children demonstrate their learning in many different ways. Their success in demonstrating what they know or are able to do will also vary, depending on such factors as the time of day, the situation, the type of questions asked, familiarity with the content, and facility with the language of instruction. To allow for the range of influences that may affect a child's performance at any one time, teachers base their evaluation on the cumulative observations and documentations the educator team has gathered.

Teachers should understand the skills needed for later achievement and identify specific experiences children may need for successful transition to Grade 1.

Reporting

Parents want regular reports about their child's progress. Teachers communicate assessment and evaluation of children's development and learning. Reporting indicates the child's growth and achievement in relation to the learning expectations for the end of the Early Learning Program and should reflect achievement in the skills children are developing as they progress.

The reports should reflect evaluation of the essential outcomes in each of the areas of development. Reports should include narrative comments on the child's achievement in relation to the overall expectations and the next steps for the teacher and for the parents in supporting that child's learning.


Principles
Practice of Interaction
Essential Outcomes
1. Social: Children connected with others & contribute to the world
2. Emotional: Children have a strong sense of identity & well-being
3. Language & Literacies: Children are effective communicators
4. Cognition: Children are involved & confident learners
5. Physical: Children make healthy choices & master physical skills

Essential Outcomes

The essential outcomes outline key learning expectations in five interconnected areas of development – social, emotional, language and literacy, cognition and physical. They capture the achievements expected in the Early Learning Program.

- Social: Children are connected with others and contribute to their world.
- Emotional: Children have a strong sense of identity and well-being.
- Language & Literacies: Children are effective communicators.
- Cognition: Children are involved and confident learners.
- Physical: Children make healthy choices and master physical skills.

The essential outcomes are elaborated by specific examples of how children can demonstrate specific expectations and by examples of interactions that support children achieving the outcomes. The essential outcomes provide a transition from the developmental and learning goals that guide curriculum and pedagogy in Child and Family Centres for younger children to the curriculum and learning expectations of Grade 1 and beyond. They describe expectations that are appropriate for four- and five-year-old children and that provide the foundation for successful future learning experiences.

The essential outcomes draw from the learning expectations of the Kindergarten Program, 2006 (Revised) and the developmental domains and skills, indicators and interactions in the Continuum of Development that is included in Early Learning for Every Child Today, 2007.

- The areas or domains of development used to organize the essential outcomes reflect areas of significance in the early years and are commonly used domains in early childhood education and kindergarten curricula (including Early Learning for Every Child Today, 2007) in Canada and internationally.,Children's emerging self-regulation and habits of mind or learning dispositions make up the foundation that cuts across the areas of development.
- The six areas of learning in the Kindergarten Program, 2006 (Revised) are incorporated into the five areas of development. Each program area intersects and connects to more than one area of development.
- The examples of how children demonstrate their learning, integrate the specific Learning Expectations from The Kindergarten Program, 2006 (Revised) and developmental skills and indicators from the Continuum of Development[2] merging the Specific Expectations for the Kindergarten Program, 2006 (Revised) with the Indicators of the Skills from Early Learning for Every Child Today, 2007.

- Some of the interactions are learning stories from Early Learning for Every Child Today, 2007 and examples, teacher prompts and student talk from The Kindergarten Program, 2006 (Revised).
- The essential outcomes align with developmental domains, skills and indicators of the Continuum of Development that guides educators' understanding of children's development and supports their observations and documentation for program planning and monitoring children's developmental progress.

Teachers use the essential outcomes to evaluate children's learning and report on their progress towards meeting specific expectations. Evaluation and reporting of children's learning should be relative to these expectations.

The essential outcomes are not designed to address the first or second year of the Early Learning Program separately. Children are unique individuals and the range of demonstrated achievement will vary. At entry to the Early Learning Program children range in age from 3.8 years to 4.8 years and will have varied previous learning experiences. They will demonstrate a considerable range of achievement as they progress towards meeting the essential outcomes for the end of the second year of the Early Learning Program.

Essential outcomes *are the compilation of knowledge, skills, strategies, and development that are foundational for children's learning. Essential outcomes outline key learning expectations that are broad in nature, focusing on concept development rather than discrete sets of skills.*

How children demonstrate learning *illustrates how children may express their learning, providing examples of specific outcomes.*

Interactions *between children and adults, children with other children, and adults with each other support the child's progress. Connections are made to the components of the practice of interaction – understanding child development, involving parents, nurturing relationships with children, organizing the early learning environment, extending children's learning and evaluating learning.*

1. Social: Children are connected with others and contribute to their world.

The development of social development includes children's growing abilities to empathize and get along with others. Four- and five-year-old children move beyond an egocentric view of the world and can learn empathy, conflict resolution, individual collaborative decision making, and a sense of community. The ability to work and to learn with others is essential for success in and out of school. Children need opportunities to interact with others in many contexts and for many purposes. As children learn about themselves and their culture, they also begin to understand that all people share similar needs, feelings and aspirations. In the Early Learning Program, children can engage in activities that increase their awareness of others and foster respect for individual differences. They begin to develop concepts of equality, fairness, tolerance and justice in relation to the treatment of minority groups, individuals of both genders, people with special needs and those with diverse family structures.

Interactions in the Early Learning Program support children's development of the tools and knowledge they require to be constructive citizens. It must be an environment where children are affirmed as individuals and as members of a diverse community of learners. Understanding the influence of social and cultural contexts on learning enables educators to recognize and support the children's developing competence and to find a variety of ways in which the children can express their achievements.

Social competence is developed through interactions with others and is interconnected with other areas of development. For example, a small group of children engaged in sorting math manipulatives must follow a problem-solving process both mathematically and socially. Children take on the perspective of others and problem-solve when they role-play at the dramatic play centre, experimenting with a variety of social roles (e.g., store clerk, bus driver, grandparent). Children learn to persevere and to work independently as they solve puzzles, create sculptures and construct models.

<table>
<tr><td colspan="2">Social: Children are connected with others and contribute to their world.</td></tr>
<tr><td colspan="2">Children demonstrate an ability to use problem-solving skills in a variety of social contexts</td></tr>
<tr><td>How children demonstrate their learning:
- begin to express what they want and are thinking and feeling
- begin to attend and listen to peers
- begin to identify solutions to conflict
- begin to identify consequences
- make decisions and choices and accept the consequences
- use a variety of simple strategies to solve social problems (e.g., seek assistance from an adult when needed, use pictures and/or words to express their feelings, develop an awareness of honesty, talk to other children about solutions</td><td>Interactions that support children's learning:
Child and Adult Consult children who are involved in resolving a conflict. Begin by supporting emotional regulation. Then support their thinking by asking, "What happened?" (Pause.) Child: "He took my truck." Adult: "How do you feel?" (Pause.) Child: "I'm mad!" Adult: "What can you do to solve the problem?" (Pause.) Child: "He could find another truck." Adult: "What else can you do? Which solution do you choose?" When adults support children to think instead of solving the problem for them, children learn how to solve problems.
Child to Child "I like what you're building, can I help?" "Do you want to look at this book with me?" "Let's put on a puppet show." "Do you want to be the waiter? I'd like to order a pizza, please."
Adult to Adult Two adults are discussing observation notes/documentation. They observed children in the block centre were taking blocks from a structure that other children were building. They decide to spend time in the block centre and model some strategies for the children and notice and name when the children are using positive strategies. They put more blocks in the centre so that children would have sufficient materials to build more complex structures.</td></tr>
<tr><td colspan="2">To demonstrate a beginning understanding of the diversity in individuals, families, schools and the wider community</td></tr>
<tr><td>How children demonstrate their learning:
- play with others who have differing abilities and characteristics
- develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/upset, role playing emotions with dolls and puppets
- begin to become aware of stereotypes found in books
- talk about events or retell stories that</td><td>Interactions that support children's learning:
Child and Adult Notice the role of different children in a group activity. "Roy is tall and he can reach the pieces on the top. Meika's hands fit in the small holes where the marbles rolled." When adults notice how individuals make different contributions to a group effort, children learn how different strengths work together and are respected.
When a child is the aggressor, adults act to stop the behaviour and help that child to see the other's perspective. They also try to understand why the behaviour is happening.</td></tr>
</table>

Social: Children are connected with others and contribute to their world.	
reflect their own heritage, family context, traditions and cultural background and the heritage, traditions and cultural backgrounds of others - demonstrate respect and consideration for individual differences and alternative points of view (e.g., help a friend who speaks another language, adapt behaviour to accommodate another persons' ideas) - share experiences, relating and respecting each other - begin to develop ideas of, and to practice, co-operation, fairness and justice - see an injustice and take action to change it	When the same child is hurt by others, adults must intervene with empathy and support. By being treated with fairness and empathy, the child will develop empathy. During the reading of a book the adult posed the following questions: "Why is the main character in the story scared? How would you feel? What do you think he could do to make himself feel better?" **Child to Child** A small group of children were role-playing at the "Fix-It Shop" in the dramatic play centre. Another child attempted to enter the play. One of the children assigned a role: "You can be the customer because you are a girl." The other two children protested. "That isn't fair. Girls can fix cars too!" One morning in November a new child entered the class who just arrived in Canada. The children who shared a home language with the new child quickly engaged in conversation to support the new child's transition to the new classroom. **Adult to Adult** A small group of educators and parents decided to read a book together as part of their professional learning for the year. The focus of the book and their dialogue was to reflect on their own personal biases and assumptions and the impact those have on their practice.
To Identify and use social skills in play and other contexts	
How children demonstrate their learning: - exchange ideas and materials during play - take part in setting and following rules and invite others to join them in play - listen, think, and respond appropriately as others speak during group time - act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism, use "I" messages) - observe before entering play - enter play by assuming available	*Interactions that support children's learning:* **Child and Adult** Create a clearly defined entrance to learning centres. Stand at the entrance by the child who wants to enter play. Alongside the child observe the children who are at play. Comment on what you observe. Children who are successful entering play observe before they enter. If you slow the child down and model observation, the child may try this strategy. **Child to Child** "You can be the firefighter this time" "Fatima helped me pick up the blocks" "I didn't like it when you took my book" "That is a good painting" **Adult to Adult** A consultant was visiting a classroom where the educator was expressing concerns about the behaviour management of the group. Four children were playing at the water table and one of the children was

Social: Children are connected with others and contribute to their world.	
roles - demonstrate the ability to take turns in activities and discussions (e.g., engage in play activities with others, listen to peers and adults) - take on a role in socio-dramatic play, cooperating and negotiating roles with others	shouting: “Look!” “Look at this!” The consultant walked over to the child at the water table and in a quiet tone said: “I noticed what you doing. What were you thinking? What did you discover?” The teacher commented that he would have spoken to the child about his loud voice. But by modeling appropriate behaviour and allowing the child to share his discovery, the child lowered his voice without being reminded.

2. Emotional: Children have a strong sense of identity and well-being.

Emotional maturity includes the capacity to understand and express emotions with respect for others, delay gratification and adapt responses. As children develop a positive sense of themselves as unique individuals, they acquire self-confidence and become more receptive to relating to others and take pleasure in learning new skills. As children's self-concept develops they demonstrate autonomy in selecting materials, making choices, and setting goals for themselves.

Emotion regulation is central to all of these elements of emotional maturity. Individuals vary in ability to regulate emotions. There are differences in reaction time, the duration and intensity of emotional response. Culture also contributes to emotion regulation. In their homes children learn valued forms of expressing emotions. Children learn from their families how and when to express emotions to others. When adults understand culture and individual differences they can positively contribute to the child's development of a sense of self.

Children's growing sense of self finds expression in visual arts, music, dance and socio-dramatic play. Providing children with opportunities to express themselves through the arts develops decision-making skills, stimulates memory, facilitates understanding, develops symbolic communication, promotes sensory development, and encourages creative thinking. Learning through the arts also fosters children's imagination, helps to develop empathy, promotes the development of relationships, and builds self-esteem, while enabling children to experience a sense of accomplishment. The arts are a vehicle for children to understand different cultures as well as to express their own culture.

<table>
<tr><th colspan="2">Emotional Maturity: Children have a strong sense of identity and well-being.</th></tr>
<tr><td colspan="2">To demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities</td></tr>
<tr><td>How children demonstrate their learning:
- use emerging ability and language to take another's point of view to regulate own behaviour and attention
- monitor own behaviour
- regulate emotions in order to solve conflicts
- express negative emotions in ways that do not harm others
- focus attention</td><td>Interactions that support children's learning:
Child and Adult During a read aloud time the adult observed a child beginning to regulate behaviour independently e.g., a child moved away from another child to solve a problem. The adult paused and said "I noticed you moved to a spot that works better for you."
The educator observed and documented the following: "Mariam is frustrated. She's been working a long time, and the puzzle still doesn't fit."
Preschoolers are beginning to use language to regulate emotions. When children hear and use a</td></tr>
</table>

<table>
<tr><td colspan="2">Emotional Maturity: Children have a strong sense of identity and well-being.</td></tr>
<tr><td>- begin to demonstrate self-control (e.g., be aware of and label their own emotions, accept help to calm down, calm themselves down after being upset)
- return attention after checking in or after a distraction
- delay gratification
- persist when frustrated
- increasingly cope with challenges and disappointments</td><td>vocabulary of emotional terms they can express and regulate emotions with language
Child to Child During play at the dramatic play centre a child looked away from the role-playing scene and then quickly joined the play in the established role.
Adult to Adult During their staff meeting the adults were discussing how self-regulation was very different than ‘compliance’ The staff were planning for a parent breakfast to engage parents in a dialogue about supporting children’s development of self-regulation.
Mani’s mother said, “Whenever Mani is concentrating on his legos at home, he turns his back to the rest of us and focuses on what he is building.” This conversation gives educators insight into how to support Mani’s attention regulation at school.</td></tr>
<tr><td colspan="2">To demonstrate an awareness of their surroundings</td></tr>
<tr><td>How children demonstrate their learning:
- see adults as resources in exploration and problem solving
- identify people in the community and talk about what they do (e.g., farmer, park ranger, police officer, Aboriginal healer, baker, engineer, construction worker)
- recognize special places and buildings within their community, both natural and human-made, and talk about their functions
- develop an awareness of ways in which people adapt to the places in which they live</td><td>Interactions that support children’s learning:
Child and Adult The educator posed a question to the children. “What do you think we might observe on our neighbourhood walk? He recorded the children’s predictions. During their walk the parents recorded the children’s observations and took photographs. Over the next couple of weeks they discussed the photographs and observations they had written.
Child to Child Two children were in the block centre creating a bakeshop. One of the children was explaining what materials they would need because his uncle owned a bakeshop.
Adult to Adult At their planning meeting the educators reflected on how they could better engage the community. A parent suggests inviting community members to speak to the children about their experiences.</td></tr>
<tr><td colspan="2">To demonstrate a sense of identity and a positive self-image</td></tr>
<tr><td>How children demonstrate their learning:
- notice their own abilities
- recognize shared abilities
- express joy in their characteristics and identity
- express curiosity and sensitivity to physical characteristics
- understand culture in concrete daily living within own family
- identify and talk about their own</td><td>Interactions that support children’s learning:
Child and Adult Ensure children have opportunities to retell family stories. “Cecil, your mother said that you had a lot of people at your house this weekend. Did you have fun? Tell us about some of the things you did”. Regular opportunities for all children to tell and hear family stories can help them understand how they and their families are both alike and different. Freely talking about one’s own family reinforces the child’s sense of self-respect and pride.</td></tr>
</table>

Emotional Maturity: Children have a strong sense of identity and well-being.	
interests, preferences, and family traditions - express their thoughts (e.g., on a science discovery or something they have made) - identify what they can do and what they have yet to learn - see self as competent and capable of self-direction	Educators admire the child's strengths and achievements. "You were really thinking about that and figured out how to make your structure stable" "What did you learn about ____ that was so hard for you before." **Child to Child** "I can sing a song in my language." "I can count." "I can write my name." "I did up my own zipper." "I can reach the lights now." "I can play soccer." "I take piano lessons." "I'm a good runner." "I can draw pictures." "I helped my dad set the table." **Adult to Adult** An educator and parent share how a child is beginning to talk about learning and to put more details in his drawings.
To demonstrate an awareness of themselves as an artist through engaging in activities in visual arts, music, drama, and dance	
How children demonstrate their learning: - demonstrate awareness of personal interests and a sense of accomplishment in visual arts - explore a variety of tools, materials, and processes of their own choice to create visual arts forms in familiar and new ways - recognize their own work and the work of others - set goals for themselves and work towards them - show enjoyment when listening to music - make choices and demonstrate preferences in music	*Interactions that support children's learning:* **Child to Adult** When children's drawings represent a recent event in the program, engage in a discussion about the artwork and what it represents. "What did you see? I noticed you…" This engages children in thinking about their art. Providing mirrors, magnifying glasses and still life objects provides an opportunity for children to draw the details they observe. Provide a variety of recorded music for children to choose from. Talk about their musical choices with them. Joining children in their self-initiated music supports their auditory explorations and development of their emerging musical skills. **Child to Child** "I used to make my people like that."(Showing a previous picture). "Now I make them this way." "I used leaves and torn paper to make my picture." "We used block and boxes to make a sculpture like the one in the book." **Adult to Adult** After attending a Professional Learning Session a group of educators decided to stop planning for crafts (e.g., pre cut shapes to create standard objects). As an alternative they were going to organize a variety of materials to invite children to explore elements of designs such as line or colour.

3. Language and Literacies: Children are effective communicators

Children begin to communicate at birth using sounds and then gestures. Oral language expands their repertoire for communication as they acquire the abilities to express their needs, exchange ideas, express feelings and connect with others. The capacity to express themselves with language offers expanded capabilities to regulate their behaviour and get along with others.

Literacy and numeracy are important aspects of communication and critical to successful learning in the early grades and beyond. Literacy is the ability to use language in all its form of communication – including listening, talking, reading, writing, music, dance, story-telling, visual arts, drama, and digital media. Numeracy is the language of numbers and ability to use mathematics in daily life. The Early Learning Program builds on the language, literacy and numeracy experiences children bring from home, communities and prior participation in early childhood programs.

The Early Learning Program builds on children's transition from oral language into an understanding of print as a way to represent experiences, ideas and knowledge. Children develop a sense of narrative and the ability to make symbolic representation and actions. They begin to acquire reading strategies.

Children's capacity to interact with mathematical ideas and vocabulary supports their early numeracy development. Mathematical ideas about spatial sense, structure and pattern, number, measurement and data comparisons are explored in the Early Learning Program.

Language, representation and thought are interdependent. Language is a tool for making meaning and is therefore integral to cognitive development. Children need time to explore, to reflect and make connections between what they already know and new learning.

<table>
<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td colspan="2">To communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts</td></tr>
<tr><td>How children demonstrate their learning:
- listen and respond to others for a variety of purposes
- use facial expressions and tone matched to the content of their communication
- begin to use and interpret gestures, tone of voice, and other</td><td>Interactions that support children's learning:
Child and Adult Ask questions that encourage more complex sentences, e.g. "I wonder, how do you cook food in the wok?" Or "The red sari has many designs. I see things that shine. What do you see?" Continue to ask questions that encourage children to express more of their thinking. Generate rhymes including nonsense words; identify syllables through actions, such as clapping,</td></tr>
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<table>
<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td>non-verbal means to communicate and respond
- listen to each other with attention without distraction or interruption
- understand and follow oral directions
- enter into play using both their home language and French or English
- explore sounds, rhythms and language structures with guidance and on their own
- demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words
- describe personal experiences, using vocabulary and details appropriate to the situation
- use language in various contexts to connect new experiences with what they already know
- understand many culturally accepted ways of adjusting language to fit the age, sex, and social status of speakers and listeners
- use increasingly more complex sentences
- define words by function
- ask questions for a variety of purposes
- use specialized vocabulary for a variety of purposes
- use the language of mathematics, inquiry and reasoning as they play and during group discussions
- show pleasure and enjoyment during activities with language, music and print materials.</td><td>manipulating sounds (replace or delete the initial sounds) and words in shared, guided, and independent activities such as singing songs or chants or participating in finger plays.
Children contribute ideas orally during shared or interactive writing, contribute to conversations at learning centres, and respond to teacher prompts “I wonder how you knew that?” “How did you figure that out?” Take advantage of children’s natural curiosity and record their questions about things they want to know and are of interest to them. Comment on a child’s exploration and invite the child to add what he has learned to answer a question. The adult extends the learning by asking, “How does knowing how many children came to school today help us figure out how many children are away?
Child to Child “I made a sandcastle like this at the beach.” “I built a snowman with my brother like the one in the story.” “I noticed that if I hold the tube up higher the water moves faster.” After listening to a book about farming and then creating a farm in the blocks: “My silo doesn’t have any grain in it yet” At the water table: “I poured water in the big funnel.”
Adult to Adult A group of educators are talking about the importance of maintaining the child’s home language and how important it was for educators to talk with families about the value of maintaining home language to determine their point of view.

Two educators plan to support and extend children’s oral language at learning centre by recording children’s language on sticky notes and posting them beside the centres. During a group time they will collect their statements and questions and make them into book. This provided numerous opportunities for children and families to see their oral language written down to be read back for multiple purposes.</td></tr>
<tr><td colspan="2">To demonstrate understanding and critical awareness of a variety of written materials that are read by and with the educator.</td></tr>
<tr><td>How children demonstrate their learning:
- choose to spend time with books/text
- connecting information and</td><td>Interactions that support children’s learning:
Child and Adult After reading a book about a forest: “How do you think the author feels about forests? How do you think the author wants us to feel about forests? Why do you think there are</td></tr>
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<table>
<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td>events in text to life and life to text
- respond to a variety of materials read aloud to them
- use prior knowledge to make connections
- make predictions regarding an unfamiliar text that is read by and with the educator, using prior experience, knowledge of familiar texts, and general knowledge of the world around them</td><td>photographs instead of illustrations in the book?”
After reading a book about a social issue relevant to the class: “Who is this book written for? What would this story be about from another point of view?”
After several days of focusing on the strategy of visualizing or making pictures in their minds (so the children can comprehend the text) the educator reads aloud a poem about the rain. It had been a rainy week and the children had practiced lying with their eyes closed so they could make pictures in their minds and create mental images to get deeper meaning from the poem. Afterwards some of the children shared their images verbally while others used movement or graphic representation.
Child to Child “My grandpa and I collected rocks and we made an Inukshuk like the one in the book.” “I live in an apartment too just like the family in the book.”
Adult to Adult Educators were meeting to analyse their documentation of children’s reading activities. Two parents were reading with children in their home language.</td></tr>
<tr><td colspan="2">*To use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.*</td></tr>
<tr><td>*How children demonstrate their learning:*
- demonstrate an interest in reading (e.g., expect to find meaning in pictures and text, choose to look at reading materials, respond to texts read by the teacher, reread familiar text, confidently make attempts at reading)
- identify personal preferences in reading materials
- associate spoken words with written words by pointing or talking about connections
- demonstrate an awareness of basic book conventions and concepts of print
- make connections from books in their daily lives
- pick out some words that have the same letter or sound as their names
- respond to a variety of materials read aloud to them</td><td>*Interactions that support children’s learning:*
Child and Adult “Let’s do a picture walk of the book.” “I noticed you looked at the pictures.” “If you think the word is *jump*, then what letter will we see at the beginning when we lift the sticky note?” “What makes you think that…?” “What does that remind you of…?” “Where do we start to read?”
Child to Child “I like the bug books because I really like spiders.” “I am making a maze. I read books about mazes all the time.” “It is a T. It starts just like my name.” “It makes a /j/ sound.” “I knew it was a spider [be]cause I used the picture.”
Adult to Adult Two educators reflected on a meeting they had just had with parents the previous evening. Based on feedback from parents, the educators decided to send home a couple of questions they use when they are reading with children. The purpose of posing the questions was to help children comprehend text. They were able to elicit a parent’s help to translate the following questions: “What do you think might happen in the book?” “How did you figure that out?” “What does this book remind you of?”
A group of educators attend a series of professional learning sessions with a focus on early</td></tr>
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<table>
<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td>- use illustrations to support comprehension
- make predictions regarding an unfamiliar text that is read with and by the educator
- retell stories in proper sequence that have been read by and with the educator
- retell information from non-fiction materials that have been read by and with the educator in a variety of contexts using pictures and/or props
- demonstrate an awareness of basic book conventions and concepts of print when text is read aloud or when they are beginning to read print
- demonstrate knowledge of most letters of the alphabet in different contexts
- begin to use reading strategies to make sense of unfamiliar texts in print.</td><td>literacy. At each session they read a chapter of a professional book, discussed the key messages from the book and agreed to go back and try some of the strategies from the book in their programs. After trying out some of the strategies they return to the sessions to discuss their observations.</td></tr>
<tr><td colspan="2">To communicate in writing using strategies that are appropriate for beginners</td></tr>
<tr><td>How children demonstrate their learning:
- write simple messages (e.g., a grocery list on unlined paper, a greeting card made on a computer, labels for a block or sand construction) using a combination of pictures, symbols, knowledge of the correspondence between letter and sounds (phonics) and familiar words
- experiment with a variety of simple writing forms for different purposes and in a variety of contexts
- communicate ideas about personal experiences and/or familiar stories and experiment with personal voice in their writing (e.g., make a drawing of a day at the park and retell their experiences orally to a friend, make a story map of “The Three Little Pigs” and retell the story</td><td>Interactions that support children’s learning:
Child and Adult An educator is sitting beside a child who is writing a description of their inquiry about making a ball roll faster down the ramp. To support the child in hearing and recording sounds the educator prompted the child by saying “Stretch the word and listen to the sounds.” “What sound do you hear at the beginning (middle, end) of that word? “ “It starts like your name.”
An educator is working with a small group of children at a writing centre where the children have designed a mailbox similar to one they saw outside. Olivia (C) brought a paper to the educator (E) with some writing across the page. C: “I think someone wrote me a note but I don’t know who.” E: “I wonder how you could find out?” The child says nothing and walks away. The child comes back with an envelope in her hand and shows the teacher. The envelope has another child’s attempt to write Olivia’s name. C: “Look!” E: “What did you find out?” C: “There is writing here. Is it my name?” E: “What do you think it says? Does it look like your name?” C: “I have these letters in my name, but not this one. Pauses but I have this one at the end and there is a T and I’m Olivia T.” The child proceeds to</td></tr>
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<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td>individually during a writing conference.</td><td>survey her classmates asking who wrote her the note. The educator documents the interaction.
Child to Child Children write letters at the post office centre, make signs at the block centre, record their findings at the water centre or dramatic play centre, make a list of classmates' names, make greeting cards at the visual arts centres, tell stories at the writing centre or painting centre.
A child who was reluctant to write at the writing centre drew a labelled picture of his block structure in the blocks. A child who was learning English was writing labels for her picture in her home language.
Adult to Adult A group of educators posted the stages of picture-making and the stages of writing at the writing centre and on the Family Information Board. At their drop-in coffee mornings, several parents commented on how helpful the stages of development were for them when the educators used them at the family conferences. At these conferences the families and educators look over samples of their children's work and photographs and together they discuss their child's progress</td></tr>
<tr><td colspan="2">To demonstrate a beginning understanding and critical awareness of media texts</td></tr>
<tr><td>How children demonstrate their learning:
- create stories orally and using a variety of media
- understand the functions of literacy
- begin to respond critically to animated works
- communicate their ideas verbally and non-verbally about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD)
- view and listen to a variety of materials and respond critically to them.</td><td>Interactions that support children's learning:
Child and Adult During a small group discussion: "Why did people make this cartoon?" "Who likes to watch cartoons or animated works?" "What is it about this cartoon that makes you want to watch it?"<br>"Someone made this poster. What did they want us to see?" "Why?"<br>"Sometimes you buy cereal; there are toys in the box." "Why do you think the people who made the cereal put the toys in there?"
Child to Child "I learned that they put toys in cereal because they want kids to buy them."
Adult to Adult During a staff meeting the educators plan to critically reflect on the media materials in the classroom. They want to ensure they are being reflective about the media materials they are using.</td></tr>
<tr><td colspan="2">To demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships</td></tr>
<tr><td>How children demonstrate their learning:
- count to determine quantity (e.g., count using one-to-one</td><td>Interactions that support children's learning:
Child and Adult At snack time: "Joan, bring just enough cups for everyone to have one." During daily living there are many opportunities to think about numbers. This interaction asks the child to</td></tr>
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<table>
<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td>correspondence)
- match numbers to sets of objects
- investigate the idea that quantity is greater when counting forwards and less when counting backwards (e.g., describe what happens as blocks are added or removed)
- move objects to align them when comparing quantities
- investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects
- recognize some quantities without having to count, using a variety of tools (e.g., dominoes, dot plates, dice, number of fingers) or strategies (e.g., compose and decompose numbers, make more-or-less comparisons when using materials)
- physically align numbers
- represent numbers in different ways (e.g., tallies, numerals, graphs, words).</td><td>figure out quantity by determining the number of cups required.
“How many marbles can you hold in your hand? Let’s count. Do you have more or less than me?” “Let’s count the cars. I have six and you have five. That means I have one more.” “You counted 35 buttons. I go even higher. I can count 40 buttons.”
Make a numbered elevator or stairs available for children who live in high-rise buildings or use stairs to explore quantity and number relationships.
Invite children to move the objects they are counting. “Kathy, while you are counting the cars, drive them into parking spots.” Arranging and moving objects is a strategy children use to make sense of number relationships. When you provide movable objects and other materials, you help children construct equivalency and compare amounts in ways that are meaningful to them.
Child to Child Initially “This is getting bigger.” “Every time I add a block, my building gets taller.” Eventually…“ We need three more blocks to finish the tower.
Adult to Adult A team of educators attend a professional development session to enhance their knowledge and gain strategies to support children’s understanding of quantity relationships.
A team of educators meet on a biweekly basis to analyse their documentation. This month their focus is on observing the counting strategies the children are using. Based on their documentation they plan to introduce a story problem. For example, the question “How many” would be posted at a centre in the room and children would investigate different ways to make the quantity presented. On another week the following questions are posed: “In our story one more duck went into the ponds. How many ducks are in the pond now? How do you know? How did you figure that out?”</td></tr>
<tr><td colspan="2">To measure and compare length, mass, capacity, area, temperature of objects/ materials and the passage of time, using non-standard units, through free exploration, focused exploration, and guided activity</td></tr>
<tr><td>How children demonstrate their learning:
- measure to determine relationships such as comparisons of length, weight and capacity
- demonstrate, through</td><td>Interactions that support children’s learning:
Children are lining up material: “How long do you think your line is?” This helps children recognize that objects have measurable properties.
The educator observes children using strategies for using non-standard measuring devices such as placing common objects end to end, using cubes to</td></tr>
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<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td>investigation, an awareness of the use of different measurement tools for measuring different things
- use vocabulary of measurement such as heavier or lighter and taller and shorter
- use non-standard measuring tools, such as feet, hands, fingers, a piece of string to plan, build or create
- demonstrate through investigation, a beginning understanding of the use of non-standard units of the same size (e.g., paper clips, straws).</td><td>measure the length of a road in the sand or block centre, measuring the distance between the classroom and the water fountain in number of footsteps.
“Jason says the train track is 6 building blocks long but Chris says the track is 10 building blocks long. How can we find out how long the track is?”
Child to Child “I lined the blocks up from shortest to tallest.” “This book is heavier than 10 cubes.” “We used 5 papers to cover the small table.” “It took us 15 papers to cover the big table.”
Adult to Adult During a class focused on different kinds of measurement parents were invited to show children where they have used measurement.
A group of educators plan how to introduce the concept of capacity with the children. They observed the children trying to fill different containers at the water table. They knew it was critical to choose the materials carefully in order to extend and further the children’s understanding (e.g., containers have a relationship so that children could compare capacity). They also knew how important it was to remove materials not related to the investigation (e.g., sea creatures, boats).</td></tr>
<tr><td colspan="2">To describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation</td></tr>
<tr><td>How children demonstrate their learning:
- explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures
- identify, and describe, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigations with concrete materials
- compose pictures and build designs, shapes and patterns in two-dimensional shapes and decompose two dimensional shapes, using various tools and strategies
- build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains</td><td>Interactions that support children’s learning:
Child and Adult When children are building with blocks, look at their constructions from different points of view. Describe what you see, “I noticed you have used a lot of rectangular blocks. Can you tell me why you chose that shape?” “What do you notice about the blocks on the top (pointing) compared to the blocks on the bottom?” “What do you see when you look from this side?” This gives the children an opportunity to identify, compare and discuss shapes from different points of view.
Child to Child “We sorted all the triangles.” “This is a weird, long triangle but it has three sides.” “My house has a pointed roof.” “My picture has lots of the same shapes-these ones are all round.” “I built a castle. I put three cubes on the bottom. I used a cone for the tower.” “I built a rocket ship. Look at the cone on the top. The front is a big rectangle.” “I am sitting beside my friend.” “I have moved this block on top of the tower.”
Adult to Adult An educator poses some problems to the children such as: “Look at the objects in the sorting circle (e.g., a rope made into a circle). Can</td></tr>
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<table>
<tr><th colspan="2">Language and Literacies: Children are effective communicators.</th></tr>
<tr><td>- investigate the relationship between two-dimensional shapes and three- dimensional figures in objects that they have made
- demonstrate an understanding of basic spatial relationships and movements</td><td>you predict what rule I was using to sort them? What do you notice about all of these things? What else could we add to this group?" "Use three strips of paper to show me a triangle. Use your strips to show me something that is not a triangle."</td></tr>
<tr><td colspan="2">To sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts</td></tr>
<tr><td>How children demonstrate their learning:
- sort, classify, and compare objects and describe the attributes used
- move from random classification to classifying by one and then two or more properties
- collect objects or data and make representations of their observations, using concrete graphs
- describe and compare data on graphs and surveys
- respond to and pose questions about data collection and graphs
- use mathematical language in informal discussions to describe probability</td><td>Interactions that support children's learning:
Child and Adult When planning a field trip, brainstorm destinations with children. Create a graph with pictures of the destinations that have been identified. Invite the children to put a mark on the graph (e.g., their names, a picture of themselves, a sticker) indicating their choice. To extend their thinking ask the children why they made that choice.
Child to Child "I sorted my animals by size." "My shoes and your shoes both have zippers." "In both stories Goldilocks ate the porridge."
"There are five people standing in the laces row and 15 people standing in the Velcro row." "More people like to eat rice than broccoli." "I know because there are more names in this row." "I counted them." "There are only two people left on the graph that are four."
Adult to Adult A group of educators back from a professional learning session plan to pose the following problems: "How many pockets are on our clothing today?" "Over two days?" "How will we show how many pockets we have?" They posed the problem and documented the children's learning on video. They plan to analyze the video with the children to examine the learning and further the children's thinking.</td></tr>
<tr><td colspan="2">To demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts.</td></tr>
<tr><td>How children demonstrate their learning:
- take a role in socio-dramatic play; co-operating and negotiating roles with others
- sustain and extend their socio-dramatic play with language, additional ideas, and props
- demonstrate an awareness of personal interests and a sense of</td><td>Interactions that support children's learning:
Child and Adult "I noticed the different kinds of lines you used in your drawing." "What was your thinking about this?" "What happened first in the play? Next? At the end?" "How many different ways can you move in the space?" "How will you move like an elephant?" "What different sounds can you make with the…?" I wonder what this song would sound like if we sang it softer and slower."
Child and Child "I used a wiggly line." "I made a</td></tr>
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Language and Literacies: Children are effective communicators.	
accomplishment in visual arts (e.g., initially: willingly illustrate a page in a group made book using their own ideas; eventually: offer to make a puppet for a play)	rubbing of my leaf" "I glued seeds on my picture to make it bumpy." "I put all the leaves that look the same in this pile." "I am going to be the cook for the restaurant." "I made different sounds on this drum. Listen. When you hit it here, it sounds like this. Then you do this and it makes a louder sound." "I can dance really fast." "I was pretending I was a leaf falling." **Adult and Adult** Educators are working with the children to collect samples of their paintings, photographs of their sculptures etc, for a "Gallery Opening." One of the children's parents is an artist who worked in various mediums and planned to participate in the class one day a week.

4. Cognition: Children are involved and confident learners.

Young children are curious and connect their prior knowledge and experience in new contexts to develop an understanding of the world around them. Through their experiences, children construct knowledge by defining, classifying, making connections and predictions, testing theories and using their imaginations to build knowledge. Children's level of emotional maturity influences their engagement in intellectual challenges.

Problem-solving and planning abilities are supported by children's expanding capacity to build bridges between ideas. Educators can guide learning experiences that are within the range of things they can do with and without guidance (that is, in their zone of proximal development). The educator supports the children through the problem-solving process, encouraging them to try something new, persist, and find alternative solutions. The educator challenges children to use their observations to predict and draw conclusions, to think about how things work, to think about why something happened, and encourages them to reflect on what they could do differently or change the next time.

Children's capacity to regulate attention, behaviour and emotion shapes their learning style, including how they are able to focus and shift attention, inhibit distractions, resolve competing demands for attention, delay gratification and tolerate frustration.

<table>
<tr><th colspan="2">Cognition: Children are involved and confident learners.</th></tr>
<tr><td colspan="2">To explore, recognize, describe, and create patterns, using a variety of materials in different contexts</td></tr>
<tr><td>How children demonstrate their learning:
- recognize patterns in their environment
- create patterns with blocks and art materials
- identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials
- represent patterns with movements and symbols</td><td>Interactions that support children's learning:
Child to Adult Talk about patterns that are part of daily life. Recognizing patterns gives practice in predicting what will happen, talking about relationships and seeing connections.
Child to Child "The next word will rhyme with wall because there is a pattern in the words." "The pattern goes 'big button, small button, bead, big button, small button, bead' so a big button goes next." "I know because that makes a pattern. It keeps going the same."
Adult to Adult An educator reflects on the children's work with patterns. After doing some professional reading she realizes she needs to extend the children's thinking beyond just naming their pattern. She decides to cover up the middle of the pattern to require children to engage in more deductive reasoning. She also plans to model for children. "I know it is a pattern because…"</td></tr>
</table>

Cognition: Children are involved and confident learners.	
To demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings	
How children demonstrate their learning: - ask "why" to determine causes - ask questions that can be answered through observation - ask questions to clarify their understanding visually attending to things in their environment - use all senses to gather information while observing - focus their observation on details - name and describe the things that they have observed - use specialized sources and books as a means of extending their observations - describe some natural occurrences, using their own observations and representations (e.g., patterns and cycles in the natural world)	*Interactions that support children's learning:* **Child and Adult** Listen to children's questions with respect and answer them seriously. This creates an environment where children feel free to express their ideas. Children learn to ask questions when adults model curiosity and pose questions. If you don't know the answer to a question, say, "I don't know, but we can find out together." Show your willingness to learn along with the children "What else do you see?" This invites children to observe more closely and to generate more than one observation. The educators posed the following: "What patterns do you see in the leaves we collected?" "How can you use pictures and words to keep track of how your bean plant is growing?" **Child to Child** "The snow is melting." "The leaves are turning red." "The rain made the worms come out." **Adult to Adult** A small group of adults view a video of the children investigating the properties of water. They were watching to document the children's learning and plan further learning.
To conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning and investigation, carrying out the investigation, and communicating findings)	
How children demonstrate their learning: - visually attend to things in their environment - use all their senses to gather information while observing - begin to focus on more details - pose questions and make predictions and observations before and during investigations - select and use materials to carry out their own explorations - communicate their results and findings from individual and group investigations - investigate in various ways how different forces make things move - use mathematical language to communicate findings - present their ideas to others (e.g., through demonstrations,	*Interactions that support children's learning:* **Child to Adult** The educator (E) is observing a child (C) at the sand table. The child is moving sand between two containers of the same size and counting the number of scoops. C: "Can I add some water?" E: "I wonder how many scoops of water it would take to fill the same container?" C: "I think maybe five." The child counts the scoops of water and then pours the small amount of water into the sand. E: "What did you find out?" C: "It actually took seven." E: Noticing the sand had absorbed the water. "What do you think happened to the water?" C: "It went inside the sand." E: "You noticed the sand absorbed the water." Two children are building tunnels and roads at the sand table and are attempting to make a map of their city on the whiteboard that the educators have placed beside the sand table. "What would happen if we added snow to water?" "Let's mark how far your car traveled past the ramp this time." "What could you change to make the car go farther?"

<table>
<tr><th colspan="2">Cognition: Children are involved and confident learners.</th></tr>
<tr><td>drawings, tellings, music and movement)</td><td>Child to Child “We need to put more blocks on the bottom so our tower won’t fall over.” “I think if my plant is in the dark it won’t grow. It needs the sun.” “If I hold the funnel up high the water moves faster.”
“The boat stays up.” “Let’s put some shells in it.” “Will it go down now?” “When we put all the shells in the boat it sinks.”
Adult to Adult At a team meeting an educator is reporting on a workshop she attended. “The facilitator challenged my thinking and practice about planning. The facilitator presented a few models for planning and asked us to discuss how our plan reflected the Essential Outcomes, what we know about how young children learn and the cultural and linguistic background of the children. I began to feel uncomfortable with how closely one of the models we were asked to critically analyze aligned with the plans I had been using for several years. As our group began to collectively reflect, we wondered if the way we had always planned makes sense to the children. I reflected that I had always felt somewhat limited by the plans based for the most part on the monthly calendar. I had always assumed that children were interested in the monthly topics I had chosen. Had I ever asked the children what they were interested in? Were they able to really deeply and concretely think about such abstract topics as polar bears and the rain forest?</td></tr>
<tr><td colspan="2">To demonstrate an understanding of and care for the natural world</td></tr>
<tr><td>How children demonstrate their learning:
- describe similarities and cause and effect in recurring events
- demonstrate awareness of local habitats through exploration and observation
- participate in environmentally friendly activities in the classroom and local community
- investigate various materials that have different properties</td><td>Interactions that support children’s learning:
Child to Adult The educator posed the following question before the children returned to a natural environment that they were familiar with. “What might we notice if we went back to the woods in the winter?” “What will you expect to see today (on a rainy day)?” “What makes you think that?” “I wonder what would happen if we planted a tree in our school yard? What would need to think about?”
Child to Child “I thought my plant would grow faster.” “I think I need to put more water.” “I can see through the plastic wrap. I can’t see through the tinfoil.” “I think my shadow will move when I move.”
Adult to Adult A group of educators plan a lengthy inquiry based on their observations of the children’s inquisitiveness about a large tree outside their classroom window. They plan to document through photographs, observations and video the children’s</td></tr>
</table>

Cognition: Children are involved and confident learners.	
	observations, language, representations and thinking about the tree.
To investigate and talk about the characteristics and functions of some common materials, and use these materials safely	
How children demonstrate their learning: - experiment with simple machines and common objects - investigate and use familiar technologies - solve problems while designing and constructing things, using a range of tools, materials and techniques - investigate and discuss how familiar objects are designed to meet a human need - demonstrate an awareness of the safe use of all materials and tools used in class	*Interactions that support children's learning:* **Child to Adult** Ask a child: "How does it look when you use a magnifying glass? What else do you see?" This invites children to observe more closely and to generate more than one observation. Plan to engage children's thinking at learning centres. "How will people get in and out of your building?" "How can you make your gears move at different speeds?" "I wonder what would happen if you put water in a different funnel." "How could you solve the problem differently next time?" "What was challenging for you?" "Can you show us how you solved the problem?" How did you make your structure more stable?" **Child to Child** "My door works." "My door opens like a real door." "I need a stapler to make my book." "When I use the small scoop it takes longer to fill the pail." **Adult to Adult** Educators plan to add some non-fiction books to the block centre that had a focus on simple machines. Children were expressing questions about ideas about how some simple machines worked. The educators knew the importance of providing texts as a source of information.
To use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others	
How children demonstrate their learning: - use problem solving skills and their imagination to create visual art forms - use problem solving skills and their imagination to create music - use problem solving skills and their imagination to create drama and dance - use a variety of materials to build with and express their own ideas.	*Interactions that support children's learning:* **Child and Adult** The educator observes children choosing materials to make a three-dimensional structure stable after posing the following statement: "I wonder how you are going to make sure your structure doesn't collapse." The educator documented his observations of the children experimenting with different rhythms. The educator documented her observations of the children trying out different voices for parts of a story or poem, trying different ways to move to music and create a sequence of movements. **Child to Child "**I found a way to stick these two together." "I thought of a new way to sing that song." "I am moving my hands slow like the music." **Adult to Adult** After some professional reading a group of educators decide their current practice of arts and crafts (e.g., pre cut shapes, children all create the same product) really limit the children's

<table>
<tr><th colspan="2">Cognition: Children are involved and confident learners.</th></tr>
<tr><td></td><td>artistic development. They planned to put some materials with common attributes (e.g., shiny) at the visual arts centre and observe and listen as children form their ideas of what to create.</td></tr>
<tr><td colspan="2">To express responses to a variety of art forms, including those from other cultures</td></tr>
<tr><td>How children demonstrate their learning:
- recognize their own work and the work of others
- express their responses to visual art forms, music, movement, drama and dance by making connections to their own experiences or by talking about the form
- dramatize rhymes, stories, legends, and folk tales from various cultures, including their own.</td><td>Interactions that support children's learning:
Child and Adult The educator posed the following question: "What does Tia's picture make you think of?" "I wonder why the painter used so many wavy lines." "What does this song make you think of?" "How did the way Sean pretended to be the troll make you feel?" "What did the puppet show make you think of?"
Child to Child "My family has fabric like that too." "I heard that song at a wedding." "It makes me want to dance." "He scared me when he yelled like the giant." "The puppet show was just like the book we read."
Adult to Adult A parent brought in fabrics from their country of birth to share with the children. They shared the stories behind the patterns in the fabric.</td></tr>
<tr><td colspan="2">To communicate their ideas through various art forms</td></tr>
<tr><td>How children demonstrate their learning:
- use a variety of materials with which to create
- generate alternative ideas
- communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through visual arts, music, drama and dance</td><td>Interactions that support children's learning:
Child and Adult The educator observed the following: children retelling a familiar story with puppets they designed, singing a familiar song in a new way, moving the animals like they learned in a poem, moving outside like it is a windy day.
Child to Child "I'm painting a picture of the girl from the story we read." "I am drawing the fire truck we saw." "We made our drums sound like the rain." "I am moving like the trees on a windy day."
Adult to Adult A group of educators keep a running record of children's ideas about a painting that is posted in the classroom. The educators post various paintings and then add provocations on a frequent basis. For example, "What do you notice? What do you think the…? What does the painting make you feel?" They also keep a recorder close by to capture children's ideas when an educator was not present.</td></tr>
</table>

5. Physical: Children make healthy choices and master physical skills.

Young children's physical growth and maturation are important aspects of their overall development. Children in the Early Learning Program demonstrate healthy and safe practices. Small muscle coordination and control is refined and supports the use of tools for drawing and writing. Large muscles control allows for the coordination of more complex movements. Four- and five-year-old children are ready to start combining skills such as running, throwing, catching and jumping into games.

Educators plan interactions that incorporate physical movement and skill practice across the program, rather than as isolated activities. In the Early Learning Program young children are encouraged to work cooperatively with others and to persevere with their own physical activities.

Specific activities such as puzzles or building with small interlocking blocks promote self-regulation skills at the same time as they provide opportunities for children to practice fine motor skills. Indoor and outdoor active play supports overall gross motor skills along with other areas of development.

<table>
<tr><th colspan="2">5. Physical: Children make healthy choices and master physical skills.</th></tr>
<tr><td colspan="2">To demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being</td></tr>
<tr><td>How children demonstrate their learning:
- begin to understand the effects of healthy, active living (e.g., having daily exercise, adequate sleep, proper hygiene) on the mind and body</td><td>Interactions that support children's learning:
Child and Adult The educator observed children making healthy choices during daily routines. "I noticed you're trying more and different fruits and vegetables. Aren't they good?"
Child to Child "I like going for a walk after school." "My heart is beating fast." "I'm thirsty from all that running."
"Feel my forehead. I'm sweating from playing outside." "I ride my bike."
Adult to Adult At parents' night, a group of parents share the strategies they use at home to encourage healthier food choices and more outside play.</td></tr>
<tr><td colspan="2">To participate willingly in a variety of activities that require the use of both large and small muscles</td></tr>
<tr><td>How children demonstrate their learning:
- participate actively in creative movement and other daily</td><td>Interactions that support children's learning:
Child and Adult Engage children in setting up the environment. "Let's set up the playground (or the gym) together. What equipment should we use?" Involving children in planning and decision making</td></tr>
</table>

5. Physical: Children make healthy choices and master physical skills.	
activities - become expressive using movement - matching movements to the rhyme and mood of music - demonstrate persistence while engaged in activities that require the use of both large and small muscles - demonstrate strategies for engaging in cooperative play in a variety of games and activities	increases their active involvement in physical play. **Child to Child** "I finally finished my painting. Come and see it." "Running around our field was hard, but I did it." "It's your turn." "Can I try that?" "Let's play musical hoops." **Adult to Adult** The Parent Council attends a community meeting where the results of the Early Development Instrument are shared. They are concerned about the Physical Health and Well-Being domain and decide to establish a fitness goal together. They will try and do more walking. When the educators heard this they decide to graph the number of walks (including walking from the parking lot) per week and then have a Celebration Walk in the spring.
To develop control of large muscles (gross-motor control) in a variety of contexts	
How children demonstrate their learning: - begin to control large muscles with and without equipment - begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement - begin to walk with leg-arm swing - walk up and down stairs alternating feet - hop on one foot increases - gallop and hop on one foot emerges - throw with rigid movements - able to throw with increased co-ordination - pedal and steer riding toys - increase control over their own movements and skills	*Interactions that support children's learning:* **Child and Adult** Indoor and outdoor learning environments that offer choice and enough time and space for exploration provide the circumstances for gross motor skill practice. Play music with simple rhythms when children are engaged in gross motor activities. This provides the opportunity for children to practice emerging movement skills. "Move around the gym with your arms in the air. Now try moving in a different way." "How many directions can you move in?" "We are going to walk around our hoops." "Now jump inside." "Be careful not to bump into your partner." "Can you balance on one foot?" "How many ways can you balance on a line?" **Child to Child** "I can balance on one foot." "Look, I am moving like a snake." "I can walk really fast." **Adult to Adult** An educator and a group of parents were meeting to discuss the parents' questions and ideas about children's physical development.
To develop control of small muscles (fine-motor control) in a variety of contexts	
How children demonstrate their learning: - begin to control of small muscle activities in a variety of learning centres - demonstrate spatial awareness by doing activities that require the use of small muscles - use a functional grip in written	*Interactions that support children's learning:* **Child to Adult** The educator created an "Expert Graph" for the coat area of the room. The "Expert Graph" had categories and names of children who could assist with children who were moving towards independence with entry routines (e.g. dressing, taking care of their belongings). This provided opportunities for children to support other children as they develop new skills. It also

5. Physical: Children make healthy choices and master physical skills.	
communication to produce writing that they and others can read (e.g., initially use paintbrushes, markers, crayons that are short and thick; eventually use pencils and unlined paper, produce letters in a range of sizes, produce a combination of upper-and lower-case letters that may include some letter reversals) - master simple items of clothing	provides a "real reason" to read and develop mathematical literacy. **Child to Child** "I am using the blocks to make a tall tower." "Look, we are writers." "I put the puzzle together all by myself." **Adult to Adult** An educator relates his interaction with a child during the team meeting: "During the "sign in" routine, I observed Gurdeep attempting to write his name on the "sign in" chart. I documented that Gurdeep used his name tag as a reference as he attempted to write the G and the U. This was evidence of his applying a reading strategy to his writing. Based on my observations of Gurdeep's fine-motor development, I knew that asking Gurdeep to trace over the letters in his name on paper would be developmentally inappropriate (outside his zone of proximal development) as it was his fine-motor development that needed support. I praised and encouraged his attempts, and provided salt trays, sandpaper letters, etc., realizing that this would help the bones in his wrist develop so that he could form letters with a pencil. I also wanted him to recognize the letters in his name. So, I traced magnetic letters of his name on a card, and had him match these letters to the letters on the card."

Next Steps

To facilitate the implementation of the Early Learning Program, the Ministry of Education should provide leadership to develop the necessary tools and resources to address the diversity of communities and geography in Ontario. A wide range of professional learning models will need to be developed and utilized.
The following are recommended examples:

- An expanded version of *Every Child, Every Opportunity* and make it available in both web-based and paper versions
- Video and web-based resources (e.g., examples of quality Early Learning Programs, examples of instructional strategies, examples demonstrating the role of the educator)
- Designated time for joint team planning and team building for teachers and Early Childhood Educators.
- Opportunities for collaborative professional development for all educators and program leaders.
- Additional qualification courses designed for teachers and articulation into degree programs for early childhood educators.
- Opportunities for additional or required qualifications for educators, program leaders and principals.
- Support for the evolution of a combined 0 – 8 years credential that qualifies individuals for Child and Family Centres, Early Learning Programs and Grades 1, 2 and 3.
- Complementary materials for parents and families.
- Connect to programming in Best Start Child and Family Centres.

The next steps need to ensure that the Early Learning Program curriculum is adapted to meet the cultural, linguistic and faith communities of Ontario. For example, the Canadian kindergarten religious resource, *In God's Image*, can be incorporated into the delivery of the Early Learning Program in the Catholic school system.

Creating the right conditions for early development begins by supporting families to nurture their youngest members. Early childhood programs and schools play an important role in communities across Ontario when they offer up daily environments attuned to the incredible opportunities of early childhood.

> *We should be listening more to teachers and about how they perceive their role rather than quoting curriculum requirements.*

Every Child, Every Opportunity relies on educators to be reflective practitioners who see themselves as part of a learning community alongside children and their families. Their own self-regulation and habits of learning are central. They are the curriculum.

Endnotes:

[1] *Early Learning for Every Child Today,* 2007 (ELECT) was created by the Best Start Expert Panel on Early Learning established by the Ministry of Children and Youth Services (MCYS). This panel was comprised of professionals from the early childhood education and education sectors, in addition to participation of government staff from MCYS, Ministry of Education (MEDU) (including its Literacy and Numeracy Secretariat). The panel also included representation from the Francophone and Aboriginal education community. ELECT was submitted to the MCYS in January 2007 alongside recommendations for implementation in a variety of early childhood programs.

The Kindergarten Program, 2006 was revised as part of the Ministry of Education's Curriculum and Assessment Policy Branch cycle of curriculum review. The two year process incorporated several focus groups and feedback consultations and was revised in a parallel and joint process with the French Language Branch of the Ministry of Education. Participants in the review included Aboriginal educators, boards of education, stakeholder groups, government staff from MCYS and MEDU (including its Literacy and Numeracy Secretariat) and members of the Best Start Expert Panel on Early Learning.

To inform the work of the Expert Panel on Early Learning the government provided a clear mandate to align ELECT and the Kindergarten Program, 2006 (Revised). To ensure the mandate was fulfilled, the Ministry of Education Officer responsible for overseeing the revision of The Kindergarten Program, 2006 (Revised), served as a representative on the Best Start Expert Panel on Early Learning. Also, representatives from the Best Start Expert Panel on Early Learning were part of the consultation and feedback process for the revision of The Kindergarten Program, 2006 (Revised) - Direct quotes from the panel's feedback are reflected in The Kindergarten Program, 2006 (Revised)

[2] The program areas are included in the Early Learning Program in the following manner:

Personal and Social - Social, Emotional and Cognitive;

Language- Communication, Language and Literacy

Mathematics, Science and Technology – Cognitive;

The Arts- Communication, Language and Literacy, Cognitive, and Emotional

Health and Physical Activity- Physical.