



Intentional Joyfulness Through Reflective Practice

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Welcome and Introduction

Welcome to Jacob Hespeler Child Care Centre.

This organization began in 1986. We started with one program in Jacob Hespeler Secondary School in Cambridge with only two employees. As we have grown in the number of professionals we employ and in the number and types of programs we operate, we want to ensure that the spirit of who we are as an organization continues to grow and flourish. This document is one tool to ensure as we grow and learn that we retain a healthy sense of how important our work is. Regardless of what position you hold, it is very important that you continue to set the highest standards of care for our children. Each space we have creates challenges, it is our role to bring all our creative thinking to bear as we find solutions to challenges in respectful and collaborative ways to ensure our children receive nothing but the best we can offer. Jacob Hespeler Child Care Centre is synonymous with leadership in quality care. We want to ensure this rich legacy continues.

As stated in our philosophy, *“We believe that through our interpretation of the Reggio Emilia approach to Early Childhood Education, the child uses play to develop: independence, resourcefulness, curiosity, creativity, responsibility and most importantly, a sense of self-worth.”* The educators in Reggio encourage us “to take ideas and strategies learned from Reggio Emilia and construct schools in ways that reflect and otherwise suit their own respective contexts.”(Lella Gandini, American Journal of Play- Summer 2011)

Our work is grounded in the traditional research of Piaget, Vygotsky, Dewey, David and Francis Hawkins.... We are also influenced by modern leaders in the Canadian and North American Early Learning and Care field such as Wien, Clinton, Callaghan, Coughlin, Carter, Curtis, Pelo... and also by the daily research that is undertaken with our children and educators in our classrooms.

Every day in every single one of our classrooms the most incredible leap of faith occurs - parents entrust us with their most cherished gift - their child. Be worthy of this gift!

Jacob Hespeler Child Care Centre Mission, Vision, and Philosophy

Mission Statement

Jacob Hespeler Child Care Centre is a not-for-profit organization providing inclusive child care services from infant to 12 years of age, and positive support for their families. We offer innovative and interactive learning opportunities that challenge and stimulate the children in a secure, respectful environment facilitated by qualified, nurturing professional staff.

Vision Statement

The Jacob Hespeler Child Care Centre vision of the future is to become recognized as the premier provider of child care services and programs in the Region of Waterloo. This image of excellence will occur as a result of establishing the following benchmarks for success:

- nurturing respect, imagination and creativity through thought provoking, interactive programs and services that allow children to celebrate their individuality and embrace their commonalities;
- programs that lay solid foundations encouraging strong communication skills that will have a positive influence on children for a lifetime;
- creating an engaging, dynamic environment in progressively designed facilities using the highest quality developmentally appropriate equipment and technology available;
- developing enterprising partnerships with parents and the community; providing leading-edge professional development training opportunities for staff;
- creating indoor and outdoor areas for exploration that allow for authentic interactions, respect and awe for nature

Our vision will be realized through a collective commitment of staff and board members dedicated to a future that is rich in quality and accessible to our diverse community.

Philosophy & Program Statement

Our program at Jacob Hespeler Child Care Centre is a reflection of our philosophy and belief that children best learn and grow by being actively involved in their environment both indoors and out. It is important to us to provide the best possible environment to assist the child to develop to their fullest potential, in their own way.

We hold an image of children as competent, rich in potential and capable of constructing knowledge. We draw on this powerful image as a cornerstone supporting and nurturing the innate wonder, curiosity and creativity of children. Our approach of embedding this belief in all interactions is lived through our daily experiences including indoor/outdoor play, rest and quiet time. O. Reg 137/15, s.46 (3)(g)

Our goal is to use a proactive approach to provide enhanced services to all the children in our programs. Through this approach we are able to promote the health, safety and overall well-being of all children, specific to individual needs. High quality developmentally appropriate child care is also inclusive care. When children's needs are being met according to their developmental levels, children do not stand out as having "special needs" they all have needs. O. Reg 137/15, s.46 (3) (a)

We believe through our interpretation of the Reggio Emilia approach to Early Childhood Education, intentional teaching practices will achieve our goal of encouraging children to become engaged in child-initiated play and adult supported experiences. This approach fosters independence, resourcefulness, curiosity, creativity, responsibility, self-regulation and most importantly, a sense of self-worth. Similarly, our approach of providing opportunities for healthy innovative risk taking further stimulates independence and autonomy of both mind and body. O. Reg 137/15, s.46 (3) (d,e)

The goals of offering a respectful approach and authentic relationship based program are designed to nurture children's healthy development and support their growing sense of self. This approach encourages children to self-regulate by becoming keenly aware of their bodies needs for nutritious foods, physical activities and rest in addition to their social and emotional needs. We support children to best articulate their needs to others and to encourage them to understand the needs of those around them by building authentic relationships. O. Reg 137/15, s.46 (3) (a,c)

Authentic Relationships as our Foundation ~ Jacob Hespeler Child Care Centres believe that every interaction and exchange with a child and their family must be anchored in authenticity and respect. Nurturing these influential relationships enables educators to authentically meet the needs of all children as they navigate the day. Providing positive and inviting learning environments reflects the understanding that every interaction has the power to forge a strong positive relationship. Our approach to building authentic relationships encourages educators to be reflective and ponder the following:

“Am I present?” “Am I bringing myself fully to this interaction with this person who stands before me?” And “Is this interaction with this child or this family going to promote their sense of belonging?” “Will they feel heard, respected and valued?” O. Reg 137/15, s.46 (3) (b,c,f)

Respect ~ As a community of learners at Jacob Hespeler Child Care Centres, we have made it our goal and commitment to put *Respect* at the heart of everything we do, building strong, positive and authentic relationships among educators, children and their families. Through this approach we consider

when speaking to the children, families, educators or community members the following:

Am I speaking respectfully to this child/educator/parent/community member? Am I honouring and supporting his or her competencies by my actions? O. Reg 137/15, s.46 (3) (b,h)

Our image of the child as competent, capable, curious, rich in potential and capable of complex thinking, must not be mere words, but rather the actions that we live out daily with children. Utilizing this lens supports educators in applying the Reggio Emilia approach positively when engaging and communicating with children and families.

Provocations and the Pedagogical Documentation Cycle ~ In all our programs one of our goals is to use our daily observations and pedagogical documentation to drive our curriculum. Our goal of fostering engagement, exploration and inquiry is met by setting up rich complex learning environments; we observe children closely and document their thinking. We then collaborate with colleagues and families to determine what invitations or provocations we can provide to help scaffold the children's thinking. Understanding the impact of our approach on the children and their families informs future curriculum and environment choices. O. Reg 137/15, s.46 (3) (b,c,d,e,f,h)

Provocations are used as an approach to curriculum building by fostering children's inquiry through safe exploration and active play. They can be new materials in the environment, a challenge that is posed to the children or a well thought out question. We approach our experiences as researchers, perceiving curiosity as leading to findings that are often challenging, exciting and full of surprises. We develop our theories about what a child's working theories may be and encourage communication by providing endless avenues of expression. The provocations we choose help us to dig deeper and gain better understandings about children and where to go next in our planning. They help us test our theories and in turn help the children to advance their theories or identify inconsistencies in their

thinking. We ask ourselves as co-learners: “What do the children know?” “What do they want to know?” and “How can we support and provoke that learning with authentic experiences?”

O. Reg 137/15, s.46 (3)(b,c,d,e,f)

Community Partnerships ~ We endeavor to develop strong partnerships with the communities that we are involved with. Be it through training students from high school, university and community college programs, as well as candidates from other government-sponsored programs. We also welcome volunteers from the community. In addition, community support agencies provide us with resource information and classroom support to better meet the needs of children, families and educators. We positively approach these partnerships by cultivating a supportive working relationship as well as engaging in collaborative conversation and problem solving. Utilizing this respectful approach enhances authentic relationship building and supports our goal of collaborative learning. O. Reg 137/15, s.46 (3)(b,i)

Professional Development ~ As a foundation to our high quality programs we are dedicated to upholding the College of Early Childhood Educator’s Code of Ethics and Standards of Practice. As professionals we are committed to life-long learning that builds on our solid education of child development and care. This goal is outlined in our Offers of Employment to our educators. We believe in continuously gaining new understanding of best practices as research emerges and advances are made in related fields of study. As part of our commitment to quality, our staff are encouraged and supported in ongoing professional growth and development. We support this commitment by offering relevant professional development at our monthly staff meetings and advertising any community learning opportunities that are made available. O. Reg 137/15, s.46 (3)(i)(j)

Measuring Impact ~ In order to ensure we deliver the highest quality child care programs and to assess the impact of the strategies set out in this program statement, as well as ensure the approaches laid out in the program statement are being implemented, our organization actively participates in an ongoing assessment cycle which includes but is not limited to: Annual environmental reviews, Annual staff surveys, Annual parent surveys, Parent Teacher conferences, Staff performance reviews with goal setting, staff meetings and team meetings that focus on many aspects of professional development and support. Action Goals are developed from the data that is generated through the assessment cycle. O. Reg 137/15, s.46 (3) (k)

Our guiding documents ~ “How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014) and “Intentional Joyfulness Through Reflective Practice” guide our practice. Our approach of embedding the review of these documents on a continual basis with all staff at staff meetings, team meetings, applying to our documentation and in evaluations ensures that these documents are at the fore front of our thinking and made visible in our practices and environments. O. Reg 137/15, s.46 (3) (j,k)

All our infant, toddler, preschool, kindergarten and school age programs rest on forming authentic relationships, providing children the opportunity to be supported in a safe social environment that respects their unique stage of growth and development.

Revised January 2019

Jacob Hespeler Child Care Centre
Core Values and Guiding Principles

We value **Relationships** ~ We believe that respectful nurturing authentic and inclusive relationships lay a strong foundation of trust. Open and honest relationships promote deeper engagement between children, families, and educators while fostering a sense of belonging. We warmly embrace **all** children and families and by caring for them and their individual needs we are building lasting connections and a sense of community.

We value **Professionalism** ~ As a foundation to our high quality programs we are dedicated to upholding the College of Early Childhood Educator's Code of Ethics and Standards of Practice.

As professionals we are committed to life-long learning that builds on our solid education of child development and care. We believe in continuously gaining new understanding of best practices as research emerges and advances are made in related fields of study.

We value honest **Communication** among children, families, educators and the community. Through ongoing communication we create a supportive environment that promotes trust. Being transparent in expressing ourselves ensures lasting partnerships that enhance our knowledge and understanding of each other creating a respectful social culture.

We hold an **Image of the Child** as competent, rich in potential and capable of constructing knowledge. We draw on this powerful image as a cornerstone supporting and nurturing the innate wonder, curiosity and creativity of children. We believe that this respectful approach allows opportunities for healthy innovative risk taking that stimulates independence and autonomy of both mind and body.

We value **Natural Play Based Environments** where children learn through their active engagement and inquiry-based research, as they seek out and explore the world around them. **Emergent curriculum** builds on the child's natural curiosity, interest and uniqueness, allowing for an ecological identity, strong sense of self, and a love of life-long learning.



We have chosen these balanced stones as a visual reminder of our mission, vision and reverence for children.

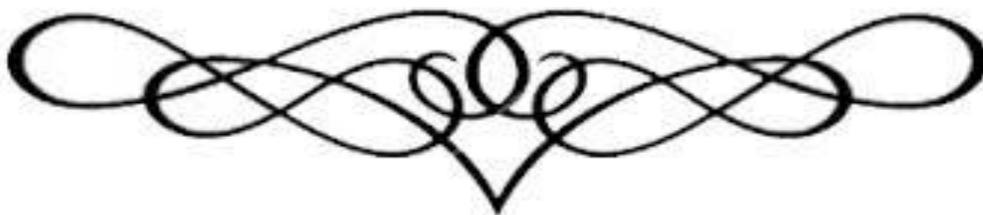
When beginning any dialogue, pondering any questions, trying to solve any problems, these three stones will always draw us back and help us to reflect on:

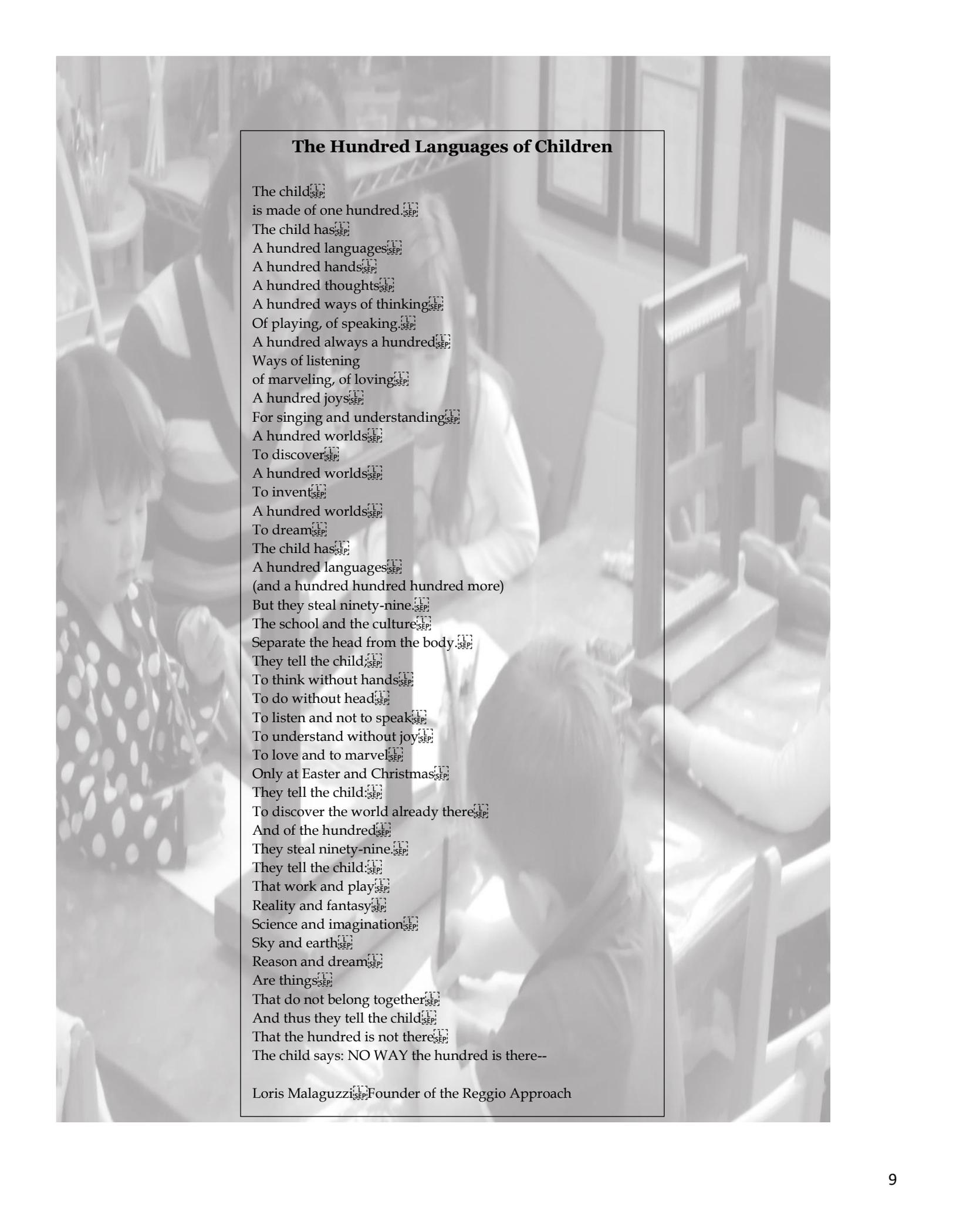
Our image of the child Our image of the parent Our image of the educator

Built without mortar or glue our representation stays standing because each stone supports and is balanced by the others. No stone is more or less important than another.

In this way, the stones serve as powerful symbols of the strength found in unity. They remind us of our dependence on one another, and the importance of strong relationships, co-operation and teamwork. Made of enduring stone, this representation reminds us that we need to preserve what we cherish most within our communities and improve on them for future generations.

We are all interdependent: the child, the parent and the educator. We must always show reverence for the journey we have travelled to be together in this space and time, we all bring forth our knowing; our challenge is to maintain balance - balance within each of us, within our classrooms, and within our community.





The Hundred Languages of Children

The child
is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking
A hundred always a hundred
Ways of listening
of marveling, of loving
A hundred joys
For singing and understanding
A hundred worlds
To discover
A hundred worlds
To invent
A hundred worlds
To dream
The child has
A hundred languages
(and a hundred hundred hundred more)
But they steal ninety-nine
The school and the culture
Separate the head from the body
They tell the child
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and to marvel
Only at Easter and Christmas
They tell the child
To discover the world already there
And of the hundred
They steal ninety-nine
They tell the child
That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together
And thus they tell the child
That the hundred is not there
The child says: NO WAY the hundred is there--

Loris Malaguzzi Founder of the Reggio Approach

The Hundred Languages of Children

One of the values or principles of the Reggio Approach is that the children have many “languages” with which they can express their thoughts, ideas and theories about the workings of the world, and their imagination. It is imperative that we provide all children regardless of age or classroom situation (i.e. in centre or in shared space) a wide variety of interesting materials so they can be offered invitations to represent their thinking in many ways. *“What is done with materials and media is not regarded as art per se, because in the view of Reggio educators the children’s use of many media is not a separate part of the curriculum but an inseparable, integral part of the whole cognitive/symbolic expression involved in the process of learning.”* Lella Gandini (Values and Principles of the Reggio Emilia Approach)

When children are exploring an idea or theory in one part of the classroom, offer support through invitations, provocations and materials to represent this idea with another “language”. This helps them to grow deeper in their thinking and to meet up with challenges within their theories. For example if the children have been building a boat in the block centre for many days you may want to set out clipboards with pencils and ask the children to draw the boat, noticing the details and provoking them to think about what they were thinking as they designed different aspects of the boat. On another day they may be invited to represent the boat in 3-D with recycled materials. On yet another day they may be asked to test their boats to see if they can float. Each language will afford them new thinking about their boat and their theories about how boats work.

“We place enormous value on the role of the environment as a motivating and animating force in creating spaces for relations, options, and emotional and cognitive situations that produce a sense of well-being and security.” Loris Malaguzzi

The Environment

Entrance to The Classroom

We believe that the entrance to the classroom speaks volumes about those who live their lives within the learning space.

Look at the entrance and consider this space – it makes both the first and the final impressions of the day. All parents and children should feel comfortable, welcome and a strong sense of belonging. Our image of the child, the family, and the educator should all be represented in this space. This could be done with family photos arranged just inside the doorway; documentation pieces displayed on the door or counter.... be creative.

TIP

In order to help you critically examine the entrance, take a large photo of this space and/or use the “viewing your space through a roll” technique to isolate individual elements.

The Culture of the Classroom

One of your primary roles as an educator is to create, with the children, a classroom culture focused on relationships and inquiry that supports the four foundations of learning: **Belonging, Engagement, Expression, Well-Being** (How Does Learning Happen? Ontario's Pedagogy for the Early Years).

When you think of the culture of the classroom ask yourself:*

What is my image of the child?

How do I want the children to feel in the classroom?

How do I want them to look back on their time spent in the classroom?

How do the routines (everything from meal times, gathering times, laundry, clean up, special occasions...) you put in place contribute to a sense of belonging, engagement, expression, and well-being?

How do we communicate and negotiate ideas, desires and different points of view?

How is the philosophical ideal of respect demonstrated on a daily basis?

How are family and community partnerships sought out, cultivated, and respected?

* If you have a team teacher this work should be done together. If you do not, find a colleague to help you work through these reflections.

“The Environment as the Third Teacher”

We set up the classroom environments to be rich and engaging. No matter what area of the room the children choose to engage in, the environment should support and provoke them into deeper levels of thinking and understanding, much as an educator would. When you consider setting up the classroom or making changes to the existing classroom take into consideration: the physical space; activities that will occur there; and what type of relationships and connections are enriched by the space?

Once you have set up the physical space ask yourself:

(Adapted From: Reflecting Children's Lives- A Handbook for Planning Child-Centered Curriculum – Deb Curtis and Margie Carter)

1. Are all materials easily accessible, aesthetically organized, and inviting?
2. Do all areas have loose parts (open-ended materials) readily available, organized and displayed in an inviting way?
3. Does the room have many diverse elements of texture, shape, and the natural world to invite exploration and discovery?
4. Does the room have many opportunities for transporting, combining, and transforming materials?
5. Does the room have visual images representing a range of roles and cultural expressions to cultivate comfort with differences?
6. Are there many representations of children's lives and interests around the room (photos, sketches, objects with stories)? If the program has not yet begun, is there a plan for where and how these will be honoured as they are brought in or produced throughout the year?
7. Is there flexibility in the space, allowing for expansion when many children are working in the same area?
8. Are there minimal restrictions to moving in and out of areas (both materials and children)?
9. Are there places for physical activity and power?

10. Are there opportunities for adventure and risk taking?
11. Are their spaces that invite children to connect with their families?
12. Is the community represented in this space?
13. When I walk into this room do I get a sense of who lives in this space and is it obvious what they are currently thinking, wondering and inquiring about? Do I see evidence of their theory making? If the program as not yet begun, is there a plan for where and how these will be honoured as the year unfolds?

Items that help build awe, wonder and interest:

Mirrors, secondary lighting, fabric, textured materials, natural materials, loose parts, “real” items vs. toy replications (i.e. real compass vs. toy compass, real dishes vs. plastic toy dishes...), ways to explore the properties of light (i.e. overhead projector, rope lighting, flashlight ...)

Life in the Classroom

Authentic Relationships as our Foundation

We believe that every interaction and exchange we have with a child and their family must be anchored in authenticity and respect. Every interaction has the power to forge a strong positive relationship.

In our reflective practice we ask ourselves:

“Am I bringing myself fully into this interaction with the child or the family?”

“Is this interaction with the child or the family promoting their sense of belonging?”

“Will they feel heard, respected and valued?”

Our image of the child as competent, capable, curious, rich in potential and capable of complex thinking, must not be mere words, but rather the actions that we live out daily with children.

Respect

As a community of learners, we have made a commitment to put respect at the heart of everything we do. Respect builds strong positive authentic relationships.

We consider:

Am I speaking respectfully to this child, colleague, or family? Am I supporting his or her competencies by my actions?

Each person comes with full rich life experiences, each is competent, capable and is worthy of respect.

Setting the Daily Schedule

In a perfect world, this would be every classroom schedule:



Although we may not fully be able to attain this, we should do our best to uphold the spirit of it by slowing down, putting aside our adult agendas, observing closely and letting the rhythms of the children and the level of engagement dictate more than the clock does. Children gain comfort and a sense of security by a certain amount of predictability: mom drops me off, we play, we eat, we go outside. The order of the day may often be very predictable, but the time allotted daily for these activities should be respectfully negotiated. Some “appointments” throughout the day must be met based on extenuating circumstances or external forces (i.e. the cook only works until 1:00 so lunch must be served at 11:30 to allow for time for dishes, prep...) but we should never let these circumstances lead us away from the child and modeling respectful negotiation, problem solving and flexibility.

The flexible schedules we set for the classroom need to be posted, including a schedule for inclement weather. Changes to the schedule are noted in the classroom log.

End of the Day and Preparation for the Following Day

As you leave the classroom each day look to see if the space is tidied so that the custodian can clean the area (ie. Paper swept off floor, sink empty, chairs stacked, camera and tablet on the charger,).

Imagine you are a child entering the classroom, are there interest centres set up, provocations ready, loose parts organized and set out in interesting and thought provoking ways, puzzles complete and ready to explore?

Loose Parts as Intelligent Materials

Loose parts are materials that can be used alone or with other materials. We try to choose loose part materials that are natural such as sticks, leaves, seed, buds, and wood slices or recycled materials such as buttons, boxes, cartons, bottle caps and tubes. Drawing on our understanding of work from

Reggio Emilia, Francis and David Hawkins, and Simon Nicholson, we believe children need long periods of uninterrupted time to explore and become familiar with these simple yet complex materials.

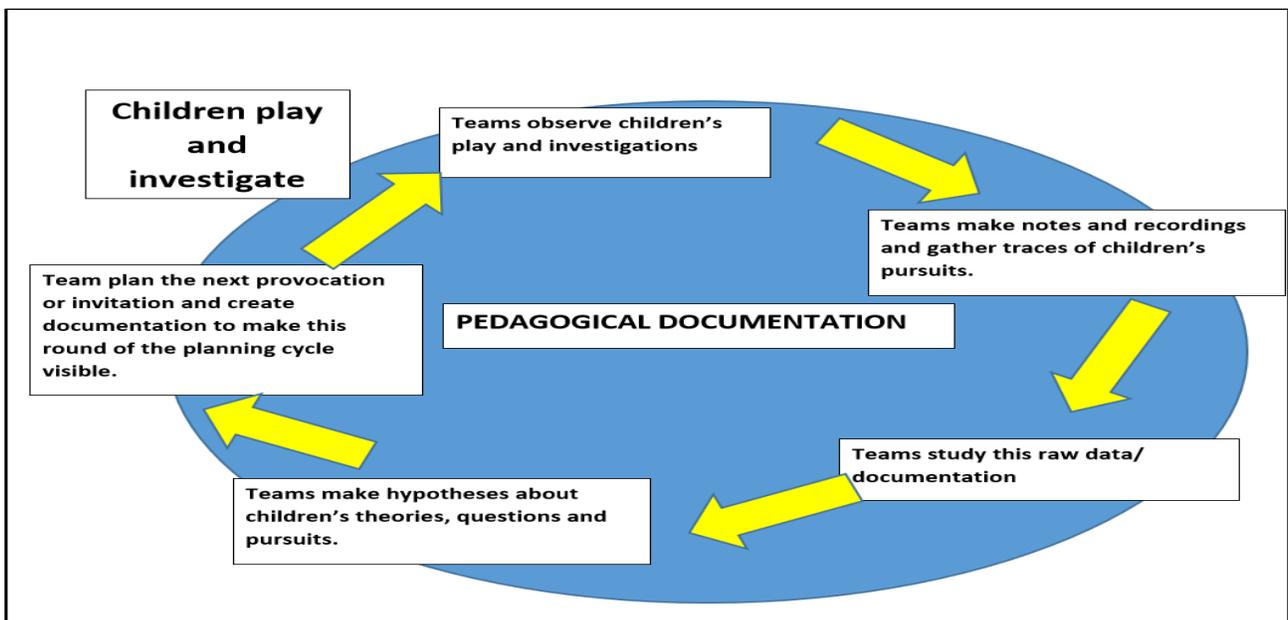
Being both intentional in our consideration of the loose parts we choose but also open to the possibilities of how children will interpret our offerings is a challenge. We may see the potential of a material as a tool for categorizing but in the hands of a child it may become a prop for dramatic play. As educators we are exploring how to present materials, then we hold back, observe, wonder and watch how the children interact with the materials. As educators we need to look through a lens of curiosity. As part of our professional practice we need to explore loose parts ourselves, re-connect with the child within to look at materials afresh.

Slow down, listen and observe. Skilful ongoing observation will act as a catalyst for changes in the environment (see Curriculum form 3:3).

Provocations and the Pedagogical Documentation Cycle

We strive to use our daily observations and pedagogical documentation to drive our curriculum. We set up rich complex learning environments; we observe children closely and document their thinking. Together with colleagues and families we then collaborate to determine what invitations or provocations we can provide to help scaffold the children's thinking. Provocations can be new materials in the environment, a challenge that is posed to the children or a well thought out question. This is challenging work that is exciting and full of surprises. We try to approach our work from a researcher's stance. We develop our theories about what a child may be thinking and about what theories the child is working with. The provocations we choose help us to dig deeper and gain better understandings about the child and where to go next in our planning. They help us test our theories and in turn help the child to advance their theories or identify inconsistencies in their thinking. We ask ourselves: "What does the child know?" "What do they want to know?" and "How can we support and provoke that learning with authentic experiences?"

We are co-learners with the child.



Observation:

Reflecting on the children's activities/conversations/interactions/responses to the world around them consider the list of questions below.

- What are the children doing?
- What might the children be saying?
- What might the children be seeing, hearing, feeling, tasting or smelling?

Inquiry:

Reflecting on your observations consider the list of questions below.

- What might the children be thinking?
- What do the children know?
- What do you think the children want to know?
- What theories are the children exploring?
- What concepts are the children experimenting with?
- What new knowledge or skills may the children be exploring?
- What are you curious about?

Provocation:

Reflecting on the children's and/or your inquiries consider the following.

- What invitation can we offer to help children investigate their theories?
- What new materials could be added to the environment to further the children's explorations?
- What questions could be asked to provoke the children's thinking?
- Is there anything that may need to be removed from the environment to support the children's investigations?
- A spontaneous happening, comment or question.

Curriculum Forms

Form 1:3 Sample

(1:3) Jacob Hespeler Child Care Centre Emergent Curriculum Reflection: Observation, Inquiry and Provocations

Location: _____ Program: _____ Educators _____

Currently we are researching: _____ Date: _____ to _____

Observation...	Observation...	Observation...	Observation...
Educator's/Child's Inquiry...	Educator's/Child's Inquiry...	Educator's/Child's Inquiry...	Educator's/Child's Inquiry...
Provocations/Spontaneous Happenings....	Provocations/Spontaneous Happenings....	Provocations/Spontaneous Happenings....	Provocations/Spontaneous Happenings....

All reflections based on "How does Learning Happen? Ontario's Pedagogy for the Early Years – Belonging, Well-Being, Expression, Engagement Rev. 12/18

Form 2:2 Sample

(2:3) Jacob Hespeler Child Care Centre Emergent Curriculum Week At a Glance

Location: _____

Program: _____ Educators _____

The Week of : _____

Monday	Tuesday	Wednesday	Thursday	Friday
Indoors	Indoors	Indoors	Indoors	Indoors
_____	_____	_____	_____	_____
Outdoors	Outdoors	Outdoors	Outdoors	Outdoors

Provisions in the Environment Indoors and Outdoors

<p>Social – Emotional – Making Friends, conflict resolution, problem solving, peer group entry skills, helping skills, interacting with peers and adults, respect, co-operating, empathy, perspective taking, sense of self, self-esteem, recognizing and expressing emotions, persistence, curiosity, memory, games-invented, games with rules, engagement...</p>	<p>Math, Science and Technology Questioning, observing, hypothesizing, collecting and organizing information, reaching conclusions, testing theories, caring for nature, cause and effect, transformations, , memory, counting, adding, subtracting, balance, estimating quantity, stability, comparing, ordinal number and position</p>
<p>Language/Literacy/Communication Verbal and non-verbal communication, using English and home language, vocabulary, conversing with peers and adults, listening to others, using descriptive language to explain, explore and extend, retelling stories, phonological awareness, letter recognition, understanding the power of the written or spoken word...</p>	<p>Physical Activity Throwing, riding, rolling, walking, jumping, hopping, galloping, light touch, power, risk taking, speed, under, over....</p>
<p>Routines / Transitions Lunch/snack tables, diapering routines, self-hygiene</p>	<p>Family Connection/Parent Engagement Family photographs, portfolios, resource area, picture frames, video montages, comfort items...</p>

The environment supports children as they learn through play, exploration and inquiry.

Rev. 12/17

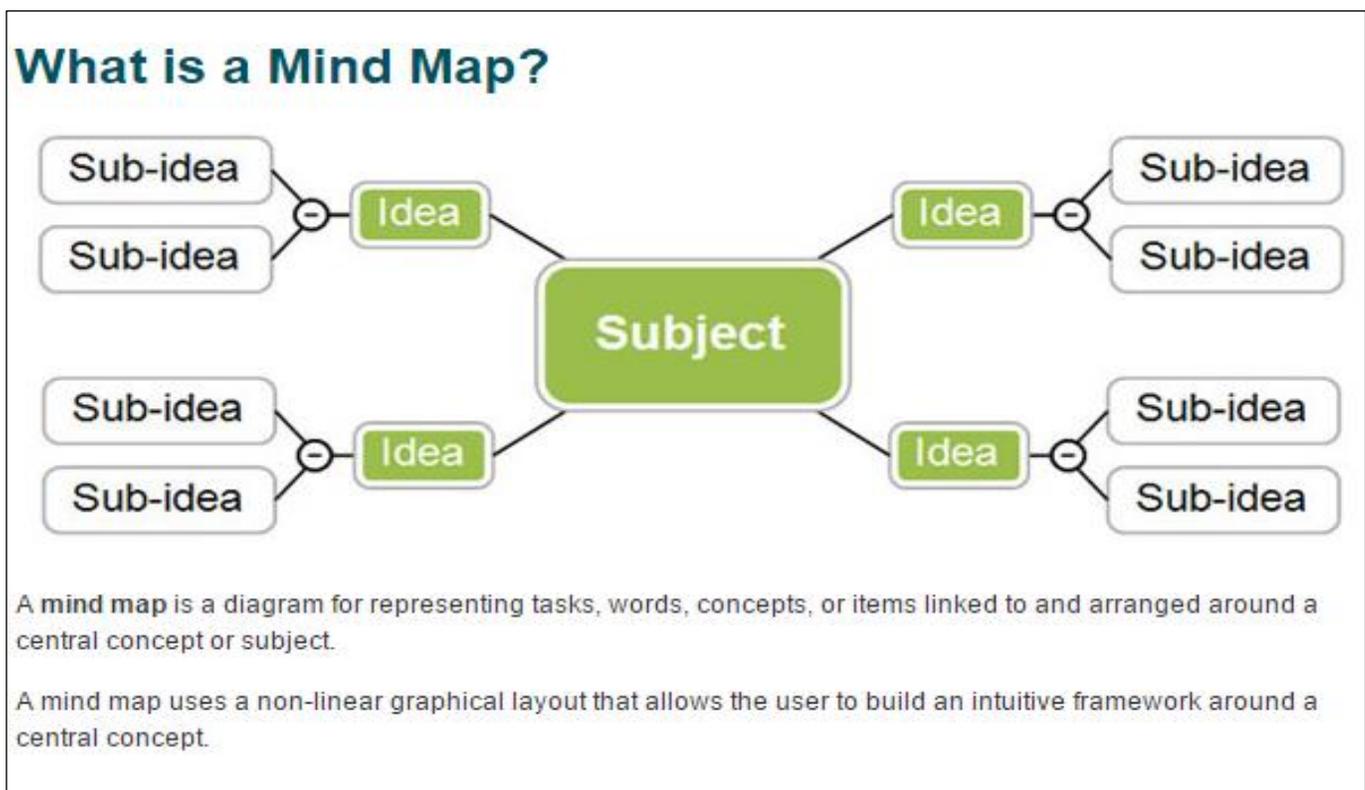
Supports for Working with Curriculum Forms

Curriculum forms have three separate components that work to make the thinking and learning processes visible. The forms are designed to assist you as you support the children in scaffolding learning and making decisions about next steps.

Form (1:3)

Observe the children and “listen” very intently to what they are trying to understand about the world. Write down your observations and share them with a colleague. What is making you curious? What are you wondering? What are the children wondering? These are all questions that you need to ask yourself as you try to determine the long-term interest in your classroom. This interest can be broken down or branch out in many smaller units for exploring and making discoveries. The idea is not to narrow ideas down but to open it up to get at complexities. Some educators find it helpful to make a mind map (this may also be called an idea web) to ensure the area of interest has enough depth of possibilities for exploring; others find it helpful to make lists.

<http://www.mindmapping.com/mind-map.php>



Long-term interests that link to our research question: How Does Learning Happen in Our Classrooms? are determined by your observations of your children, your knowledge of your group including their prior knowledge and experiences, your knowledge of child development, your curiosities and questions and input from colleagues. Long-term interests generally last for many weeks, months and sometimes an entire year.

Remember it is very important that you keep at the forefront of your thinking, that you are only determining possibilities not making a rigid plan. The back and forth play with ideas, investigations, and experiences will be the driving force in next steps.

Examples of long-term interests that link to our research question:

Nature

Developing Relationships with Peers

Discovering our Classroom Culture

What makes a Community?

Repeating Patterns in our World

Life Cycles

Transformations

Choosing a long-term interest can be challenging. With practice and with the collaboration of colleagues it gets easier. If you find you are switching your long-term interest every few weeks you might not be thinking big enough. If you find this is happening, talk to your colleagues, supervisor or the pedagogical leader for some support.

Now that you have your long-term interest, it is time to look at a smaller aspect of that long-term interest.

For this part of the form, it is time to take your long term Interest and break it down. Look closely at your mind map (or web), notes, conversations, and artifacts. Think of a scaffold being built. In order for you to get to the top of the scaffold, you need to lay one layer on top of the next. Where are the children currently at with their thinking? What area will you focus on next – what aspects of the long term Interest will you explore with the children? This may be based on either your observation or provocation.

An example.

Long Term Interest: Exploring Nature (recorded in you mind map, web, notes, documentation)

The children were offered provocations/invitations to pull out old weeds, to work with garden tools, to smell different types of earth, to imagine what could grow in the garden bed.... You note that one child stated, "Rocks grow in the garden". This has made you curious – Do the children think the rocks really grow and change or do they mean they are found in the garden?

When looking at form 1:3, you will see a side bar that contains the words Observation, Connection to HDLH and Provocations. Next to this are boxes for you to write notes in. It is up to staff to decide where they want to begin. They **see** something the children are doing, they **wonder** about what they see, or what a child's reaction might be, and they **present** a provocation to see how the child interacts with it. Any one of these three sections could be the starting point for the curriculum.

It is possible to have more than one curriculum sheet 1:3 being explored due to different interests. As you get to know your group and understand more about each individual child, you may start to see several long-term interests emerge. It is highly recommended that you do not pursue any more than two long-term interests at the same time (eg. some children might be interested in gardens, others might be interested in ramps and inclines). This doesn't mean that only two interests exist but it will help you to maintain your focus, slow down the pace and allow you to delve into the complexity of the interest. Even if we had all the time in the world, we could never document everything that is wonderful and of interest to the children.

Each block does not have to be completed daily, it is filled out as it progresses (eg. you may observe a few days before you see the next provocation). The intent of this form is to help you to track and

interests and learning in the classroom and to see the progression of ideas. This form can be posted for parents to read or it can be kept as your rough notes as you develop other forms of documentation to illustrate the learning within the classroom.

Example #1: Starting with an Observation

<p>Observation...</p> <p>Stephen is playing in the dirt and finds a big rock. "It grewed! Rocks grow in the garden!"</p> <p>May 12, 2018</p>	<p>Observation...</p> <p>We see the children examining the materials and sorting them</p>	<p>Observation...</p>	<p>Observation...</p>
<p>Educator's/Child's Inquiry...</p> <p>Does Stephen think that the rock really did grow in the garden?</p> <hr/> <p>Provocations/Spontaneous Happenings....</p> <p>To test this theory— We ask the children what they think grows in the garden. From their responses we leave out on a tray a variety of materials, some that grow and some that don't.</p> <p>May 15, 2018</p>	<p>Educator's/Child's Inquiry...</p> <p>Child: Can we plant these things?</p> <hr/> <p>Provocations/Spontaneous Happenings....</p> <p>We provided soil, pots and the items for children explore. We wondered if they would plant them..</p> <p>May 17, 2018</p>	<p>Educator's/Child's Inquiry...</p> <hr/> <p>Provocations/Spontaneous Happenings....</p>	<p>Educator's/Child's Inquiry...</p> <hr/> <p>Provocations/Spontaneous Happenings....</p>

This example takes the long-term interest (exploring nature) and through observing the child's comment, "Rocks grow in the garden," encourages you to wonder what the child's thought process is and what his understanding is about growth. Again, you are trying to open up the ideas so you can get at deeper and more complex thinking. Use your observations to consider next steps within the research interest.

Now it is time to look at provocations that will help the children to engage through play, inquiry and/or exploration to explore their hypotheses. The provocation could be a question you will pose to a group of children, an experience you will offer, or a material you will highlight in order for you to get further understanding about the child's thought process.

You may offer the same provocation more than once in an attempt to see if thinking is shifting after more experiences have been provided. Even if the provocation is the same, there will be something new to report in the "inquiry box" that follows because you will be watching/listening closely for the shift of ideas, surprises or significant events unfolding.

"We want to know what the children think, feel, and wonder. We believe that the children will have things to tell each other and us that we have never heard before. We are always listening for a surprise and the birth of a new idea. This practice supports a searching together for new meaning. Together we become a community of seekers." -Louise Boyd Cadwell

Documentation Can Take Other Forms

Panels

Learning Story

Book format documentation

Ordinary Moment Documents

Artifacts collection (i.e. drawings, transcript of conversation, 3D representation...)

Mind Map

Form 2:3

This form gives you a space to capture the day-to-day happenings in the room. It gives parents a quick snapshot of what occurred throughout the day. This could include anything from a special visitor, to a proud moment in the puzzle area. This form allows you to capture what went on in the classroom today both indoors and outdoors.

Form 3:3

This form helps Educators and Parents keep aware of the “Third Teacher” - the environment and how it supports children in their learning endeavours.

This form helps you not only keep an inventory of what you have intentionally and thoughtfully placed though out your space but it also helps you to consider the “why?”.

For example, in the Math, Science and Technology box, you will see a list of some provisions the children will need in order for them to explore these concepts. Look around your room and ask, “If a child was wanting to explore **estimating**, what materials have I provided?”

Another example: Social – Emotional. Ask yourself: “What materials have I placed in the room that promote making friendships?” Think about the fact that you have large photos at the entrance to the classroom with a picture of each child and their name. In addition ask yourself “How can the furniture be arranged to promote making friendships?” For example do you have space that accommodate only two or three children?

When you use an environmental rating scale such as the ROSIE, POEMS, ... you may discover areas that need more provisions or more consideration on room arrangements.

If you are using shared space in the main school, this form will help you make decisions on what you need to bring into the space. For example if you are using a Kindergarten classroom and you fill in the form and discover that there are very few provisions that promote The 100 Languages, you will need to ensure that you are bringing materials to enhance the space.

Final Thoughts on Pedagogical Documentation:

Documentation needs to be habitual. You need to come to the classroom everyday prepared, so that you can listen and be present in the moment with the children.

Documenting should fill us with excitement and curiosity, not indifference or stress. -Margie Carter

Additional Notes:

- The foundations of Belonging, Well-Being, Expression and Engagement are on the forms in several places to serve as a reminder for us to reflect daily on how does learning happen in our programs and question whether or not our programs are giving support to these foundational aspects of learning.
- Whether typed or hand written the forms must be legible, free of spelling mistakes and grammatically correct.
- Work out with each staff, when and with whom they will collaborate.
- Please do not modify or change the forms in any way. Throughout the year give your supervisor updates on how the forms are working for you. When we discover system wide difficulties we will make official changes and update our forms.

Reflection is more than thinking, although thinking and thoughtfulness are essential to begin. Reflection is thinking rigorously, critically, and systematically about practices and problems of importance to further growth...reflection is a disciplined way of assessing situations, imagining a future different from today, and preparing to act. -William Ayers

Where to get Support

As a member of our organization you have easy access to hundreds of years of experience from the many colleagues who are invested in you and your growth as an educator.

“Take the attitude of a child, never be too big to ask questions, never know too much to learn something new.” Og Mandino

Team Teaching –Teaching teams can take on many different forms. Consider anyone who works with the children as part of the teaching team. We all have different life experiences and training, and this impacts our teaching and how we deal with our team. Should conflict arise, address it with open and honest communication. There are benefits to be gained and opportunities for growth. Your colleagues and supervisor are always available to help.

Supervisor & Pedagogical Educator

Your supervisor and pedagogical educator are available to assist you. They are always willing to listen and collaborate with you and your team using a non-judgemental approach.

Life Long Learning

We value professional development. Professional development provides important opportunities to learn, grow, and share with colleagues.

If you identify an area where you feel it would be beneficial for our organization to provide some professional development, please let your centre PD committee representative know. We want to meet the needs of our staff.

We also encourage staff to share any knowledge they may have and would like to present to the organization, please speak to the pedagogical educator.

Additional Resources

Documents:

How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014

<http://www.edu.gov.on.ca/childcare/pedagogy.html>

2013 Think, Feel Act – Lessons from Research about Young Children

<http://www.edu.gov.on.ca/childcare/pedagogy.html>

(ELECT) Early Learning for Every Child Today: A framework for Ontario early childhood settings 2007

2014 Excerpts from the "ELECT"

<http://www.edu.gov.on.ca/childcare/excerpts.html>

College of ECE – Practice Guideline – Supporting Positive Interactions with children

file:///C:/Users/JHCCC/Downloads/Practice_Guideline_Mar2016_ENG.pdf

College of ECE – Code of Ethics and Standards of Practice

<file:///C:/Users/JHCCC/Downloads/Code%20of%20Ethics%20and%20Standards%20of%20Practice%202013.pdf>

Articles

<http://bpsearlychildhood.weebly.com/uploads/1/0/1/3/10131776/turnerkrechevsky.pdf>

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Science/Power_of_Ordinary_Moments%5B1%5D.pdf)

[system/teaching/eecd/Domains%20of%20Child%20Development/Science/Power_of_Ordinary_Moments%5B1%5D.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Science/Power_of_Ordinary_Moments%5B1%5D.pdf)

Values and Principles of the Reggio Emilia Approach ` Lella Gandini

Websites

Ministry of Education (see above)

<http://www.thearchitectureofearlychildhood.com/2011/09/reggio-emilias-loris-malaguzzi.html>

<http://www.reggiochildren.it/centro-internazionale-loris-malaguzzi/?lang=en>

<http://www.educate.ece.govt.nz/learning/exploringPractice/Literacy/UsingNaturalAndRecycledMaterials.aspx>

<http://www.educate.ece.govt.nz/learning/exploringPractice/Literacy/UsingNaturalAndRecycledMaterials.aspx>

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

<https://www.college-ece.ca/en/Pages/Home.aspx>

Tom Drummond

Videos

<http://www.edu.gov.on.ca/childcare/research.html>

<https://www.youtube.com/watch?v=MbyGard2prg>

<https://vimeo.com/36323323>

<https://www.youtube.com/watch?v=hUVi-fLc0zA>

<https://vimeo.com/108000553> Thinking Routines

JHCCC Resources – The organization has a wealth of resources on many different subjects please speak to your supervisor.