



# Navigating the Early Years: An Early Childhood Learning Framework



Education and Early Childhood Development  
2019

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Centreville Academy

Gros Morne Academy

Henry Gordon Academy

Humber Elementary

Indian River Academy

New World Island Academy

Peacock Primary

Sacred Heart Academy

Smallwood Academy



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# Context of Early Learning in Newfoundland and Labrador

The Department of Education and Early Childhood Development (EECD) is responsible for early childhood learning and development, the K-12 school system, and public libraries. EECD strives to provide safe, caring, and inclusive learning environments for all children and youth in early childhood settings, regulated child care, family resources centres, and pre-school to grade 12.

In order to enhance co-ordination and ensure consistency and continuity in planning, in fall 2014, the mandate for regulated child care and Family Resource Centres moved to the new Department of Education and Early Childhood Development. With a view to provide seamless programs and services for children, in March 2017, the Divisions of Early Childhood Learning and Family and Child Development combined to form the new Division of Early Learning and Child Development.

Currently, provincial programs and services that support early childhood learning, for children from birth to eight years and their families, are provided by multiple agencies, organizations, and service providers. In addition to the Department of Education and Early Childhood Development, the Department of Children, Seniors and Social Development, and the Department of Health and Community Services have policies, programs, and services for children birth to age eight years with a broader early childhood learning and development focus. Other departments and agencies that partake the co-ordinated planning and integrated service delivery are; the Department of Advanced Education, Skills and Labour, the Office of the Advocate for Children and Youth, and the Department of Justice and Public Safety.



# Navigating the Early Years:

## An Early Childhood Learning Framework

The Early Childhood Learning Framework is outlined in seven parts.

**Part 1** provides research-based information on early learning and child development and presents how a framework supports learning during the early years.

**Part 2** provides an introduction to the framework and a description of its purpose, vision, and scope.

**Part 3** contains the principles of early childhood learning for children living in Newfoundland and Labrador. The principles, as they mean to a child, are written in the voice of a child whom this framework is intended to support.

These principles of early childhood learning define:

1. Who We Are;
2. Our Connections; and
3. How We Learn.

This section also includes a snapshot of children growing up in Newfoundland and Labrador.

**Part 4** outlines the goals for early childhood learning. These are built on evidence-based positive practices for optimal early learning and development. The importance of establishing connections between early learning practitioners and families in providing the support necessary for early learning is also highlighted in this section. The framework is specifically designed to support and promote the roles of early learning practitioners in the learning and development of children and to bring consistency and cohesion to their work.

Early learning practitioners are those that work in a variety of early learning settings with young children including regulated child care services (child care centres and family child care homes) and other early learning settings such as family resource centres, early literacy programs, public libraries, and schools.

When asked what he wanted to be when he grew up, a child—hands on hips—replied indignantly, “I already am!”

Early learning settings are defined as anywhere a child has opportunities to learn and develop, including their own home, child care settings, primary school, and in the community.

The goals for early childhood learning reflect:

- Well-Being and Belonging;
- Communication;
- Play and Exploration; and
- Social Contribution.

**Part 5** provides information on connections that early learning practitioners share with other adults in children's community of care to strengthen optimal learning and development for children.

**Part 6** is a glossary of early learning terms that are referenced within the document.

**Part 7** contains a bibliography of references as well as resources that were used to guide the development of the Early Childhood Learning Framework.



# The Symbol

## of the Early Childhood Learning Framework

The Fisher’s Knot is used throughout the document as a symbol of the framework. It represents the unique culture of Newfoundland and Labrador, and the importance culture plays in the lives of all who live in this province. All children are unique and bring their own perspectives to everyday learning experiences.

There are four separate strands of the Fisher’s Knot, each of which contributes to the overall strength of the knot. These strands represent the four goals for early childhood learning, which are:

1. Well-Being and Belonging;
2. Communication;
3. Play and Exploration; and
4. Social Contribution.

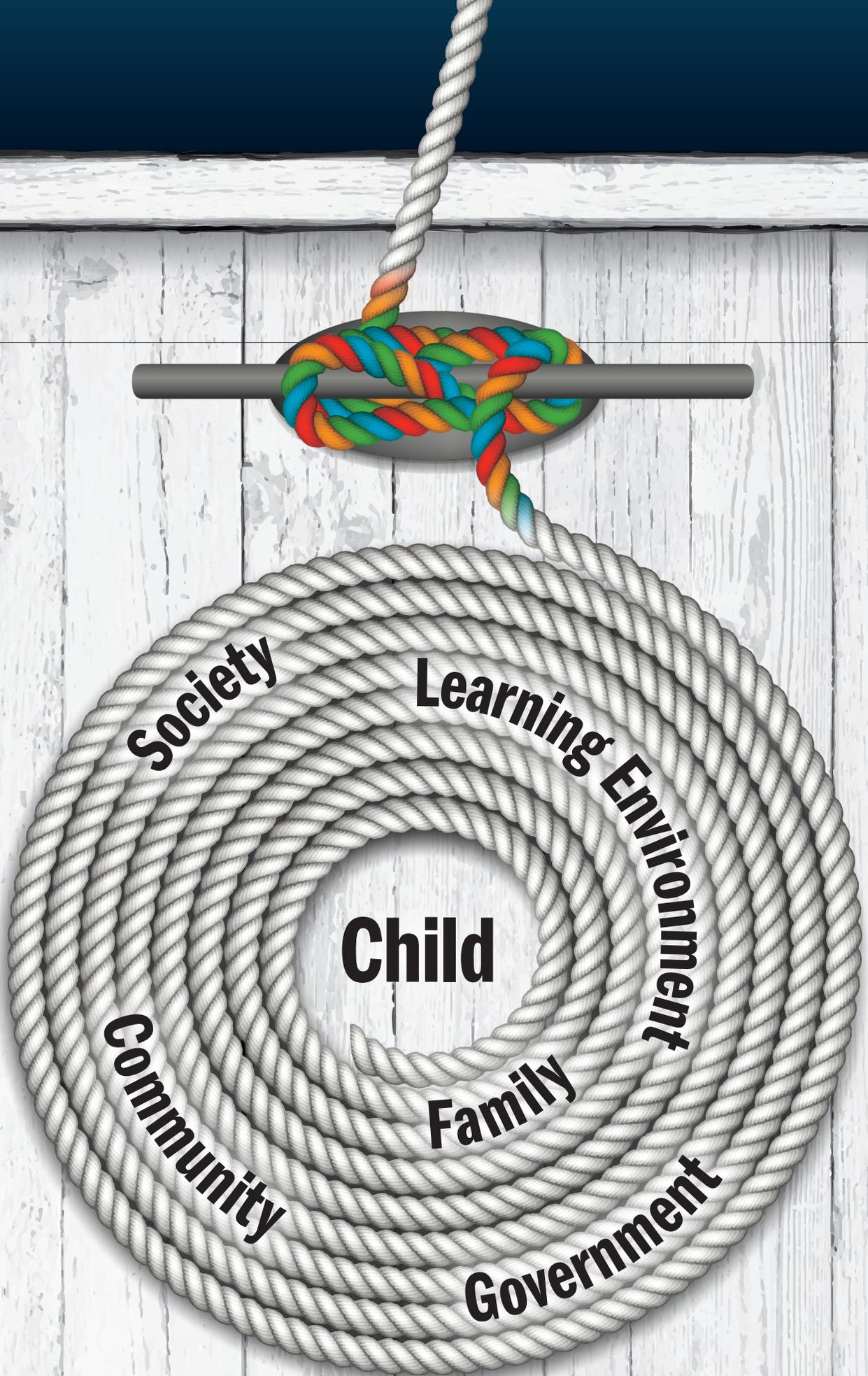
Each goal impacts the overall development of a child and draws strength from the others. If one strand is frayed, the strength of the knot is compromised.

The framework encourages a holistic approach to the development of children. Like the interwoven strands of the Fisher’s Knot, the framework respects the strength of the whole during the critical period of early childhood.

### Legend

- Well-Being and Belonging
- Communication
- Play and Exploration
- Social Contribution







Kansas



Abigail





# Part 1:

## Early Learning and Child Development

Learning begins well before birth with the development of sensory and brain mechanisms of the fetus in the womb. This can be attributed to the development of brain cells, called neurons, in the fetal brain. These neurons begin to form connections with each other prenatally and continue to do so throughout life. During the first few years of life, this development takes place at an extraordinary rate. As children grow older, this rate slows down. The connections that are not repeatedly used are removed, enabling remaining connections to become stronger and more influential. These connections are strengthened depending on the quality of environment and availability of appropriate experiences at the right stages of development during the early years.

### **Importance of Early Years**

Children are born ready to learn. The science behind brain development emphasizes that the early years are a time of immense growth and development for children with regards to physical, cognitive, socio-emotional, language, and executive function abilities. The brain is particularly receptive and responsive to experiences and environments during the early years. Early experiences shape brain development, which strongly influences learning, behaviour, and health throughout life. The influence of early experiences on brain architecture—how it matures and functions—makes the early years a period of both great opportunity and great risk for child development.

### **Quality Early Experiences and Child Development**

The timing and quality of experiences are critical for early childhood development. Children learn more quickly during their early years than at any other time in life. If the quality of encouragement, support, and care is deficient during these years, child development is seriously affected. It is the quality of a child's relationships, environment, and experiences during the early years that influences and shapes brain development. Experiences in early years strongly influence the achievement of socio-economic success and better health outcomes, and impact the ability to contribute constructively to the community in later life.

Early childhood development encompasses learning and development in a number of developmental areas or domains—physical, socio-emotional, cognitive, and language and communication. Quality early learning opportunities across all these developmental domains help to build a strong foundation for future learning and development. Positive relations with children, opportunities and resources for play and exploration, challenging their cognitive skills, and extending their learning using scaffolding are known to support early learning. This necessitates early learning programs that provide children with meaningful learning opportunities to develop skills, sense of self, and a foundation for learning throughout life.

Equally important is that those who provide early learning opportunities consistently provide nurturing and respectful interactions with children in their care.

## **Why Do We Need a Framework?**

Early learning frameworks provide overarching and guiding principles for early learning of children across all learning environments. Early learning frameworks support the development of effective education programming and quality early learning programs.

Implementation of an early learning framework is expected to encourage and promote:

- Consistency in goals for early childhood learning;
- Quality and inclusive early learning for children;
- Increased understanding of the importance of early learning experiences for children; and
- Communication, collaboration, and partnership, where appropriate, between early learning practitioners and other adults in the community of care of children.

Most jurisdictions in Canada and internationally are in various phases of development of early childhood learning frameworks. The Council of Ministers of Education in Canada (CMEC) has developed an Early Learning and Development Framework. This CMEC document, which builds on provincial and territorial objectives and pan-Canadian approach to early learning and development, has guided the development of this provincial framework.

## **School Readiness and Transition to School**

Developing school readiness begins at birth and continues with the support of responsive parents and caregivers, early learning practitioners, and other adults in the children's community of care. It is about achieving social-emotional, intellectual, language and communication, early literacy and numeracy, self-regulation, and physical development skills. These skills are essential for success in school and later life. Quality early learning experiences and environments and healthy relationships with adults establish the building blocks for these skills. Exposure to quality early learning programs during the years before school entry has positive effects on children's school readiness.

School readiness not only means 'children ready for school', but also refers to 'readiness of families and schools' to provide resources and support to children for successful transitions. Prior to school, the family is the most important context for early childhood development where parents and caregivers are a child's first teachers. As such, it is important that early learning practitioners model best practices and collaborate with them, where appropriate, to provide quality learning experiences and environments for children.

Transition to school is a process that begins well before the first day of school and continues far beyond. Children develop at a pace that is unique to them. Depending on how quickly children attain school readiness skills, they are ready to make a smooth transition to school. A successful start to school is linked to future positive academic and social school outcomes.



# Part 2:

## Introduction

The Department of Education and Early Childhood Development has developed the Early Childhood Learning Framework to support early learning practitioners in regulated child care (child care centres and family child care homes) and other early learning settings, such as family resource centres, early literacy programs, public libraries, and schools, that care for children aged birth to eight years old. While this guide is primarily intended to support early learning practitioners in their practice with children, it is also a valuable resource for use by other adults in children's community of care. These adults include, but are not limited to, parents and caregivers, grandparents, other family members, and community members. The framework is designed to be applied in different ways depending on the circumstances of individual children, families, and communities.

The provincial Early Childhood Learning Framework is intended for all children living in Newfoundland and Labrador and their families. The framework provides the overarching principles and goals written in a way that considers all children, regardless of gender, ability, language, family circumstances, and cultural identity. There is recognition that specific minority communities may wish to use this framework as a starting point for discussion to further develop their own culturally specific companion guide. The goal is to ensure that children living in Newfoundland and Labrador are provided with an optimal early learning environment to build a strong foundation for growth, development, and well-being.

Children have unique perspectives, strengths, and needs. It is through consistent, responsive, and meaningful relationships and healthy learning environments that children reach their full potential. As a member of a child's community of care, it is essential that early learning practitioners nurture and respect a child's uniqueness. All children should know they are special and worthy of love and attention.

Every system that touches the lives of children offers an opportunity to strengthen the foundations and capacities that make lifelong healthy development possible.

(Centre on the Developing Child at Harvard University, 2012)

This framework is grounded in research and evidence-based practice, acknowledging that early childhood is a time of rapid growth and development and the experiences during the early years lay the foundation for lifelong learning. Development of the Early Childhood Learning Framework was led by the Department of Education and Early Childhood Development in partnership with the Department of Children, Seniors and Social Development, the Department of Health and Community Services, the Office of Labrador Affairs, the Intergovernmental and Indigenous Affairs Secretariat, and the Department of Advanced Education, Skills and Labour. In addition,



consultations were conducted with many early learning partners, families, and educators in the field of early learning.

Several early learning frameworks influenced the development of this document, including:

- the Province of British Columbia's **Early Learning Framework** (Ministry of Education, 2008);
- the Province of Ontario's **Early Learning Framework** (Ministry of Education, 2014);
- the Province of New Brunswick's **Curriculum Framework for Early Learning and Child Care** (Department of Education and Early Childhood Development, 2008);
- the Province of Prince Edward Island's **Relationships, Environments, Experiences: The Curriculum Framework of the Preschool Excellence Initiative** (Department of Education and Early Childhood Development, 2011);
- New Zealand's **Te Whariki** (Ministry of Education, 1996); and
- Ireland's **Aistear** (National Council for Curriculum and Assessment, 2009).

For further information on early learning in Newfoundland and Labrador, please visit <http://www.ed.gov.nl.ca/edu/earlychildhood/index.html>.





## Vision

The vision of this framework is that children living in this province are respected, valued, nurtured, and supported to grow, learn, and develop. Their health and happiness are fostered, and they live in a safe, caring, and inclusive community that supports positive contributions to society. This vision is supported by a system of early childhood learning in which all children from birth to age eight and their families have access to an integrated continuum of early learning opportunities.

## Purpose

The Early Childhood Learning Framework is intended to ensure that early learning environments provide quality learning opportunities for children. The framework is also meant to guide and reinforce early learning practitioners' daily practice and interactions with children from birth to eight years. This document will support these practitioners as they attempt to provide optimal early learning opportunities during this critical period of development to meet children's individual needs. The framework can also be used as a resource by other adults in the children's community of care. While the intended scope is for children from birth to age eight, the principles and goals reflected in the framework are also relevant for older school age children (nine years of age and older), particularly those within regulated child care settings.

The Early Childhood Learning Framework aims to:

- Encourage consistency and continuity in planning for early learning opportunities with children across different settings;
- Provide a common professional language for those within the early learning community;
- Highlight positive practices and help early learning practitioners reflect and plan for stimulating experiences to support children's learning and development;
- Integrate and complement existing early childhood learning documents; and,
- Identify connections between programs and services for early learning continuity.

## Scope

The Early Childhood Learning Framework caters to learning and development of children in the following age groups from birth to eight years:

- Infant—Birth to 12 months
- Toddler—12 months to 3 years
- Pre-school—3 to 5 years
- School age—5 to 8 years

This document is designed for use by early learning practitioners in regulated child care services (child care centres and family child care homes), family resource centres, early literacy programs, public libraries, and schools. It can be used as a guide in day-to-day practice with children from birth to eight years of age and to provide continuity and support to other adults in children's community of care.



During early years of development, there are no specific learning outcomes. However, there are developmental outcomes which are attained through experiences with the environment and responsive early learning practitioners and other adults in a child's community of care. As the ability to focus on specific developmental domains increases with age, children transition from developmental outcomes to specific curriculum outcomes.

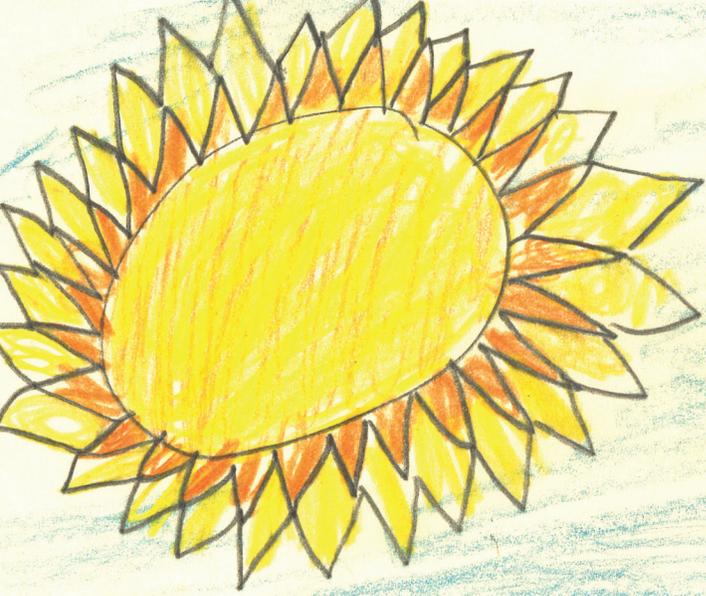
The framework recognizes that the early school-age period from age five to eight years overlaps both early childhood learning and the public K-12 education system. Through the four goals for early learning, this framework outlines developmental outcomes for early years. Achievement of these developmental outcomes supports the achievement of curriculum outcomes derived from the Essential Graduation Learnings of the K-12 public school system. By virtue of alignment between the framework and Essential Graduation Learnings, the teachers reflect the principles and goals of the Early Childhood Learning Framework in their day-to-day practice through teaching of curriculum.

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Through the achievement of curriculum outcomes, students demonstrate the Essential Graduation Learnings.

(Atlantic Provinces Education Foundation, 1997)

Curriculum outcomes statements articulate what students are expected to know and be able to do in particular subject areas. These outcomes statements also describe the expectations at particular grade levels.

(Atlantic Provinces Education Foundation, 1997)



Jè t'aime



Moi aussi!

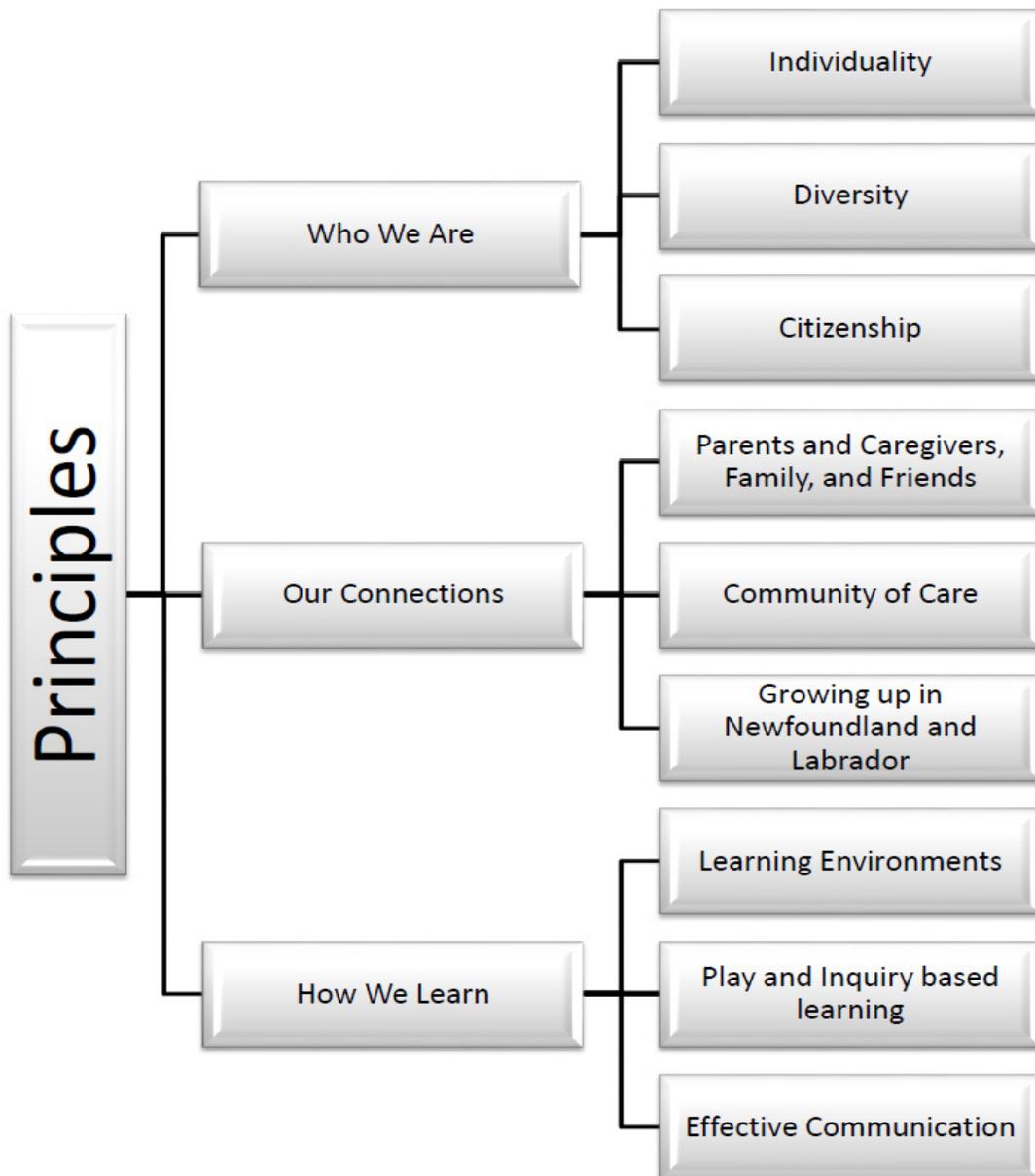


# Part 3:

## Principles of Early Childhood Learning from a Child's Perspective

The principles of early learning are grounded in evidence-based research on effective ways to support children's learning and development and lay the foundation for the achievement of the goals for early childhood learning. The goals for early learning reflect the intended outcomes of the framework, such as providing quality early learning experiences to support a child's optimal development. The principles will help to achieve the overall goals by guiding the day-to-day practice of early learning practitioners and others in a child's community of care. The principles are written in a child's voice to emphasize the child's perspective.

The learning principles are organized into three broad categories with each category comprised of specific elements.





## Who We Are

### **Principle 1: Individuality**

Every child growing up in Newfoundland and Labrador is an individual with his or her own unique life experiences that are fundamental to their development.

#### What this means to the child:

I am growing and developing in my own special way. I have my own personality and temperament. I have my own way of learning, strengths, and needs.

I am an active contributor to my learning and can make choices about how and what I learn and how long it will take for me to feel comfortable with new information. Please support me by ensuring my environment is appropriate for my developmental level.

I need you to keep a record of my growth. This will help me feel proud of how much I have learned and you can track my development easily and encourage my learning.

Please guide my learning and development so I can reach my own individual potential. I love to learn, so please take care to ensure I am supported to learn wherever I am.

I learn many things from others, including adults and peers. Please provide me with time to play on my own. This will give me time to do things I like to do in my own ways.

Please make sure you understand and plan learning experiences that are relevant to me, respect my individuality and developmental needs.

As a member of my community of care, please share what you know about me and my learning and development with other members. This will help ensure I get the best possible care, and learn in the best way I can. Please remember some things are confidential and bear that in mind when you share information.

Remember I am listening to you, so please do not talk about me to others when I am with you.



I need time to explore and follow my own interests, and I need someone to share in my discoveries and appreciate my uniqueness.

Give me opportunities to learn on my own and in small and large groups so I can explore, learn, and develop in many ways.





## **Principle 2: Diversity**

Early childhood learning is enhanced when diversity is recognized and celebrated in children's learning environments. Children living in Newfoundland and Labrador are diverse, and these differences contribute to making this province rich in compassion, culture, and heritage.

What this means to the child:

I am part of a family and community that influences my growth and development. Please respect my differences and ensure you embrace and celebrate me.

I am unique. I need your help to develop pride in who I am.

My individuality, in part, is based on my family history and the experiences, language, and customs within my culture.

It is important that I develop a sense of belonging and that my cultural identity is respected and integrated in all my learning environments, especially if I live within a unique minority setting within Newfoundland and Labrador.

Remember to show me how I share many similarities with others in my learning community and throughout the world.

I know that I am different than others in many ways. Help me to feel included in my learning environment by providing me with what I need based on my own personal circumstances and ensure I am treated fairly.

Guide me to learn from others' perspectives, and to respect diversity. Teach me to be open to learning from others in my community, and to respect and honour others.

Understand that I learn best when I am able to see myself in the learning experience and when my abilities, interests, individuality, and culture are represented.

Show me how to stand up for myself and others, to recognize discrimination and to seek out fairness and justice. Model acceptance and openness in all aspects of diversity and provide a fair and just learning environment for me.

Listen to me as I communicate what is important to me—my needs, wants, desires, feelings, and hopes. Please learn to understand the different ways I communicate and be responsive to me, letting me know that I matter.



### **Principle 3: Citizenship**

Children growing up in Newfoundland and Labrador are valued members of this province whose opinions and perspectives matter. Children are considered active, contributing citizens of Newfoundland and Labrador. Encouraging mutual respect contributes to the development of citizens who respect and care for each other, their province, and the world.

What this means to the child:

Teach me about my rights and responsibilities as a citizen of this province and the world.

Help me learn to take care of myself and others, and teach me what it means to belong—to a group, to my community, and to the larger global society.

Help me learn about the world I live in so that I can find ways to contribute to it.

Help me to understand that at any age, my actions and choices impact the province, the country, and the world.

Instill pride in me belonging to this province, this country, and the world, and teach me to take responsibility for its care. Help me to learn how to protect the environment and value its resources.

Model characteristics of a responsible citizen and provide me with a stimulating learning environment that nurtures respect for all.

Allow and encourage me to ask questions. Help me grow as a citizen who is open-minded and respectful of different opinions and perspectives.

Encourage me to become an active member in my community. I need to feel that I am contributing to my world and that my opinions matter. Help me realize that positive change begins with me.



## Our Connections

### **Principle 4: Parents and Caregivers, Family, and Friends**

Parents and caregivers are a child's first and most influential teachers. It is through early experiences with parents and caregivers that children learn how to form relationships throughout their lives. It is important that early learning practitioners support parents and caregivers by maintaining communication and partnering with them for learning and development of children.

What this means to the child:

Understand that you as early learning practitioners, along with my parents and caregivers and my family, are the most influential people in my life and know me better than anyone else.

Trust that I am always trying to be the best possible me I can be. Remember that every day is an adventure in learning for me.

Please respect and honour my parents and caregivers and my family, and support them in doing the best they can to help me learn, grow, and develop.

Please give my family opportunities to share information about my learning and development and be open to communication with them about me.

Support my parents and caregivers and family to know what is developmentally appropriate for me so that they can provide me with learning opportunities and resources.

My family and culture are very special to me and I feel cherished when these are recognized in all my learning environments. It clearly communicates to me that I am important and that I matter.



## **Principle 5: Community of Care**

Children's optimal learning and development occurs when members in their communities of care are positive, responsive, and have a nurturing and consistent presence in their lives. It is essential that early learning practitioners communicate and collaborate, where appropriate, with each other and other adults to develop healthy, respectful, and secure relationships with children.

What this means to the child:

I am watching and trying to follow you as I grow and develop. I need you to model for me how to behave and how to appropriately regulate my emotions. You are teaching me in every moment of every day; please remember to always show respect, love, and compassion.

It is important that you communicate, collaborate, and build partnerships with each other and other adults in my community of care so I can reach my learning potential at every stage of my development. Please be willing to learn from each other and prioritize my best interests.

Help me build strong attachments with you, as members of my community of care, by responding to my needs and giving me a secure foundation built on love and trust.

Please give me culturally and developmentally appropriate physical affection and nurturing touch throughout my early years.

Be open to learning new things with me. I love when we can learn together. It is good for me to see you make mistakes and learn from them, and then I will feel it is okay to make mistakes.

Support me as I learn how to develop relationships with other children. Encourage us to learn from each other and explore together.

Keep me safe from harm and neglect. Teach me to understand how I should be treated, and help me feel comfortable to tell you if I am not getting this care in any of my learning environments. If you see that I am not getting the care I need and deserve, it is your duty to speak up on my behalf, and if necessary, to inform the authorities so that I am comfortable and safe.



## **Principle 6: Growing up in Newfoundland and Labrador**

Newfoundland and Labrador is known for its rich culture and heritage and is filled with diverse communities. Children growing up in Newfoundland and Labrador are active contributors to this province and hold the responsibility for its future.

What this means to the child:

Allow me opportunities to explore my neighbourhood, community, and province so I can appreciate and respect everything that my home province has to offer.

Provide me opportunities to learn about the geography and culture of communities that make up Newfoundland and Labrador's society.

Know that my experiences growing up in this province will be different depending on my unique cultural background and whether I live in an urban or a rural centre.

Provide me opportunities to connect with my culture through play, music, books, activities, and stories. This will also help my peers understand my background and culture.

I need your help to preserve and promote my heritage. Provide me with positive messages about my culture, beliefs, and languages so that I develop pride in who I am.

Through your interactions with me and my family, show that you respect my cultural background, heritage, and values.

Understand that I can learn a lot from different cultures and life experiences, but I would like to keep my individual identity and hang on to what makes me unique.

Encourage me to use my own language and dialect in all learning environments, and to become familiar with other languages. Support me as I share my cultural traditions with others and learn about cultures different from my own.



### **Principle 7: Learning Environments**

The learning environment means the physical space and materials, instructional practices, daily routines, expectations, and the inter-relationships between children, adults, and all of these elements. Children's learning environments influence what they learn, how they learn, who they learn from, and when they learn. Children should feel safe and comfortable to explore and discover in their environments. Learning environments should foster a sense of belonging in children, allowing them to feel free to choose from a variety of learning opportunities which interest them.

What this means to the child:

I am naturally curious and interested in learning all that I can. Please get to know and understand how I learn best in my different learning environments and share this information with each other.

I learn best when my environment builds on my current knowledge and skills and motivates me to explore and discover.

Please ensure that my learning environment is safe, organized, and developmentally appropriate and that culturally adapted materials are readily available to me. Often, my curiosity leads to learning, so please ensure the materials that I can access are open-ended, stimulating, and challenging for me.

Organize my environment so I can make choices. This gives me a great sense of empowerment and a better sense of control in my world.

Make sure I feel my environment is readily accessible. Have child-sized tables and chairs, shelves, and developmentally appropriate learning materials for me. Also, remember to come down to my eye level when you are talking to me, as I am more likely to listen that way.



Make sure my learning environment reflects my individuality, family, culture, language, and community. For me to feel I belong, I need to see myself in my environments. My learning experiences and environments must be genuine and meaningful to me, or I won't be interested in learning.

Please remember I need consistent routines that make me feel calm knowing I can predict what will happen next. This will reduce the stress I might feel during transition times. Model flexibility, within consistent routines, and be prepared to follow my lead. I love it when I am offered different choices. These are opportunities for me to express my creativity and individuality.

Take advantage of teachable moments that might occur; sometimes natural, unplanned learning events are the most meaningful. These can be easily transferred to other areas of learning.

When planning my environment, ensure there are multiple ways for me to learn. Remember that I learn by using all of my senses and by using skills in all my areas of development. Arrange my spaces so that there are quiet areas where I can reflect and areas where I can have the freedom to be active.

Take me outside regularly during every season. I learn so much about my world by going outdoors. Newfoundland and Labrador has so much natural beauty, and it is important I learn to appreciate it. I learn so many concepts outside such as temperature, changing seasons, and weather. I have more opportunities to develop my physical skills through activities such as running longer distances, climbing steep hills, making mud pies, and building snow structures.

Bring the outside in and ensure my learning environments are filled with nature. Water, plants, rocks, sand, shells, wood, insects, and other natural elements teach me about my world.





## **Principle 8: Play and Inquiry Based Learning**

In a quality learning environment, children learn through play and exploration. These play and inquiry based learning experiences promote holistic development of a child's physical, social, emotional, language, cognitive, and self-help skills. It is during imaginative and creative play that children learn self-regulation, and how to manage their feelings in appropriate ways.

What this means to the child:

As a member of my community of care it is important you make play a priority. When I play, I learn how my world works.

Understand that I learn through exploring my world using my mind, my body, and all my senses. I thrive when I have the opportunity to be actively involved in my learning.

Provide me with daily opportunities for indoor and outdoor play. I especially love having the freedom to play outdoors and to explore nature at my own pace.

Provide me with daily opportunities for active play such as running, jumping, skipping, and hopping to strengthen and exercise my body. I like the sense of freedom.

Ensure I am given plenty of time to play and be creative. Allow opportunities for me to play and explore on my own, and to play in small and large groups. When playing with my friends I learn how to share and cooperate, develop empathy for the feelings of others, and understand how I can impact others by my actions. It is through playing that I learn how to effectively identify problems to solve and find creative solutions.

When setting up my indoor and outdoor play spaces, please make sure I am able to take part in different types of play and give me developmentally appropriate play choices and materials. Remember to balance my time with free play and structured play opportunities.

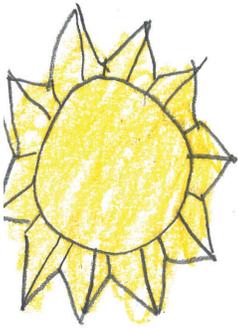


Know my abilities and set my play space up for success, where I can work on the next phase of my development doing hands-on activities. Let me try to achieve new skills on my own and develop independence. I feel great when I am successful!

Please help me recognize when I need time to be solitary.

Play with me whenever you can. I love it when we have fun and laugh together. I especially love it when you come down to my eye level and follow my interests. This shows me that I am important to you and you get a chance to see my interests, abilities, and needs in a more tangible way.

When I am playing, please observe me and find ways to support me, as needed, to ensure I get the most out of my play experiences.





## **Principle 9: Effective Communication**

Learning occurs through effective communication. Children must be able to understand what is being communicated and have their communication understood by others if they are to experience optimal learning and development.

What this means to the child:

Talk to me often and in a calm, respectful, and gentle way. Even if I cannot speak, I learn so much by listening to your words and watching your body language. Give me time to process information as I am young and it might take me longer to understand.

Remember to allow opportunities for me to share my experiences with you and my friends.

Understand that I communicate in many different ways, not just by using my words. I can communicate through gestures, body language, facial expressions, sounds (e.g., crying, laughter, and squealing), drama, drawing, Braille, sign language, pictures, and other assistive technology.

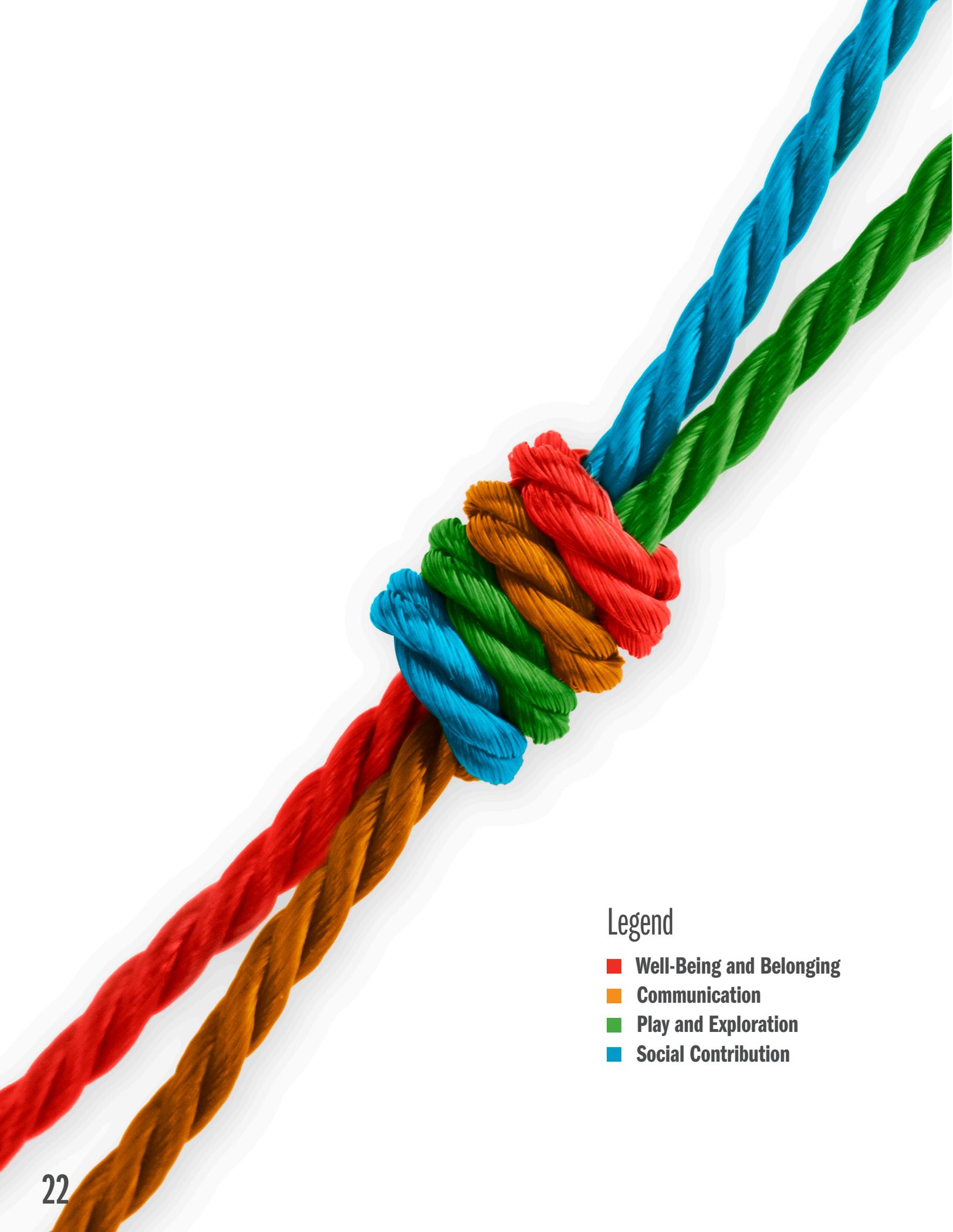
Give me many tools to express myself through drama, art, music, constructive play, and movement and dance. As I develop, reading and writing will also help me communicate.

Ensure that I regularly participate in activities such as storytelling, playing with rhymes, and hearing and singing songs. These types of activities will help develop my communication skills.

Expose me to the environmental print in my learning environments. These include signs, symbols, letters, and numbers that I can recognize and interpret.

If I am showing signs of difficulty with communicating, remember to seek out additional support if needed, as early as possible.

Encourage me to communicate using my own language in all of my learning environments and to be open to learning other languages.



### Legend

- Well-Being and Belonging
- Communication
- Play and Exploration
- Social Contribution

# Part 4:

## Goals for Early Childhood Learning



Newfoundland and Labrador's Early Childhood Learning Framework outlines the goals for early learning, providing a guide for early learning practitioners within regulated child care (child care centres and family child care homes), family resource centres, early literacy programs, public libraries, and schools in supporting children from birth to eight years to reach their learning potential.

These goals for early learning are:

1. Well-Being and Belonging;
2. Communication;
3. Play and Exploration; and
4. Social Contribution.

Like the Fisher's Knot, these learning goals are intertwined, strengthening each other and laying the groundwork for optimal learning experiences. Often, positive learning outcomes in one goal will support learning within another goal.

Learning is often viewed as academic or cognitive ability, and while academic ability is important, it is only one area of child development. It is also essential that children develop their social, emotional, physical, and communication skills for optimal growth and development to occur. The four interconnected goals for early learning focus on the whole child and promote children's development across all domain areas. For further information on each of these specific domain areas, see the glossary of early learning terms in Part 6.

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development."

(Annan, 1999 as cited in Bellamy, 1999)

Children learn best when they have a variety of learning experiences that they can see, hear, talk about, explore, and try out. Children grow, develop, learn, and reach their potential at their own rates. It is important to be aware of this and have realistic expectations for children's development.

The goals in this section will be defined more specifically for regulated child care and other early learning environments in the **Reflections** companion guides of this framework.



## Early Childhood Learning Framework Structure





# 1. Well-Being and Belonging

## THE GOAL:

Children experience learning environments that promote a sense of well-being and belonging.

A true measure of a nation’s standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included into their families and societies into which they are born.”

(UNICEF, 2007)

The well-being of children refers to their physical and emotional health. Belonging is a socio-emotional aspect of well-being. Emotional well-being influences the way children interact, form relationships, feel involved, and develop their own identities. If they feel that they belong, are supported and valued, their overall well-being will be fostered.

Children need healthy, stable environments that provide love, warmth, and security with responsive relationships beginning at home. Early learning practitioners should provide children with resources for positive learning and opportunities to connect with parents and caregivers. This concept of well-being is embedded within the whole child experience, and how a child learns and develops is linked to their formative experiences throughout childhood.

The goal consists of three categories:





## 1.1 Physical Well-Being

Physical health is an essential aspect of early childhood development. It is not merely an absence of illness or disease. Since physical and cognitive development are interlinked, it becomes even more important to guide children in developing an understanding of physical fitness, proper nutrition, good sleep, healthy eating habits, and an active lifestyle. Physical literacy is the key to ensuring physical well-being.

Following an active lifestyle is associated with better:

- body composition;
- physical strength and stamina;
- academic achievement and cognition;
- social and emotional health;
- rate of metabolism; and
- overall quality of life.

Through the following four interconnected and essential elements, physical literacy helps individuals to adopt physical activity as an integral part of one's lifestyle:

- Motivation and confidence (Affective) – Physical literacy fosters enjoyment of and enthusiasm for physical activities in individuals.
- Physical competence (Physical) – Physical literacy kindles the ability to participate in a wide range of physical activities in settings which require a variety of movement intensities and duration.
- Knowledge and understanding (Cognitive) – Physical literacy develops and promotes an understanding of the health benefits of an active lifestyle. It also fosters an appreciation of safety features associated with physical activity in a variety of settings and physical environments.
- Engagement in physical activities (Behavioural) – Physical literacy motivates individuals to freely choose to be active on a regular basis, and to prioritize and sustain involvement in a range of meaningful and personally challenging activities.





Physical well-being is fostered when early learning practitioners promote physical literacy in children by:

- providing for and helping them to understand how to be physically healthy through a balance of:
  - proper nutrition;
  - sleep;
  - activity and movement; and
  - self-care routines.
- supporting them to become aware of their own bodies and how to respond to physical signals;
- modelling and promoting physical safety;
- motivating them to adopt an active lifestyle by limiting sedentary behaviours;
- providing them a wide range of physical activities in a variety of environments for fine and gross motor development;
- providing them opportunities for moderate to vigorous intensities of physical activities;
- providing them with materials and opportunities for involvement in physical activities for various durations;
- providing them opportunities for development of fundamental movement skills such as jumping, running, catching, hopping, and climbing; and,
- communicating, collaborating, and partnering, where appropriate, with each other and other adults in the children's community of care for ensuring physical well-being of children.

“Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.”

(International Physical Literacy Association, 2014)



## 1.2 Emotional Well-Being

Providing children opportunities for mental and emotional well-being helps them understand the value of their emotions. When children are respected for their individuality, they gain a better sense of self-esteem.

Children with exceptional emotional well-being are able to:

- participate in physical and social environments;
- interact with others and form healthy and secure relationships;
- experience, understand, express, and regulate emotions; and
- understand and regulate behaviour.

Emotional well-being is fostered when early learning practitioners provide a learning environment that communicates that children are:

- loved;
- valued for their individuality;
- respected;
- capable;
- confident in their abilities;
- secure in their safety and well-being;
- knowledgeable of consistent routines within each learning environment;
- connected to consistent, responsive, and compassionate caregivers;
- safe to take age-appropriate risks and try new things;
- free to express their thoughts, opinions, and emotions;
- acknowledged in their feelings, wants, desires, and preferences in a respectful manner;
- important and that they belong;
- aware of their own and others' emotions;
- capable of accepting change during transition;
- encouraged to build positive relationships with peers and other adults in their community of care; and
- encouraged to be optimistic about themselves and their life circumstances.

Promoting positive emotional well-being in children means fostering behavioural, emotional and social skills, and coping strategies that they need to cope with normal stresses of life. To enable children to realize their abilities and make contributions to their community, it is important to foster resilience in them.



## Resilience

“Resilience is similar to buoyancy. When pushed under water, our bodies instinctively rise back up to the surface. It’s what we want our children to be able to do: when pushed under, rise to the top again.”

(Ginsburg and Jablow, 2006)

Resilience is often used as an indicator of children’s emotional well-being. Resilience can be described in terms of one’s ability to recover from hardship or change. It is the ability to cope with and adapt to new life situations. It is through resilience that children learn to ‘go with the flow’ and adapt. It is very important to foster resilience in children as life is unpredictable, and children will encounter situations that cause stress. It is through these encounters that children develop effective problem solving skills. Having a sense of resilience and positive well-being enables children to approach people and situations with confidence and optimism. Early learning practitioners must help children learn to navigate stressful experiences. It is also essential that early learning practitioners communicate, collaborate, and partner, where appropriate, with each other and other adults in children’s community of care to develop and promote resilience.

Two factors that strengthen children’s resilience are:

- **Attachment; and**
- **Self-Regulation.**

Attachment and self-regulation emerge during the early years and develop gradually until children are much older. It is important to hold developmentally appropriate expectations for children within their own societal and cultural contexts.

### Attachment

Attachment is defined as a connection between a young child and their parents or other primary caregivers, including early learning practitioners. It is an emotional bond that fosters a sense of trust. It is important to note that attachment and emotional connection with all of a child’s caregivers are important during the early years.

When children have formed strong, healthy attachments with responsive, caring early learning practitioners and other adults who are consistently available, they are developing a template for the quality of future relationships. These early bonds that are formed will help children learn how to build positive relationships with others, which in turn helps them to create a strong and supportive social network, creating healthy emotional well-being.



Early learning practitioners can foster secure attachment by being:

- in tune with and responsive to children's wants, needs, and desires;
- available physically and emotionally; being present and using developmentally appropriate nurturing touch;
- sensitive to the child's temperament and personality;
- warm and compassionate, using a soothing voice and eye contact when possible;
- reliable in their responses; and
- a lead for continuous communication, collaboration, and partnership, where appropriate, with each other and other adults in children's communities of care to foster attachment with children.

### **Self-regulation**

Self-regulation is defined by Shanker (2012) as the ability to:

- attain, maintain, and change one's level of energy to match the demands of a task or situation
- monitor, evaluate, and modify one's emotions
- sustain and shift one's attention when necessary and ignore distractions
- understand both the meaning of a variety of social interactions and how to engage in them in a sustained way
- connect with and care about what others are thinking and feeling—to empathize and act accordingly

Self-regulation begins to develop in infancy and throughout the early years. It flows through a child's cognitive, communication, social and emotional, and physical developmental areas. There are links between all of these areas which contribute to a child's overall ability to be calm and focused.

To enhance self-regulation development, children should be in environments where early learning practitioners consistently:

- support children when they are frustrated and teach them how to deal with stress through appropriate modeling, and giving cues and hints;
- look for the reasons for challenging behaviour, to help children feel understood, and help early learning practitioners convey empathy when they have a better understanding of why the behaviour is happening;
- model appropriate emotional responses and let children see expression of various emotions;
- provide options and choice in learning environments that have age-appropriate limits;
- have clear expectations for children and ensure these are communicated effectively;
- give children reminders about upcoming events and advance warning, if possible, of schedule changes;



- attempt to predict and anticipate behavioural concerns before they occur;
- reinforce cooperation;
- monitor children's activities and set them up for success;
- provide opportunities for children to 'let off steam' in socially acceptable ways;
- provide a balance of rights and responsibilities; and
- communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to foster self-regulation in children.





### 1.3 Belonging

Children living in Newfoundland and Labrador are from diverse backgrounds and cultures, yet they may share similar experiences, stories, and sense of places.

A sense of belonging is fostered when children feel they are loved, valued, and included both within their own family unit and in society as a whole. Children feel they belong when they are accepted and understood in the contexts of their cultures. Children experience belonging when they are free to express themselves in ways that are meaningful to them.

Belonging is fostered when early learning practitioners provide children a learning environment that enables them to:

- develop an awareness of family and community, and feel they have a place within these;
- embrace differences, promote equality, recognize similarities, and celebrate diversity;
- develop their own identities; and
- have an understanding of who they are as unique individuals and an awareness of their strengths and abilities.

It is essential that children feel they are valued, accepted as they are, and have a sense of belonging at home, in their community, and within society. This will foster children's confidence to develop their identities, feel safe in expressing who they are, and reach their learning potential. It is through responsive, supportive, and respectful relationships that children thrive and develop positive self-identities. Children begin to develop their identities from the moment they are born. Their life experiences and the messages they receive create the foundation of learning throughout their lives.

It is important that early learning practitioners communicate, collaborate, and partner, where appropriate, with each other and other adults in the children's community of care to develop a sense of belonging in children.

"What is learned in those first years, and the contexts in which it is learned, is decisive not only for the child's individual development and success, but also for the vitality of the community."  
(New Brunswick. Department of Education and Early Childhood Development, 2014)



## 2. Communication

### THE GOAL:

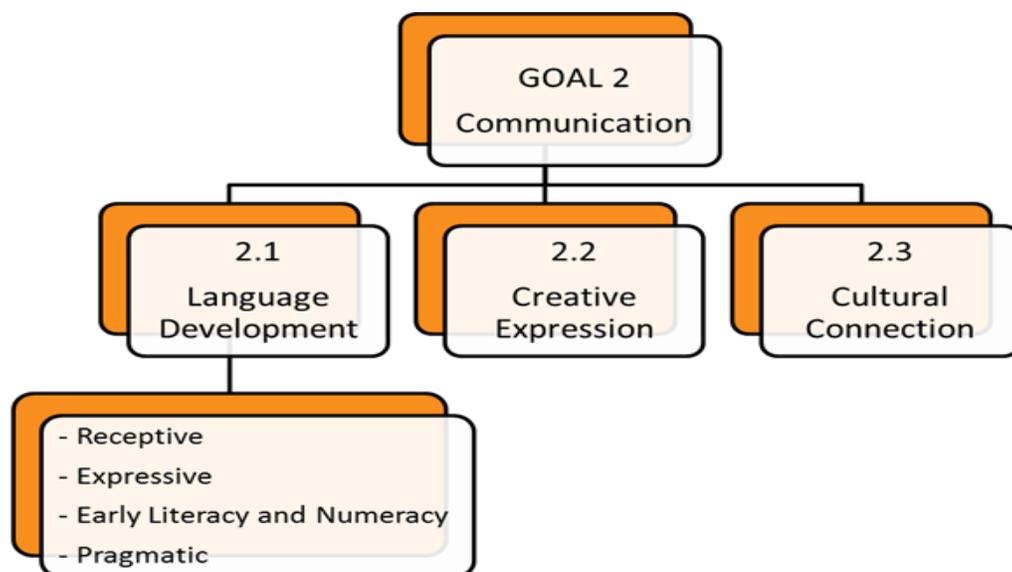
Children experience learning environments that provide a variety of opportunities and tools for them to develop the ability to communicate effectively.

Effective communication is crucial to learning and development. Communication is more than verbal language; there are many forms of language and expression. To connect with others, children can use non-verbal language (e.g., gestures, body language, and facial expressions), sounds (e.g., crying, laughter, and squealing), Braille, sign language, pictures, and other assistive technology.

Responsive adults can often determine exactly how a child feels about a situation without a spoken word. Children communicate from birth, and responsive early learning practitioners and other adults very quickly learn to meet a child's wants and needs as they express themselves through a variety of sounds and actions.

Children can use many tools to express themselves (e.g., drama, art, music, construction, movement, and dance). Early literacy activities such as listening to and telling stories, playing with rhymes, and hearing and singing songs foster communicative abilities and improve communication. As children grow, reading and writing enhance these abilities.

The learning goal for communication is broken down into the following categories:





## 2.1 Language Development

According to psychologist Lev Vygotsky, social interaction is the foundation of all language. Communication is an inherently social exchange of information and it is through relationships that language develops.

Language development takes place when responsive adults foster children's receptive, expressive, pragmatic, and early literacy and numeracy skills.

**Receptive language** refers to the ability to understand what is being communicated. Receptive language involves understanding spoken words, sign language, the meaning of symbols, and written language. Understanding what is being communicated plays an important role in language development, which in turn influences literacy skill development, understanding directions, and social relationship development. Receptive language develops before children can talk, and they will usually understand simple requests well before they say their first word. Typically, there are more words that are understood than used expressively.

**Expressive language** refers to the ability to use speech, gestures, body language, symbolic pictures, written words, and facial expressions to communicate meaning. This is related to the skill of expressing thoughts, needs, desires, and emotions clearly to others.

**Early Literacy** begins at birth and quickly expands within the first six years. It includes the knowledge necessary to communicate, read, write, think, explore, and solve problems. Children acquire literacy through language development and everyday experiences within regulated child care, families, communities, and other early learning settings that are social, interactive, and meaningful. Talking, singing, reading, and playing with children are important early literacy activities that also build attachment. Early Literacy is fostered in settings that are sensitive to children's development, language, and culture.

The six skills of early literacy include:

- vocabulary (I know a lot of words);
- print motivation (I love books);
- print awareness (I understand that words have meaning);
- narrative skills (I tell stories);
- letter knowledge (I recognize letters); and
- phonological awareness (I understand that words that are spoken, signed, or heard can be broken into smaller parts).

For further information on Early Literacy, please visit [www.gov.nl.ca/edu/earlychildhood/parent.html](http://www.gov.nl.ca/edu/earlychildhood/parent.html)



**Early Numeracy** refers to basic number concepts and math skills that children develop during early years. These skills include noticing patterns, sorting, grouping, seriation, understanding numbers, counting, adding, subtracting, and measuring etc. During early childhood, numeracy develops when children hear the language of mathematics in play, such as by singing number rhymes (Five little monkeys...), fitting ‘smaller’ cups inside ‘bigger’ cups, learning that some things are the ‘same’, while others are ‘different’, and experiencing going ‘faster’ or ‘slower’. As they grow, their knowledge of math concepts and acquisition of numeracy skills broadens with increased interactions within a mathematically rich play environment.

Responsive adults help children acquire these skills through everyday play and activities, such as counting fingers, toes, and toys etc. They enable children to understand the value of numeracy as a means of communication in everyday life. They foster strong numeracy skills so children can interpret quantitative information to make informed decisions throughout their lives. Early numeracy skills are often predictive of children’s future school achievement and success in life.

**Pragmatic language** is another term for social language. Pragmatic skills help to determine if what we say, how we say it, and how we use our body language are appropriate in different social situations. Pragmatic language includes how communication is interpreted, which influences how to appropriately respond. Some examples of pragmatic language are turn-taking during conversations, using humour appropriately, seeking clarifications, using acceptable methods for getting attention, and maintaining appropriate eye contact. Pragmatic skill development begins when children are very young and begin to model the adults in their circle of care. This skill is not fully developed until children are much older.

Language development is fostered when early learning practitioners provide a learning environment that consistently:

- sparks curiosity about language (e.g., varied sounds, stories, rhymes, and words —spoken, written, and signed);
- supports and encourages communication in general (e.g., using alternative forms of communication as an inclusive practice for children who require it);
- uses rich, developmentally appropriate literacy tools that are readily available (e.g., books, magazines, musical instruments, songs, poems, and rhymes);
- encourages open, shared communication with responsive members of community of care who regularly listen and interpret children’s expressive and receptive language;
- encourages the use of appropriate expressive, receptive, and pragmatic language for both community of care and children;
- encourages different forms of expression;
- motivates children to engage in social communication on a regular basis;
- helps children feel safe to share their discoveries, feelings, and desires; and
- integrates, uses, and encourages mathematical language in activities and play.



## 2.2 Creative Expression

Imagination and creativity are essential elements in children’s language acquisition. When children are learning language, they will often engage in creative play and come up with their own variations of sound, word, and sentence combinations. This expression of creativity is actually a very important aspect of language development, and should be nurtured and encouraged. Children will use many creative tools to express themselves and will find many ways to communicate their ideas if given the opportunity. Children will create their reality through their own interpretation of language and communication experiences.

As children develop, imagination plays an important role in language development. Children will often express their emotions and attempt to make sense of their world through imaginary play, both alone and with others. Singing songs, creating arts and crafts, drawing, playing music, and dancing are all ways children can express themselves.

“I saw the angel in the marble, and I carved until I set him free.”

(Michelangelo, n.d.)





Creative expression is fostered when early learning practitioners provide a learning environment that develops creative expression. Early learning practitioners should consistently:

- sing songs and rhymes;
- encourage children to play with sounds and words;
- demonstrate musical expression, and have various forms of music available (e.g., include a variety of musical instruments available including standard and homemade or natural);
- tell stories, read books, and allow children the freedom to use their imaginations (e.g., expanding on the story, asking questions, and commenting while interacting with the literacy material);
- have various art materials readily available (e.g., paints, modelling clay, many types and sizes of paper and writing utensils—including paint brushes, crayons, markers, and pens—and also nature's own 'art items' such as leaves, pebbles, shells, twigs, and sand);
- model creative expression (e.g., dance, create, wonder, act, invent, and construct);
- join in children's imaginary play (e.g., for fun and/or to extend the depth or breadth of the play scenario or experience);
- interact and have playful creative experiences with children both indoors and outdoors;
- appreciate the sounds, rhythms, and beauty of nature as a language and creative platform in and of itself; and
- communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop and promote creative expression.





## 2.3 Cultural Connection

Communication is a method of exploring and developing personal and cultural identities. Children use their own languages and dialects as a method of communicating who they are and that they belong within their own cultures. Children will be open to the symbols and stories of their own cultures and others when exposed to them from a very early age.

It is also important that early learning practitioners communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop cultural connection in children.

Cultural connection is fostered when early learning practitioners help children enhance their cultural connections through communication and provide learning environments that consistently:

- feature daily stories, songs, rhymes, and rhythms that are part of the children's cultures and histories;
- ensure cultural representation (including First Nations, English, French, and others) can be found in books, symbols, dramatic play items, physical activity, and art materials available to the children;
- ensure children are given the opportunity to express themselves in culturally significant ways;
- respect and engage in the traditions and social rules specific to children's cultures; and
- promote respect and support for cultural diversity through conversations, activities, and other interactions.





## 3. Play and Exploration

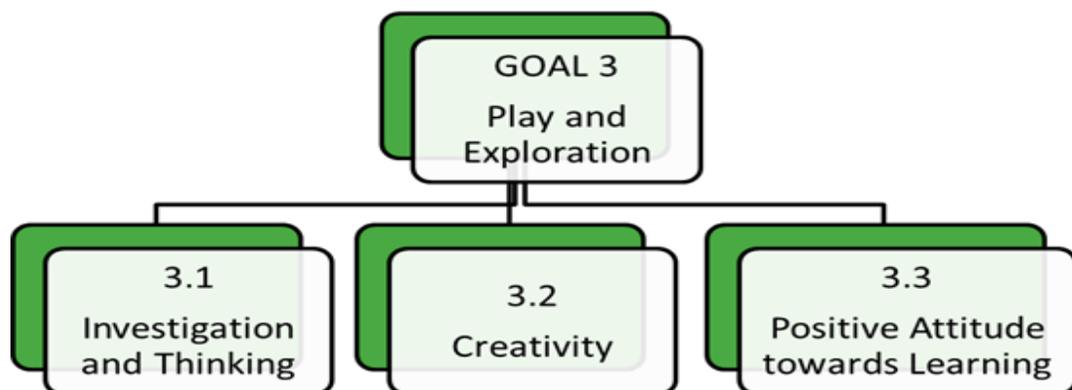
### **THE GOAL:**

Children experience learning environments that provide rich and varied opportunities for them to learn and explore through play.

Learning starts with play. Wondering, exploring, and figuring things out—play has a purpose. It's how children make sense of the world around them and find a place in it. Play is defined as fun, open-ended, and spontaneous activity chosen by the player. There are different types of play - including outdoor play, exploratory play, pretend play, and creative play. Play is important for a child's social, emotional, language, cognitive, and physical development. Play-based learning is an essential part of children's development and when children are given the opportunity to play and explore the world, their love of learning grows.

Children are naturally curious, and it is through play and exploration that children learn to problem-solve, create, imagine, and discover for themselves on their own terms. Play is its own reward. Although children learn through play, they don't necessarily play to learn. They play because they want to and because it is interesting, challenging, and fun.

The learning goal for Play and Exploration includes three sections:





### 3.1 Investigation and Thinking

**Investigating and thinking** are at the core of children's play. Children will naturally investigate and explore the world through play. Children interpret their experience—what they see, hear, taste, and feel—through exploration and investigation. When children are encouraged and allowed to follow their interests, they develop their own ideas about the world around them, and then experiment with and refine those ideas. Through playing independently and interacting with others, children acquire new knowledge, develop skills in all developmental areas, and learn to solve problems. Children develop problem-solving skills while playing, seeking out solutions to problems as they occur (e.g., how to adjust a ramp to make a toy car go faster). Play is the foundation for children's future learning and development. Through play, children rehearse, practice, and consolidate general knowledge and academic concepts. They also refine acquired skills and abilities that are emerging.

Investigation and thinking are fostered when early learning practitioners provide children with opportunities and an environment that promotes investigation and thinking through play and play-based learning. Early learning practitioners should consistently:

- set children up for success by readily providing materials and information that match their developmental levels and allow them to make their own discoveries;
- challenge them by providing new and thought-provoking items, ideas, and activities designed to ignite curiosity and problem-solving;
- support them as they actively explore these materials and information across a variety of learning environments;
- communicate with them patiently and allow them to communicate or express their ideas and experiences in their own ways (e.g., verbally or non-verbally, creatively, and imaginatively);
- encourage them to take appropriate risks and to experiment with ideas and materials;
- model effective problem-solving skills;
- respect individual differences (e.g., temperament, modes of expression);
- provide supportive guidance and scaffolding as needed to promote positive behaviour and to facilitate the learning process;
- provide opportunities for children to experience active play (e.g., running, jumping, and skipping);
- provide opportunities for children to experience concepts such as logic, comparison, classification, opposites, matching, shape recognition, measurement, and time;
- use concrete materials that children can manipulate to learn mathematics and science in the early years;
- provide opportunities for children to develop and experience many forms of communication and to interact with peers in a way that is meaningful to them; and
- communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop investigation and thinking skills.



## 3.2 Creativity

**Creativity** naturally occurs when children are free to play and explore their learning environments. Children will express their thoughts, ideas, and feelings through play activities. During creative play, children learn about the world in which they live. When children engage in pretend play with others, they are developing their language skills, social skills, and an understanding of social rules. Children will use their imaginations to explore, discover, and document the world and their understanding of it.

Creativity is fostered when early learning practitioners provide children with a learning environment that develops and promotes creativity, and where early learning practitioners:

- are responsive to the developmental needs of children;
- provide a wide variety of materials for children to use to express themselves;
- have models of various creative techniques;
- provide time, space, and support for a variety of play activities, both indoors and outdoors;
- are supportive and encouraging;
- have developmentally appropriate expectations of children's behaviours, interests, and needs; and
- communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop and nurture creativity in children.

For further information on early numeracy, please see [www.gov.nl.ca/edu/earlychildhood/parent.html](http://www.gov.nl.ca/edu/earlychildhood/parent.html)

“Given the evidence, CMEC believes in the intrinsic value and importance of play and its relationship to learning. Educators should intentionally plan and create challenging, dynamic, play-based learning opportunities. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have always been done that way. Intentional teaching involves educators being deliberate and purposeful in creating play-based learning environments—because when children are playing, children are learning.”

(Council of Ministers of Education in Canada, 2012)



### 3.3 A Positive Attitude Towards Learning

**A positive attitude towards learning** will develop when children regularly engage in play and exploration. Play helps children develop good interpersonal skills and helps children learn to problem-solve, negotiate conflicts, and think for themselves. When children are encouraged to play and explore in supportive learning environments, meaningful learning experiences are created. When learning has meaning, it is long-lasting. When children are given the freedom to discover and learn through play, they develop a love of learning. A love of learning will positively impact a child's future attitude toward learning, as they encounter new experiences throughout their lifetime.

A positive attitude towards learning is fostered when early learning practitioners provide children with a learning environment that develops positive attitudes towards learning. Early learning practitioners should consistently:

- structure the learning environment to encourage play;
- introduce new types of play to children when developmentally appropriate;
- learn about children's play strengths and needs and respond accordingly;
- ensure play materials are suitable for children's levels of development and that these are culturally relevant. This will increase the likelihood that the materials are meaningful for the children, and will provoke interest and curiosity;
- encourage children to take responsibility for their actions and behaviour during play and exploration; and
- communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop and promote positive attitudes towards learning.

“Play expands intelligence, stimulates the imagination, encourages creative problem solving, and helps develop confidence, self esteem, and a positive attitude toward learning.”

(McCain, Mustard, and Shankar, 2007)



## 4. Social Contribution

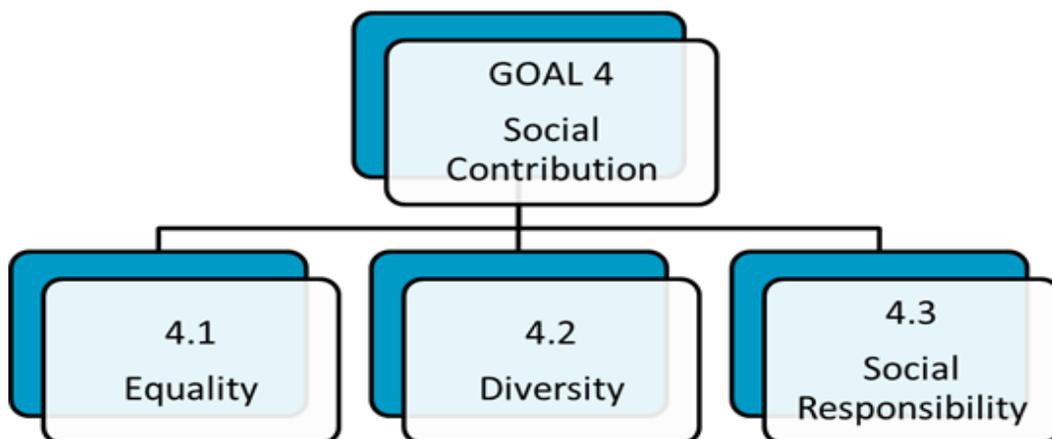
### THE GOAL:

Children experience learning environments that help them discover who they are and the many ways they can have a positive impact on the world.

Children are contributing members of society who have a right to be considered during decision-making regarding matters that concern them directly or indirectly. It is important that they are recognized as active citizens of Newfoundland and Labrador. Early learning experiences impact lifelong development, and have greater impacts on communities.

As children develop their identities and personal connections to cultural heritage, as well as a knowledge of other cultures, they are learning their place in the world. This knowledge encourages acceptance and awareness of international perspectives. Children who experience early learning settings that are culturally sensitive and respectful are more likely to understand their own communities and be open to developing relationships with people from outside their families and cultures. These relationships affirm children's identities and foster respect for difference.

There are three components to the Social Contribution learning goal.





## 4.1 Equality

**Equality** means recognizing individual needs and ensuring equity and fairness in accessing resources and benefits as well as participation in activities. It means equity for all children and their families regardless of ability, age, religion, socio-economic status, or ethnic background. Consideration of individual circumstances is an important aspect of equality. In terms of early childhood learning opportunities, equality of access to opportunities is essential.

Inclusion means truly accepting that we are all members of humanity. It dismisses the concept of 'us and them', accepting all races, genders, abilities, religions, and socio-economic factors. Children who are encouraged to appreciate their own and others' identities will experience true inclusion. It is essential that early learning practitioners model equality. Children who are taught to accept and celebrate diversity will internalize the concept of equality.

Equality is fostered when early learning practitioners promote equality by providing a learning environment that consistently:

- promotes individual strengths and contributions;
- considers all children as unique, with differing abilities and interests;
- allows children to have a voice in making the rules and routines in their daily lives;
- helps children to understand the concept of responsibility for themselves and others;
- shows them how to stand up for themselves and others appropriately;
- promotes the concept of fairness;
- acquaints children with their rights;
- communicates peaceful ways to negotiate conflict;
- allows children to make mistakes and learn from these mistakes in supportive ways;
- allows children to participate at the fullest potential;
- promotes a positive discussion and understanding of individual, family, linguistic, and cultural differences; and
- minimizes stereotypes.

It is important that early learning practitioners communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop and promote the concept of equality.

“We may have different religions, different languages, different colored skin, but we all belong to one human race.”

(Annan, 1999 as cited in Jones, 1999)



## 4.2 Diversity

**Diversity** means accepting and respecting the qualities and characteristics that make people different. These might include physical attributes, race, gender, ability, religion, family status, sexual identity, sexual orientation, language, and cultural practices. Newfoundland and Labrador is becoming increasingly diverse, bringing richness to our communities.

Diversity is fostered when early learning practitioners provide an environment that accepts and respects differences. Early learning practitioners should consistently:

- model respect, acceptance, and openness to difference;
- integrate diversity into all aspects of children's learning experiences;
- be responsive to children's questions and explain similarity and difference as children inquire;
- celebrate diversity every day in many ways;
- encourage children to explore the many similarities that we share;
- explore family, community, and international cultures;
- make children aware of stereotypes, prejudice, and discrimination and model how to appropriately respond; and
- communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop and promote the concept of diversity.





### 4.3 Social Responsibility

**Social Responsibility** focuses on children's ability to make positive contributions to the world. Children will come to recognize the impact of their actions on the world if they have a strong sense of belonging to their families, their communities, and the world at large. Children should be encouraged to be active, contributing members of the global community. Development of this responsibility starts in the early years.

Social responsibility is fostered when early learning practitioners enable children to become socially responsible and provide them an environment that consistently:

- provides opportunities for children to work together in their daily activities;
- emphasizes children's responsibility for taking care of themselves, others, and the earth;
- connects them to nature;
- respects and honours the environment (e.g., practices Reduce, Reuse, and Recycle);
- involves them in the care of plants and animals; and
- provides opportunities for inclusion, peer coaching, and peer mentorship.

It is essential that early learning practitioners model social responsibility. They should communicate, collaborate, and partner, where appropriate, with each other and other adults in children's community of care to develop and promote the concept of social responsibility in children.

“We are made wise not by the recollection of our past, but by the responsibility for our future.”

(Shaw, n.d.)





# Part 5:

## Connections

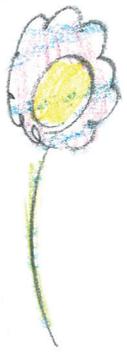
Children develop in an environment of relationships that begins with family. Their community of care involves adults who play important roles in their lives. This can include parents and caregivers, grandparents, extended family members, child care providers, early learning practitioners, teachers, nurses, social workers, coaches, and neighbours. For optimal learning and development of children, it is essential that all members in children's community of care share a common understanding for early childhood learning and work closely with each other to support positive transitions for children across settings. Such interrelationship is important for all children.

For holistic child development, it is important that early learning practitioners observe and document children's learning and development. Reflective practice provides valuable insights to early learning practitioners about their own practice with children. These insights help to capitalize on strengths of children and address their needs effectively. Observation and documentation equip early learning practitioners with knowledge and information to share with parents, caregivers, and other family members about children's learning and development. This is helpful in shared decision-making and supports families in connecting with children.

It is essential that early learning practitioners adopt an inclusive approach to support families in accessing quality resources for children. Early learning practitioners need to support families by promoting a common understanding of early learning and development, developmentally appropriate practices, and healthy learning environments at home. Positive, respectful, timely, two-way, and ongoing communication between early learning practitioners and families ensures opportunities for collaboration in children's learning, making transitions easier, and meeting children's unique needs.

It is also important that early learning practitioners collaborate and partner, where appropriate, with other professionals and agencies in the community who share responsibility for care of children. Some examples include medical or allied health professionals, public health nurses, early intervention specialists, family support workers, social workers, private practitioners, summer camp counsellors, organized sports/physical literacy coaches, early learning researchers and policy makers, and other health, social sciences, or education professionals in early learning settings. Such collaboration supports early learning practitioners to create a shared understanding and language, strengthening early learning programs for children. Collaboration also provides opportunities for professional development through formal and informal learning from peers with diverse backgrounds, experience, and expertise. Confidentiality regarding sensitive information related to children must be maintained while making referrals.

Strong links with other members of children's community of care provide early learning practitioners with valuable information and resources. By drawing on community knowledge and expertise, early learning practitioners are able to better understand the children and



families with whom they work. They are able to provide children with learning experiences that are meaningful and relevant to their lives. Engaging other adults within wider communities helps identify and integrate resources and services from the community to strengthen programs and family practices for children's learning and development. Communication, collaboration, and partnership between and within early learning services is essential to achieve the best outcomes for children and families.

Communication and collaboration with school personnel, such as teachers, guidance counsellors, educational psychologists, and speech language pathologists can be formalized through the Individual Education Plan (IEP)/Individual Student Support Plan (ISSP) process. This process ensures collaboration among service providers and opportunity for educators to plan for meeting children's needs through their educational programming. The type, nature, and extent of such partnership can vary depending on needs of the child, the school, and the early learning practitioners. Such collaborations enhance and promote parental involvement, emphasize focus on children's well-being, ensure smooth transition to school, and provide integration and continuity of learning environment and experiences to children.

The framework promotes play-based learning through responsive and reciprocal relationships with early learning practitioners and other adults within a child's community of care. These relationships are responsive to the strengths, needs, and preferences of all children and support holistic child development. In an inclusive learning environment, play-based activities and play-based service delivery support learning and healthy child development.





The framework focuses on the child whose needs, strengths, and abilities need to be considered when determining play-based activities and service delivery models. Responsive teaching by early learning practitioners, along with meaningful and inclusive resources and materials, promotes varied learning opportunities for children. Early learning practitioners ensure inclusive, safe, and caring environments that are physically structured to promote learning. Documentation of children's learning experiences reinforces appropriate early intervention should developmental concerns arise.

To ensure that children receive an integrated continuum of early learning experiences, the framework reinforces collaboration, partnership, and communication between early learning practitioners, families, and other members in a child's community of care. This is essential given that children learn in different ways and have diverse learning and developmental needs. It is important that they are provided different levels of support in formative years through a range of early learning services that exist within the communities.

In order to develop congruity with members of children's community of care, early learning practitioners should communicate positively with them to share a common vision for early learning across different settings. They should acknowledge and value the ability of peers and support each other's roles in achieving the best possible outcomes for children.







# Part 6:

## Glossary of Early Learning Terms

- **Accessible** refers to early childhood learning opportunities for children from birth to school entry. This may vary according to specific geographical, community, and family considerations. A general term used to describe something that can be easily accessed or used by people with disabilities.
- **Active Play** is any form of regular indoor/outdoor physical activity that children do, which includes use of fundamental movements skills.
- **Adaptive/Assistive technology** is a broad term which includes any product, device or equipment that allows individuals with a disability to accomplish tasks or access resources while minimizing the impact of the disability.
- **Alternative forms:** Other ways of providing information besides traditional print (by a person who experiences communication barriers). Some examples are Braille, large print, audio books, and videos. Picture Exchange Communication System (PECS) is an alternative communication intervention package for individuals with autism spectrum disorder.
- **Assessment** refers to a collection of relevant information about the child's developmental level, their abilities, and interests that may be gathered to help make decisions.
- **Attachment** is a connection between a young child and their parent or other primary caregiver; an emotional bond that fosters the development of a sense of trust.
- **Background** refers to a child's personal experiences, family history, education, and culture.
- **Child care** may be regulated or unregulated. Child care must be regulated if more than four children of mixed ages, or more than three infants, are being cared for by a person who is not a parent or legal guardian. Regulated child care takes place in child care centres or family child care homes that are individually licensed or are approved under a family child care agency's licence. Child care regulations govern the operations of regulated child care settings through the Department of Education and Early Childhood Development *Child Care Act & Regulations* (2017) and related standards and policies. Unregulated child care is care provided by a family member, a neighbour, an acquaintance or other child care provider.
- **Cognitive domain** refers to an area of child development often referred to as academic or intellectual – to understand and apply concepts.
- **Community of care** refers to early learning practitioners and other adults that are unique and specific to a child. Other adults in the community of care may include parents and caregivers, grandparents, foster parents, other family members, educators, family care providers, health professionals, and community members. Parents and caregivers refer to parents, guardians or other adults who are responsible for the primary care of the child.



- **Culture** refers to the characteristics of groups of people defined by language, religion, social practices, music, art, dance, and food. Often, group members have similar values, shared meaning for communication (e.g., slang, rituals, and symbols) and have an understanding of the social norms and the expectations for behaviour.
- **Curriculum** refers to resources used in educational settings to help learners acquire knowledge, skills, and values.
- **Developmentally appropriate practice** is based on an understanding of child development for the purposes of promoting young children's optimal learning and development. It focuses on the needs, interests, and learning styles of the child; and values and builds on children's prior experiences, knowledge, and strengths in a holistic approach by focusing on all developmental domains.
- **Developmental domains** are four main areas of child development; Physical, Social and emotional, Cognitive, and Language.
- **Direct Home Services Program** a government-funded program that is delivered by the Regional Health Authorities. It is a voluntary, home-based early intervention program that is provided at no cost to the family. The program is offered to families with infants, toddlers, and preschool-aged children who display or are at risk for significant developmental delay. The goal of the program is to develop and implement individualized skill teaching and behavioural strategies with the family to achieve positive gains in the child's development.
- **Disposition** is a person's mood or general attitude defined by the way they view their world.
- **Diversity** refers to differences in such characteristics as physical attributes, race, gender, ability, religion, family status, sexual orientation, language spoken, and cultural practices.
- **Documentation** is the practice of gathering and displaying physical and photographic evidence of children's activities and explorations for the purpose of making children's learning visible to the children, early childhood educators, teachers, parents and caregivers, and other adults. Adults use documentation as a basis to plan activities based on children's interests, questions, and discoveries.
- **Early childhood development** includes all domains of early learning and development and strongly influences well-being, obesity, stunting, mental health, heart disease, competence in literacy and numeracy, criminality, and economic participation throughout life. What happens to the child in the early years is critical for the child's developmental trajectory and life course.
- **Early childhood educator (ECE)** is often regarded as a front line teaching/child care position within a child care setting or pre-kindergarten program. Also includes family child care providers, family resource program personnel, resource and referral program personnel, and instructors in early childhood care and education programs in post-secondary institutions. An ECE is a graduate from a recognized university or college with an early childhood education degree, certificate, or diploma focusing on child development, program planning, and evaluation for children and families ranging from infancy up to age 13.
- **Early childhood learning** is the learning process where a child's physical, social, emotional, cognitive (intellectual), and language abilities develop from the period of infancy through to primary school. Children are born learning, and they explore and engage in their learning environments from birth.
- **Early intervention** is aimed at supporting families and promoting children's optimal



development during the critical period from birth to age 8. The goal is to intervene early in the lives of children who are experiencing biological, developmental, or environmental challenges.

- **Early learning practitioners** are those that work in a variety of early learning settings with young children including, regulated child care services (child care centres and family child care homes) and other early learning settings such as family resource centres, early literacy programs, public libraries, and schools.
- **Early literacy** begins at birth and quickly expands within the first six years. It includes the knowledge necessary to learn to communicate, read, write, think, explore, and solve problems. Children acquire literacy through oral language development and experiences with families and communities that are social, interactive, and meaningful. Literacy is fostered in settings that are sensitive to children's development, language, and culture. The six skills of early literacy include: vocabulary, print motivation, print awareness, narrative skills, letter knowledge, and phonological awareness.
- **Early literacy program** is a program that is implemented in a standardized way, as outlined in a guide or manual, and is intended to promote early literacy development in young children and to provide information, resources, and activities to parents and caregivers to promote parent-child involvement in early literacy activities in the home environment. Some examples of specific programs include: Parent and Child Mother Goose Program®, Every Child Ready to Read®, and Early Literacy Foundations.
- **Early numeracy** refers to when children learn important math skills through their play and routines, and need to experience a lot of doing and saying, using concrete materials that they can manipulate to learn math in the early years. Young children develop early math skills in a variety of areas, including problem solving and reasoning, number concepts, geometry and spatial sense, measurement, and patterns and relationships.
- **Ethnicity** refers to an individual's nationality, culture, ancestry, language and beliefs.
- **Expressive language** refers to the ability to use speech, gestures, body language, symbolic pictures, and facial expressions to communicate meaning.
- **Family resource centres (FRCs)** are community-based organizations that deliver programs to promote positive parent-child interactions, improved child development, and increased community involvement to support families.
- **Framework** refers to a collection of information which forms a foundation and rationale for practice, includes core concepts and outlines essential qualities for optimal learning environments.
- **Fundamental movement skills** include physical skills such as jumping, hopping, catching, throwing, and balancing. These skills provide a foundation for many physical activities including play, games, dance, indoor and outdoor recreation, and sports. Children who have achieved fundamental motor skill competencies are able to successfully participate and sustain involvement in a range of meaningful and personally challenging sports and movement activities during their lifetime.
- **Holistic** often refers to the "whole" child which implies consideration of all developmental areas for the child— physical, social and emotional, cognitive, and language.
- **Holistic child development** refers to 'whole child development' which means



growth and development of a child in all domains of early learning.

- **Inclusion** means truly accepting that all of us are members of humanity, dismissing the concept of "us and them", accepting all races, genders, abilities, religions, sexual orientation, and socio-economic factors.
- **Inclusive** refers to early childhood learning opportunities that exemplify the values, policies, and practices that support the rights of children and their families, regardless of ability, to participate in a broad range of activities and contexts.
- **Infancy** refers to the developmental period from birth up to twenty four months of age.
- **Integrated continuum of early learning opportunities** refers to existence of a variety of early learning programs and services (for children and families, including children with exceptionalities), that are complementary and coordinated with one another to allow children and their families to transition across services (e.g., regulated child care, early intervention, family resource centres, health based services, and school).
- **KinderStart** is a province-wide program that is offered by the Department of Education and Early Childhood Development. This program offers orientation sessions for children and their parents and caregivers in the year prior to school entry. The program is designed to support transition to school.
- **Language domain** refers to an area of development in which children learn to express themselves, understand language, and use and understand the social meaning of communication to the best of their ability.
- **Learning environment** refers to the physical set up of the learning space; interactions between children, parents and early learning practitioners; attitudes and aptitudes of children, parents and early learning practitioners towards teaching and learning, and the approach to teaching and learning including schedules, routines, materials, activities, and experiences.
- **Numeracy** means to understand and use mathematical concepts effectively.
- **Observation** refers to watching, listening, and reflecting on children's interests, abilities, behaviours, emotions, and their developmental level, with the goal of evaluating and improving their learning experience.
- **Pedagogy (pedagogical practice)** are philosophies and strategies that are used in the learning environment to support children's acquisition of knowledge, skills, and abilities.
- **Physical domain** refers to an area of development involving the physical growth and development of large muscles and small muscles, and skill development in performing motor tasks.
- **Physical Literacy** is the motivation, confidence, physical competence, knowledge, and understanding for engagement in a variety of physical activities.
- **Play** refers to fun, open-ended, and spontaneous activities chosen by the players. Play is child-centred, child-initiated, and voluntary. Play is essential for a child's social, emotional, language, cognitive, and physical development. Children at play are more concerned with the process of playing and not the end product.
- **Play-based learning** refers to early childhood learning opportunities that are rich in child-initiated play, especially when it involves the presence of a caring, engaged, and responsive adult. Ongoing planned and spontaneous opportunities for learning through intentional playful



interactions are provided by adults in an environment with a variety of developmentally appropriate play materials.

- **Portfolio** refers to collections or samples of information about a child's developmental progress in their learning environment.
- **Pragmatic language** refers to the social language through which we determine if what we say, how we say it, and how we use our body language are appropriate to different social situations.
- **Pre-school aged** are children who are between the ages of three and five years old.
- **Primary school** refers to formal education programs for children from Kindergarten to Grade 3 inclusive.
- **Problem-solving** is a process in which children use intellectual and motor skills to gain an understanding of the world and figure out, through trial and error, 'what works' to serve their purpose.
- **Pro-social behaviour** is characterized by a concern about the rights, feelings, and welfare of other people. Pro-social behaviours include feeling empathy and concern for others and behaving in ways to help other people.
- **Receptive language** refers to the ability to listen and understand what is being communicated. Receptive language involves understanding spoken words, sign language, the meaning of symbols, and written language.
- **Recreation** includes activities done for the purpose of relaxation, pleasure, amusement, and enjoyment (e.g., summer camps and excursions).
- **Reflective Practice** is the process of analyzing and evaluating one's actions with a view to engage in a process of continuous learning. It involves looking at what you do, why you do it, how you do it, what happened, thinking if it worked, and then deciding what and how you would do differently to achieve your goal.
- **Resilience** is the process of adapting positively to difficult experiences and circumstances—social, emotional, physical, and intellectual.
- **Responsive teaching** is an adult's response to the varied learning behaviours observed and respected within a setting, such as a classroom, homeroom, or home environment. Planned strategies or instructions are provided to support and respond to individual child learning to promote development (e.g., acquisition of skills or outcomes). When the plan does not meet certain children where they are developmentally, it is understood that it has to change to move them along in "their" learning.
- **Scaffolding** refers to a graduated teaching strategy in which the adult provides the level of support needed for children to learn a new task and then slowly reduces the support for the task to the students as they develop their understandings of the nature of the skill. It can be used by anyone more experienced at a task.
- **School readiness** refers to children having skills that are important for successful transition to school and later outcomes in school and throughout life. These skills fall under the four developmental domains of early learning. School readiness also includes readiness of schools and families to provide supports that contribute to children's readiness for school.
- **Sedentary behaviours** include postures and activities that require very little movement. Some examples include sitting for longer durations, playing passive video or computer games, watching television, spending excessive



time on the computer, and excessive use of motorized transportation.

- **Self-regulation** refers to the ability to attain, maintain, and change one's level of energy to match the demands of a task or situation; to monitor, evaluate and modify one's emotions; sustain and shift one's attention when necessary and ignore distractions; to understand both the meaning of a variety of social interactions and how to engage in them in a sustained way; and to connect with and care about what others are thinking and feeling – to empathize and act accordingly.
- **Social-emotional domain** refers to an area of development involving the child's experience, expression, development, and management of emotions and the ability to establish positive and rewarding relationships with others.
- **Special need** refers to requirement of additional resources or accommodations, such as any technical aid or device, personal support, or disability-related support, by children due to exceptional gifts and talents, sensory, physical, cognitive and learning challenges, mental health issues, and problems due to social, linguistic, cultural, or family factors.
- **Stakeholders** include either a person or group that has an interest in a system or organization. Stakeholders can directly affect or be affected by the actions and policies of the system or organization.
- **Story-time programming** in public libraries facilitates oral language and early literacy development through the use of books, activities, and play materials. Story-time programming may include rhymes, stories, songs, plays and puppets, dance, and social time. Programs are presented by library staff and are offered to children birth to six and their parents and caregivers. Enhanced Story-time Programming includes all elements of regular story-time programming with the addition of a parent involvement component to highlight and promote parent-child involvement in early literacy activities in the home environment.
- **Temperament** refers to children's natural style of interacting with people and reacting to situations. A child's temperament impacts how, what, and when they learn, and it is important that adults in a child's community of care understand and support children based on their temperament.
- **Toddlers** are children between the ages of one and three years old.
- **Transition** refers to moving from one place or situation to another. It may include moving between different learning environments, such as transition from home to child care. It can refer to moving between activities within the learning environment such as moving from snack time to free play. Transition can also refer to major life events such as starting school.
- **Well-being** refers to the combination of a person's physical, social, and emotional health.



# Part 7:

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# Resources

## VIDEOS

### Brain Development

Child Development Story, Part 1: Brain Architecture:  
<https://www.youtube.com/watch?v=SpqLzFew9bs>

Child Development Story, Part 2: Serve and Return:  
[https://www.youtube.com/watch?v=u0\\_Y7jSGnp8](https://www.youtube.com/watch?v=u0_Y7jSGnp8)

Child Development Story, Part 3: Stress:  
<https://www.youtube.com/watch?v=kivv2BJhzbA>

Child Development Story, Part 4: Pay Now or Pay Later:  
<https://www.youtube.com/watch?v=20DdwzhMTTA>

### Early Literacy

<http://www.easternct.edu/cece/e-clip-predictors-of-early-literacy/>

<http://www.easternct.edu/cece/reflections-building-vocabulary-in-the-preschool-classroom/>

<https://www.zerotothree.org/resources/216-how-to-promote-early-language-and-literacy>

<https://www.zerotothree.org/resources/1059-literacy-with-love>

<https://www.zerotothree.org/early-learning/early-literacy>

### Play

<http://www.easternct.edu/cece/e-clip-importance-of-play/>

<http://www.easternct.edu/cece/supporting-childrens-learning-in-dramatic-play-centers/>

[http://www.easternct.edu/cece/physical\\_play\\_videos/](http://www.easternct.edu/cece/physical_play_videos/)

<http://www.easternct.edu/cece/cultural-influences-on-childrens-play/>

### Numeracy

<http://www.easternct.edu/cece/math-play-video/>

<http://www.easternct.edu/cece/supporting-mathematical-development-in-young-children/>

<http://www.easternct.edu/cece/e-clip-using-math-talk/>

<https://www.zerotothree.org/resources/255-everyday-fun-with-patterns-let-s-talk-about-math-video>

<https://www.zerotothree.org/resources/253-everyday-fun-with-addition-and-subtraction-let-s-talk-about-math-video>

<https://www.zerotothree.org/resources/250-everyday-fun-with-shapes-let-s-talk-about-math-video>

<https://www.zerotothree.org/resources/251-everyday-fun-with-spatial-awareness-let-s-talk-about-math-video>

<https://www.zerotothree.org/resources/252-everyday-fun-with-counting-let-s-talk-about-math-video>

<https://www.zerotothree.org/resources/254-everyday-fun-with-measurement-let-s-talk-about-math-video>

<https://www.zerotothree.org/resources/series/let-s-talk-about-stem-video-series>

<http://earlymath.erikson.edu/value-blocks-kindergarten-2/>

<http://earlymath.erikson.edu/matching-cards-game-in-prek/>

<http://earlymath.erikson.edu/measuring-in-kindergarten-with-taller-towers/>

<https://www.zerotothree.org/resources/156-brain-wonders-nurturing-healthy-brain-development-from-birth>

### **School Readiness**

<https://www.zerotothree.org/early-learning/school-readiness>

## **OTHER RESOURCES**

### **Numeracy**

<http://www.child-encyclopedia.com/numeracy/complete-topic>

<http://munews.missouri.edu/news-releases/2016/0804-kindergarteners-mathematics-success-hinges-on-preschool-skills/>

<https://www.zerotothree.org/early-learning/early-math-and-science>

<https://www.zerotothree.org/resources/299-help-your-child-develop-early-math-skills>

### **Play**

[http://www.beststart.org/OnTrack\\_English/pdf/OnTrack-Section4.pdf](http://www.beststart.org/OnTrack_English/pdf/OnTrack-Section4.pdf)

<http://www.child-encyclopedia.com/play/complete-topic>

<http://www.naeyc.org/play>

<http://www.pz.harvard.edu/resources/towards-a-pedagogy-of-play>

### **Transition to School**

[http://www.beststart.org/OnTrack\\_English/4-factors.html](http://www.beststart.org/OnTrack_English/4-factors.html)

[http://www.beststart.org/OnTrack\\_English/4-supportschool.html](http://www.beststart.org/OnTrack_English/4-supportschool.html)

<http://www.child-encyclopedia.com/school-readiness/complete-topic>

[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=477](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=477)

<http://ecrp.uiuc.edu/v3n2/dockett.html>

[http://www.excellence-jeunesenfants.ca/documents/Forum\\_Autism\\_2010-Report\\_ANG.pdf](http://www.excellence-jeunesenfants.ca/documents/Forum_Autism_2010-Report_ANG.pdf)

<http://www.naeyc.org/tyc/files/tyc/file/V6N4/Transitions%20to%20Kindergarten.pdf>

<http://www.thelearningpartnership.ca/what-we-do/student-programs/welcome-to-kindergarten>

<https://www.zerotothree.org/resources/series/developing-school-readiness-skills-from-24-to-36-months>

<https://www.zerotothree.org/resources/221-getting-ready-for-school-begins-at-birth>

[https://www.unicef.org/earlychildhood/files/Child2Child\\_ConceptualFramework\\_FINAL\(1\).pdf](https://www.unicef.org/earlychildhood/files/Child2Child_ConceptualFramework_FINAL(1).pdf)

### **Developmental Screening**

<https://www.zerotothree.org/resources/71-achieving-the-promise-of-a-bright-future-developmental-screening-of-infants-and-toddlers>

<https://www.zerotothree.org/resources/70-developmental-screening-assessment-and-evaluation-key-elements-for-individualizing-curricula-in-early-head-start-programs>

<https://www.zerotothree.org/policy-and-advocacy/developmental-screening>

### **Early Development Instrument**

[http://www.eyeonkids.ca/docs/files/mchp\\_edi\\_report\\_web.pdf](http://www.eyeonkids.ca/docs/files/mchp_edi_report_web.pdf)

[http://www.manitoba.ca/healthychild/edi/edi\\_handbook\\_2007.pdf](http://www.manitoba.ca/healthychild/edi/edi_handbook_2007.pdf)

### **Early Learning**

<https://www.zerotothree.org/resources/1063-building-blocks-of-learning>

<https://www.zerotothree.org/resources/series/the-development-of-thinking-skills>

[https://www.sciencedaily.com/news/education\\_learning/](https://www.sciencedaily.com/news/education_learning/)

<https://www.zerotothree.org/resources/series/healthy-minds-nurturing-your-child-s-development>

<https://www.zerotothree.org/resources/1503-what-s-going-on-in-your-baby-s-mind-in-the-first-year-5-ways-to-put-brain-science-into-action>

<https://www.zerotothree.org/resources/1497-getting-in-tune-the-powerful-influence-of-music-on-young-children-s-development>

<https://www.zerotothree.org/resources/265-everyday-ways-to-support-your-baby-s-and-toddler-s-early-learning>

<https://www.zerotothree.org/resources/305-learning-to-write-and-draw>



