

Professional Resource Centres

ASCY

Resource Library & Program Support:

JAN SMITH
MELANIE BULBROOK
(ext. 222) library@ascy.ca

REGISTRY INFORMATION
(ext. 222) hccss@ascy.ca

Affiliated Services for Children and Youth
526 Upper Paradise Rd., Unit-A, Hamilton, ON L9C 5E3

Tel: 905-574-6876
Fax: 905-574-8843

www.ascy.ca



ECCDC

JENNIFER MOSHER
Early Learning and Child Care
Resource Consultant
jmosher@eccdc.org

Early Childhood Community Development Centre
3340 Schmon Parkway, Thorold, ON L2V 4Y6

Tel: 905-646-7311
Fax: 905-646-2692
Email: eccdc@eccdc.org

www.eccdc.org



OEYC: Brant

JUDY BAILLIE
jbaille@eycbrant.ca

Ontario Early Years Centre: Brant
30 Bell Lane, P.O. Box 25040
Brantford, ON N3T 6K5

Tel: 519-759-3833 ext. 107
Fax: 519-759-0173

www.eycbrant.ca/oeyc



OEYC: Haldimand-Norfolk

TAMMY WEST
twest@hnreach.on.ca

H-N R.E.A.C.H.
12 Colborne St. N.
Simcoe, ON
N3Y 3T9

Tel: 519-429-2875
1-866-463-2759



An Informal Caregiver Is:

In the province of Ontario, you may provide care for up to 5 children under 10 years of age in addition to your own children at any given time in your home.

Example 1: If you provide care for 1 infant plus 2 preschool children during the day, you may also provide after-school care for 2 school-age children in addition to your own.

Example 2: If you provide care for 1 infant, 2 toddlers, and 2 preschool children during the day, you are at your maximum number of children; hence you cannot care for any additional school-age children after school. Should you wish to care for more than 5 children plus your own at any given time in your home, you would require to be licensed under the Ontario Day Nurseries Act and meet all of its regulations.

There are pending changes to the legislation for home child care. Please check the Ministry of Education website periodically. The website for Bill 10, Child Care Modernization Act, 2014 is <http://www.ontla.on.ca/web/bills/bills-detail.do?locale=en&BillID=3002>

*The Professional Resource Centres are sponsored by different agencies in each of the four communities. Affiliated Services for Children and Youth (ASCY) in Hamilton, the Early Childhood Community Development Centre in Niagara and the Ontario Early Years Centres: Brant and Haldimand & Norfolk provide these services in their respective communities.

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Issue 2, 2015

a newsletter for Home-Based Caregivers

ASCY Hosts Family Child Care Training

Affiliated Services for Children and Youth (ASCY) is proud to be hosting the Level 2 Family Child Care series. This training sees informal providers and providers working with licensed agencies learning and growing together.



In 2013-2014, twelve units of the Level 1 training were completed by twelve caregivers. September 2014 saw the start of Level 2. All twelve returned and were joined by three more caregivers. This group will complete the Level 2 training in June of 2015.

The Family Child Care Training programs were developed by the Canadian Child Care Federation (CCCCF) in 2000. Each unit has a set of Learning Objectives and information to support these objectives.

Presenters include staff from the ASCY Professional Learning Team, staff from Today's Family and Wee Watch licensed agencies and an informal caregiver.

The presenters use the CCCC material and learning objectives as the basis of their presentations. In addition, new research and documents such as "Excerpts from ELECT" and "How Does Learning Happen?" are discussed in the learning sessions.

ASCY thinks of the caregivers as participants in a "Community of Practice" where they can:

- talk about Home Child Care practice
- share with colleagues and friends
- reflect on their practice with a group of co-workers
- provoke new thinking with each other
- challenge themselves to think of each other as competent, capable and curious

The picture shows caregivers in small groups discussing the development of their observation skills.

Source: Deb Curtis, Debbie Lebo, Wendy C.M. Cividanes, Margie Carter
Reflecting in Communities of Practice
Redleaf Press, 2013

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How Does Learning Happen? In Home Child Care Programs

Submitted by: Ontario Early Years Centre: Brant

As respected educators in Early Childhood Programs, the work you do as a Home Child Care Provider today... has an impact that is far-reaching into the future. Everything we teach and every experience children have while in our care, helps to shape and mould who they will become as they grow towards adulthood. We are helping to shape the future leaders of our society.

As providers, when asked what skills, traits, values and abilities we hope our children will develop throughout life, we may each have a different list to share. Each of us has our own thoughts on what are the most important values we hope our children will develop as they grow. When asked, however, most educators agree that developing a positive self-esteem, empathy, problem-solving skills plus good communication and social skills are all desirable traits. This development begins during the early years of a child's life. We also recognize they are not learned overnight but require a lifetime of nurturing and experiences in order to fully develop.

You have a huge role in the creation and development of these skills, traits and abilities. Through modelling desired values and teaching the social skills children need in order to learn from each other, you are creating a positive learning environment that will prove to be invaluable. This should be our primary goal. We owe it to the children, their families, society and most importantly... to ourselves, to teach the young children in our care how to become emotionally, socially, physically and intellectually healthy. Our goal is to help them to be the very best they can be... they will show us as they grow and mature...just what that is!

So how do we begin? Let's take a look at a newly developed resource "How Does Learning Happen?" This document was developed by the Ministry of Education. It outlines Ontario's pedagogy in the early years. This tool is an exciting professional learning resource for those who work with children and

families across all early years' settings including child care centres, family support programs and home child care. It promotes a shared understanding of what's most important for children and their families. It is not a checklist of tasks to complete or a template for a "one-size-fits-all" approach and it is not a rating scale for measuring quality. Rather, "How Does Learning Happen?" describes effective practices and emphasizes positive relationships as critical for quality early years programs.

"How Does Learning Happen?" is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement and Expression. These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography or setting. They are aligned with the new Kindergarten program and are conditions that children naturally seek for themselves.

- Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
- Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self and self-regulation skills.
- Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking and innovating which are essential for learning and success in school and beyond.
- Expression or communication (to be heard, as well as to listen) may take many different forms.

continued on Page 3

Sparkle Up Your Day: The Wonder of Spring

Submitted by: Affiliated Services for Children and Youth

Questions for Reflection:

How can your program put more emphasis on outdoor exploration and play that engage the body, mind and senses? Think about how the outdoor environment and experiences that you provide engage the children. What draws them to explore and take part in activities? What might the preschoolers and school-age children in the picture like to investigate?

They may want to try working with art media to draw, paint or use collage materials to make a tree like this one. Playdough or clay may inspire them to build models of the tree/bush. These are great opportunities to enhance fine-motor skills.

They may want to research the yearly cycle of this tree in books, magazines or on the internet. They may compare it with other plants/trees in the area. They may discover how weather affects the blossoms. Bookmaking or story writing about the trees develops research, writing and drawing skills.

They may want to measure the size of the blossoms with a standard measure (ruler/tape measure) or a non-standard measure (fingertips, string). They may want to count the blossoms on different branches and record their findings on a graph or chart. These explorations enhance math skills.



Blossom Song

Adapted from Preschool Rainbow, Springtime Song
Tune: Did You Ever See a Lassie?

My eyes can see the blossoms, the blossoms, the blossoms;
My eyes can see the blossoms on this springtime day.

My nose can smell the blossoms, the blossoms, the blossoms;
My nose can smell the blossoms on this springtime day.

My hands can touch the blossoms, the blossoms, the blossoms;
My hands can touch the blossoms on this springtime day.

Questions taken and adapted from:
How Does Learning Happen?, Ontario Ministry of Education
Queen's Printer for Ontario, 2014



Embracing Acceptance: We're All Learning Together

Submitted by: Ontario Early Years Centre: Brant

You have received a phone call from a prospective parent looking for child care for her 3 year old son who has just been diagnosed with Autism. Although you are excited at the prospect of working with a new child in your program, you are also filled with apprehension at what is involved in teaching a child who has special needs. You have virtually no experience or knowledge about autism and how to program activities to meet his needs while meeting the needs of the other children as well.

The most important thing to remember is that A CHILD IS A CHILD FIRST! Regardless of their individual needs, cultural diversities and abilities... every child is unique. As Home Child Care Providers, it is our role to offer a program that is creative, enriched and developmentally-appropriate for the children we support. In order to do this, we need to be:

- Accepting of all children, embracing the cultures, needs, personalities and abilities they have unique to them
- Learning all we can about the special needs issues, family dynamics and cultures of the children in your care. When you understand what you are dealing with in terms of meeting their needs, all of the children will benefit
- Flexible and creative in our programming for our children. This may mean adapting the way we provide activities by being flexible in the amount of time needed to complete the activity, providing additional materials so that each child can explore to his or her ability and by making sure that everything is accessible for every child in terms of location and placement (children with motor issues may need to have their painting placed on a low table or on the floor for easy access)
- Using communication supports such as sign language, picture communication symbols (PCS), Braille (for visually impaired) and others that are indicated with the professionals involved with the child. It is a good idea to request that the family provide support and assistance to you as you are learning how to use these communication strategies. Try providing a home-to-home

communication book so you can ask questions of the parents about the child's new communication words and strategies for learning success.

- Be prepared to adjust your home child care environment. For example, this may mean offering more soft areas for children to relax, breaking up a big space with strategically placed cupboards so busy children cannot run from one end to the other, purchasing or borrowing more stimulating toys and learning materials and changing the program schedule to meet every child's needs.

Finally, take time at the end of your busy day to celebrate all you have done to teach and support the most important and impressionable members of our society. Know that the work you do has great value and respect. It has been said that "Although children are only 24% of the population, they're 100% of our future and we cannot afford to provide any child with substandard education" Ed Markey

Correction from Quiet Times Issue 1, 2015

Please note the article *Home Child Care Environment + Materials + You + Healthy Learning* found on pages 6 and 7 was submitted by: Haldimand-Norfolk REACH - Ontario Early Years Centre.

How Does Learning Happen? (continued)

Through their bodies, words and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving and mathematical behaviours. Language-rich environments support growing communication skills which are foundational for literacy. (See pages 6-7 for further information on the Four Foundations)

So what does this mean to me as a Home Child Care Provider? How Does Learning Happen? does not mean doing more but rather looking at what you are already doing with a different focus. This different focus helps you be aware of what you're doing and why it matters. For example, as a home child care provider, you have a unique opportunity to support how learning happens by:

- being flexible in your daily routines and building on children's natural curiosity about the world around them;
- thinking about your home environment and neighbourhood as rich in possibilities for children to learn through exploration, play and inquiry;
- enabling children of varied ages to develop strong relationships, learn together and care about one another;
- connecting with your community by participating in its programs and accessing its resources (e.g.: visiting and using local libraries, recreation centres, parks and family support programs);
- having conversations with licensed home child care agency staff and/or other home child care providers as co-learners as a "community of practice." "A community of practice is two or more people who share a concern or passion for something they do and learn how to do it better as they interact regularly over time." Wenger, McDermott and Snyder, 2002 (this point has been adapted from what was written in the source)
- building relationships in which children and families feel secure and using your experiences with the children to help your program evolve as

they grow and mature;

- engaging in self-reflection and participating in professional learning coordinated by licensed home child care agencies, your municipality or other early years programs in your community.

As part of the broader early years' system, what you do every day has a lasting impact on children's learning, development, health and well-being as they grow and mature in your program.

Sources

How Does Learning Happen? www.edu.gov.on.ca/childcare/HowLearningHappens.pdf
Early Learning for Every Child Today (ELECT) (full document) www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf

Additional Supports

www.iaccess.gov.on.ca/LCCWeb/childcare/search.xhtml
 Ontario Early Years Centres website www.oeyc.edu.gov.on.ca/
 Parenting and Family Literacy Centres website www.edu.gov.on.ca/eng/parents/pflc.html
 Licensed Child Care Finder website



The Importance of Relationships

Submitted by: *Affiliated Services for Children and Youth*

The terms “Pedagogy” and “Curriculum” are found in the document “How Does Learning Happen?” Pedagogy can be defined as the understanding of how learning takes place. Pedagogy looks at the beliefs, philosophies and thinking around learning. Curriculum is the activities and things we plan to facilitate with children. Pedagogy gives home child care providers a way to think about why they do what they do in the curriculum and routine of each day. It allows for greater understanding of how their actions impact their relationships with children and their families.

Pedagogical approaches that nurture learning development in the early years include:

- establishing positive, responsive adult-child relationships (adults include caregivers/parents)
- providing inclusive learning environments and experiences that encourage exploration, play and inquiry
- engaging as co-learners with children, families/caregivers and others
- planning and creating environments as a “third teacher” (third teacher can be defined as the context in which learning takes place. Loris Malaguzzi)
- using pedagogical documentation as a means to value, discuss and make learning visible
- participating in ongoing reflective practice and collaborative inquiry with others.

How Does Learning Happen? p. 16, p. 6

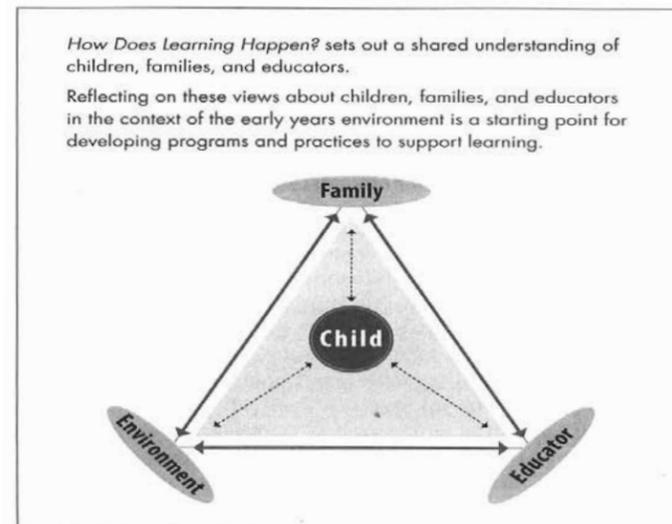


Figure 1. Learning and development happens within the context of relationships among children, families, educators, and their environments.

“How Does Learning Happen?” encourages us to see children, families and educators/caregivers as capable and competent. Children are capable of complex thinking; they are curious and rich in potential. Families know their children better than anyone else and are capable of sharing important information about their child. Home child care providers need to think of themselves as competent and capable of providing rich and nurturing experience for the children in their care.

To expand on this thought, let us think of children, parents and caregivers as having diverse cultural and language experiences. Everyone, children, parents and caregivers, need to feel a sense of belonging in their programs. Respect of and sharing of cultural and linguistic activities leads to a sense of belonging.

Caregivers have opportunities to be lifelong learners and should take responsibility for their own learning. They can make decisions on how to include that learning in their interactions with the children and their families. A sense of belonging and engagement in meaningful work can be achieved when caregivers feel they are valuable contributors to the lives of their families.

Families can feel a sense of belonging when caregivers engage them and encourage them to share their culture. They also gain a sense of belonging when we share that we want the best for their children and ask them for their thoughts.

When we think of ourselves as capable and competent, when we include parents in ways that make them feel capable and competent, it surely leads us to offer programs that engage children based on their competence and capabilities. This should, in turn, give children a sense of belonging.

Sources:

An Introduction to How does Learning Happen? for Home Child Care Providers, Ontario Ministry of Education Queen’s Printer for Ontario, 2014

How does Learning Happen? Ontario’s Pedagogy for the Early Years, Ontario Ministry of Education Queen’s Printer for Ontario, 2014

Caregiver Asks: I’ve heard a lot of talk about using “authentic items” with the children. Why is this so important?

Submitted by: *The Early Childhood Community Development Centre*

Currently, the trend within early learning and child care is to create a more “home-like” environment. Children’s artwork is being framed and displayed on walls or on shelves as focal points. Woven baskets are being used to store children’s toys and books. Real kitchen items that children would see and use every day at home are being added to the dramatic play area. Lamps, mirrors and curtains are being added to reflect light and define cozy areas. Open-ended materials and loose parts are being displayed in beautiful vases and baskets. Walls and furnishings are being transformed with neutral colour. Authentic carpenters’ tools are being added to outdoor environments along with scraps of wood.

These changes also bring about some anticipation. “What if that real china tea set is dropped and breaks?” “What if the children hurt themselves using the real hammer or saw?” In an article written by Karyn Callaghan, M. Ed, *The Environment Is a Teacher*, she writes, “If our environments are designed to eliminate all risk by not allowing access to breakable items or physical challenges, how can children learn to exercise self-control and become aware of their own actions? Children can be supported to develop relationships with materials that call upon them to be mindful and respectful when they are given the opportunity to learn to be responsible for their own safety and to care for their environment (Gambetti, 2002).”

There is also an informative video that may be found on the Ministry of Education website entitled *Taking Risks, Building Competence* where Karyn Callaghan, M. Ed, draws on her own experiences when adding authentic tools to their early learning environment. They felt they were going to need more Band-Aids because they thought there was going to be more accidents, however, the opposite had happened. They imagine the children were self-regulating and thinking things through instead of depending on the environment to be totally safe. To view the full video, visit <http://www.edu.gov.on.ca/childcare/environment.html>

So, how do you take all this information and incorporate

it into your early learning environment? Begin by believing children are capable and competent and try to put your fears aside. When collecting materials, choose some items that are familiar to the children in your care; perhaps items they would see in their own homes. These items will allow them to act out what they see in their daily lives. Find some items/objects that are new to the children so they can expand on their experiences. Choose items that are open-ended that do not have a specific way to be used, to encourage children’s use of their imagination and to expand their knowledge base.

Consider your role in the environment. As children are exploring these new items, they will benefit from side-by-side modelling. Show them how to hold the hammer and the nail. Show them how you carefully hold and carry fragile items. In home child care environments, you often have children of varying ages; older children who have mastered these skills can share their knowledge with younger children. It is amazing to see how proud children are to share their knowledge with others. Lastly, be ready to ask children open-ended questions to encourage higher-order thinking and communication. Still feeling a bit uncomfortable adding in authentic materials? Perhaps as a stepping stone, try melamine dishes instead of china or terracotta pots instead of glass vases.

Have you been using realistic items in your home child care environment? We would love to hear from you. Please share your experiences and photos with your area coordinator and you may see them featured in a future issue of “Quiet Times”.

Sources:

Gambetti, A., ‘Safety Issues’, *Child Care Information Exchange*, September 2002. Cited In: *Think Feel, Act: Lessons from Research about Young Children* Queen’s Printer for Ontario, 2013

Callaghan, K., ‘The Environment is the Teacher’ *Think Feel, Act: Lessons from Research about Young Children* Queen’s Printer for Ontario, 2013



Reflection as the Vision for the Future

Submitted by: Haldimand-Norfolk REACH – Ontario Early Years Centre

If you take a little time for reflection, your vision can be a little clearer for the future. Many people can tell you a story of an experience they could or would have changed because one's vision is always 20/20 upon reflection. They have had time to reflect on their actions and they would know how or what to change for the future. This principle is incredibly true for today's care providers/educators. Work is ongoing but taking the time for reflection allows the care provider/educator to prepare and respond appropriately to the child (Curtis, Lebo, et al. 6).

A care provider/educator who has reflected can review their observations and see what a child's interests are. The care provider/educator can then use that clearer vision to implement new ideas the child gave to them. For example, Mrs. White noticed Nadia bringing different stuffed animals with her daily. When asked about it, Nadia explained she went to the zoo with her family and how much fun it was to see the different animals. Mrs. White can be an intentional care provider/educator by thinking about what she observed about Nadia and lead her and other children to explore more about the zoo. To augment the environment, she provided cardboard, paint, books and a variety of animals. After play, the educator noticed that the children made animal homes, painted the entrance to the zoo with all kinds of animals and explored the books to gather more information about their favourite animals. In today's society, reflection is taking the time to pay attention and think back on what you observed. Whether spontaneous or deliberately planned, reflection serves to improve our practice which, in turn, enhances the quality of our programming that ultimately benefits the child (Marbina, Church & Taylor 4).

Therefore, professionals are creating opportunities for children to express their own thoughts and influence what happens in their lives (Marbina, Church & Taylor 4). Reflection gives a professional the time to understand what the child likes. By responding appropriately, it takes their educating to the next level of quality. Marbina, Church, and Taylor state that "children who feel respected are more encouraged to

take responsibility for their actions...Evidence shows that the degree to which a person feels "in control" of their life affects other measures of their well-being and self-esteem, even in babies.(4)" Children who feel they are listened to feel respected. They are receiving the chance to influence the learning around them. Not only is reflection creating high-quality care and programs for children but as a result, it is building up children to be engaged and happy right from the start of their learning.

If care provider/educators truly hold the value of igniting a child's desire to learn and explore, then engaging in reflective practices will help early learning and care providers, RECEs and teachers continue to align what they actually do each day as professionals with the values they hold (College of Early Childhood Educators 1). All children are unique; no single set of strategies can be used all the time (Curtis, Lebo, et al. 2). However, taking that extra minute to reflect or step back just might make the vision that much clearer.

Sources:

College of Early Childhood Educators. "Reflective Practice and Self-Directed Learning." *CECE Reflective Practice and Self-Directed Learning* (2014): 1-10.

Curtis, Lebo, et al. *Reflecting in Communities of Practice; A Workbook for Early Childhood Educators*. St. Paul, MN: Redleaf Press, 2013.

Marbina, Church & Taylor. "Victorian Early Learning and Development Framework." *Department of Education and Early Childhood Development* (2010): 1-26.

Children as Competent Learners

Submitted by: Haldimand-Norfolk REACH – Ontario Early Years Centre

The children are playing with a set of magnetic alphabet letters when you see that Emily is trying to get two to stick together. She pushes them together and notices that they aren't clinging to each other, so she puts each magnet on the cookie sheet and they stick. She picks them up again and tries again to get them to attract to each other. Now she picks up two more and repeats the process only to find the same thing.

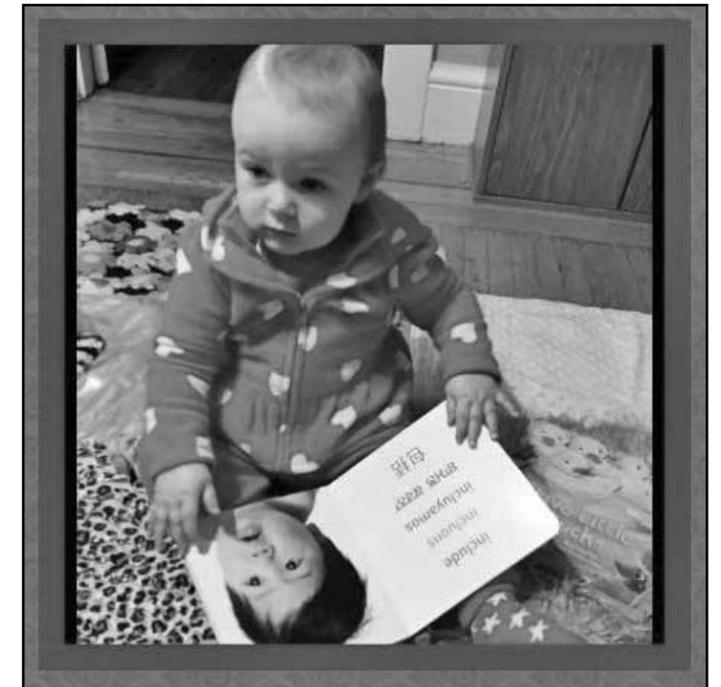
The Ministry of Education has released a resource, Ontario's Pedagogy for the Early Years, "How Does Learning Happen?" Karyn Callaghan spoke to a group of educators affirming that opportunities for children to learn take place when we notice what they notice. In this instance, the educator who sees what Emily notices about the magnets has the opportunity to further engage Emily in her knowledge of magnets.

The care provider/educator can introduce the train set with the cars that connect magnetically. Do they stick together no matter which way you place them or do they repel? Emily will feel like she is valued and capable of complex thinking as she works through this.

In "How Does Learning Happen?" the author says, "Children are competent, capable of complex thinking, curious and rich in potential. They grow up in families with diverse social, cultural and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities."

By noticing what Emily noticed, you are helping her to feel that she is a valuable contributor to her surroundings and she is capable and valued.

To expand on this idea, what if we gave the children the opportunity to wash their snack dishes, to use real dishes in the dramatic play centre or even the chance to use real tools? What will they learn? You might think, "but the dishes might break" or "they might hit their



finger with the hammer and get hurt". The answer to that is yes, they will probably break a dish or hit a finger but they will learn how to take care of these things. By giving them these real materials and experiences, they will value their surroundings, learn to assess and take risks and they will feel important. Children should be expected to help. Children as young as two can scrape their dishes clean, wash or dry plates, sort cutlery and hold a dustpan. These are real experiences and when you let them do them, they will feel important, trusted and valued. Their language, literacy and social skills will also be enhanced as you spend time with them. It may be easier to wash the dishes yourself but by engaging the children, it becomes a win-win situation!



Foundations for Learning

Submitted by: The Early Childhood Community Development Centre

In this article, we are going to spend a bit of time reflecting on the four foundations: **Belonging, Well-Being, Engagement, and Expression** as outlined in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. If you are interested in reading the full document, please visit: www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Belonging: Cultivating Authentic Relationships and Connections

"Every child deserves to have someone's eyes light up when they enter the room" (Clinton, 2012)

Home child care practitioners are in a unique position when it comes to building relationships. Often when a family finds the right home child care practitioner, they will stay with that home child care practitioner until their child begins school, often opting for before-and-after-school care at that time. As these relationships grow and develop over time, children will feel connected to their caregiver and, therefore, feel safe to play and explore the world around them. Multi-age grouping is a key characteristic of home child care environments which supports engagement in various forms of social play and supports the development of a child's negotiation skills. All of these contribute to the children's sense of belonging and community.

Well-Being: Nurturing Healthy Development and Well-Being

How are we able to help nurture children's healthy development and well-being as a home child care practitioner? Keeping in mind that our patterns for eating, physical activity and sleep are typically established in early childhood, it is important, as caregivers, to support children in adopting good habits. Providing children with nutritious food and drinks, creating a positive eating environment and increasing their level of physical activity is a great starting point. Encourage the children's connection to nature by providing opportunities for vigorous physical outdoor



play that poses manageable levels of challenge with a reasonable degree of risk taking. Caregivers should also consider ways to support children with self-care, self-regulation, as well as with their mental health and wellness.

Engagement: Creating Context for Learning through Exploration, Play, and Inquiry

"Engagement" refers to a state of being genuinely involved and interested in what one is doing. Optimal conditions for learning occur when we are fully engaged (Gopnik, 2009). I'm sure we can all recall a time when we were in a workshop or class where the facilitator was speaking to a topic that wasn't really of interest. We found it hard to focus on what they were saying, had difficulties in applying the information presented and ended up finding our minds wandering. Compare that to how you felt attending a class or workshop where you had a keen interest in the topic. You were looking forward to attending the session and hearing what the facilitator had to say.

continued on Page 7

Foundations for Learning (continued)

You could think of several ways in which you would apply the information. You were able to contribute to the conversation and felt empowered to share what you had learned. "Children are most likely to engage in long, complex episodes of play and demonstrate interest in learning when educators value their ideas and contributions to the curriculum." (Hannikainen & Rasku-Puttonen, 2010.) Observe the children in your care and ask them questions to see what their interests are and then offer unique learning opportunities to allow them to build upon their knowledge. When they are engaged in their learning, there is no telling where their curiosity will take them.

Expression: Fostering Communication and Expression in All Forms

Consider your early learning environment; how many ways are the children given to express themselves? Are all children, regardless of their communication abilities, being heard? Provide children with opportunities to explore language and literacy, offer open-ended materials to foster imagination and symbolic play, encourage creative expression through art, music and movement and dramatic play. These are all ways we support children to develop strong communication skills and the ability to express themselves. Programs where children's home language and culture are valued and supported through various means (e.g: books, signs, inviting family and community members to share language and cultural traditions) can strengthen children's overall language skills (Aukust, 2007) and build a sense of self.

Sources:

Aukust, V.
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