Early Childhood Services 110

2020

Acknowledgments

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 6.1.

2.   Pedagogical Components

2.1   Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences.   Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2   Assessment Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

• Questioning	• Projects and Investigations
• Observation	• Checklists/Rubrics
• Conferences	• Responses to texts/activities
• Demonstrations	• Reflective Journals
• Presentations	• Self and peer assessment
• Role plays	• Career Portfolios
• Technology Applications	• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site here.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school.

3. Subject Specific Guidelines

3.1 Rationale

This course will examine the knowledge, skills, competencies and dispositions required to parent and work with young children. The early years are a crucial time of early learning and development and recognizing the importance of the roles of parents, caregivers and community members in a child's success are paramount. The knowledge and competencies learned in this course will prepare students for entry level jobs in the early learning and child care profession as well as inform them as parents to value the early learning years. Knowledge of social, emotional, physical and cognitive development. Exploration of Employment skills. Skills and competencies: observation, reflection, documentation, purposeful/intentional planning, goal setting, decision making, problem solving, communication, relationship building, conflict resolution. Opportunities to interact with/observe young children in an early learning setting and implement practices that support their growth and development

3.2 Course Description

The overall aim of this course is to help students realize and appreciate the role parents, caregivers and early childhood educators play in a child's early learning and development. Students will gain a greater understanding of how children develop emotionally, socially, intellectually and physically through the first five years of life. Through early learning settings and experiences with children ages 3-5, students will have the opportunity to implement many of the practices and competencies they have learned Additional observations of infants and toddlers will also occur. If you are interested in working with children as a career or becoming an informed parent, this is a course for you. Post-secondary employment opportunities will be researched as well.

3.3 Outcomes

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will explain the legal requirements, ethical conduct and the roles and responsibilities of educators in the early learning field.
SCO 1.1	Exploration of Early Childhood Careers
SCO 1.2	Roles & Responsibilities of the Early Childhood Educator
SCO 1.3	Students will examine the Legal Requirements for operating an early learning and childcare facility in New Brunswick

GCO 2	Students will examine the aspects of and influences on the early learning and development of young children
SCO 2.1	Students will demonstrate an understanding of the interconnectivity of the areas of child development.
SCO 2.2	Students will learn strategies to foster early literacies development.
SCO 2.3	Students will demonstrate an understanding of how to guide the social and emotional development of young children
SCO 2.4	Students will understand the significance of play experiences to early learning and development.

GCO 3	**Students will apply the principles and values from the early learning field to plan learning environments for the optimal development of young children**
SCO 3.1	Students will design the early learning environment to respond to the interests and needs of a young child.
SCO 3.2	Students will evaluate routines as it applies to a young child's well-being.

4.   Curriculum Outcomes

GCO 1:   Students will explain the legal requirements, ethical conduct and the roles and responsibilities of educators in the early learning field.

SCO 1.1	Exploration of Early Childhood Careers

Concepts and Content	I Can Statements
Job descriptions of professionals who work with young children Careers that involve working with young children and the educational requirements The evolution of childcare and the field of early learning as related to societal need and cultural beliefs	I can identify a variety of professions in the early learning field. I can find information about career requirements. I can explain how the field of early learning has changed over time and make predictions about what the future might hold.

Resources

Video:	Website:	Document:
RESOURCES https://www.youtube.com/watch?v=J5jwEyDaR-0	EECD Teacher Resource site: https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources PPT – The Image of the Educator (Found at sharepoint site above)	Orientation to Early Childhood Education Learning Guides Poster – The Early Childhood Educator

http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html

My Blueprint (see links in teacher resources)

Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training professional learning resource sites please email Paul.Michaud@nbed.nb.ca

SCO 1.2	Roles & Responsibilities of the Early Childhood Educator
Concepts and Content	**I Can Statements**
The role the early childhood educator plays in the early learning and development of young children Ethical conduct/practices Documents that outline the rights of children in Canada Diversity and respect Individual agency Values based curriculum framework - NB Curriculum Framework for Early Learning and Child Care~English	I can describe the roles and responsibilities of an early childhood educator

Resources:

 PPT- The Image of the Educator

Poster- The Early Childhood Educator

Pages 6 and 7 NB Curriculum Framework for Early Learning and Child Care~English

Video:	Website:	Document:
	Digital resource site:	
	https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources	**Orientation to Early Childhood Education Learning Guides**
	EECD:	
	http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html	
	Rights of the child https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf	
	Human Rights https://www.chrc-ccdp.gc.ca/eng/content/human-rights-in-canada	

Code of Ethics
https://www.strategicprofitsinc.com/mastercart/Cart/product_details.php?mid=477425671397585447&product_id=16696056139838 0230&category_id=0

Occupational standards
http://www.cccf-fcsge.ca/wp-content/uploads/occupational-standards-for-ece_en.pdf

Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca

SCO 1.3	Students will examine the Legal Requirements for operating an early learning and childcare facility in New Brunswick
Concepts and Content	**I Can Statements**
Legal requirements- Early Childhood Services Act and Licensing Regulation Organization of Operator Manual (using text features such as table of contents, headings, sub-headings, etc.) Early Childhood Services Act The guidelines for responsibilities in the **Operator Manual** (e.g. duty of care, duty to report, staff/child ratios)	I can read the Operator Manual: full time and part time Early Learning and Childcare Centres document to be able to locate and interpret key information I can apply legal requirements when given a scenario I can find information to explain the guidelines when given a scenario

Resources

| Video: | **Website:**
https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources

http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html-
http://laws.gnb.ca/en/ShowPdf/cr/2018-11.pdf

Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca

-The 60-hour online course Module 2 uses a 'scavenger hunt' activity to familiarize students with the Early Childhood Services Act and Licensing Regulation | **Document:**

New Brunswick Curriculum Framework for Early Learning and Child Care~English

Operator Manual
http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf |

GCO 2: Students will examine the aspects of and influences on the early learning and development of young children

SCO 2.1	Students will demonstrate an understanding of the interconnectivity of the areas of child development.

Concepts and Content	I Can Statements
Areas and types of development. and understanding that all areas are interconnected Factors that influence development (environment, heredity, nutrition, etc.) Developmental milestones for infants, toddlers, pre-schoolers An understanding of the importance of relationships, interactions (with people, places and things) and experiences on early learning and development	I can distinguish between fine motor, gross motor, cognitive and social –emotional development. I can differentiate several factors that can have a positive or negative influence on child development. I can complete a developmental milestones checklist while observing a child at play (results of the checklist would not be used or shared as "valid" as students are only beginning to use it and becoming familiar with its use)

Resources		
Video	**Website**	**Document**
	Website: **Teacher Resource Website:** **https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources** **EECD** http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html Milestones checklists https://www.cdc.gov/ncbddd/actearly/milestones/index.html **Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca**	**Orientation to Early Childhood Education Learning Guides**

SCO 2.2	Students will learn strategies to foster early literacies development.
Concepts and Content	**I Can Statements**
Importance of language Importance of talking with children and being a child's conversational partner Multi-modal literacies (communicating through art, music, dance, drama) Literate identities- "I am a reader, I am a writer" Characteristics of good children's books, Reading with children Materials and experiences that encourage the exploration of literacies How children's literature supports inclusion and diversity Importance of connection to child's home language Importance of the family as the child's first and most influential teacher	I can describe how literacies are embedded in interactions and environment and experiences I can purposefully plan for experiences that encourage the exploration of literacies I can use appropriate strategies for talking with children I can evaluate children's books

Resources		
Video: **Language** https://www.ted.com/talks/deb_roy_the_birth_of_a_word#t-648427	**Website:** **EECD Teacher Resource website: https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources** **PPT- Rethinking Children's Art Experiences (Found at SharePoint site above)** http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html **Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca**	**Document:** **Communications and Literacies section and professional support document from New Brunswick Curriculum Framework for Early Learning and Child Care~English** **Our Youngest Children: Learning and Caring with infants and toddlers (professional support document) from New Brunswick Curriculum Framework for Early Learning and Child Care~English** Exploring Literacies handbook & Pamphlet: https://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/exploring_literacies.html

Orientation to Early Childhood Education Learning Guides NBCF~E – page 5 In Children's Best Interests

Children's Books examples:

Heather has Two Mommies

All the Cat Saw

I Love my Hair

Happy in our Skin

Amazing Grace

SCO 2.3	Students will demonstrate an understanding of how to guide the social and emotional development of young children
Concepts and Content	**I Can Statements**
Basic needs (physiological, safety, love and belonging, esteem, self-actualization [Maslow, link below]) Positive guidance techniques and assisting children in conflict (CAR model) Prevention and intervention strategies to support prosocial behavior How the environment (physical space, material resources, interactions and the provision of time) influences social and emotional development Valuing Children's individual strengths and passions and the importance of responding and celebrating these The 'Image of the Child' as described in the NB Curriculum Framework Observe and analyze observations to inform actions and responses Importance of student/educator as positive role model, modeling problem solving, modeling a sense of wonder and curiosity	I can utilize appropriate guidance techniques and recognize when to intervene I can observe a child for purposes of learning their individual strengths and needs. I can purposeful plan and create an environment that responds to the individual interests and capabilities of the children I can discuss how the 'image of the child' can influence how children are viewed
Resources	

Video	Website	Document
	EECD: **Teacher Resource website:** **https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources** http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html SEL: www.LearningSEL.com **Operator Manual:** http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf	

Well-Being expansion and support documents

https://www.simplypsychology.org/maslow.html#:~:text=Needs%20lower%20down%20in%20the,esteem%2C%20and%20self%2Dactualization.

For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca

SCO 2.4	Students will understand the significance of play experiences to early learning and development.
Concepts and Content	**I Can Statements**
Stages of play (solitary, onlooker, parallel, associative, cooperative) Types of play (imagination and creativity, playful exploration and problem solving, dizzy) and recognize the value in each Identify learning that occurs through play experiences Play as integral to children's learning Co-constructing Learning Through Play	I can describe stages of play I can describe types of play I can discuss how curiosity helps children develop and make sense of their world. I can model a sense of curiosity and wonder I can provide props and material resources that encourage exploration and discovery I can provide the time and space for uninterrupted play experiences I can defend play as a child's right I can identify the learning that occurs through play experiences I can discuss the co-construction of learning through play

Resources		
Video	**Website**	**Document**
	EECD: Teacher Resource website: https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca Understanding Play Module – 60 hour online course	Play and Playfulness section of the New Brunswick Curriculum Framework for Early Learning and Child Care~English and Play and Playfulness professional support document Page 47 (Co-constructing Learning Through Play) Designs for Living and Learning: Transforming Early Childhood Environments Orientation to Early Childhood Education Learning Guides Loose Parts, Inspiring Play in Young Children Posters- Children Test Their Limits , Children Agents of their Own Learning

GCO 3	Students will apply the principles and values from the early learning field to plan learning environments for the optimal development of young children
SCO 3.1	**Students will design the early learning environment to respond to the interests and needs of a young child.**

Concepts and Content	I Can Statements
Understanding that the environment is more than the physical space. The environment consists of the components of physical space, material resources, large blocks of time to explore and interactions and relationships. Indoor and outdoor early learning environments of equal importance Independence, accessibility and availability of material resources Importance and understanding of the environment as the third teacher Hazards in the classroom and a safe environment for children to explore Diverse and Inclusive learning environments that respond to all children's capabilities and interests Viewing the environment from a child's perspective Words to describe early learning environments include: inviting, rich in exploration opportunities, inspiring, beautiful and reflective of children's home and family settings	I can construct a safe and engaging play space I can critique examples of existing floor plans I can explain the relationship between the learning environment and development

Resources

Video	Website	Document
Rethinking the Indoor Early Learning Environment Rethinking the Outdoor Early Learning Environment	EECD: Teacher Resource website: https://nbed.sharepoint.com/sites/EarlyChildhood Services110120curriculumandresources	Designs for Living and Learning: Transforming Early Childhood Environments Diversity and Social Responsibility section of the New Brunswick Curriculum Framework for Early

PPT- Rethinking the Indoor Environment (including indoor photos to support photo studies, observations and discussions) (Found at sharepoint site above).

PPT- Rethinking the Outdoor Environment (including outdoor photos to support photo studies, observations and discussions) (Found at sharepoint site above).

http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html

For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca

Operator Manual
http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf

Learning and Child Care and Diversity and Social Responsibility professional support document

Orientation to Early Childhood Education learning guides and online course photos and videos to use for photo studies and observation

Play and playfulness

Communication Designs for Living and Learning: Transforming Early Childhood Environments

Inspiring Spaces for Young Children

Poster – The Indoor Learning Environment, The Outdoor Learning Environment

Seasons of Play; Natural Environments of Wonder

SCO 3.2	Students will evaluate routines as it applies to a young child's well-being.
Concepts and Content	**I Can Statements**
Routine vs schedule – flexibility and predictability to the day How routines support wellbeing (arrival and departure; meal and open snack; diapering, toileting, and dressing; nap and rest) Role of the educator throughout routines and transitions Embedded early learning opportunities throughout the day Natural transitions Limited transitions provide for large blocks of time for exploration Choice Independence and self care Risk Taking	I can set up a healthy learning environment I can discuss the importance of providing predictability and flexibility to the routine of the day to support well-being and a sense of belonging I can discuss the importance of supporting a child's sense of independence, self care and risk taking to promote well-being

Resources		
Video **https://www.youtube.com/watch?v=J5jwEyDaR-0**	**Website** **EECD:** **Teacher Resource website:** **https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources** http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html **Operator Manual:** http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf **For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca**	**Document** **Orientation to Early Childhood Education Learning Guides**

5. Bibliography

Common Content

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Subject Specific

United Nations Department of Public Information. (2019). *The Sustainable Development Goals.* United Nations, S-1018. New York, NY 10017. Retrieved from https://sustainabledevelopment.un.org/sdgs.

United Nations Department of Public Information. (2019). The Sustainable Development Agenda. *Teach SDGs: Assets*. Retrieved from http://www.teachsdgs.org/.

EECD: http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html

New Brunswick Curriculum Framework for Early Learning and Child Care:~English
http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/curriculum.html

New Brunswick Curriculum Framework Professional Support Documents

Designs for Living and Learning: Transforming Early Childhood Environments by Deb Curtis and Margie Carter

Caring Spaces, Learning Places by Jim Greenman

Inspiring Spaces for Young Children by J. Deviney, S. Duncan, S. Harris

Seasons of Play by Rusty Keeler

Loose Parts, Inspiring Play in Young Children by L. Daly, M. Beloglovsky

Really Seeing Children by Deb Curtis

New Brunswick Operator Manual: Full-time and Part-time Early Learning and Childcare Centres

New Brunswick Introduction to Early Learning and Child Care Curriculum Orientation Learning Guide (Online course)New Brunswick Orientation to Early Childhood Education Learning Guide (Online course)

Social Emotional Learning: http://learningsel.com/

Rights of the child: https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf

Human Rights: https://www.chrc-ccdp.gc.ca/eng/content/human-rights-in-canada

Ethical Practices: https://www.strategicprofitsinc.com/mastercart/Cart/product_details.php?mid=477425671397585447&product_id=166960561398380230&category_id=0

Parent's guide : http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/guide.html

List of facilities: http://www1.gnb.ca/0000/daycarecq/index-e.asp   Parent Portal gnb website

https://www.simplypsychology.org/maslow.html#:~:text=Needs%20lower%20down%20in%20the,esteem%2C%20and%20self%2Dactualization.

6. Appendices

6.1 New Brunswick Global Competencies

Critical Thinking and Problem-Solving	Innovation, Creativity, and Entrepreneurship	Self-Awareness and Self-Management
• Engages in an inquiry process to solve problems • Acquires, processes, interprets, synthesizes, and critically analyzes information to make informed decisions (i.e., critical and digital literacy) • Selects strategies, resources, and tools to support their learning, thinking, and problem-solving • Evaluates the effectiveness of their choices • Sees patterns, makes connections, and transfers their learning from one situation to another, including real-world applications • Analyzes the functions and interconnections of social, ecological, and economic systems • Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community • Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects • Formulates and expresses questions to further their understanding, thinking, and problem-solving	• Displays curiosity, identifies opportunities for improvement and learning, and believes in their ability to improve • Views errors as part of the improvement process • Formulates and expresses insightful questions and opinions to generate novel ideas • Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community • Takes risks in their thinking and creating • Discovers through inquiry research, hypothesizing, and experimenting with new strategies or techniques • Seeks and makes use of feedback to clarify understanding, ideas, and products • Enhances concepts, ideas, or products through a creative process	• Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others • Develops a positive identity, sense of self, and purpose from their personal and cultural qualities • Develops and identifies personal, educational, and career goals, opportunities, and pathways • Monitors their progress • Perseveres to overcome challenges • Adapts to change and is resilient in adverse situations • Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others • Manages their holistic well-being (e.g., mental, physical, and spiritual) • Accurately self-assesses their current level of understanding or proficiency • Advocates for support based on their strengths, needs, and how they learn best • Manages their time, environment, and attention, including their focus, concentration, and engagement

Collaboration	Communication	Sustainability and Global Citizenship
• Participates in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity • Learns from and contributes to the learning of others by co-constructing knowledge, meaning, and content • Assumes various roles on the team and respects a diversity of perspectives • Addresses disagreements and manages conflict in a sensitive and constructive manner • Networks with a variety of communities/groups • Appropriately uses an array of technology to work with others • Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people • Demonstrates empathy for others in a variety of contexts	• Expresses themselves using the appropriate communication tools for the intended audience • Creates a positive digital identity • Communicates effectively in French and/or English and/or Mi'kmaq or Wolastoqey through a variety of media and in a variety of contexts • Gains knowledge about a variety of languages beyond their first and additional languages • Recognizes the strong connection between language and ways of knowing the world • Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas	• Understands the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation • Understands Indigenous worldviews, traditions, values, customs, and knowledge • Learns from and with diverse people, develop cross-cultural understanding • Understands the forces that affect individuals and societies • Takes action and makes responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future • Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner • Participates in networks in a safe and socially responsible manner.
Foundation of Literacy and Numeracy		

6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there **materials which can appropriately challenge** readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other **choices** that can be provided in this learning opportunity?	Differentiation models (RAFTs…)	
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?		
Can **movement** be involved?	Quantum techniques	

Grouping and regrouping?	Cooperative learning; team games and tournaments	
Teacher versus non- teacher centered? **Instructional design strategies** –…	web based lesson… project-based, student research based	
Contracts?		
Opportunities for students to **propose variations** to the assignments/projects?	Tic Tac Toe	
Use of **art /music / technology**?	Songs, Videos, URL, YouTube	
Can I use **drama**? Art….	Use of improvisation; Skits; reader's theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Triad Model	
Does the **language level** need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information… SIOP techniques for EL learners; use of alternate texts…	

Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?		
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a **hands-on experience** that we could do to launch this lesson or this learning?		

7. Resources

<u>Teaching Resources:</u>

Early Childhood Development branch New Brunswick Curriculum Framework for Early Learning and Child Care and other digital support documents are available here: https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources
This site includes all documents, support materials and Early Childhood Development publications and curated resources for Teaching Early Childhood Services 110 and 120.

New Brunswick Introduction to Early Learning and Child Care Curriculum Orientation Learning Guide

New Brunswick Orientation to Early Childhood Education Learning Guide

Operator Manual
http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf

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