SECTION TWO

Goals for Early Learning And Care

Well-Being

Play and Playfulness

Communication and Literacies

Diversity and Social Responsibility
Inclusiveness and Equity          Compassion and Caring
• Living Democratically

Individuality                     And Independence
• Social Individuality & Independence

Communication                      Imagination, Creativity & Play
• Aesthetics

Social Responsibility
• Spirituality

Zest for Living and Learning
• Communication
SECTION TWO

Goals for Early Learning And Care

WELL-BEING
Children experience safe and caring environments where their emotional and physical health, positive identities, and sense of belonging are nurtured and protected.

PLAY AND PLAYFULNESS
Children experience open and flexible environments where playful exploration, problem solving and creativity are encouraged and purposefully planned.

COMMUNICATION AND LITERACIES
Children experience intellectually, socially and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.

DIVERSITY AND SOCIAL RESPONSIBILITY
Children experience socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic and sustainable practices are enacted, and social responsibility is nurtured.
Well-Being

Children experience safe and caring environments where their emotional and physical health, positive identities, and sense of belonging are nurtured and protected.

Emotional Health and Positive Identities

Belonging

Physical Health
Well-being is important to all human beings. For young children and their families, a positive sense of well-being is nurtured through participation in an environment that is consistent and where respectful, responsive relationships and community connections are valued.

Children actively co-construct their identities in relation to the people, places, and things within the various communities to which they belong. Communities that support persistence, perseverance, and pleasure promote a zest for living and learning.

Children have the right to feel safe. When provided with the space and freedom to take healthy risks, their willingness to do so reflects a sense of security, self-confidence, courage, and body strength. Over time, participation in healthy risk taking builds the skills, knowledge, and resolve that will sustain them as they face new pleasures and challenges.

This goal has three facets:

- Emotional Health and Positive Identities
- Belonging
- Physical Health
• Inclusiveness and Equity
• Compassion and Caring
• Living Democratically
• Individuality
• Social Responsibility
• Communication
• Imagination, Creativity & Play
• Spirituality
• Zest for Living and Learning
• Aesthetics

NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English
**Emotional Health and Positive Identities**

Children’s identities are shaped throughout their lifelong negotiations within personal, social, and cultural landscapes. Learning requires that adults treat children with respect, show compassion, and honour established relationships while encouraging new ones.

*Children develop a sense of self*

- Developing recognition of self
- Co-constructing their identities
- Experiencing growing self-confidence, self-respect, and ability to take initiative
- Growing in their capacity to express feelings, concerns, and needs
- Pursuing interests, passions, and strengths
- Being curious and questioning
- Persevering and persisting

*Children develop a sense of other*

- Supporting, encouraging, and listening to others
- Caring for others
- Experiencing trust and compassion with children and adults
- Learning constructive ways to negotiate a range of relationships
Emotional Health and Positive Identities

For Reflection

How does your conception of childhood and what it means to be a child influence your responses to the different identities children take on? Describe how your responses to a child’s gestures, facial expressions, play patterns, verbal expressions, and work helped to increase a child’s belief in herself or himself.

How do people and policies at your centre honour children’s initiatives through thoughtful planning, documentation, and/or responses? Think about how your centre builds upon children’s interests.

How do you provide access to materials for children? Think about shelving, displays, containers, and open-ended materials. How often are materials changed or added to? Which materials are not used, and why? Who uses the materials, and what are the patterns of usage?

In what ways does your centre build upon dispositions of optimism, joy, and a zest for living and learning? Think about positive self-talk, problem solving, curiosity, humour, contribution, accomplishment, and care.

NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care – English
Children and their families have the right to experience social recognition and acceptance, and to see themselves reflected in their learning communities. Learning requires secure and consistent relationships, the affirmation of social and cultural practices, and opportunities to form connections with new people and places.

**Children develop a sense of place**

- Negotiating new spaces
- Identifying, creating and using personal landmarks
- Becoming familiar with the sights, sounds, rhythms, and routines of new situations
- Generating a shared repertoire of narratives and memories
- Making connections between the centre, home, and broader communities

**Children build respectful and responsive relationships**

- Developing cherished as well as casual friendships
- Forming close relationships with a range of adults
- Growing in their awareness that their actions contribute to the well-being of others
- Participating in group initiatives
BELONGING

For Reflection

How do you support children in new situations? Think about children’s moments of anxiety and their responses to new situations. How do you plan for welcoming new children? How do you plan for room changes, field trips, or walks?

In what ways are family contributions invited and honoured within the centre? Think about contributions of materials, interests, time, and cultural knowledge.

How does your centre build relationships of trust between people? Think about adult/adult, adult/child and child/child relationships. How does the centre’s space reflect the lives of the children, their families, and the educators?

How do you encourage the participation of every child? Think about children’s friendships, patterns of exclusion, activity choices, gender, race, and class. How are children’s contributions to your site invited and accepted? Think about toys, stories, cultural artifacts, ideas, questions, and children’s theory building.

It was last year and it was sunny and I went out to play by Jordan
Children experience a safe and nurturing environment where healthy eating, daily physical activity, and safety—indoors and out—are practised. Learning requires that children have time, space, and encouragement to practise personal care skills; to enjoy familiar and unfamiliar foods; to develop food tastes and prepare food; to move, play, and challenge their physical capacities.

Children take responsibility for personal care
- Growing independence in self-care routines
- Learning about individual differences in self-care practices
- Helping others with personal care

Children learn about food and nutrition
- Understanding the relationship between food and their bodies
- Building confidence to try new foods
- Exploring a range of cultural practices of eating and sharing food
- Making decisions about food consumption, preparation, serving, and clean-up routines

Children explore body and movement
- Participating in a variety of physical activities, indoors and out
- Learning about their bodies in space
- Increasing bodily awareness, control, strength, agility, and large motor coordination
- Increasing fine motor capacities
- Knowing and stretching physical limits
- Releasing and restoring energy in outdoor places
PHYSICAL HEALTH

For Reflection

How do people and policies at your centre work within food safety standards to include practices around food from a variety of homes? Think about Canada’s Food Guide in various languages or other models such as a vegetarian food guide.

What experiences are provided at your site to promote children’s active engagement both indoors and out? How do you plan for age and physical capacities? Think about access to play in the outdoors, what materials are rotated through outdoor areas, and what activities are available in the outdoors.

Discuss the implications of using food for curricular activities — for example pasta or rice for collage materials. What messages might this convey about food? What non-food materials might be substituted?

How do you address children’s comments and questions about individual or family differences in self-care routines? Think about learning about families’ practices, having open discussions, and taking what children say seriously.

How do you infuse daily chores and errands with vigorous physical activity?

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How do you infuse daily chores and errands with vigorous physical activity?
"Shortcake and custard. They went to the ball to dance."
Children experience open and flexible environments where playful exploration, problem solving and creativity are encouraged and purposefully planned.

**Imagination and Creativity**

**Playful Exploration and Problem Solving**

**Dizzy Play**
PLAY AND PLAYFULNESS

At play, children are empowered to learn on their own terms, in their own ways, and in their own time; this freedom is what distinguishes play from other activities. Play allows children to take the initiative, to test their physical and mental limits, and to explore positions of power and questions about good and evil. In play, children use words and symbols to transform the world around them, creating worlds where they can act “as if” rather than “as is.” Play is a pleasurable and highly motivating context in which children can explore possibilities and solve problems that are beyond their reach in ordinary life.

Early childhood communities that acknowledge the educative and developmental potential of play make provisions for a range of different kinds of play: playful exploration and heuristic play, for children to learn about the physical properties of materials and rules of thumb for problem solving; constructional play, for them to invent new connections as they design and create with mud, sand, twigs, cardboard, and blocks; socio-dramatic play, so that they can take up cultural roles and practices, play out their hopes, fears and dreams, test relations of power, and imaginatively explore new possibilities; board games and word games, songs and rhymes that require deep concentration or just invite fooling around with language in order to take possession of it; games of courage and chance; outdoor play that exercises the muscles, lungs, heart, and mind — running, jumping, digging, swinging, rolling, and strolling; and shouting and squeaking and twirling and swirling — dizzy play for the pure pleasure of being on the edge and sharing the joy of laughter and life with others.

This goal has three facets:

- Imagination and Creativity
- Playful Exploration and Problem Solving
- Dizzy Play
Inclusiveness and Equity
Compassion and Caring
• Living Democratically
• Individuality & Independence
• Social Responsibility
• Communication
• Imagination, Creativity & Play
• Spirituality
• Zest for Living and Learning

NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English
Imagination and Creativity

Through play, children invent symbols to explore relations of power, truth, and beauty as they move between the world as it is and the worlds they create. In these possible worlds, children have the liberty to push the boundaries and explore who they are as members of communities engaged with age-old issues such as good and evil. Learning to be imaginative and creative requires open and flexible environments, rich in materials and role models that reflect the cultural life of their communities — the songs, crafts, languages and artifacts — and opportunities for children to invent their own cultural forms and symbols; to explore unique and innovative approaches to understanding their worlds.

**Children invent symbols and develop systems of representation**
- Making up their own words, marks, and movements
- Negotiating the meaning of symbols with others
- Taking up and reshaping cultural experiences
- Developing awareness of the imagined and ordinary worlds they move between as they play

**Children create imaginary scenarios in which they explore new possibilities and take possession of their worlds**
- Creating social spaces and shared narratives
- Creating alternative systems of power
- Coping with emotional pressure

**Children develop dispositions for flexible and fluid thinking**
- Seeing people, places, and things in new ways
- Expressing unique and imaginative ideas
Imagination and Creativity

For Reflection

What open-ended materials are available in the spaces where children play? Think about materials that can be used in a number of ways: construction materials such as blocks, sand, cardboard, and wood; art materials such as crayons, paints, glue and “beautiful stuff”; and props for dramatic play.

How does your site’s scheduling promote or interfere with time to play and create? Think about flexible scheduling. Think about time allotted to play, routines, and adult-directed activities.

How do you support and value the worlds and fantasies that children create? Think about ways in which fantasy and imagination can be extended for children and documented to illustrate their value.

How do you make use of and reflect the community around you to engage, model, and develop children’s creativity, imagination, and play interests? Think about: musicians, local artists and artisans, families’ expertise, and cultural contributions.
Using all their senses, children explore the physical and social worlds around them. In the process they refine their senses, test their personal capacities, and construct knowledge about people, places, and things. At play, children learn to make their thinking visible, build theories about how the world works, and practise skills and dispositions for inquiry, negotiation, and problem solving. This learning requires support for involvement in various types of play — exploratory, heuristic, imaginative, language and literate, constructive, and physical; access to a wide variety of materials and equipment; and adventuresome, playful, and persistent role models who actively engage children in processes of playful exploration, investigation, and problem solving.

*Children test their limits*
- Testing their powers of observation and sensory discrimination
- Testing strength, speed, agility, and control over movement

*Children learn to negotiate the complexities of joint undertakings*
- Negotiating rules of time, space, and roles
- Making collective plans and decisions about the directions of their play
- Developing a sense of fair play

*Children learn about the properties of objects*
- Playfully exploring and investigating the properties of objects
- Experimenting with action and reaction, cause and effect
- Creating patterns and relationships — sorting and matching, sizing and ordering, sequencing and grouping
- Developing a vocabulary to describe similarities and differences, patterns and relationships
- Testing their powers of observation and sensory discrimination
- Testing strength, speed, agility, and control over movement

*Children learn to employ creative approaches to identifying and working out practical problems*
- Developing sustained, shared thinking
- Raising questions and making hypotheses about how and why things happen
- Choosing from a range of materials, tools, and languages to investigate, experiment, and make their thinking visible
- Creating imagined worlds in which they can explore possibilities and test alternative solutions
Playful Exploration and Problem Solving

For Reflection

How do you provide ways for children to explore on their own, with peers, or with adults? Think about materials to act upon for cause and effect, open-ended materials for in-depth investigations, and children’s own interests or questions.

Do children have access to a variety of games, both competitive and cooperative, that challenge thinking and encourage social relations? Think about peek-a-boo games, aiming games, chasing, hiding, and guessing games.

How do adults model problem solving behaviours? Think about talking through situations such as dividing materials fairly, fixing a broken toy, working out turn-taking for special activities or favourite playthings.
DIZZY PLAY

Children’s play sometimes erupts suddenly in loud, boisterous, physical bursts. This kind of play is exhilarating and infectious, creating communities through shared laughter. Children love to twirl until they are too dizzy to stand up, laugh with others over nothing in particular, babble nonsense words in a riotous conversation, put their pants on their head or their jacket on their legs, and perform for their friends. They revel in their power to turn the world upside down, playfully confident that they can restore it. Educators recognize and accept this kind of play, valuing it for what it provides for the children: a release of physical energy, a sense of power, and often an expression of pure joy. It also requires tolerance, as this can be a noisy and seemingly senseless activity. Educators, aware of the resilience of children, must also assure that they are safe as they push their physical limits.

Children take pleasure in being on the edge
- Engaging in rough and tumble play
- Experiencing exhilarating physical release
- Playing at games of disrupting and restoring order

Children take pleasure in sharing the joy of laughter
- Making nonsense
- Clowning and physical humour

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For Reflection
How do you value and respond to rowdy, physical dizzy play? What is your comfort level and how does this affect the allowances you make for this type of play? Think about times when children’s joy has been infectious, for example, sliding down hills, dancing barefoot, or singing at the top of their lungs.
Inclusiveness and Equity
Compassion and Caring

• Living Democratically

• Individuality & Independence

• Social Responsibility

• Communication

• Imagination, Creativity & Play

• Spirituality

• Zest for Living and Learning

Goals for Early Learning and Care
COMMUNICATION AND LITERACIES

Children experience intellectually, socially and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.

Communicative Practices

Multimodal Literacies

Literate Identities
With/In Communities
Children communicate right from birth. Sounds, silences, pauses, gestures, movement, eye contact, and body language — our first modes of communication — stay with us throughout our lifetimes. Children interpret and re-invent their worlds using multiple forms of communication and representation.

Children learn to express, represent, and interpret their feelings, ideas, and questions through speaking, listening, reading, writing, dancing, singing, drawing, moving, and constructing. They learn these wide-ranging literate practices through their interactions with others and within particular social and cultural contexts.

What it means to be literate changes over time and place, and within and across cultures. In the twenty-first century, technological innovations are shifting the meaning of being literate from a dominant focus on language and print to a multimodal literacies approach. Multimodal literacies involve the simultaneous use of the modes of image, print, gaze, gesture, movement, speech, and/or sound effects.

Reading picture books, fiction and nonfiction, is one of the most accessible and popular multimodal forms of literacy engagement. Other forms include, singing, painting, dramatic play, block-building, photography, television, and computers.

Through their participation in various communities, children contribute to changes in what it means to be literate. This is because they are active rather than passive learners in the process of making sense of their worlds. They both influence and are influenced by language and literacy practices in their homes, neighbourhoods, and wider communities. Children’s personal, social, and literate identities are co-constructed in their interactions with others, and by the expectations held by others for example, gendered expectations. Children’s creations and productions tell us who they think they are and who they might like to be.

This goal has three facets:

- Communicative Practices
- Multimodal Literacies
- Literate Identities With/In Communities
NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English
Communicative Practices

Multiple ways of communicating begin at birth. Infants, toddlers, and young children use a variety of ways— or modes — such as gaze, touch, gesture, mark making, movement, speech, image, and sound effects to communicate. These multiple modes help children to form relationships, to grow in their understanding of the conventions of language, and to extend ideas and take action. Learning requires numerous ongoing and varied opportunities for children to engage with others in responsive and reciprocal relationships, immersed in an environment that is rich in language, joy, and playfulness.

Children form relationships through communicative practices
- Recognizing and responding to human presence and touch
- Becoming attuned to rhyme, rhythm, pitch, tone, and vibrations
- Practising and playing with sounds
- Initiating and responding to gestural and visual languages

Children learn conventions of their languages
- Growing in their implicit understanding of the conventions of language
- Growing in their understanding of vocabulary
- Developing confidence in using language(s)
- Growing in their understanding of how others use language(s)
- Experiencing and developing diverse linguistic repertoires

Children extend ideas and take actions using language
- Using language to express thoughts, feelings, and ideas
- Using language to make friends, share materials, structure, negotiate, and create imaginary worlds
- Using language to ask for help or information, argue, persuade, clarify, celebrate, or instruct
Communicative Practices

For Reflection

Consider the different spaces needed to communicate with infants, toddlers, and young children at their physical level. Think about soft spaces with blankets where adults and infants can interact with materials and each other using all their senses.

Are adults engaged in playful conversations with children during routines such as eating or clean-up times? Think about the use of humour, tone, and tact in everyday conversations, and the ways in which children learn, through modelling and imitation of these aspects of non-verbal language. Think about extending children’s understandings of conventions through modelling rather than correcting. Think about the range of vocabulary you model for children through conversations, books, songs, poems, and chants.

When children use formal modes of communication, such as Braille, Sign Language, or pictograph, how are they included in the classroom community and what opportunities exist for their peers to engage in reciprocal communication? Think about incorporating symbols from a child’s pictorial communication board into the classroom routines for all children.

How do adults value and incorporate the languages of the children’s families within your centre and the larger community? For example, think about how the home languages of your children’s families are incorporated in the centre through speakers, books, images, songs, visitors, and field trips. Think about the range of languages valued and spoken by your families — how are these valued and made verbal and visible in your centre? Recognize that bilingual and multilingual children switch languages and express ideas differently in different languages.
MULTIMODAL LITERACIES

Children make use of various sign systems as they construct meaning through multiple modes of image, print, gaze, gesture, movement, and speech, often using these modes simultaneously. Language, art, mathematics, music, and drama are unique sign systems that each have primary symbols — for example, language uses the alphabet; art uses line, colour, shape, and pattern; mathematics uses numbers; music uses notational marks; and drama emphasizes gesture, posture, and speech. Learning requires that children are acknowledged as participants in literate communities that integrate a range of symbols from language, art, mathematics, music, and drama. Using talk, alphabet and numeric print, dance, gesture, action, music, image, sculpture, graphing, map-making, and construction block-building, they make meaning and communicate.

*Children explore a variety of sign systems*
- Becoming familiar with the sign systems of language, music, math, art, and drama
- Engaging in multiple forms of representation
- Transforming knowledge from one mode to another

*Multimodal meaning making*
- Engaging with the symbols and practices of language
- Engaging with the symbols and practices of music
- Engaging with the symbols and practices of math
- Engaging with the symbols and practices of art
- Engaging with the symbols and practices of drama
For Reflection

What accessible resources and sustained interactive time do children have on a daily basis to support their integrative symbol use within the five sign systems? Think about children’s access to tools for mark-making in a range of areas in the room, props for shaping and extending dramatic play, a range of books, musical instruments, magazines, pictures, charts, labels, number games name tags, signs, notes, videos. How are materials cared for, displayed, changed for novelty, and transported from one area to another? How are home languages of all children valued in spoken and printed form?

How does the social experience gained from peer interaction contribute to multimodal literacy engagement and production? Think about how ideas, thoughts and experiences, songs, dance, block building, poems, letters, lists, and jokes are shared with children. How are pleasure, curiosity, and persistence modelled and honoured?

Ensure that the methods your centre uses for documenting children’s language and literacy growth within the five sign systems honours their knowledge, skills, and playful exploration. Think about how adults and children honour children’s invention of stories, songs, games, poems, maps, 3-D structures, and drama. How does that documentation inform your responses to children’s learning in individual and collective ways?

How do parents and adults share their collective knowledge about children’s growth in language and literacies across the sign systems of language, art, mathematics, music, and drama?
Literate Identities With/In Communities

Using language and literacies, children figure out ways of holding on to, exploring, and transforming their experiences and identities. Children are systematic observers, imitators, listeners, speakers, readers, authors, illustrators, inventors, actors, performers, dancers, builders, music and art makers. Learning requires that educators listen for and learn the range of experiences children bring with them, to ensure that children have opportunities to use their knowledge as they access multiple texts from a range of sources. While creating and using texts with children, educators raise questions to explore multiple interpretations, assumptions, and biases.

Children engage critically in the literacy practices of popular culture

- Transporting and transforming the literacies of popular culture from home into the centre
- Exploring various identities and characters embedded in popular culture
- Growing in their capacity to ask critical questions

Children use the literacy tools of digital technologies.

- Representing their experiences with technologies in everyday life
- Accessing and using digital technologies

Children co-construct a range of literate identities

- Creating texts reflective of family, local, and global literacies
- Learning various local literacy practices within a range of communities
- Learning the uniqueness and similarities of their family’s literacies and those of others
Literate Identities With/In Communities

For Reflection

Become knowledgeable about the artistic and cultural life of your children, their families, your community and beyond. Think about your own participation in events and communities — do you communicate your excitement and interest to the children and build upon theirs?

Explore media representation by asking questions that challenge representations, such as, "What toys do you think both boys and girls would like to play with?"

How do you record and honour children’s thoughts, feelings, and inventiveness through multiple forms of documentation? Think about the use of camera and tape recorder in conjunction with writing down what children say. Think about putting their words into print, captioning their paintings, drawings, or three-dimensional constructions. Extend conversations by naming, using keywords, explaining and talking about objects and events, and discussing the recent past and near future.

What new technologies are available for use in your centre? How is this technology used to document children’s learning as a way to communicate thinking, interests, and growth between home and centre? How do teachers, families and children use technologies in and beyond the centre?

Investigate with your families to find out their child’s favourite characters from TV, books, oral storytelling, music, sports, place of worship, cultural holidays, and/or family members. Think about how taking on these different identities informs children’s literate play.

For Reflection
Inclusiveness and Equity          Compassion and Caring

Living Democratically

Individuality                     And Independence

Social Responsibility

Communication

Imagination, Creativity & Play

Spirituality

Zest for Living and Learning

Goals For Early Learning and Care
DIVERSITY AND SOCIAL RESPONSIBILITY

Children experience socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic and sustainable practices are enacted, and social responsibility is nurtured.

INCLUSIVENESS AND EQUITY

DEMOCRATIC PRACTICES

SUSTAINABLE FUTURES
Membership in communities involves interdependency. It is as simple and as complicated as this: we need to take care of each other, and we need to take care of the natural and constructed world around us. When children engage in respectful, responsive, and reciprocal relationships guided by sensitive and knowledgeable adults, they grow in their understanding of interdependency.

We live in a democratic country. Ideally, early childhood communities reflect the democratic values of inclusiveness and equity. All children and families have equal rights to a voice in decision making; differences and dissent make valued contributions to the group. With the inclusion of diverse heritages, histories, and customs, democratic principles are honoured, opportunities to learn from each other are enriched, and possibilities for living peacefully together are enhanced.

As children practise living with heart and spirit as well as with mind, they require caring adults who listen responsively to what they have to say. They learn to find their voices, to speak freely, and to hear the voices of others as they engage in matters that concern them.

Cultivating an understanding of interdependency and the practice of compassionate care moves beyond the boundaries of local contexts and extends to global citizenship, appreciating biodiversity and environmental responsibility. This involves learning in and about the natural world, and learning how to act in environmentally responsible ways to become good stewards of the earth.

This goal has three facets:

- Inclusiveness and Equity
- Democratic Practices
- Sustainable Futures
NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English
Inclusiveness and Equity

All children, regardless of race, religion, age, linguistic heritage, social and economic status, gender, or ability are entitled to inclusion in everyday activities and routines. When inclusiveness and equity are practised, children come to appreciate their physical characteristics and their gendered, racialized, linguistic and cultural identities. They become sensitive to the effects of poverty and begin to contribute to local and global initiatives that address it. Learning requires inclusive and equitable environments where children work and play within diverse groups, and engage in meaningful, respectful interactions with people, materials, and content that embody diversity.

Children appreciate their own distinctiveness and that of others

- Learning about their cultural heritages and those of other families within the centre and the broader society
- Becoming knowledgeable and confident in their various identities, including cultural, racial, physical, spiritual, linguistic, gender, and socioeconomic

Children engage in practices that respect diversity

- Forming positive, inclusive relationships with all children
- Learning about differences, including cultural, racial, physical, spiritual, linguistic, gender, social, and economic
- Learning about and engaging with communities representative of New Brunswick society
- Learning about and participating in helping projects — locally and globally

Children raise questions and act to change inequitable practices that exclude or discriminate

- Recognizing and challenging inequitable practices and situations
- Negotiating equitable solutions to problems arising from differences
- Standing up for themselves and others in a fair manner
Inclusiveness and Equity

For Reflection

How do children respond to people who are different from them — linguistically, culturally, racially, emotionally, physically, intellectually, socially, and economically? Think about the reasons children give for excluding peers (language, skin colour, gender, or possessions). Think about how children react to unfamiliar foods, clothing, behaviours and languages.

How do you find out about sites and opportunities for learning outside the centre — locally and globally? Think about local museums, places of worship, soup kitchens, shelters, small businesses, farms, small factories. Think about global projects that could have local connections.

How do you challenge negative stereotypical language and exclusive practices amongst children? Think about how children talk with each other in describing differences. How do they invite or prevent access to different play areas? Think about how adults notice, record, and involve children in discussions about access. Think about how you respond when particular children monopolize particular areas, or if particular children are regularly excluded.
Democratic Practices

Children grow in the understanding of their roles as responsible citizens as they participate daily in communities where their voices are heard and their contributions valued, and where they learn to value the contributions of others. Learning requires that educators assure children equitable opportunities and fair procedures and processes, while participating in the making, following, questioning and re-working of rules, rituals, and procedures in their everyday world.

Children learn to be responsible and responsive members of the community

- Showing sympathy and empathy for others
- Giving help, comfort, and encouragement, and valuing others’ contributions
- Respecting the materials, equipment, and spaces shared with others

Children practice democratic decision-making, making choices in matters that affect them

- Beginning to understand their rights and responsibilities, and those of others
- Voicing their preferences and opinions, and developing an awareness of other points of view
- Questioning, co-constructing, and reworking rules and procedures

Children practise fairness and social justice

- Voicing and negotiating their understandings of fairness and unfairness
- Identifying issues and becoming socially active in their local communities
**Democratic Practices**

**For Reflection**

Are children supported as they initiate and maintain relationships with each other and the adults in their everyday worlds? Think about ways to facilitate friendships and collaborations.

Do educators encourage and support children who act with empathy and sympathy? Think about children who reach out to victims, practise kindness and inclusiveness, and show concern for the well-being of others.

Are the contributions of each child valued and is appreciation shown for many views? Think about how you listen and respond to all children.

How do adults model empathy, sympathy, a sense of fair play, and curiosity about difference? Think about opportunities that exist during dramatic play or outdoor play, or during conversations or storybook reading time.

In what ways are families and the local community involved in decisions regarding the programs, procedures, and policies? Think about community cultural practices, local livelihoods, and history.

How are children engaged in decision making in matters that concern them, such as the establishment of rules, rituals, routines, and processes? Think about the day-to-day opportunities for children to “have a say” in such things as eating, napping, and sharing.

Does the setting ensure equitable access to materials and social worlds for children? Think about race, class, gender, age, and family background.

Do educators challenge behaviours that exclude or discriminate?

Think about ways that you help children to work through problems and return them to the community as contributive members.
Children’s affinity to nature, of which they are part, provides a basis for understanding and questioning the place of humankind in nature and for developing the knowledge, skills, and dispositions to contribute to the development of sustainable futures. This learning requires children’s involvement with caring, compassionate, and courageous role models who actively support their first-hand engagement with the natural and constructed world and their participation in environmentally and socially responsible communities.

**Children develop a sense of wonder and appreciation for the natural world**

- Bringing all their senses to exploring nature
- Taking pleasure in natural beauty
- Connecting to and respecting the natural world

**Children learn to recognize and record patterns and relationships in nature**

- Noticing regularity, repetition, and changes in nature
- Learning to systematically observe, name, and record natural phenomena
- Raising questions about changes, connections, and causes, and undertaking first-hand investigations

**Children develop a sense of appreciation for human creativity and innovation**

- Bringing all their senses to exploring the constructed world
- Learning to appreciate beauty, creativity and innovation in art, architecture, and technologies
- Exploring the mechanical advantage of tools and machinery
- Designing and evaluating technological solutions

**Children learn about natural resource development and manufacturing**

- Making connections between raw materials and finished products
- Developing an appreciation for the work of others
- Learning that different approaches to resource development and production have different impacts

**Children learn environmentally and socially responsible practices**

- Reducing consumption
- Reusing and recycling
- Participating in care of plants and domestic animals, and stewardship of local plant, insect, and animal life
- Participating in local restoration and regeneration projects
For Reflection

How are children supported in exploring natural and wild spaces? Think about how to ensure access, celebrate the joy of being outdoors, and help children focus all their senses.

In what ways do your policies and practices contribute to sustainable futures? Think about energy and waste reduction, recycling, composting, and environmentally safe cleaning products.

How can you support children in the creation of their own sustainable futures? Think about their influence and control; for example, taking care of animals and plants, planting vegetable and flower gardens in their own playgrounds and communities, or exploring possible solutions to environmental problems in their imaginations — in literature or at play.

How do you provide children with opportunities for first-hand learning about natural resource development and manufacturing? Think about crafts, farming, fishing, forestry, mining, tourism, and manufacturing operations that you might visit in your locality, and/or workers who might visit your centre. Consider how the involvement of parents can work to enhance children’s learning about local resource development and manufacture.

Sustainable Futures
A fish getting away from a bird by Laura