

WELL-BEING

Professional Support Document



EMOTIONAL HEALTH AND
POSITIVE IDENTITIES

Sense of Self

Sense of Other



BELONGING

Sense of Place

Respectful and
Responsive Relationships



PHYSICAL HEALTH

Personal Care

Food & Nutrition

Body & Movement

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NEW BRUNSWICK CURRICULUM FRAMEWORK FOR EARLY LEARNING AND CHILD CARE ~ ENGLISH

WELL-BEING

Professional Support Document



By Emily Ashton, Anne Hunt, and Leigh White.

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WELL~BEING

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



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.

USING THIS DOCUMENT

This support document accompanies the *New Brunswick Early Learning and Child Care Curriculum Framework — English*. Building on the values, goals and intended learnings introduced in the Framework, additional ideas and suggestions for planning and practices are offered. This document presents possibilities, provides openings for collaborative explorations, and celebrates the work of New Brunswick early childhood educators who bring the *Framework* to life in their local centres. You will find examples that illustrate what some children and early childhood educators *have* done using the framework, rather than a model of what *should* be done. There are many other possibilities. We invite you to join us in the ongoing process of creating curriculum with and for our youngest children.

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Relationship building is recognized as one of the most important parts of early childhood educators' work. Listening respectfully to children and their families contributes to everyone's well-being - their sense of self, sense of other, and sense of belonging. Relationships and positive identities are strengthened when educators and children make connections with each other, with their families and friends, and with the people in their communities. For example, taking walks in the local neighbourhood on a regular basis helps children become familiar with the adults, landmarks, and events within their immediate vicinity. Equally as important, these walks help adults within the community see children as part of the larger world.



It was last year and it was sunny and I went out to play by Jordan

Children are active learners who require opportunities, indoors and outdoors, for physical activities. In a seasonal climate as varied as that of New Brunswick, there are daily opportunities to be outside playing in a range of weather conditions. Time and encouragement to practice self care skills and to participate in learning about food and nutrition also contribute to well-being.

Cultural Practices of WELL BEING

Educators share with families the responsibility of teaching and learning cultural knowledge, practices, and beliefs. A disposition of compassion, care and curiosity can provide a beginning place for conversations around different cultural practices. Cultural practices that affect well-being may occur around:

- Greeting and leaving rituals
- Sleeping and toileting routines
- Expressions of affection
- Age related expectations
- Children's roles in families, centres, and communities
- Food and eating habits
- Communicative interactions
- Different gender-based expectations
- Beliefs around play and learning

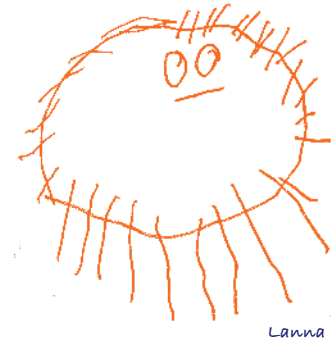
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WELL~BEING AT A GLANCE

EMOTIONAL HEALTH AND POSITIVE IDENTITIES

Sense of Self *Sense of Other*



Lanna



Me and my friend Jessica by Nicole

- 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
 - 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

- 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
 - Developing cherished as well as casual relationships
 - 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

Sense of Place

Respectful and Responsive Relationships



Miya

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PHYSICAL HEALTH
Personal care
Food and nutrition
Body and Movement



Flying outside by Lauren

- Growing independence in self-care routines
- Learning about individual differences in self-care practices
- Helping others with personal care
 - Understanding the relationship between food and their bodies
 - Building confidence to try new foods
 - Exploring a range of cultural practices of eating and sharing foods
 - Making decisions about food consumption, preparation, serving, and clean-up routines
- 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 outdoors places



A fish getting away from a bird by Laura

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