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

COLLABORATIVE ASSESSMENT TOOL (CAT) REFLECTIVE GUIDE
Reflecting on Curricular Expectations
The CAT Reflective Guide is intended to support your ongoing growth as a reflective educator. This guide supports your use of the Collaborative Assessment Tool (CAT) and presents opportunities to strengthen pedagogical practices and provisions by offering:

- **ways to meet the curricular expectations** of the New Brunswick Curriculum Framework for Early Learning and Child Care ~ English (NBCF~E) through purposeful planning of the indoor and outdoor physical space; props, materials, furnishings and loose parts; provision of time; interactions and relationships; and documentation.
- **questions and prompts** to provoke reflection, observation and conversation about exploring and actioning new possibilities.

As you reflect on the curricular expectations of the NBCF~E and take action to strengthen your pedagogical practices and provisions, use a reflective journal to document evidence of your ongoing thoughts, curiosities and learning.

**THINKING, QUESTIONING and TAKING ACTION**

**using the COLLABORATIVE ASSESSMENT TOOL (CAT) REFLECTIVE GUIDE**

Think

*about your current pedagogical practices and provisions.*

Question

*and discuss possibilities you can action to strengthen your practices and provisions.*

Take Action

*on the changes you will make to strengthen and transform your practices and provisions.*

The Collaborative Assessment Tool (CAT) Reflective Guide is intended to be used on an ongoing basis to support the continuous process of reflecting, questioning, discussing and taking action to strengthen and transform practices and provisions.
## INDOOR AND OUTDOOR PHYSICAL SPACE

<table>
<thead>
<tr>
<th>CURRICULAR EXPECTATIONS</th>
<th>PEDAGOGICAL PRACTICES AND PROVISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I ensure the safety and well-being of all children</strong></td>
<td>Facility policies and procedures:</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>• reflect an image of children as capable and curious</td>
</tr>
<tr>
<td></td>
<td>• are available and accessible</td>
</tr>
<tr>
<td></td>
<td>• are reviewed with colleagues and families</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Services Act and Licensing Regulation documents are:</td>
</tr>
<tr>
<td></td>
<td>• available and accessible</td>
</tr>
<tr>
<td></td>
<td>• complied with</td>
</tr>
<tr>
<td></td>
<td>• used to inform and guide practices</td>
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<tr>
<td></td>
<td>Operator Manual for Full-time and Part-time Early Learning and Childcare Centers or the Operator Manual for Early Learning and Childcare Homes is:</td>
</tr>
<tr>
<td></td>
<td>• available and accessible</td>
</tr>
<tr>
<td></td>
<td>• used to inform and guide practices</td>
</tr>
<tr>
<td><strong>I make children’s contributions and thinking visible through displays, cultural items, webs, documentation, portfolios, photos, projects and artwork</strong></td>
<td>Display different forms of documentation throughout the physical space:</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>• thoughtfully and respectfully</td>
</tr>
<tr>
<td></td>
<td>• that are co-created with children</td>
</tr>
<tr>
<td></td>
<td>• that are at children’s eye level</td>
</tr>
<tr>
<td></td>
<td>• that represent children’s home and community environments</td>
</tr>
<tr>
<td></td>
<td>• that demonstrate children’s ongoing group project work and individual works in progress</td>
</tr>
<tr>
<td><strong>I ensure that evidence of children’s home environments, the group’s collective past, children’s words and work are displayed with care and respect</strong></td>
<td>Purposefully design indoor and outdoor space to support each child’s:</td>
</tr>
<tr>
<td>CAT Page 10</td>
<td>• independent access to all areas and materials</td>
</tr>
<tr>
<td></td>
<td>• home language, experiences and family traditions</td>
</tr>
<tr>
<td></td>
<td>• interests and curiosities</td>
</tr>
<tr>
<td></td>
<td>• participation in decisions that affect them</td>
</tr>
<tr>
<td></td>
<td>• desire to be with others or alone</td>
</tr>
<tr>
<td><strong>I support each child’s active engagement by negotiating equitable access to materials, friendships and activities</strong></td>
<td>Ensure elements of the indoor and outdoor space are:</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• co-created with input from families</td>
</tr>
<tr>
<td></td>
<td>• welcoming, comfortable, inviting (greeting area) and organized (cubby area)</td>
</tr>
<tr>
<td></td>
<td>• reflective of children’s families and home environments (families are visible through photos and objects)</td>
</tr>
<tr>
<td></td>
<td>• supportive of a sense of belonging, including a personal storage space for each child</td>
</tr>
<tr>
<td><strong>I invite family contributions and participation</strong></td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
EXPLORE HOW A STRENGTH-BASED IMAGE OF CHILDREN AS CO-CONSTRUCTORS OF THEIR OWN LEARNING INFLUENCES THE PLANNING AND DESIGN OF THE PHYSICAL SPACE?

ENSURE THAT CHILDREN’S EMOTIONAL AND PHYSICAL HEALTH AND A SENSE OF BELONGING ARE NURTURED?

CO-CREATE A SHARED VISION FOR THE FACILITY WITH FAMILIES, CHILDREN AND COLLEAGUES?

RESOURCES:
- Early Childhood Services Act and Regulation
- Operator Manuals
- Well-Being (Professional Support Document)

DISPLAY DOCUMENTATION TO INVITE FAMILIES TO EXPLORE, QUESTION AND DISCUSS THEIR CHILDREN’S EXPERIENCES?

DISPLAY DOCUMENTATION TO INVITE CHILDREN TO REVISIT AND TALK ABOUT THEIR THINKING AND LEARNING?

USE DOCUMENTATION TO INFORM PURPOSEFUL DESIGN AND PLANNING?

RESOURCES:
- Forms of Documentation (Resource Sheet)
- White Board Communication (Resource Sheet)

ENSURE THAT THE PHYSICAL SPACE SUPPORTS:
• independent access to materials and areas in my particular facility?
• an appreciation, recognition and understanding of the uniqueness of each child?
• opportunities for collaboration and problem solving among children?

INVITE FAMILIES TO SHARE IDEAS AND SUGGESTIONS?

INVITE FAMILY CONTRIBUTIONS THAT REFLECT THEIR HOME ENVIRONMENTS?

ENSURE THAT THE LAYOUT OF THE PHYSICAL SPACE POSITIVELY INFLUENCES FAMILY ENGAGEMENT, COMFORT AND PARTICIPATION?
### INDOOR AND OUTDOOR PHYSICAL SPACE

#### CURRICULAR EXPECTATIONS

<table>
<thead>
<tr>
<th>I understand the potential of the environment as the third teacher</th>
<th>Maximize the learning potential of the indoor and outdoor space by providing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT page 10</td>
<td>• ease of access between indoor and outdoor spaces (patios, transitional spaces)</td>
</tr>
<tr>
<td>‘First Teacher’</td>
<td>• supervision of all areas</td>
</tr>
<tr>
<td>‘Second Teacher’</td>
<td>• flexible areas to accommodate children’s emerging interests</td>
</tr>
<tr>
<td>‘Third Teacher’</td>
<td>• spaces for large and small groups or individual children</td>
</tr>
<tr>
<td>Families</td>
<td>• opportunities for risk taking and vigorous play</td>
</tr>
<tr>
<td>Educators and Peers</td>
<td>• accessible spaces for children’s works in progress</td>
</tr>
<tr>
<td>Environment</td>
<td>• natural and wild spaces to invite possibilities for play</td>
</tr>
<tr>
<td>They are purposefully designed and planned to enhance children’s healthy development and learning</td>
<td>• co-created spaces that inspire a personal sense of wonder, awe and whimsy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I ensure that children participate in planning, changing, and caring for indoor and outdoor environments</th>
<th>Engage children in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT Page 10</td>
<td>• decision making about the design and organization of the indoor and outdoor space</td>
</tr>
<tr>
<td></td>
<td>• taking ownership for the care and maintenance of the space</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I ensure that space is organized into flexible learning areas for playful exploration both indoors and outdoors</th>
<th>Provide indoor and outdoor learning areas which include but are not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAT Page 11</td>
<td>• quiet area for reading and mark making</td>
</tr>
<tr>
<td></td>
<td>• dramatic play</td>
</tr>
<tr>
<td></td>
<td>• scientific/mathematical</td>
</tr>
<tr>
<td></td>
<td>• block construction</td>
</tr>
<tr>
<td></td>
<td>• music and movement</td>
</tr>
<tr>
<td></td>
<td>• art studio</td>
</tr>
<tr>
<td></td>
<td>• provision for play with natural materials</td>
</tr>
<tr>
<td></td>
<td>• spaces to engage in active play and physical activity</td>
</tr>
<tr>
<td>Learning areas are:</td>
<td>• co-created with children</td>
</tr>
<tr>
<td></td>
<td>• organized to limit intrusions and collisions</td>
</tr>
<tr>
<td></td>
<td>• situated to make use of natural light and water sources</td>
</tr>
<tr>
<td></td>
<td>• flexible to allow for the movement of children and materials in and out of the learning areas</td>
</tr>
<tr>
<td></td>
<td>• inviting and inspire exploration and engagement</td>
</tr>
</tbody>
</table>
Ensure that indoor and outdoor spaces respect individual differences and competencies?

Incorporate the local landscape into the indoor and outdoor physical space?

Co-create the physical space with children currently in attendance?

Co-create the physical space to accommodate and respond to mixed ages?

Resources:
- Rethinking Indoor Learning Environments (Video – password available from your early learning facility)
- Rethinking Outdoor Learning Environments (Video – password available from your early learning facility)
- Children Test Their Limits (Poster)

Design the physical space to support:
- independence and participation during meal times, naptime, and tidy up times?
- accessibility and care of the space (art area close to sink, natural lighting, hard surfaces for ease of clean-up)?

Have meaningful conversations with children to engage them in the planning of the physical space?

Incorporate learning areas in my particular facility?

Incorporate other learning areas as new interests, curiosities and passions emerge?

Ensure that indoor and outdoor learning areas can be adapted or enlarged to respond to numbers of children?

Ensure that books are included in all areas?

Ensure that mark making opportunities are included in all areas?

Resources:
- Infant and Young Toddler Learning Areas (Resource Sheet)
- Toddler Learning Areas (Resource Sheet)
- Preschool Learning Areas (Resource Sheet)
- Purposefully Planning the Environment (Resource Sheet)
- Play and Playfulness (Professional Support Document)
- Our Youngest Children (Professional Support Document)
- Learning and Caring with Our Young Children (Professional Support Document)
- The Indoor Learning Environment (Poster)
- The Outdoor Learning Environment (Poster)
<table>
<thead>
<tr>
<th>CURRICULAR EXPECTATIONS</th>
<th>PEDAGOGICAL PRACTICES AND PROVISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I set up a variety of accessible, well organized and open-ended materials in areas to support playful exploration</td>
<td>Provide indoor and outdoor props, materials and loose parts that are:</td>
</tr>
<tr>
<td></td>
<td>• displayed at the children's level and can be independently accessed</td>
</tr>
<tr>
<td></td>
<td>• organized and labelled in children's home languages so children know where to find them and put them away independently</td>
</tr>
<tr>
<td></td>
<td>• open-ended to provide multiple choices, solutions and possibilities for exploration and investigation</td>
</tr>
<tr>
<td></td>
<td>• natural, familiar, real life materials that represent children's home environments</td>
</tr>
<tr>
<td></td>
<td>• inspiring and invite engagement of all of the senses</td>
</tr>
<tr>
<td></td>
<td>• reflective of children's current interests, curiosities and passions</td>
</tr>
<tr>
<td></td>
<td>• supportive of different modes of communication (multimodal) to represent children's thinking and understanding</td>
</tr>
<tr>
<td></td>
<td>• concrete and promote real experiences and do not include worksheets, colouring sheets or pre-cut materials</td>
</tr>
<tr>
<td></td>
<td>• creative and inspire painting, modelling, collage and mark making</td>
</tr>
<tr>
<td></td>
<td>• reflective of diversity</td>
</tr>
<tr>
<td>I understand the potential of the environment as the third teacher</td>
<td>Provide indoor and outdoor furnishings and equipment that are:</td>
</tr>
<tr>
<td></td>
<td>• child-size, comfortable and accessible</td>
</tr>
<tr>
<td></td>
<td>• repurposed or reinvented for use by children</td>
</tr>
<tr>
<td>I ensure that storage and shelving are accessible, organized and labelled</td>
<td>I model a respect for passions, cherished items and activities</td>
</tr>
<tr>
<td></td>
<td>CAT Page 10</td>
</tr>
<tr>
<td>I ensure inclusion rather then exclusion (no sad or time-out chairs, no removal of materials as a means of discipline)</td>
<td>CAT Page 8</td>
</tr>
<tr>
<td>I bring outside materials in and inside materials out</td>
<td>I use a wide repertoire of texts</td>
</tr>
<tr>
<td></td>
<td>CAT Page 8</td>
</tr>
<tr>
<td>I use a wide repertoire of texts</td>
<td>Provide indoor and outdoor props, materials, and loose parts to support:</td>
</tr>
<tr>
<td></td>
<td>• singing, poetry and story telling</td>
</tr>
<tr>
<td></td>
<td>• reading, creating, constructing and problem solving</td>
</tr>
<tr>
<td></td>
<td>• children's home and heritage languages</td>
</tr>
<tr>
<td></td>
<td>• purposeful print and environmental print (pamphlets, magazines, menus, recipes, signs, labels, lists, cards)</td>
</tr>
<tr>
<td></td>
<td>• children's names, uniqueness and individuality</td>
</tr>
<tr>
<td></td>
<td>• images in books, photos and displays that reflect all of the children and their families</td>
</tr>
<tr>
<td></td>
<td>• real images of children, local spaces and objects</td>
</tr>
<tr>
<td></td>
<td>• a variety of familiar books, informational books and unfamiliar books</td>
</tr>
<tr>
<td></td>
<td>• the sign systems of language, music, math, art and drama</td>
</tr>
</tbody>
</table>
Provide invitations that inspire children to explore what they CAN do in their own way and at their own pace?

Promote creative art experiences that focus on and value the process of the experience?

Explore colour, texture, sound and lighting to engage the senses?

Encourage children to explore their literate identities as readers and writers?

Encourage persistence, testing and retesting of different ideas?

Support opportunities for risk taking and challenging capabilities?

Inspire imaginary play scenarios?

Reimagine outdoor experiences and spaces that are more natural?

Explore the ways we are different and the ways we are alike?

Share resources and participate in conversations with families about the relationship between open-ended materials and experiences and children's early learning and development?

Resources:

- Creating Imaginary Scenarios (Resource Sheet)
- Exploring Textures (Resource Sheet)
- Mrs. Greer's Questions and Responses (Audio Resource)
- Loose Parts (Poster)
- Children: Agents of Their Own Learning (Poster)
- Rethinking Children's Art Experiences (Video – password available from your early learning facility)

Explore:

- various forms of text using digital literacies?
- various characters embedded in popular culture?
- literacy and numeracy learning in everyday moments?
- poems, books and music which reflect the home languages of all of the children and families?

Resources:

- Songs, Poems, Chants, Rhymes and Jokes (Resource Sheet)
- Poems Across the Day (Resource Sheet)
- Reading Prompts (Resource Sheet)
- Communication and Literacies (Professional Support Document)
## INDOOR AND OUTDOOR PROPS, MATERIALS,

### CURRICULAR EXPECTATIONS

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I share my passions with children, educators and families</td>
<td>9</td>
</tr>
<tr>
<td>I ensure that children participate in planning, changing, and caring for indoor and outdoor environments</td>
<td>10</td>
</tr>
<tr>
<td>I model participation as an individual and as a community member</td>
<td>8</td>
</tr>
</tbody>
</table>

### PEDAGOGICAL PRACTICES AND PROVISIONS

_Ways educators meet curricular expectations_

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include props and materials that represent your passions and interests</td>
<td>Include items that reflect your home and heritage language and traditions</td>
</tr>
<tr>
<td>Involve children in making decisions about:</td>
<td>Ensure indoor and outdoor props and materials are displayed, organized</td>
</tr>
<tr>
<td>planning</td>
<td>and labelled to support maintenance and care</td>
</tr>
<tr>
<td>• planning</td>
<td>Model care and respect for all living materials and creatures</td>
</tr>
<tr>
<td>• maintenance</td>
<td></td>
</tr>
<tr>
<td>• selection of indoor and outdoor props, materials, furnishings and loose parts</td>
<td></td>
</tr>
</tbody>
</table>

Ensure indoor and outdoor props and materials are displayed, organized and labelled to support maintenance and care.

Model care and respect for all living materials and creatures.

Page 8 | CAT Reflective Guide
**Questions for Observation, Conversation and Reflection**

*In what ways can I/we …*

Weave my special talents and skills such as music, sports and hobbies into children’s daily experiences?

Acknowledge and respect children’s assistance, input and contributions?

Incorporate children’s decisions in the planning, collecting and purchasing of materials and props?

Indoor and outdoor props, materials, furnishings and loose parts challenge children’s thinking and provide endless opportunities for children to co-construct their own learning through exploration and investigation.
<table>
<thead>
<tr>
<th>CURRICULAR EXPECTATIONS</th>
<th>PEDAGOGICAL PRACTICES AND PROVISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the potential of the environment as the ‘third teacher’</td>
<td>Provide large blocks of indoor and outdoor time to:</td>
</tr>
<tr>
<td>CAT Page 10</td>
<td>• co-explore children’s emerging interests and questions</td>
</tr>
<tr>
<td>I extend learning</td>
<td>• engage in meaningful conversations</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>• offer experiences for hands-on exploration with real objects rather than worksheets or colouring books</td>
</tr>
<tr>
<td>I engage in teachable moments</td>
<td>• offer experiences to explore the power of the blank page</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>• offer experiences to share in the pleasure and joy of play and exploration</td>
</tr>
<tr>
<td>I listen attentively when children speak</td>
<td>• document children’s conversations, ideas and interests to inform next steps</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td></td>
</tr>
<tr>
<td>I represent and use children’s home and heritage languages in the environment</td>
<td>Ensure the daily routine:</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• is flexible yet predictable</td>
</tr>
<tr>
<td>I understand the complexities of interdependence, dependence and independence among children</td>
<td>• includes opportunities for relationship building and extended conversations during meal times and snack times</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• supports literacy and numeracy possibilities during indoor and outdoor daily rituals such as tidy up times, meal times, greeting and departure times</td>
</tr>
<tr>
<td>I am optimistic and participatory in problem solving</td>
<td>• includes ongoing indoor and outdoor opportunities for authentic learning (problem solving, creative thinking, spatial relationships, persistence)</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>Model in everyday moments:</td>
</tr>
<tr>
<td>I attend community events</td>
<td>• adaptability, flexibility, fairness and different perspectives</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• collaboration, kindness, humour and caring</td>
</tr>
<tr>
<td>I visit natural and created environments</td>
<td>Be intentional about taking time to:</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• support the growth of children’s friendships during indoor and outdoor opportunities</td>
</tr>
<tr>
<td>I take seasonal or cultural field trips</td>
<td>• console children when sad or hurt and respond to their needs</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• acknowledge and validate individual children’s fears and concerns</td>
</tr>
<tr>
<td>I care for local landmarks</td>
<td>• support empathy through sharing emotions, experiences and a respect for caring</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• support children to help themselves and to help others</td>
</tr>
<tr>
<td>I model participation as an individual and as a community member</td>
<td>• encourage and support children’s initiatives</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>• model problem solving in everyday situations</td>
</tr>
<tr>
<td>I co-author curriculum and caring initiatives</td>
<td>Take time to:</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• foster relationships between the facility and the local community</td>
</tr>
<tr>
<td>I invite guest speakers to the centre</td>
<td>• meaningfully engage with and when possible participate in local community cultural events, celebrations and festivals</td>
</tr>
<tr>
<td>CAT Page 9</td>
<td>• invite community members to share knowledge of local culture and history</td>
</tr>
<tr>
<td></td>
<td>• co-explore nature in the local community</td>
</tr>
<tr>
<td></td>
<td>• support language and literacy learning through local and community events</td>
</tr>
<tr>
<td></td>
<td>• explore a wide range of seasonal experiences within the local community</td>
</tr>
<tr>
<td></td>
<td>• engage the children in participating in acts of kindness to support them to be responsible and responsive members of the community</td>
</tr>
<tr>
<td></td>
<td>• engage the children in participating in environmentally and socially responsible practices</td>
</tr>
</tbody>
</table>
QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

In what ways can I/we...

Use my observations of the children to inform and guide the routine of the day?

Ensure that the rhythm of the day is not dictated by the clock?

Co-create a visual routine with the children?

Take the time to have conversations with colleagues about the importance of concrete experiences for children rather than abstract experiences? (Worksheets are an example of an abstract experience.)

Participate in professional learning opportunities to grow and inform my knowledge, skills, dispositions and competencies?

Include authentic and meaningful opportunities to incorporate children’s home languages?

Take the time to connect with others who can support a child’s home language when I am unable to?

Be intentional about taking the time to plan with purpose, observe and document?

Respect and support individual family needs?

Model and invite children to engage in inclusive and equitable practices?

Acknowledge and celebrate children’s persistence, perseverance and problem solving?

Co-create documentation with children to capture their initiatives and solutions?

Engage families and community members to actively support and participate in the planning and creation of:

- indoor and outdoor experiences at the facility?
- community initiatives and events?

Engage with and participate in Indigenous, Acadian and other cultural events?

Resources:

Diversity and Social Responsibility (Professional Support Document)
Learning and Caring With Our Young Children (Professional Support Document)

Large blocks of uninterrupted time throughout the day and limited transitions provide opportunities for children to explore, make choices, experiment with materials and develop ideas and relationships more deeply.
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<tbody>
<tr>
<td><strong>I am the children’s conversational partner</strong></td>
<td>Meet children at their eye level by kneeling, bending or sitting to establish better eye contact</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>Engage children in authentic and meaningful back and forth conversation about topics of interest to them</td>
</tr>
<tr>
<td><strong>I listen attentively when children speak</strong></td>
<td>Ask open-ended, thoughtful questions (“I wonder”, “Tell me”)</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>Wait patiently and respectfully for children's responses and listen carefully to what they are saying</td>
</tr>
<tr>
<td><strong>I communicate clearly and respectfully with</strong></td>
<td>Approach children to have a conversation; avoid calling across the room or outdoor area</td>
</tr>
<tr>
<td>children and their families</td>
<td>Encourage, invite and paraphrase when having conversations</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>Support children when they are using language to make friends</td>
</tr>
<tr>
<td><strong>I use children’s names</strong></td>
<td>Value the personal connection children have to their names</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>Honour children’s names as a celebration of their identity and uniqueness</td>
</tr>
<tr>
<td></td>
<td>Learn and use children’s individual names in their home languages</td>
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<tr>
<td></td>
<td>Ensure children’s names are visible in written form in handmade books and to identify their belongings and documentation</td>
</tr>
<tr>
<td><strong>I model language</strong></td>
<td>Introduce and connect new vocabulary to real experiences</td>
</tr>
<tr>
<td>CAT Page 8</td>
<td>Elaborate and use descriptive words to name and describe objects, places and actions</td>
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<tr>
<td></td>
<td>Use singing, reading, creating and problem solving throughout daily experiences to support language</td>
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<tr>
<td></td>
<td>Interact verbally and non-verbally with infants and toddlers, exchanging sounds, words, gestures and facial expressions</td>
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<tr>
<td></td>
<td>Share songs and stories both familiar and unfamiliar to expose children to a variety of sounds, words, sentences and story structures</td>
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<tr>
<td></td>
<td>Learn and use the home languages of all children</td>
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<tr>
<td></td>
<td>Model respect, patience, and encouragement when speaking and listening</td>
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</tbody>
</table>
Respect each child’s right to share their thoughts, ideas and feelings?
Ensure that each child feels listened to?
Slow down to observe and listen to the children?
Meaningly connect with all families?
Model what it is to be a conversational partner with colleagues, children and families?

**Resources:**
*Conversations with Children* (Resource Sheet)

Learn and use family members’ names in conversations with them?
Demonstrate that all of our names are special, unique and valued?
Include books, poems and songs with children’s names in them?

**Resources:**
*Learning and Caring with Our Young Children* (Professional Support Document)

Use the *Exploring Literacies* module to guide my thinking and inform my everyday practices?
Welcome the participation of all families to share their languages and traditions?

**Resources:**
*Exploring Literacies Handbook*

**Interactions with people, places and materials have a significant influence on children’s experiences. Creating an environment that supports meaningful connections and caring relationships contributes to each child’s well-being, sense of belonging and active engagement.**
<table>
<thead>
<tr>
<th>CURRICULAR EXPECTATIONS</th>
<th>PEDAGOGICAL PRACTICES AND PROVISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I show enthusiasm for children’s ideas, initiatives, relationships, and learning CAT Page 8</td>
<td>Use open-ended questions and back and forth conversations to talk with children about their explorations, discoveries and learning experiences</td>
</tr>
<tr>
<td>I talk with children about their learning CAT Page 8</td>
<td>Use documentation to capture and record children’s ideas, initiatives, questions and learning</td>
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<tr>
<td>I explore a variety of topics initiated by children, families, educators, and community and world events CAT Page 8</td>
<td>Use observations to inform purposeful planning to support children’s interactions with people and materials</td>
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<tr>
<td>I encourage children to try new experiences CAT Page 8</td>
<td>Encourage and provide opportunities for children to independently carry out self-care practices</td>
</tr>
<tr>
<td>I participate in a wide range of playful, caring, learning relationships CAT Page 8</td>
<td>Model a sense of wonder and curiosity and co-investigate children’s emerging interests</td>
</tr>
<tr>
<td>I facilitate a range of social relationships with children, families, other educators, and community members CAT Page 9</td>
<td>Use modelling, inviting, and joining in to support children when transitioning to new experiences to help ease their anxiety</td>
</tr>
<tr>
<td>I build strong affirmative relationships with each family CAT Page 9</td>
<td>Be comfortable playing, engaging and participating in the children’s play indoors and outdoors</td>
</tr>
<tr>
<td>I value the learning and teaching contributions of other adults CAT Page 9</td>
<td>Be comfortable as a child’s play partner, following rather than leading their play</td>
</tr>
<tr>
<td>I build responsive, reciprocal and respectful relationships with children, families, colleagues and communities CAT Page 9</td>
<td>Support children to understand the point of view of others and to support those who need help</td>
</tr>
<tr>
<td>I appreciate, share, and advocate with other educators, families, and community members CAT Page 9</td>
<td>Use documentation to acknowledge and value children’s relationships with people, places and things</td>
</tr>
<tr>
<td>I join children, families, other educators, and directors to solve problems CAT Page 8</td>
<td>Foster relationships with families through respectful conversations during greeting and departure times</td>
</tr>
<tr>
<td>I seek advice and different perspectives CAT Page 9</td>
<td>Involve families in decision making regarding the programs, procedures and policies of the facility</td>
</tr>
<tr>
<td></td>
<td>Seek support, guidance and knowledge from others</td>
</tr>
<tr>
<td></td>
<td>Learn through self, team and facility-based reflections, conversations and collaboration</td>
</tr>
</tbody>
</table>
RELATIONSHIPS

QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

*In what ways can I/we...*

Ensure that each child feels that they are noticed, appreciated and respected for all they are and do?

Co-construct knowledge with children, families, community members, and colleagues about a wide range of topics and events?

Demonstrate an understanding that new experiences and situations might affect children’s well-being and sense of belonging?

Use my knowledge of each child to support them with new experiences?

Engage and support the family in their child’s learning?

Use knowledge gained from professional learning opportunities to explore new possibilities?

Demonstrate that I value and respect families as their child’s first and most influential teacher?

Welcome, encourage and support families to participate in the daily life at the facility?

Offer and engage families in professional learning opportunities?

Invite and engage families to participate as a member of a Parent Board or Board of Directors?

Support the mentoring of others including colleagues and students?

Actively engage others to share their knowledge and experiences about the field of early learning and child care?

Be intentional about reflecting, questioning and discussing with my colleagues?

Interactions with people, places and materials have a significant influence on children’s experiences. Creating an environment that supports meaningful connections and caring relationships contributes to each child’s well-being, sense of belonging and active engagement.
### INDOOR AND OUTDOOR INTERACTIONS AND PEDAGOGICAL PRACTICES AND PROVISIONS

**CURRICULAR EXPECTATIONS**

**I use positive child guidance strategies**
CAT Page 9

I ensure inclusion rather than exclusion (no sad or time-out chairs, no removal of materials as a means of discipline)
CAT Page 8

**I make children’s contributions and thinking visible through displays, cultural items, webs, documentation, portfolios, photos, projects and artwork**
CAT Page 8

**I use documentation to identify how relationships with particular children, families, centre personnel and the broader community are valued**
CAT Page 9 and 10

**I ensure that evidence of children’s home environments, the group's collective past, children’s words and work are displayed with care and respect**
CAT Page 10

### PEDAGOGICAL PRACTICES AND PROVISIONS

*Ways educators meet curricular expectations*

- Listen carefully to children and give them time to think about and express what they are feeling
- Use positive language and be respectful of all children by validating and supporting their feelings
- Ask questions to prompt children to talk about and find solutions to disagreements and conflict
- Encourage children to listen to the ideas of others and look for multiple solutions to the problems they encounter
- Encourage children to think about how their actions affect others
- Engage children in decision making in matters that concern them such as the co-creation of rules and procedures
- Take seriously and consider all of the children’s ideas and solutions
- Follow up with children to determine if solutions are working

Ensure pedagogical documentation:
- provides linkages between children’s early learning and development and the learning principles, values and goals of the NCFE
- provides evidence of children’s strengths and ongoing growth and development over a period of time (children’s portfolios)
- provides children the opportunity to revisit their thinking and experiences (Learning stories, webs, photos and individual and group creations are shared and discussed with the children)
- makes ongoing thinking and learning visible through children’s works-in-progress
- values and respects children’s emerging thinking through their questions, comments and ideas
- guides and informs planning (next steps)
**RELATIONSHIPS**

**QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION**

*In what ways can I/we ...*

- Continue to encourage and support children to be actively involved in solving their own problems?
- Co-create an environment that responds to each child’s uniqueness?
- Support families in their interactions with their children?
- Model that problem solving is a valuable learning experience that takes time and requires patience and understanding?
- Document children’s ideas and solutions for ongoing review and follow up?

- Demonstrate that children’s ideas, work and experiences are valued and worthy of being documented and shared?
- Use descriptions of children’s thinking and experiences to inform families and others of the value of exploration and play?
- Share children’s portfolios as evidence of their ongoing learning and development with families and kindergarten teachers as children transition to school?
- Use pedagogical documentation to demonstrate how children are co-constructors of their own learning?
- Invite families to co-create pedagogical documentation by sharing learning stories from home?
- Co-create documentation to capture the ongoing relationship between the facility and the local community?

**Resources:**

*Learning and Relating Through Pedagogical Documentation* (Professional Support Document)
### CURRICULAR EXPECTATIONS

**I value the New Brunswick Curriculum Framework for Early Learning and Child Care ~ English**  
CAT Page 9

### PEDAGOGICAL PRACTICES AND PROVISIONS

*Ways educators meet curricular expectations*

- Re-examine on an ongoing basis, the New Brunswick Curriculum Framework for Early Learning and Child Care ~ English (NBCF~E), the Collaborative Assessment Tool (CAT), Professional Support Documents and other resources to ensure pedagogical practices reflect the values, learning principles and goals of the NBCF~E

- Ensure all documents are readily available and accessible

- Provide documented evidence of strengths, competencies, reflections, curiosities and learning in Reflective Journals and Educator Portfolios

- Create professional development plans to inform ongoing areas of focus and professional learning interests

- Participate in professional learning opportunities to build knowledge and gain new insight

- Use newly acquired knowledge and competencies to grow and strengthen practices
RELATIONSHIPS

QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

_in what ways can i / we …_

Support and mentor others to meet the curricular expectations of the NBCF–E?

Examine my practices to ensure a respect for diversity, equity and inclusion for all children and families?

Resources:

New Brunswick Curriculum Framework for Early Learning and Child Care – English
Collaborative Assessment Tool

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