

Training Agenda

Topic	Time
<p>Welcoming message from our CEO Shadi.</p> <p>Shadi will be updating us on the exciting changes within Preschool Canada</p>	6: 30 pm – 6: 40 pm
Training session	6:40 pm-7:40 pm
Break	7:40 pm-8:00 pm
Training session and Questions	8:00pm- 8:30

Training Objectives

- Understand the introduction to Emergent Curriculum & Early Learning Settings
- How to engage in the emergent curriculum
- Importance of reflections
- How does learning happen
- Importance of observation
- Planing



What is Emergent Curriculum?

"What we see changes what
we know. What we know
changes what we see."

- Jean Piaget

What is Emergent Curriculum?

How we at Preschool Canada view Emergent Curriculum

The term Emergent Curriculum embodies the concept that every child is capable. In an emergent environment, children's abilities and interests will emerge when educators/pedagogists/teachers facilitate an environment where children feel secure, engaged and interested. Unlike rigid lesson plans, which were once planned based on the needs of the educator. Emergent planning allows the educator/pedagogist to see inquiries as channels that facilitate broader developmental goals for all the children within their classroom. When effectively implemented, Emergent Curriculum supports the whole well-being of each child.

What is Emergent Curriculum?

- ☐ Play-based
- ☐ Focusses on how children are competent and active learners
- ☐ Provides routine and engaging transitions
- ☐ Offers opportunities and many experiences
- ☐ Planning evolves from daily life
- ☐ Planning is flexible and responsive to children
- ☐ Educator's are encouraged to build relationships with families.
- ☐ Planned provocations, entice exploration

Key Factors

Observation

A strong teacher must find ways to tune into the interests and skills of children. Educators need to learn how to LISTEN to students and encourage them to find their voice (this can be seen in many ways) and facilitate direct learning that engages children.

The Learning Environment

We as educators know that our abilities are essential when it comes to supporting children and their families. What many of us forget, is the importance of our learning environments. In an Emergent learning space, educators intentionally set up learning centres that focus on different inquiries and developmental skills. The environment is set up in a way which supports the key inquiries or needs within the group. Environments need to be flexible and not rigid. Educators are encouraged to work within different group sizes, which facilitates both individual and group learning.

Documentation

In alignment with provincial standards for early education, Preschool Canada prioritizes active documentation through internal observation notes, parent communications, and visual representations of the children's learning and interests.

Look at this image

What do you see?

What play ideas were enhanced?



What tools are needed to successfully engage in emergent curriculum?

Observation

An active teacher/educator/pedagogue must find ways to tune into the interests and skills of the children. Listening to students encourages them to find their voice and help direct learning that engages children.

The Learning Environment

Environments need to be intentionally set up with learning centers that focus on different discoveries and skills. Environments should provide children with materials that are accessible. Environments should be transformed or re-arranged when reflecting on behaviors/developmental needs/inquiries.

Documentation

In alignment with provincial standards for early education, Preschool Canada prioritizes existing documentation. Educators are encouraged to observe, record, plan, document, reflect and scaffold. The educator can share documentation through various forms of media

The Importance of Reflection

Children thrive in environments which support emergent curriculum. Educators/pedagogists are encouraged to share what they have heard and seen within their team. Sharing and reflecting within your “teaching team”, allows for educator’s to further support children using an emergent teaching philosophy. In an emergent program, children are encouraged to reflect on their own work and when possible, share their work with their families, peers and community.

Food for Thought: Why not revamp the traditional “Show and Share” experience, with a “Show and Share” what you have created opportunity. Educators can take photos of what children have created using a classroom tablet and children can use their expressive language or body language to explain what was created.

Why not try using a chart the next time you document and reflect.

Visuals are extremely helpful when it comes to discovering play urges/inquiries/wonders/developmental strengths and needs.

Supporting Pedagogical Practice: Eh to Z Preschool Canada Collaboration Document
(Innisfil Location)

Sept. 2-6 2019

Monday	Notes:
<p>Current Interests: Building/Connecting</p> <p>Experiences/Provocations offered to extend learning: Build w the spiro connectors!</p>	<p>How did the children use the materials? What were they asking? How might you extend this tomorrow? What concepts are being explored?</p> <p>Centre Closed. Labour Day!</p>
Tuesday	
<p>Current Interests: ↓</p> <p>Experiences/Provocations offered to extend learning:</p>	<p>Some children built w curiosity, examining how to connect two pcs together. Others built w purpose, stacking them for height. Others built objects. L.C. "I built a plane!"</p> <p>Extend → provide books and photos of possible objects to build to ignite curiosity. concepts → height/connecting.</p>
Wednesday	
<p>Current Interests: Mark Making.</p> <p>Experiences/Provocations offered to extend learning: Am welcome table clayon play!</p>	<p>Children arrived w less anxiety to leave mom or dad. They joined ms at the table naming colours & shapes "blue" "heart" Some asked for help to draw shapes "help"</p> <p>Extend → provide lines and shapes on paper (maybe integ tracing)</p> <p>concepts → shapes/fine motor mark making</p>

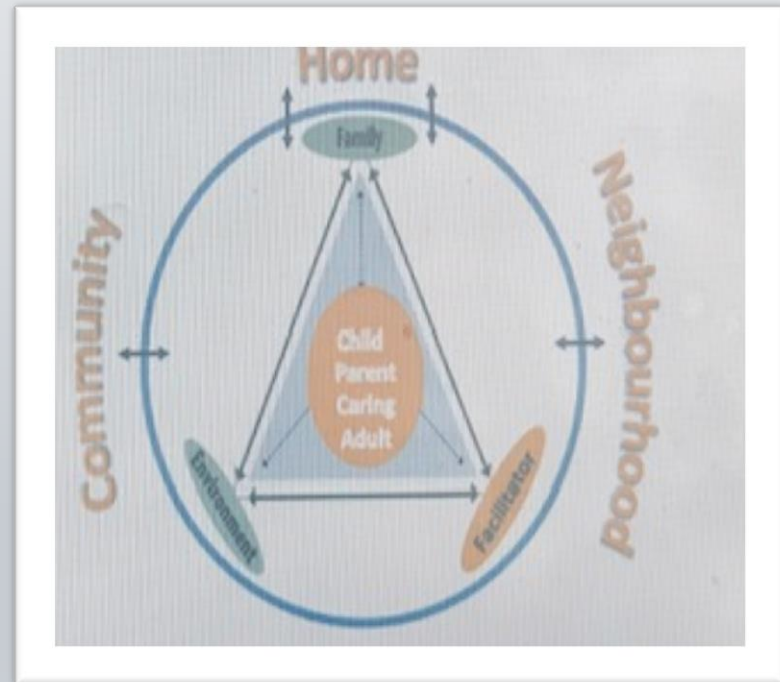
“How does learning happen?”

Learning happens in environments which support the whole child



“How does learning happen?”

Learning happens in environments which support the whole child



The Role of the Educator

- ❑ Within an emergent environment, both the child and the teacher are researchers. Both are seeking information together.
- ❑ Emergent curriculum supports the idea that everyone learns best in situations that have authentic meaning (meaningful to each individual).
- ❑ Teachers are
 - Observers
 - Stage Managers
 - Facilitators

Images like these, are extremely useful when reflecting. Children, families and educators are able to use these images as avenues to sharing how the flowers and crops were grown.



Promoting Positive Teacher-Child Interaction

- Engage in one-to-one interactions with children
- Get down to the child's level, and engage in a face to face interaction
- Use a pleasant, calm voice and simple language
- Provide warm, responsive physical contact
- Follow the child's lead and interest during play
- Help children understand classroom expectations
- Redirect children when they engage in challenging behavior
- Listen to children and encourage them to listen to each other
- Encourage respectful relationships/interactions
- Acknowledge children for their accomplishments and effort

Dr. Jean Clinton is incredibly inspiring and respected within our community of educators

https://youtu.be/vTkf3AzM_Lk



Treat Each Child With Respect

- Do you warmly greet children when they arrive?
- Do you give children hugs?
- Do you comfort children who are in distress by providing prompt support and assistance?
- Do you maintain eye contact with children when engaged in a conversation?
- Do you smile often?
- Do you carefully consider your tone of voice when talking with the children?
- Do you acknowledge the children's point of view by actively listening?

- Do children enjoy coming into your classroom in the morning?
- Do they feel safe and secure?
- Is the physical environment conducive to learning?
- Are conversations pleasant?
- Are the expectations you have for children fair?
- Does your non-verbal behavior convey that you are happy to be in the classroom?

- Do you take into account the age, developmental stage, and temperament of each child?
- Do you communicate your expectations for children's behavior clearly and directly?
- Do you encourage children to discover their emotions and share their emotions in a positive manner?
- Do you believe in creating an area where children can go to, to safely self-regulate
- Are you creating an environment that supports their well-being and creates a sense of belonging?
- Are we supporting the "image of the child"?
- Do we believe that all children are capable?

- Use effective well-timed transitions that include warnings about transitions that preview what is going to happen next, and communicate clearly what is expected of children
- Find ways to validate how children are feeling and what they are experiencing
- Be actively engaged in learning new things with children
- Provide active gross-motor opportunities
- Maintain high expectations

Children are developing the capacity of

Trust
Autonomy
Initiative
Creativity



Through positive relationships with adults.

Making Your Environment “The Third Teacher”



“In order to act as an educator for the child, the environment has to be flexible: it must undergo frequent modification by the children and the teachers in order to remain up-to-date and responsive to their needs to be protagonists in constructing their knowledge.”

Lella Gandini (1998)

Role Of The Environment

- ☐ In emergent curriculum, the environment acts as (third teacher).
- ☐ Children need large blocks of time to play, investigate, and share their ideas and theories.
- ☐ Children need ample space that is designed intentionally to engage them.
- ☐ Children need precious materials that engage and enhance their curiosity and abilities.

Materials

- ☐ Open-ended.
- ☐ Loose parts
- ☐ Natural
- ☐ Creative (process not product)
- ☐ Authentic
- ☐ Opportunities for children to represent their ideas (words, drawing ,clay, playdough, dramatic play, sensory, reflection, art).



Inviting and Engaging Environments

- Everyone who engages in the classroom should have a part in creating the environment
- Educators are encouraged to build strong relationships with their students and their families.
- These relationships should be evident within the environment
- Children's drawings, paintings, creations, ideas, images, and writing should be used to label and enhance/enrich learning spaces
- Environments should not contain commercial bulletin boards/images, but instead, have meaningful and authentic work created by students
- We want to create environments which enhance senses, provoke curiosity and foster strong, respectful relationships (child/family/educator/community)
- Reggio inspired classrooms, foster this pedagogy and are worth exploring

Try adding LOOSE PARTS to your Environment

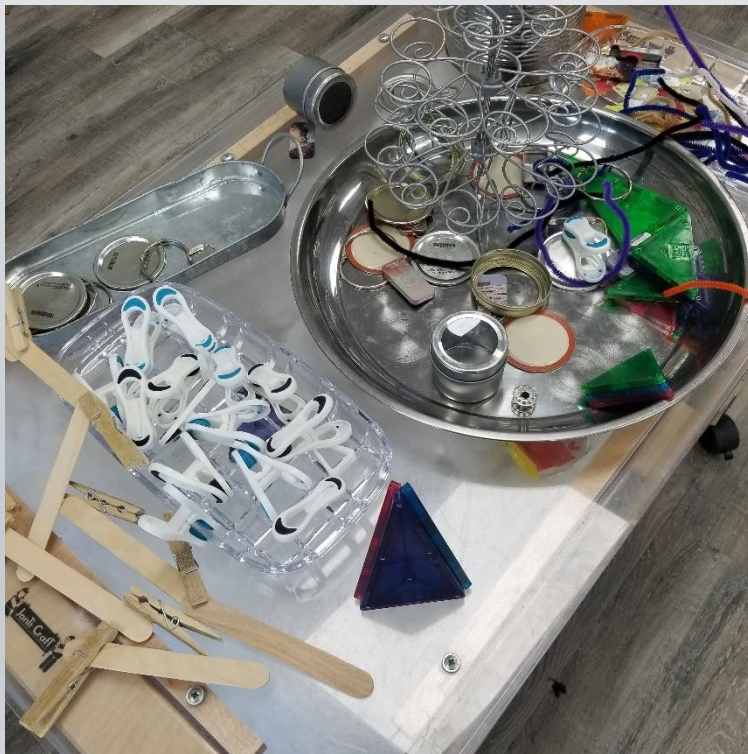


Planned
Provocations
are meant to
ignite curiosity



Our Environment is our Stage

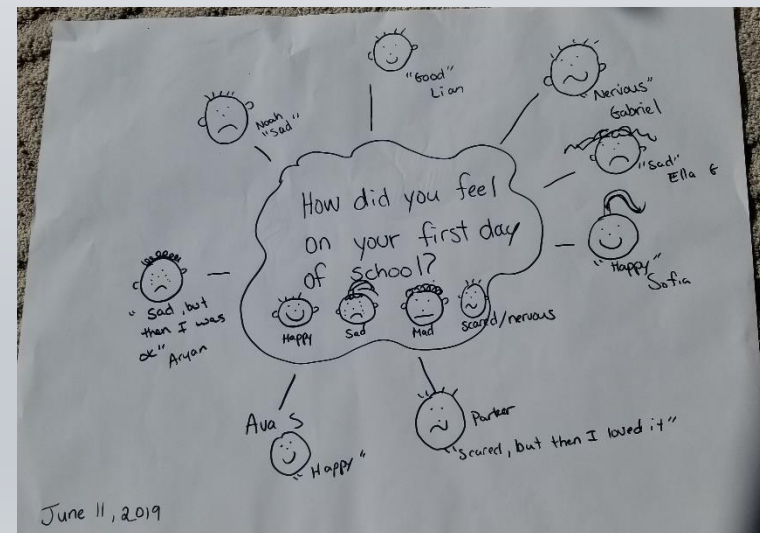
We need to see it as “The Third Teacher”



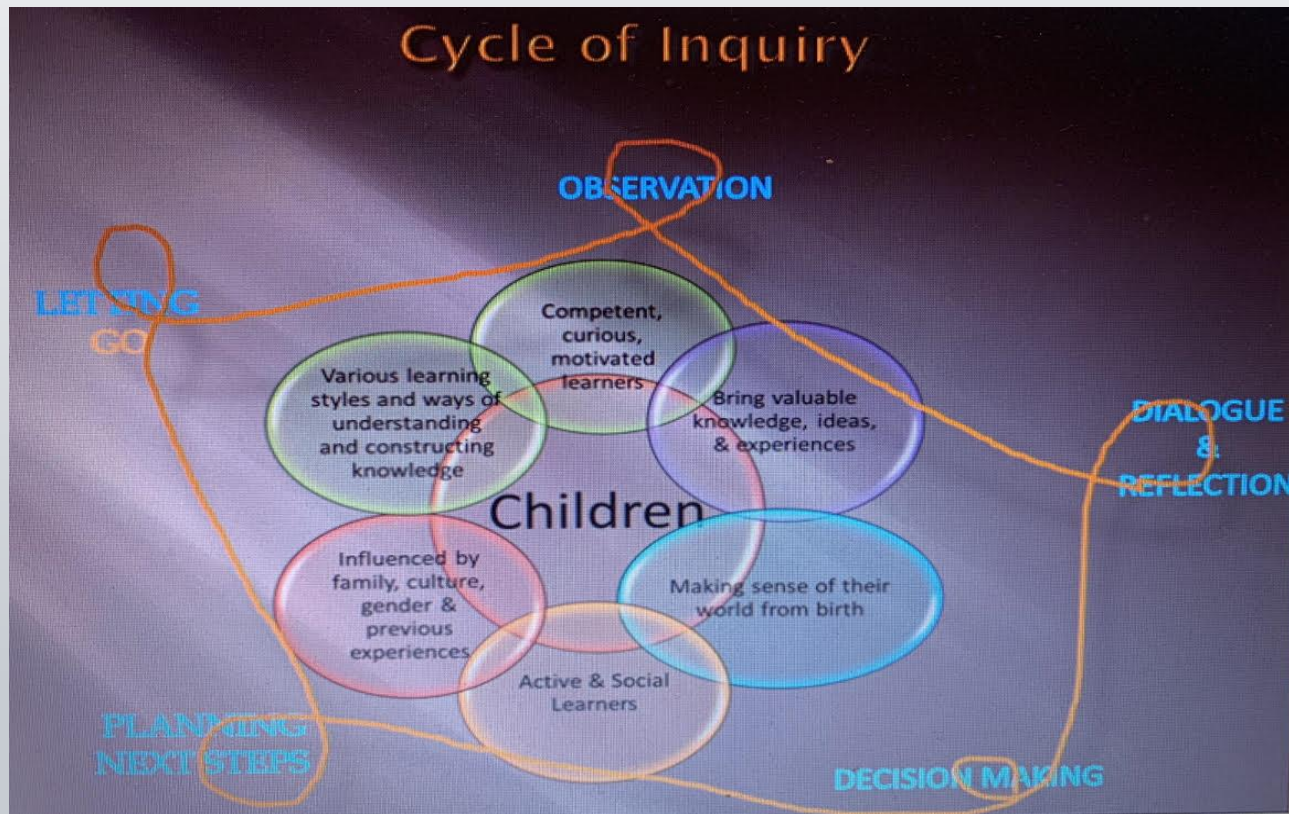
Please Reflect

How does an emergent approach support the 4 foundations depicted in “How does learning happen?”

How can our Environment support our reflection?



“What is INQUIRY?”



How Do We Observe Inquiry ?

- ☐ Pay close attention to children
- ☐ Question what we see (why is this happening? What does it mean? What are the children thinking? Ask yourself wonder questions and ask the group of children some open-ended questions/wonder questions.
- ☐ Take many photos and then reflect on them
- ☐ Record children's play and reflect
- ☐ Making written notes
- ☐ Audiotape
- ☐ Find the common play urge/inquiry/wonder
- ☐ Observe, record, connect to curriculum, plan, implement, observe and reflect/consolidate learning

Observations Are Paramount!

- ☐ Children's play
- ☐ Unexpected events moments
- ☐ Individual children and development
- ☐ Life experience
- ☐ Relationships
- ☐ schemas

- ❑ Things in the physical environment that children are connecting to.
- ❑ Daily schedule – routines and transitions
- ❑ Children in the outdoor environment.

What do you see?

How would you document this moment?

What learning goals are being strengthened?



Reflecting on HOW we Observe

- ☐ We all observe different things
- ☐ We bring different perspective and values to our observations.
- ☐ How do we use our observations?
- ☐ What are the next step ?
- ☐ How do we share our observation with others?

From Reflecting to Curriculum

- ❑ Our ability to reflect on our observations is paramount
- ❑ Without it we are missing the connections between what we just observed/heard/felt and what should be planned next.
- ❑ Reflection puts the “Why?” back into what we do....

What Is Reflection ?

- ☐ Making meaning out of what we have seen or heard
- ☐ Today I observed
- ☐ Consolidating past and current observations
- ☐ How can our environment support our observations

Who Do We REFLECT With?

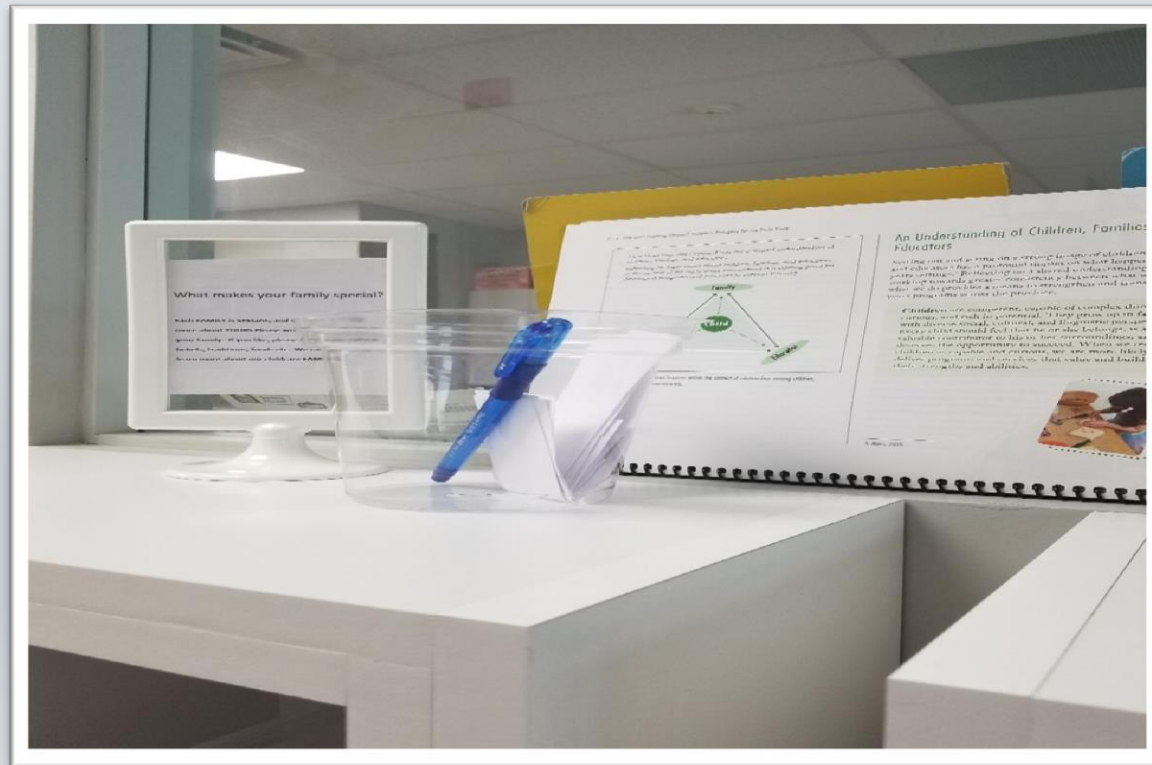
- ☐ Dialogue with ourselves
- ☐ Dialogue with our team
- ☐ Dialogue with other colleagues
- ☐ Dialogue with our families.
- ☐ Dialogue with the community which we serve
- ☐ When we reflect, we gain a wider perception on what we observed and recorded (running record, anecdotal record)

Sharing Our Reflections

- ☐ Share your written observation
- ☐ Share a photo
- ☐ Share the conversation you had with the family
- ☐ Share the conversation that you heard with the child
- ☐ Have your children share what they did with their peers, family or community
- ☐ Ask questions
- ☐ Start a Wonder Web

- ☐ What are the children trying to communicate (verbal or none verbal)?
- ☐ What does it mean? How can I use the ELECT document and “How does learning happen?” as curriculum tools?
- ☐ What are the big play ideas/Urges/Wonders/Inquiries?
- ☐ Trying creating “play maps”

Allowing Families to Reflect on our Inquiries and our own Reflections



What comes next?

- ☐ How can we scaffold learning (bring them to their next zone of proximal learning)?
- ☐ How can we help children deepen their thinking?
- ☐ How can we use our ENVIRONMENT as the third teacher?
- ☐ Which ideas do we respond to?

These are all important questions. We as educators/teachers/pedagogist need to ask ourselves these wonder questions. It is paramount that we ourselves investigate new pedagogy methods and implement them when possible. Professional development facilitates new ideas and helps us further understand children's development and the importance of connecting our observations to curriculum (ELECT/How does learning happen?/Emergent philosophy).

- ❑ **I wonder...**
 - ❑ How will YOU support Emergent Curriculum?
What will YOU introduce into your classrooms this week?
How will YOU as an Educator scaffold children's learning/development/inquiries?
- Let's put the WONDER back into LEARNING!



ARE YOU READY TO PLAN ?



Following Children's Interests – Understanding Emergent Curriculum



