

**Plan** curriculum that promotes continuous learning and development.

**Base** curriculum planning and implementation on:

- knowledge of children and their development
- specific knowledge of children in the program including , children's prior knowledge, individual children's needs and approaches to learning and children's interests, skills and individual ways of exploring and experimenting.

**Take** into account children's knowledge, abilities and point of view.

**Plan** and implement curriculum in social, emotional, cognitive, language and physical domains.

**Plan** curriculum using a variety of strategies that include hands-on, concrete experiences.

**Engage** in ongoing observation of play, exchange of information with parents.

**Use** of a variety of methods to document learning to determine how to plan and adapt curriculum and create learning goals for individuals and the group.

**Plan** indoor and outdoor environments that include equipment and materials that facilitate learning and development.

**Plan** the use of time schedules and routines that are organized to facilitate development.

**Create** learning environments and caring communities where children play collaboratively and participate together in the daily routines.

**Create** learning indoor and outdoor environments in distinctive areas for different types of play and participation

**Observe** children's play to inform planning, including changes to the environment.

**Engage** in continuous supervision supporting exploration, well-being and safety.

**Take** an active role in play with the children

**Promote** play that offers challenge and that is within the child's capacity to master by creating opportunities for play where children can learn, practice and extend their skills

**Use** a range of strategies in play to help children extend thinking and learning.

**Provide** for play with opportunities for children to plan and select many of their own activities and provide choice so that children can select among types of social play, activities, projects, and play areas.

**Promote** play that is the platform for literacy, numeracy and inquiry.

**Promote** children's pretend play as a primary mode of learning.

**Use** play as an opportunity to model acceptance, respect, empathy, and cooperative problem solving strategies;

- i) create situations that encourage children to cooperate. ii) balance individual with group needs iii) provide experiences that expand children's capacity to verbally exchange ideas and feelings with others where children to learn from each other as well as adults.

**Explain** the role of play in early learning and development

**A planned curriculum supports early learning.**

**Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.**

**Knowledgeable, responsive early childhood professionals are essential.**

**Base** curriculum on the evidence of research, their knowledge, the wisdom of practice in the context of their communities.

**Integrate** theoretical frameworks, scientific findings, and their own daily experiences to guide their interactions with young children and their families.

**Create** supportive, trustworthy, and pleasurable relationships that enable children to enjoy and benefit from early learning opportunities.

**Figure** out how the children in their program think, learn and make sense of the world so that they can create the starting point for continued learning.

**Engage** in ongoing interactions with parents in which they share their observations and communicate the basis of their curriculum planning and implementation.

## Ontario's Early Learning Framework

Reference: Early Learning for Every Child Today, January 2007

**Demonstrating respect for diversity, equity and inclusion are prerequisites for optimal development and learning.**

**Early child development sets the foundation for life long learning, behaviour and health**

**Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children**

**Recognize** the rights of children

**Create** a sense of belonging and acceptance where every child experiences a feeling of being valued by others.

**They** model acceptance, respect and flexibility in interactions with all learners.

**Create** learning environments for the full participation of all children that include adaptations for children with special needs.

**Set** up a learning environment with books, print materials and other artifacts in French, English,

**Aboriginal** and other home languages that respect and promote language and literacy learning, and that reflect diversity in unbiased ways.

**Accommodate** the needs of children who are learning French or English in addition to their home language

**Support** learning within the context of families and communities.

**Work** with families in their communities to surmount barriers to optimal early development.

**Support** learning with experiences that extend children's competence but does not overwhelm their abilities.

**Support** self-regulation because these skills lead to physical, social, emotional, behavioural and cognitive competence.

**Promote** children's growing autonomy and cooperation.

**Balance** responsive relationships with setting and reinforcing limits that enable children to participate successfully in the group.

**Encourage** behaviours that promote healthy choices and well-being.

**Engage** in meaningful communication, establishing and building respectful relationships with families that enable children to enjoy and benefit from early learning opportunities.

**Amplify** families' involvement in their children's early learning and development.

**Connect** families to other community resources and work together with families and other professionals to support all children's learning and development needs.

**Engage** in ongoing exchange of information with families.

**Review** children's developmental progress with parents.

**Link** with communities to expand opportunities for children and their families;

connect families to community resources and services as needed, and support dual language and mixed culture families by inviting.....

**Make** extra efforts to ensure families who are newcomers to Canada can find information and services that they need.

**Follow-up** on referrals

**Share** research with families

**Connect** families with each other, particularly those that share the same language