



Early Learning for Every Child Today

*a framework for Ontario's early
childhood settings*

**Best Start Resource Centre
2007 Annual Conference**

Best Start

“... What we envision will be a first "tier" program for early child development, as important as the elementary and secondary school system and the post-secondary education system. The system should consist of community-based centres operating at the local level and linked to local schools within a provincial framework...”

McCain & Mustard, 1999. p. 20

- A long-term strategy to design a coherent early child development system for children from ages zero- to six-years in Ontario.

Expert Panel on Early Learning

Starting Point: To support the immediate and long-term goals of Best Start by developing an early learning program for formal preschool settings that would link with the Junior/Senior Kindergarten program and, ultimately, to develop a single integrated early learning program for children ages two-and-a-half- to six-years

Early Learning for Every Child Today

A guide to curriculum & pedagogy in early childhood settings.

Early Childhood Settings

- Full-day child care centre
- Nursery school
- Regulated home child care
- OECY/FRP/Parenting Centre/Readiness
- Kindergarten
- Seamless day/ integrated

Creating ELECT

- Education, ECE & family support cultures
- From 'program' to 'framework'
- International review
- Core values & beliefs
- Program & child outcome standards
- Evidence from research & practice
- Liaison with Kindergarten Program review
- 18-month & Quality/HR Expert Panels
- Fall 2006 feedback sessions

Components of ELECT

- Core beliefs
- Principles
- Continuum of Development
- Into Practice
- Assessment, Evaluation & Monitoring
- Glossary
- Background Papers

Core Beliefs

- Acknowledge diversity of individual differences
- Include ALL children
- Cultivate partnerships with families & communities
- Base practice on evidence from research & experience

Principles

- Early child development sets the foundation for lifelong learning, behaviour and health.
- Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
- Respect for diversity, equity and inclusion are prerequisites for optimal development and learning.
- A planned curriculum supports early learning.
- Play is a means to early learning.
- Knowledgeable, responsive early childhood professionals are essential.

Continuum of Development

- Infant, Toddler, Preschool/Kindergarten & School Age
- Domains
- Root Skills
- Indicators
- Interactions

Continuum of Development

	Infant/ Toddler	Preschool/Kinder	School Age
Social			
Emotional			
Language			
Cognitive			
Physical			

Domain: Social **Skill:** 1.1 Making Friends

Indicators

- seeking out others to play with
- offering play materials and roles to others
- playing with others co-operatively
- inviting others to play
- exchanging ideas, materials, & points of view with others
- sustaining play with others

Interaction

Engage in play with children. Offer toys. Take turns and exchange ideas in play.

Modeling how to make friends and sustain play provides a positive example of social skills.

Assessment, Evaluation & Monitoring

- **Assessment** of children in early childhood settings through observation and documentation.
- **Evaluation** using program guidelines that anchor practice in early childhood settings.
- **Monitoring** impact on community early child development in context of local resources, characteristics and demographics.

Into Practice

- Guidelines to anchor practice to the principles
- Complement curriculum and pedagogy in a variety of early childhood settings
- Align with - not replace – regulatory requirements

Observing and Documenting

A Learning Story: Spinning

Next Steps

- Hands-on experimentation not consultation
- Implementation plan and resources
- Ownership by the sector

An opportunity to move to a better place.....