

Reflection and Planning Guide Sample

		<i>Offer</i> choices of interesting and meaningful experiences that are familiar, novel, and appropriately challenging.	<i>Provide and model</i> multiple forms of literacies that offer children diverse and meaningful ways to express ideas, explore theories, and represent their ideas and feelings.	<i>Talk and reflect on</i> learning and thinking as ways to build children’s knowledge of positive learning dispositions.	<i>Model, facilitate, and scaffold</i> children’s learning skills for inquiry, problem solving, and representation through purposeful experiences.	<i>Welcome and invite</i> family participation and insights regarding children’s dispositions to learn.	<i>Plan</i> appropriate blocks of time and <i>participate</i> with children as they work on joint ventures, pursue inquiry, develop theories and solve problems, and represent ideas.	<i>Be intentional</i> in what you model for young children. Model your dispositions to learn that support a capable image of a mighty learner.
Environments for Care and Learning: <i>Relationships</i> <i>Space</i> <i>Time</i> <i>Materials</i> <i>Participation</i>								
I/we are playing	Inventing, creating, imagining Telling and directing stories Exploring, representing Taking risks in/for learning	<p>SAMPLE</p> <p>“I/we are playing...”</p> <ul style="list-style-type: none"> • What are the children telling me, or showing me, about how they play out their ideas? • What choices of experiences and materials do I make available that encourage the children to invent, create, and imagine? • How do I help children to talk about and think about their play and playful experiences? • How do I support, scaffold, and facilitate children’s skills for collaboration, theory building, authoring, and directing in joint and individual endeavours? • Do I offer uninterrupted blocks of time and flexible spaces for children to play with real-world and/or imaginary ideas? • How do I model my own playfulness in the environment for children to see? • How do I recognize and document the children’s playfulness, creativity, theory building, and imaginative thinking in joint and individual endeavours? • How do I invite family participation and insights that celebrate, honour, and value children’s play? 						
I/we are seeking	Questioning, wondering, curious Exploring with our senses Solving problems							
I/we are participating	Engaging with others Listening to, sharing ideas, thoughts, and feelings Negotiating, taking turns, observing							
I/we are persisting	Persevering with challenges and/or difficulties Trying strategies Asking for help Reaching our own goals							
I/we are caring	Helping Caring about our families, others, and ourselves Caring for the world and living things							

Play, Participation, and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta

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