

<p><b>Criteria of Early Years Curriculum Plan</b></p> <p><b>Developmental Outcomes</b></p> <ul style="list-style-type: none"> <li>• Understanding where each child is developmentally</li> <li>• Providing opportunities for each child to engage in the program, which supports enhancing their development</li> </ul> <p><b>Actual Happenings</b></p> <ul style="list-style-type: none"> <li>• The experiences that the educators set up for the children</li> <li>• How the children are engaged</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>• What the children in your program are interested in</li> <li>• Interactions that you have noticed</li> <li>• Follow-up to support the childrens' development</li> </ul> <p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Use of reflective questions to inform you of your next steps in program planning</li> <li>• Time to reflect on the happenings in the program</li> <li>• Time to reflect with your fellow educators in the program.</li> </ul>	<p><b>Examples of Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Through observing the children in the environment, what have I observed that the children are curious about?</li> <li>• What are the specific interactions that I found interesting?</li> <li>• What experiences surprised me?</li> <li>• What experience drew the children in?</li> <li>• What was I curious about?</li> <li>• What motivates a child's actions?</li> <li>• What is meaningful to him or her?</li> <li>• What brings a child joy?</li> <li>• Where do I see examples of childrens' strengths and competencies?</li> <li>• What have I changed in my room?</li> <li>• From my changes, have the dynamics of the room changed?</li> <li>• What else do I need to look at changing in my room?</li> <li>• How will I make changes to my room?</li> </ul> <p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>• How did I share the happenings of the day with the families?</li> <li>• How did I document the children's learning for the families to see?</li> <li>• Where do I incorporate the feedback from families?</li> <li>• What do I need to investigate to support the families?</li> </ul>	<p><b>QCCN Components</b></p> <ul style="list-style-type: none"> <li>• DPS (6-8 weeks after starting and then on an annual basis for every child)</li> <li>• Environmental Rating Scales (annual basis)</li> <li>• Speech/Language Developmental Checklist (as needed)</li> <li>• Behaviour C.A.R.E. Checklist (as needed)</li> <li>• Caregiver Interaction Scale</li> <li>• Use of Program Profile</li> <li>• Use of Brigance Readiness Binder, QCCN Developmental Reference Charts and Developmental Profiles Textbook for planning</li> <li>• Use of QCCN Developmental Reference for planning</li> <li>• An action plan has been developed and shared with my team to implement the outcomes of the completed QCCN components.</li> </ul> <p><b>Early Learning Frameworks and Resources</b></p> <ul style="list-style-type: none"> <li>• Excerpts from ELECT (<a href="http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf">www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf</a>)</li> <li>• Think, Feel, Act (<a href="http://www.edu.gov.on.ca/childcare/ResearchBriefs/pdf">www.edu.gov.on.ca/childcare/ResearchBriefs/pdf</a>)</li> <li>• How Does Learning Happen? (<a href="http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf">www.edu.gov.on.ca/childcare/HowLearningHappens.pdf</a>)</li> <li>• Sample Program Plans (<a href="http://www.eccdc.org/quality-child-care-niagara">www.eccdc.org/quality-child-care-niagara</a>)</li> <li>• Use of <b>Higher Order Thinking Prompts</b> (found at <a href="http://www.eccdc.org/quality-child-care-niagara/">www.eccdc.org/quality-child-care-niagara/</a>)</li> <li>• Use of <b>A Thinking Lens® for Reflection and Inquiry</b> (found at <a href="http://www.eccdc.org/quality-child-care-niagara/">www.eccdc.org/quality-child-care-niagara/</a>)</li> </ul>
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