



Quality Child Care Niagara
Community Conversation Café
Implementing ITERS-3 and ECERS-3 in Your Program



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Agenda

- Welcome and Network Introduction
- Sharing your Ways of Implementing the Environmental Rating Scales
- Prompts and Guided Questions
- Fostering Ongoing Implementation
- Action Plan




How would you describe your classroom environment using one word?



Reflective Questions

- How does the ITERS-3 and/or ECERS-3 support you and your program’s environment?
- What follow up processes does your program have to ensure ongoing reflection?





“If our environments are designed to eliminate all risk by not allowing access to breakable items or physical challenges, how can children learn to exercise self control and become aware of their own actions?”

- The Environment Is a Teacher by Karyn Callaghan



Reflective Question

- How do you share the information from the Environmental Rating Scales with families in your program?
- In what ways do you incorporate children’s view of the environment?



Prompts and Guided Questions

Space and Furnishing	Does the space support a sense of self and well-being for the children, families, and educators?
Personal Care Routines	Do children, families and educators feel a sense of belonging , and security through the implementation of personal care routines in the program?
Language and Literacy	Are educators supportive of the right of children and families to engage in language and literacy experiences that are inclusive to their strengths and needs?



Prompts and Guided Questions

Learning Activities/ Experiences	Are the children provided with opportunities for creative and imaginative expression through exploration of music and movement, visual art and interpretation?
Interactions	Do the educators in the environment support a sense of well-being through strength-based approaches that recognize and value the capacities of children and families?
Program Structure	Do the transitions within your program structure provide minimal interruptions and provide ample opportunity for engaging with others through complex play and inquiry?



Fostering Ongoing Implementation

- Opportunity to develop a mentoring system
- Utilizing the Environmental Rating Scale Feedback Form as a family engagement tool
- Identifying programs strengths and areas to develop
- Revisiting the materials, environment, and interactions in an ongoing basis
- Enhancing program quality
- Sharing new ways and new perspectives



Fostering Ongoing Implementation

- During this time



- When programs reopen, how can we use the Environmental Rating Scales to support children, families, and educators?



“Connecting to the natural world contributes to children’s mental, physical, emotional, and spiritual health and well-being. Providing daily opportunities to explore, care for, and interact with the natural world helps to strengthen these connections.”

- How Does Learning Happen?
Ontario’s Pedagogy for the Early Years



Action plan

- What can we learn from how children respond to the life, materials and events in their environment?



Resources

- *How Does Learning Happen?* Ontario's Pedagogy for the Early Years
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>
- Think, Feel, Act Lessons from Research about Young Children
<http://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf>
- The Environment Is a Teacher by Karyn Callaghan
<http://www.edu.gov.on.ca/childcare/Callaghan.pdf>
- Rethinking ITERS-3, ECERS-3, SACERS Updated, and FCCERS-R in alignment with How Does Learning Happen?
<http://eccdc.org/wp-content/uploads/2018/12/Rethinking-ITERS-ECERS-SACERS-FCCERS-in-Alignment-with-HDLH-Nov-2018.pdf>
- ITERS-3 and ECERS-3
Available at ECCDC's Resource Library



Questions?

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