

# QCCN Resources Information Sheet

EARLY YEARS CURRICULUM PLAN CRITERIA		
<p><b>QCCN Components</b></p> <ul style="list-style-type: none"> <li>• DTS (at 18, 48 weeks or earlier as needed and as frequently as needed with parental consent with a minimum of annually)</li> <li>• Environmental Rating Scales (annual basis)</li> <li>• Parent Survey (annual basis)</li> <li>• Speech and Language Development Checklist (within 6-9 months or earlier as needed and as frequently as needed with parental consent with a minimum of annually)</li> <li>• Behaviour C.A.R.E. Checklist (as needed)</li> <li>• Language Interaction Scale</li> <li>• Use of Program Profile</li> <li>• Use of Brigance Readiness Binder, (QCCN Developmental Reference Charts and Developmental Profiles Toolboxes 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>• Excerpt from ERECT (www.ed.gov/ea/ea/childcare/earlyyears/erect.pdf)</li> <li>• Think, Feel, Act (www.ed.gov/ea/childcare/research/links.pdf)</li> <li>• How do you learn? (http://www.ed.gov/ea/childcare/howlearning/oppenn.pdf)</li> <li>• Sample Program Plans (www.qccn.org/quality-child-care-niagara)</li> <li>• Use of Higher Order Thinking Prompts (found at www.qccn.org/quality-child-care-niagara/)</li> <li>• Use of A Thinking Time® for Reflection and Inquiry (found at www.qccn.org/quality-child-care-niagara/)</li> </ul>	<p><b>Criteria of Early Years Curriculum Plan</b></p> <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-ups to support the children's development</li> </ul> <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>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 observation the children in the environment, what does it observe 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 experiences drew the children in?</li> <li>• What was I curious about?</li> <li>• What motivated a child's actions?</li> <li>• What is meaningful to him or her?</li> <li>• What brings a child joy?</li> <li>• Where do the strengths of children's strengths and competencies?</li> <li>• What have I changed in my room?</li> <li>• From my changes, how 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 connect the children's learning for the families to see?</li> <li>• Where did I incorporate the feedback from families?</li> <li>• What do I need to investigate to support the families?</li> </ul>

January 2015

## Early Years Curriculum Plan Criteria

Supports educators in observing and documenting children's interests, actual happenings, developmental outcomes and provides reflective questions

- Find a copy on the [QCCN Website](#).
- For further information, check out [Referring to the Early Years Curriculum Plan Criteria](#) found on the QCCN webpage.



## Brigance Readiness Binder

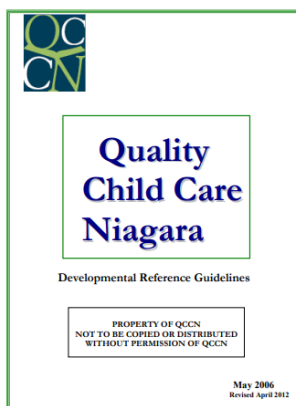
The Brigance Readiness Binder is an instructional resource that consists of more than 300 fun lesson ideas that focus on giving children experiences they need to develop.

- Example letters included in the binder can be used to start conversations with families and have them involved in your centre
- For further information, check out [How Do I use the Brigance Readiness Activities Binder?](#) found on the QCCN webpage.

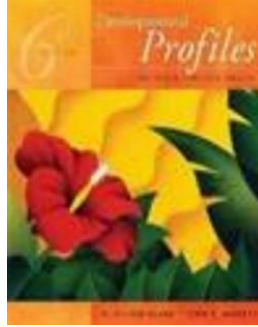
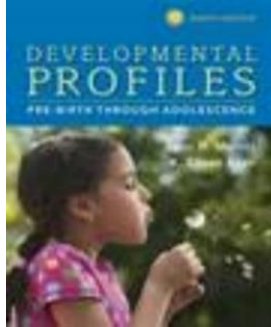
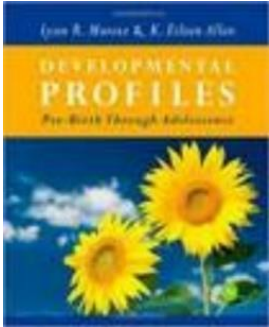
## QCCN Developmental Reference Guidelines

The Quality Child Care Niagara Model Developmental Reference charts are guidelines for planning learning outcomes and experiences through play, based on key aspects of the child's development and learning in 5 different areas.

- Includes sequential learning from birth to 6 years of age
- The Glossary of Terms for Parents on page 41 can support you in having conversations with families.
- Find a copy on the [QCCN Website](#).
- For further information, check out [What is the QCCN Developmental Reference Guidelines?](#) found on the QCCN website.



## Developmental Profiles Textbook



The Developmental Profiles Textbook is designed to help Educators grasp the complexity of child development pre-birth through adolescence. The book highlights major characteristics for each of the developmental domains in a concise, non-technical, point-by-point format. It is an objective tool to use when talking with families.

***How can these resources support you with your planning for children within your early learning environment?***

For further information, connect with the QCCN Coordinator [905.646.7311 x306](tel:905.646.7311) or [ptan@eccdc.org](mailto:ptan@eccdc.org)