

Supporting  
Curriculum  
Practice ARCQE

**Professional Learning Series**

# **Learning Journal**

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# Welcome

Welcome to this Professional Learning Series.

**Supporting Curriculum Practice** is for educators who are currently caring for children in child care programs, family day homes, preschools, and school age care programs and are seeking an introduction to *Flight: Alberta's Early Learning and Care Framework*.



You can download a copy of *Flight* here:

[Open >](#)

This learning series was developed as part of a package of supports available through ARCQE to enhance the understanding of *Flight* and to support educators as they begin to incorporate *Flight's* principles, values, and concepts into their practice.

The series was developed for those educators who may not hold an ELCC diploma but have an interest in engaging in the exciting conversations that are taking place across our province about the Alberta ELCC curriculum framework.

At the conclusion of this series, learners are encouraged to continue their journey by registering for the MacEwan University course titled Exploring Early Learning Curriculum or by enrolling in an ELCC certificate or diploma program at their local college or university.

## Acknowledgements & Thank You

It is with sincere appreciation that we acknowledge the many individuals who played an integral part in the development of this learning series. We thank you for your investment, engagement, thoughtful contributions, and support.

The development of Supporting Curriculum Practice, a professional learning series was funded by the Government of Alberta.



## About This Guide

This Learning Journal is the companion to the blended learning program. In it, you will find a number of reflective questions, and space to record your thoughts.



You will also notice an orange circle referring back to the specific lesson within the module should you wish to go back and review the online content.

You can take notes directly in this PDF and continue to refer back to it after the learning series has concluded.

## Logging In

You can log into the professional learning series by following this link:

<https://supportingcurriculumpractice.ca>

If you have lost or forgotten your password, click the link provided to reset:

The image shows a login form with the following elements:

- Title: Login
- Instruction: Log in below to access your courses.
- Form fields: Email Address and Password.
- Checkbox: Remember Me (checked).
- Button: Log In (blue).
- Links: [Forgot Password?](#) and [Register](#).

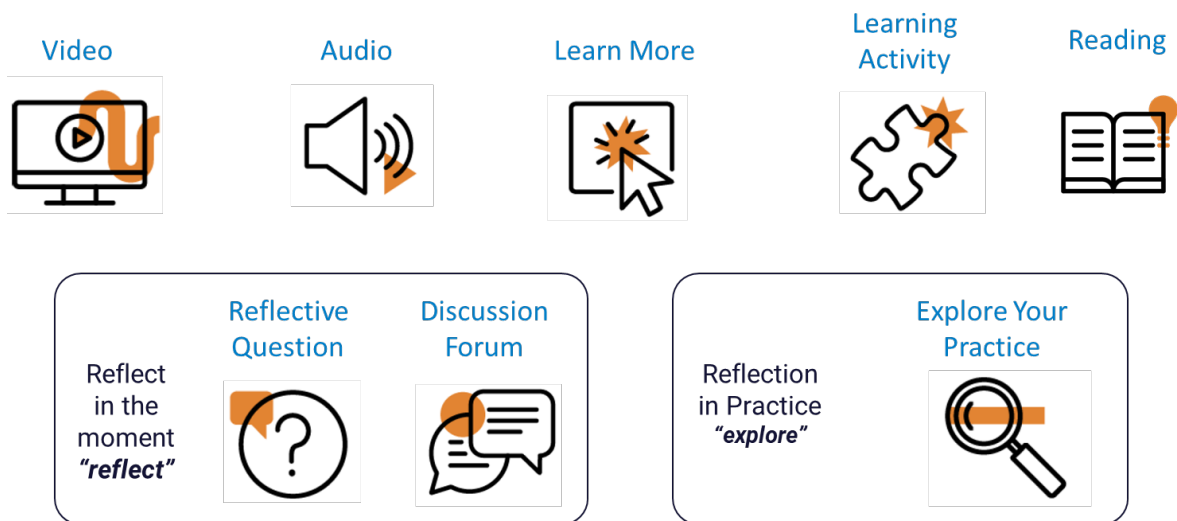
A red arrow points to the [Forgot Password?](#) link.

For technical support [click here](#).

## Blended Learning

This professional learning series contains a variety of learning activities that will help you explore the concepts of *Flight* and to deepen your learning. You will find video interviews and audio recordings from fellow educators, references to 'Learn More' material and an opportunity to engage in discussion forums with your facilitator.

**Look out for the following interactions within the program:**



## Live Sessions

Your program facilitator will share Zoom meeting links with you for your pedagogical conversations. Please note the Zoom system requirements here:

<https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>

## Participating in the Discussion Forum

To navigate to the discussion forum, click the link at the top of the page:

**Supporting Curriculum Practice** Learning **Forum** Group Management Your Profile

Home » Learning

**Learning**

**Enrolled**

**Start Here**

**Introduction**

Welcome!  
In this module, you will be introduced to the concept of a curriculum framework and begin to build reflection skills as you examine how your own values influence your relationship with colleagues, children, and families.

Let's start the learning journey!

**Open**

0% COMPLETE

**Enrolled**

**Module One**

In this module, you will be introduced to *Flight's* guiding principles and values, and how these values impact your image of the child as a mighty learner. Your journey begins as you start to explore the characteristics of a reflective educator and how this way of thinking impacts your curriculum decisions.

**Open**

0% COMPLETE

**Enrolled**

**Module Two**

In this module, you will explore documentation approaches (observing, recording, and reflecting) as an intentional way to identify children's dispositions to learn and make children's learning visible.

**Open**

0% COMPLETE

**Enrolled**

**Enrolled**

**Enrolled**

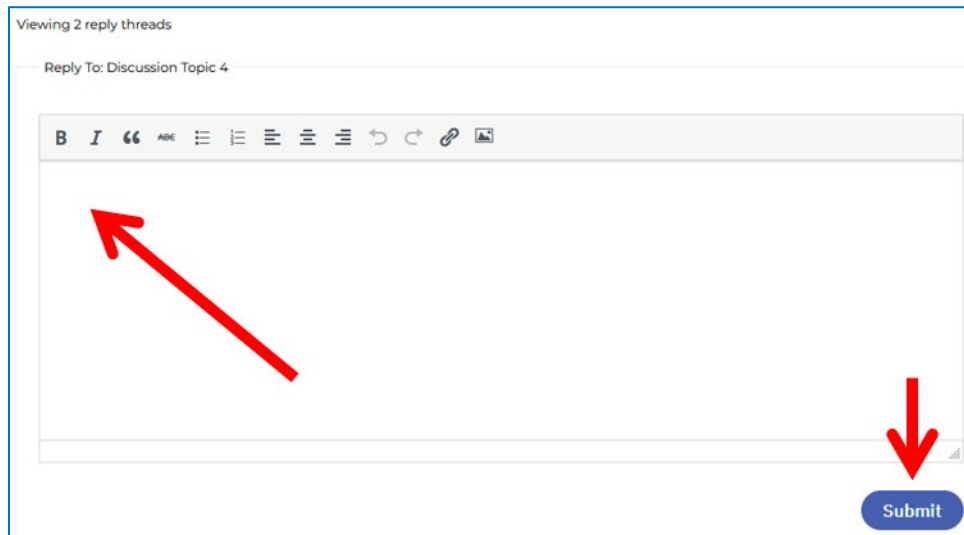
**Enrolled**

Your facilitator will add discussion topics for your group throughout the program.

Viewing 3 topics - 1 through 3 (of 3 total)

Topic	Voices	Posts	Last Post
<a href="#">Discussion Topic 4</a> Started by:  Carolyn	3	4	<a href="#">1 week ago</a> Carolyn Testing
<a href="#">Discussion Topic 3</a> Started by:  Carolyn	0	1	<a href="#">3 months ago</a> Carolyn
<a href="#">Discussion Topic 2</a> Started by:  Carolyn	1	1	<a href="#">3 months 1 week ago</a> Carolyn 

You can contribute to the discussion by clicking on the topic, adding your thoughts, then click 'submit'.



If you prefer to respond using your voice rather than typing in the window, you can do that too! These 2 online services are available at time of writing, but you can find other options by doing a web search for the following phrase: 'Share voice recording'

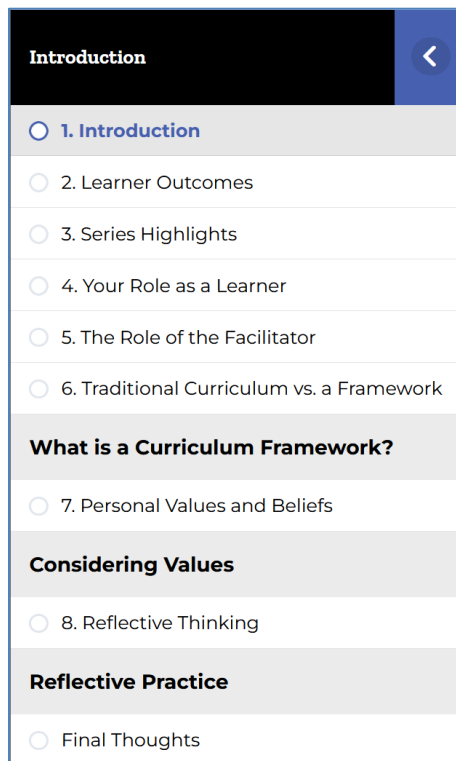
<https://vocaroo.com/>

<https://reverb.chat/>

# Series Introduction

This learning series is for educators who are currently caring for children in child care programs, family day homes, preschools, and school age care programs and are seeking an introduction to *Flight: Alberta's Early Learning and Care Framework*.

## Course Index



Introduction
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<input type="radio"/> 6. Traditional Curriculum vs. a Framework
<b>What is a Curriculum Framework?</b>
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<b>Considering Values</b>
<input type="radio"/> 8. Reflective Thinking
<b>Reflective Practice</b>
<input type="radio"/> Final Thoughts

## Your Role as a Learner

This series will be offered in eight online modules and provide the opportunity for learners to engage independently and collectively. After each module, a 'pedagogical conversation' is offered for you to join with others in your group (up to 25 learners per group) to engage in dialogue about your learning.

The purpose of the pedagogical conversations is to support the development of reflective practice and deepen your understanding about *Flight* concepts in practice. The pedagogical conversations will occur over Zoom and will be limited to just your group to allow for lively conversation.

Each learner will independently work through the modules one at a time beginning with this introduction module. You will have time to read and participate in the content in the module prior to the group discussion. There will be activities and reflective questions to complete along with videos to watch and audio to listen to, so be sure to leave yourself sufficient time (2 to 3 hours per module).

### How to most benefit from the learning series.

Your role in this learning series is more than just reading and listening to others' ideas. To benefit from this experience, you will need to engage in learning fully by reflecting upon your personal and professional values and beliefs and then consider how these beliefs influence your practice in the playroom.

Meaningful development takes time and practice. To authentically engage as a learner, here are some things to consider:

- Take time to engage with each module's content.
- Think about what you have learned and how this information relates to your work with children and families.
- Begin to build a reflective practice – on your own and with others.
- Record your reflections in your Learning Journal. Don't rely just on memory.
- Engage in discussion forums through writing or audio recording your responses to posed questions.
- Read and listen to others' contributions and perspectives.
- Arrive prepared to the pedagogical conversations by ensuring that you have reviewed the material and can share your own thoughts with the group.
- Be open to new perspectives and imagine the possibilities.

## Listening to multiple perspectives.

One of the skills of a strong educator is the ability to really listen to multiple perspectives. Understanding others' perspectives, can significantly enhance your own learning.



### Reflective Question

L4

Here are a few reflective questions for the next time you finish an interaction with a colleague:

1. Did you listen completely (or were you thinking about what you needed to do next)?
2. Were you listening to the speaker's perspective (or adding your own perspective)?
3. Were you listening to the full message or making assumptions ("I know what she is going to ask for now")?
4. Were you listening without interrupting?

### Notes:

## The Role of the Facilitator

Your learning journey will be guided by a facilitator and session moderator. Both are familiar with *Flight* and will support your learning by:

- Leading a comprehensive orientation where you will learn about the series content and how to navigate through the modules.
- Posing and posting questions in the discussion forum for learners to reflect and respond to.
- Hosting pedagogical conversations and alerting you to which topics/reflective questions will be included in the Zoom sessions.
- Providing practice examples, learning activities, helpful tips, and hints to guide you through your learning journey.
- Being available for questions that you may have about your learning experience.



## Traditional Curriculum vs. a Framework

The curriculum framework is a guide for how educators make curriculum decisions based on the image of the child and an understanding of how children learn and develop.



### Reflective Questions

L6

A traditional curriculum covers goals, where as a curriculum framework uncovers goals.

What does this statement mean to you?

**Notes:**

## Personal Values and Beliefs



L7

### Learning Activity

Values can be described as what is especially important to you. They are always present although you may not always be aware of them. They shape you as an educator and influence your actions and decision making. It is helpful to explore and understand your personal values and begin to examine how these beliefs influence your professional practice.

1. Choose your top 3 to 5 values (see list below for thought-starters) and write them in your Learning Journal.
2. Consider:
  - What do your values tell you about yourself?
  - How might these values support, contribute, or possibly hinder your practice with children and families?

**Assertiveness** (confidence, clarity)  
**Authenticity** (truthfulness, genuineness)  
**Belonging** (connected, fitting in)  
**Certainty** (stability, orderliness, predictability)  
**Commitment** (engagement, support)  
**Confidentiality** (discretion, protection)  
**Control** (control of the situation or environment)  
**Creativity** (imagination, inventiveness)  
**Curiosity** (willingness to explore and learn)  
**Empathy** (understanding, compassion)  
**Expertise** (skill, knowledge, proficiency)  
**Fairness** (justice, equality)  
**Harmony** (agreement, peace)  
**Health** (well being, fitness, not being sick)  
**Humility** (humbleness, modesty)  
**Joy** (delight, pleasure, happiness)  
**Loyalty** (faithfulness)  
**Respect** (honour and care shown towards others)  
**Security** (being free from danger or threat)  
**Success** (achieving desired results)  
**Teamwork** (collaboration, synergy)  
**Tradition** (respecting customs, practicing rituals)  
**Trustworthiness** (honesty, reliability)  
**Understanding** (considerate, thoughtful, kind)  
**Variety** (frequent change, choice)  
**Other** \_\_\_\_\_

**Notes:**

## Reflective Thinking

Reflective thinking has become a popular term for professionals working with young children. What does reflection mean and what does it mean to be reflective in your practice? These are the questions we will explore.

Some people have used a simple approach to begin thinking in this way:

What? So what? Now what? No matter the terms used, the process provides a means for educators to look at an observation or event in an expanded way to find deeper meaning and make learning visible (as will be discussed in Module 2).

Another approach to reflect upon or think about educator practice has been written by Ann Pelo and Margie Carter (2018) called The Thinking Lens. The Thinking Lens provides a mechanism for educators to deeply and meaningfully reflect on their practice using a series of questions that could be asked of oneself independently or with learners or colleagues in a collaborative learning experience. You will be introduced to the Thinking Lens in Module 1.

### **Notes:**

# Module One

In this module, you will explore why you have chosen to work in this field and the traditional and evolving roles of the educator. The concept of the 'image of the child' will be introduced and you will become familiar with *Flight's* values and guiding principles while you begin to think about how these ideas are connected to your everyday practice with children and families. Let's get started!

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<input type="radio"/> 11. How Flight's Image Might Influence Your Practice
<b>SUMMARY</b>
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### Reflective Questions

L1

Think about why you enjoy working with children and families.

What is it about this work that keeps you going?

**Notes:**

## Traditional Roles of the Educator



### Reflective Questions

L2

1. Have you observed aspects of these traditional roles at your program or in your own practice?
2. Think of some past examples when you've played the role of technician, custodian or expert.

**Notes:**

## Evolving Roles of the Educator

In *Flight*, educators are introduced to new ways to engage with children, colleagues, and families. These roles include co-learner, co-researcher, and co-imaginer of possibilities.



### Ask an Educator

L3

Let's listen to some educators from Australia discuss the shift or evolution of their changing roles and how this has influenced their practice with children.

Listen to how they consider the idea about giving up control. Think about how 'control' might be an important aspect of your changing roles as you engage with *Flight*.

### Notes:

## Values



### Reflective Questions

L6

1. Think about how you think about children's learning processes. How might *Flight* inform your practices with children to enhance learning?
2. Think about how you currently create meaningful relationships with families. How might *Flight* inform your practice with families?

## *Flight's* Guiding Principles

*Flight's* principles guide our thinking, decision making, actions, and learning with children.



### Learning Activity

Choose one of *Flight's* guiding principles and think about some examples of how you see this principle 'in practice' in your program.



## Thinking Deeply

Engaging in **reflective practice** means taking time to think deeply about what you do as an educator. This process of thinking about your practice provides you with the opportunity to consider other perspectives, wonder about other possibilities, and be curious about the children's responses to the environment.



### Reflective Questions

L9

Consider your practice with children and families.

1. What reflective practices do you currently use?
2. What aspects of reflective practice would you like to work on?
3. Why is this aspect of your work important?

**Notes:**

## The Image of the Child: A Mighty Learner and Citizen



### Reflective Question

L 10

Think about your practice with children and families. What does the image of a mighty learner look like to you?



### Reflective Questions

L 11

Think about *Flight's* image of the child. How do you notice and name each child as a mighty learner and citizen?

Review the five practice examples provided in *Flight* on pages 45 and 46 that describe children as mighty learners. Choose one or two of the reflective questions provided and write your responses in your Learning Journal.

# Module Two

In this module you will explore *Flight's* concept of children's dispositions to learn. These dispositions describe tendencies or characteristics that support learning. This understanding will support you in making intentional decisions about curriculum.

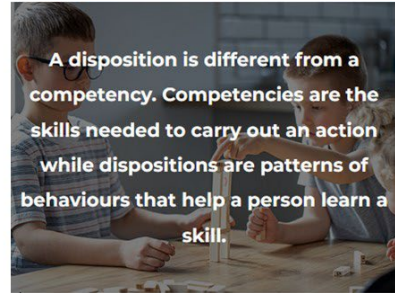
Next, you will review the elements of observation, strategies for observing and recording children's play, and the importance of reflection when you are documenting children's play.

Finally, you'll learn how to use documentation to make learning visible to others.

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## What is a Disposition?



## Dispositions to Learn



### Reading

Read *Flight* to learn more about children's dispositions to learn.  p. 57-62



### Reflective Questions

L3

Think about an example of a disposition to learn (as described in *Flight*), that you have recently observed in children.

1. Identify the disposition and describe the situation. What was the child doing? What was the child saying?
2. How does this example support *Flight's* image of the child?



## Learning Activity

L5

### Nurturing Dispositions to Learn

Let's listen to Joanne, a Pedagogical Partner, read a popular children's story. Begin to think about which dispositions can be identified in this story and respond to the questions below.



1. What did you notice about Katie in this story?
2. What has Katie learned from her adventure?
3. Can you pick out Katie's disposition(s) to learn?
4. If Katie was in your care, how might you nurture these dispositions to learn?



### Reflective Questions

L5

Understanding dispositions to learn provides valuable information about children. Let's think about ways to bring this new learning into your practice.

1. How will you take the time to notice children's dispositions in the busyness of your daily work?
2. Identify one or two ways you plan to nurture children's dispositions to learn in your practice?

**Notes:**

## Observing Your Own Dispositions to Learn



### Reflective Questions

L6

How might the recognition of your own dispositions to learn impact your work in identifying or supporting children's dispositions?

## Making Learning Visible

Making learning visible is a process where we observe, record, then reflect and share.



### Reflective Questions

L7

Watch the following video of children playing with blocks and make notes of what you observe.

## Documenting Children's Learning

Documentation is an intentional and meaningful way in which educators make children's learning visible to others.



### Reflective Questions

L8

Each approach to documentation as described above demonstrates an intentional awareness and interest in attempting to capture the child's learning.

1. Describe the approach that might be most comfortable for you.
2. Why does this style appeal to you?



## Learning Activity

L.10

### Recording an Observation

Let's practice using some recording strategies:

Describe what you saw in the video.  
Try to expand upon Focus, Wonder,  
Detail and Perspective in this  
description.



**Notes:**



## Reflective Educator Tool

This Reflective Educator Tool was adapted from the book, *Reflecting in Communities of Practice* (Curtis, Lebo, Cividanes, & Carter, 2013). In the numbered indicators are questions educators might ask themselves as part of their reflective practice. The questions can be used as a guide to support your thinking about the documentation you have gathered.

### 1) Reflective Educators Ask Themselves Questions:

- What draws you to this observation?
- What questions am I asking as I watch this play?

### 2) Reflective Educators Look For Details:

- What “data” can I gather through this observation?
- What subtle cues might I be missing?

### 3) Reflective Educators Examine the Environment:

- What role is the environment playing in this experience? How is the environment impacting the children?
- What could I do in the environment to enhance these experiences?

### 4) Reflective Educators Consider Children’s Perspectives:

- What are the children showing me about their thoughts and ideas?
- What can I do to understand their perspective more clearly?

### 5) Reflective Educators Gain More Perspectives:

- With whom can I brainstorm about this observation?
- What resources could I consult to gain different perspectives?

### 6) Reflective Educators are Fully Engaged in Their Work:

- What have I learned from this observation?
- How will I bring this learning to my work going forward?



## Learning Activity

L12

### Using the Reflective Educator Tool

*Let's practice your observation, recording, and reflection skills, using the Reflective Educator Tool Indicators.*

1. Watch the video clip in Lesson 12 again.
2. Choose a few questions from the Reflective Educator Tool that you would like to explore further and record your thoughts below:



## Explore Your Practice

### The Process of Documenting

Observe a playful interaction with children within your practice over this next week. Take a few photos (ensuring that you have permission from your supervisor and families to do this for educational purposes).

Write your observation in a narrative (story) format, describing what you saw and what you discovered about the child's learning, thinking, and theorizing.

Reflect on the documentation:

1. What are your thoughts about what you observed?
2. How does this add to your understanding of the child?
3. What might you add to the play space based on your observation?

# Module Three

In this module, we will be exploring Responsive Environments because “the environments in which children live, play, and relate can open up or limit opportunities for their care, play, and learning”. p.64

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<b>Summary</b>
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The learning environment we create should be relaxed, comforting, secure, and aesthetically pleasing. This enhances the children’s sense of belonging and well-being.

*Flight* describes four important elements:



In this module, we will consider each of these elements and how you play an important role in making your image of the child as a mighty learner visible.

## Time



### Reflective Questions

L2

- As educators, how can we be aware of how time can be considered in a responsive way?
- How do you determine time in your practice?
- How do you explain to parents how you use time?
- How do the children know the routines of how the day will unfold?




### Reflective Questions

L2

1. What are some examples of scheduled events you can think of in your practice?
2. What are some examples of routines?



“**Rigid daily routines** can create imbalances in daily experiences and minimize the importance of play and learning that children are engaged in.”  p.64

L2

Can you think of a time in your practice where children’s play was interrupted because of a rigid schedule? Think about what this interruption did to disrupt the child’s thinking, actions, and interactions with others.

1. Describe what you might have done differently to give children more time to play.



### Reflective Question

L4

Examine the daily schedule and/or routines in your program. Explore some new ways to think about the use of time based upon your learning in this section of the series.

1. Is the use of time encouraging or discouraging the children’s curiosity and deep thinking during their play?
2. Is there anything you might change in the schedule to be more responsive based on time?
3. Consider ways that you might make time more flexible. For example, in daily routines, adding spontaneous play moments and longer periods of play time.

## Space



### Reflective Questions

L6

**Let's think about how the children's sense of belonging is fostered in your environment.**

How do the children see themselves and their families in the space?

Hint: Look for artifacts, photos, books, and materials that may be familiar to children in your care and represent their families and backgrounds.



**Now let's think about the arrangement of the space in your playroom.**

L6

How involved are the children in the decision of the arrangement of the space?

Are the children allowed to move things around the room as their play deepens?

Are children encouraged to bring items from home for the spaces?

Hint: Arranging furniture to create areas (blocks, literacy, dramatic play, art, etc.) can encourage children to play alone or come together by choice.



### Reflective Questions

L7

As you think about the space and arrangement of furniture in your playroom, ask yourself the following questions and record your responses in your Learning Journal.

1. How beautiful is your playroom?
2. Do displays include children's creations and evidence of their learning?
3. Are there natural items such as plants present in the room?
4. What is the lighting like? (fluorescent overhead lights, soft light from lamps, natural light)
5. What sounds are heard in the playroom all day?
6. Do the furniture and materials promote independence?
7. If you could do anything to enhance the beauty, diversity, and opportunities for independence in your space, what would it be? (Consider lighting, textures, colours, sound, smell.)





## Explore Your Practice

L9

### Making Your Environment the Third Teacher

Take some time to really look and feel the environment of your playroom. Walk around. Get down low so you can see and experience the space from the children's point of view.

#### Part 1:

1. How does the environment reflect the children as learners and citizens?
2. How does the environment support children's dispositions of playing and being playful, seeking, participating, persisting, and caring?
3. How is the space flexible?
4. How does the space support shared time together and alone time?
5. Is there opportunity for children to make choices and move things around?
6. Is the space accessible for everyone?
7. How does the space foster a sense of belonging?
8. Are there areas to create cozy spaces such as forts?
9. Is there designated personal space for each child (individual cubbies for personal articles)?

#### Part 2:

1. Take a photo of one area in your playroom that you think could be improved.
2. Rearrange the area to make it more responsive.
3. Take a photo of the rearranged space.

**Notes:**

## Materials



### Reflective Questions

L 11

Looking at the photo above, imagine what the children could do with these materials.

1. Why do you think the educator chose these materials and displayed them this way for children?
2. If you were going to set up a provocation in your playroom this week, what kinds of materials might you use to spark children's imagination and creativity?

Loose parts are a great example of flexible and adaptable materials. They are flexible as children will often use these open-ended materials in their play in ways not explicitly intended by the educator. They are adaptable as children learn through experimenting with and manipulating them. Children are attracted by, and curious about, anything that engages their senses! Consider supporting all the dispositions to learn through the intentional use of flexible materials.



## Explore Your Practice

L13

### Part 1

Think of materials that have no specific directions, offer multiple outcomes, can be used in a variety of ways, and encourage all types of play, especially self-directed play. List some examples in your Learning Journal.

### Part 2

1. Find an area in your playroom to set up a provocation using materials that support children's learning and sense of belonging.
2. Take a photo and post it to the discussion forum.
3. Why did you choose these materials? Why did you set them up as you did?

**Notes:**

## Participation



### Reflective Questions

L14

1. Reflect on your participation with children throughout the day.
2. How are you engaged in children's play?
3. How do you wonder along side children?



## Explore Your Practice

L.17

1. Ask a colleague to take a video of you interacting with the children during free play.
2. Review the video and reflect upon the following questions:
  - What did you do to nurture children's play and learning?
  - How did you invite the children to be involved in their own play?
  - What did you talk about and re-visit with them?
  - What did you see/hear that demonstrates your relationship with the children and their families?
  - How does your participation support playing, being playful, seeking, persisting, and caring?
  - How does your participation reflect your image of the child?

### Notes:

# Module Four

In this module, you will learn about outdoor responsive environments.

The module will begin with an exploration of the elements of responsive environments learned in Module 3. You will learn how and why it is important to provide meaningful learning opportunities for children in the outdoor environment.

We will discuss how you can support and nurture children’s development and learning within the outdoor environment by building on their interests and explorations as mighty learners. You will also discover the importance of putting children at the centre of your decision-making process.

The module will conclude by listening to the voices of children, educators, families, and community members to address challenges in creating responsive outdoor environments for children.

## Course Index

<b>Module Four</b>
<input type="radio"/> 1. Introduction
<b>Responsive Outdoor Environment</b>
<input type="radio"/> 2. Exploring Outdoor Responsive Environments
<b>Time</b>
<input type="radio"/> 3. Time in Outdoor Responsive Environments
<input type="radio"/> 4. Daily Routines
<input type="radio"/> 5. Across Seasonal Weather
<b>Space</b>
<input type="radio"/> 6. Space in Outdoor Responsive Environments
<input type="radio"/> 7. Intentional Use of Space
<input type="radio"/> 8. Looking at Outdoor Spaces Through Children’s Eyes
<b>Materials</b>
<input type="radio"/> 9. Materials in Outdoor Responsive Environments
<input type="radio"/> 10. Materials to Inspire Outdoor Play Experiences
<b>Participation</b>
<input type="radio"/> 11. Participation in Outdoor Responsive Environments
<input type="radio"/> 12. Real-life Stories
<input type="radio"/> 13. Voices to Inspire Reflective Practice in Outdoor Responsive Environments
<b>Summary</b>
<input type="radio"/> 14. Final Thoughts
<input type="radio"/> 15. Reminders



You will learn how and why it is important to provide meaningful learning opportunities for children by incorporating time, space, materials, and participation



## Reflective Questions

As we explore this module, it is helpful to consider your own values around outdoor play and to reflect on your own experiences and memories.

Did you ever climb a tree, roll down a hill, play in sand, sleep under the stars, or swim in a lake, river, or pond? Play in the mud? Pick wildflowers? Sit around a campfire? Whittle a piece of wood? Explore in the forest? Walk in the rain? Stop to examine insects? Watch the clouds? Pause to listen to birds? Skate on a slough? Build a snow fort? Play with sticks? Collect rocks? Cover yourself with sand? Balance on a log? Sit on a moss bed? Study an ant? Marvel at the intricateness of a nest? Taste an icicle?

Choose one experience and write what you saw, felt, smelled, heard, or tasted. Think about who you were with and how much time you spent there.

### Notes:

## Exploring Outdoor Responsive Environments

The range and types of outdoor environments available to you vary depending on your location. This module has been intentionally designed to include the diversity of the outdoor areas that may be available to you, whether in an urban or rural location in Alberta.

Consider what new outdoor play opportunities you could create and/or discover in your practice to support the children's dispositions to learn: seeking, persisting, caring, playing, and participating.



### Reflective Questions

1. What memories do you have of outdoor play experiences during your own childhood?
2. Pick one memory that is particularly meaningful to you. Why is this memory significant to you?

Think about how these experiences may influence how you make decisions about outdoor play for the children in your practice.

#### Notes:



**Note:** In this module, the *Explore Your Practice* activity has 5 parts and appears in your Learning Journal as a mini-project for you to engage with as time and circumstances permit.

This useful activity will help to connect the concepts from this module to your practice.



## Outdoor Environment Review



### Explore Your Practice

L2

#### Outdoor Environment Review – Part 1 of 5

#### Outdoor Play Space Reflections

Think about your outdoor play space, your climate and the ages of the children you usually work with.

1. Explore your program's outdoor play area or an outdoor play area you share with others. Walk around and look at the space from different angles and heights. Pay specific attention to the materials available to the children.
2. In your Learning Journal, list the play areas, equipment and features you have in the space. Perhaps draw a rough map of the space.
3. Review the list and highlight the areas you feel work well.

As you move through the content in this module, you will be asked to refer back to this list and map frequently to see how your knowledge of *Flight* may influence or impact this environment.

**Notes:**



## Explore Your Practice

LS

### Outdoor Environment Review – Part 2 of 5

#### Time and Outdoor Play Space

Refer back to the outdoor space list and map from Part 1.

1. Based upon your learning, list some ideas about how time might be considered when you are in your outdoor space with children.
2. How might you plan a flexible schedule that will provide time for extended play outdoors?



## Explore Your Practice

I.8

### Outdoor Environment Review – Part 3 of 5

#### Creating Meaningful Outdoor Environments with Children

Children's outdoor play places are often designed by adults who don't typically use them. Use some of these questions to discover how children play and what they might like in an outdoor space.

- Where can you go to climb?
- Where do you go if you want a quiet space to play?
- Where do you like to run, jump, and be loud?
- Where do you like to read stories, play games, or lie down?
- Where can you find bugs, birds, and other animals?
- Where can you get messy?
- What is something in your play yard that you never use? Why?
- Where would be a good place to eat snack or lunch outside?
- What do you wish you could see when you come outside?
- What kind of spaces would you like to see in your play yard?

Based upon your conversation with the children:

1. What did you discover about the spaces where children like to play?
2. What outdoor spaces and materials capture children's attention? What materials did children feel should be included for their play?
3. How do you ensure access so that children can experience the joy of being outdoors?

Refer back at the list and map you created in Part 1. What might you add or change to this list, based upon what the children said?

**Notes:**



## Explore Your Practice

L 10

### Outdoor Environment Review – Part 4 of 5

#### Outdoor Materials

1. What fixed or movable structures, natural materials, real-life objects, and living things are available for children to explore in your space?
2. Look at the materials available in the outdoor play areas children use in your practice. If your outdoor space is in a park, note what materials you take with you.

Refer to the list and map you created in Part 1. Add some materials to the list that you think would enhance your outdoor play space.



L12

## Explore Your Practice

### Outdoor Environment Review – Part 5 of 5

#### Bringing it together: Time, Space, Materials, and Participation

Return to the list and map you created in Part 1 and have been adding to throughout this module.

1. Based on what you have learned, identify some ways you could improve or add to:
  - the outdoor place spaces
  - play and natural materials
2. Describe one way in which you may try to be more flexible or innovative with time and types of participation you engage in with children outdoors?

**Notes:**





## Reflective Questions

L8

Think about the children in your practice.

1. What are some elements in nature that they are noticing?
2. How might you support their excitement, inquiries, and interests?
3. How can you, as an educator, nurture the child as a mighty learner in the outdoors?

## Voices to Inspire Reflective Practice in Outdoor Responsive Environments



## Reflective Questions

### Turning Challenges into Opportunities

1. Consider your own challenges that may present a barrier to the children's participation in meaningful outdoor play. Attempt to reframe your thinking about these challenges and turn them into new possibilities.
2. Think of ways to manage your **time**, use **materials** in outdoor **spaces**, and come up with new ways to **participate** with children as they participate with one another.

# Module Five

In this module, you will explore *Flight's* four holistic play-based goals and the three facets for each one.

You will also look at major transitions and consider ways to provide continuity and support to children and families during potentially stressful times. Finally, you will consider rituals and other strategies to ease transitions and be challenged to create a ritual for your own practice.

Module Five	
<input checked="" type="radio"/>	1. Introduction
<b>Exploring and Understanding Holistic Play-Based Goals</b>	
<input type="radio"/>	2. What are Holistic Play-Based Goals?
<input type="radio"/>	3. Holistic Play-Based Goals in Flight
<input type="radio"/>	4. Meaning Making Using the Holistic Play-Based Goals
<input type="radio"/>	5. Practice
<b>Transitions and Continuity</b>	
<input type="radio"/>	6. Introduction to Transitions and Continuity
<input type="radio"/>	7. Rituals
<input type="radio"/>	8. Welcoming Transitions
<input type="radio"/>	9. Transitions to a New Playroom Within the Program
<input type="radio"/>	10. Daily Arrival and Departure Transitions
<input type="radio"/>	11. Creating Closure and Leaving the Program
<input type="radio"/>	12. Transitions and Continuity Summary Activity
<b>Summary</b>	
<input type="radio"/>	13. Final Thoughts
<input type="radio"/>	14. Reminders

## Holistic Play-Based Goals



### Reflective Questions

L2

Take a look at the table above comparing a **traditional curriculum** and the *Flight curriculum framework* and answer the following questions in your Learning Journal:

1. What aspects of a traditional curriculum are part of your practice?
2. What aspects of the *Flight* curriculum framework are you intuitively doing with the children in your practice?
3. What aspects of the *Flight* curriculum framework provide you with new ways of thinking about common practices?

**Notes:**

## Meaning Making Using the Holistic Play-Based Goals

**Notes:**



# Learning Activity

LS

## Part 2: Your Turn

Review the scenario below choose the goal that you feel is most reflected. Then, note your reflections in your Learning Journal.



Sarah and Emily asked their educator, Trudy, if they could make sandwiches for all the other children for lunch. She agreed.

They asked the other children if they wanted a "ham and cheese sandwich" or a "surprise sandwich." They wrote down the choices for each of their classmates.

They began giggling and whispering as they thought about the different combinations of fillings they would use in their surprise sandwiches.

Well-Being Goal	
Play and Playfulness Goal	
Communication and Literacies Goal	
Diversity and Social Responsibility Goal	

## Transitions and Continuity



### Explore your Practice

L8

#### Welcoming Transitions

Think about how you or your centre support the transition into your child care program and then answer the following questions.

1. What are your centre's steps and procedures for a child's first day and weeks in a program? Describe the process.
2. How do you welcome children and families into your centre?
  - Before the child starts in care
  - When the child begins in care
3. What can you do to improve the welcome transitions into your program?

## Transitions to a New Playroom Within the Program

We often have very good intentions about children's gradual transition to a new playroom in a child care program. Then, the daily work of child care gets in the way and, before you know it, it's time for the child to move to a new room.



### Reflective Questions

1. Can you relate to what the educators were saying in the interview?
2. What aspects are you familiar with?
3. What does this process look like in your centre (if you have multiple playrooms)?
4. How do you imagine this feels like for children? For families?

Here are some things that an educator might do to welcome children and families to a new playroom.

Before the child moves to the playroom	When the child has moved
Arrange short visits to the new playroom accompanied by an educator from the current playroom. Perhaps have a lunch visit.	Send text messages and photos to the child's family.
Invite families to stay and play in new playroom.	Write a welcome story chronicling the child's daily experiences.
Involve the child in setting up their new cubby with a photo taken while visiting the new playroom.	Invite an older child to show the new child around the room.
Invite the child to bring their portfolio from the former room to the new playroom.	Invite the child's family to provide a new family photo for their new cubby.
Begin the child's first day in the new room with a familiar educator accompanying the child (and family) to the new playroom.	Post Learning Moments on centre documentation apps.
Invite a child from the new playroom to visit the child in their current playroom.	



## Explore your Practice

L9

### Transition to a New Playroom

This activity is for educators who work in centres with multiple playrooms.

- How do you welcome children and families into new playrooms in your program?
  - Before the child starts in the new playroom
  - When the child begins in the new playroom
- Describe how you would improve the transition by creating a plan for children's transition to the next playroom.
- Using the table in your Learning Journal, identify the responsibilities of the child's current playroom educators and the transition plan for the new playroom educators.
- Lastly, consider how might this be empowering for the child?



**Focus:** Transitions and Continuity – Supporting Children and Families

**Instructions:**

As a team, work together to create a plan to support a child (and their family) as they transition to the next playroom.

Start with who is responsible in the current playroom and determine transition plan.

What	When	Who does this now (current playroom)?	Who will do it in new playroom?



L10

## Explore Your Practice

### Daily Arrival and Departure Transitions

Think about how you greet children at the beginning of the day and say goodbye at the end of the day.

1. How are children welcomed into the playroom or your family child care home?
2. What happens at the end of the day when a child leaves?
3. What would you do differently to improve the daily arrivals or departures?
4. How would you ensure continuity and support children and families through these transitions?



## Reflective Questions

L 10

1. Describe how you participate in daily transition rituals. What do Hellos and Goodbyes look like? Sounds like? Feel like?
2. Share some ideas about how your centre supports transitions and continuities.
3. Based on what you have learned in this section, share some new ideas you have about transitions and providing continuity in your practice.



## Explore Your Practice

L 12

### Creating a Routine or Transition Ritual

1. Select one transition (from the ones discussed in this module) and create a ritual using the “Creating a Routine or Transition Ritual” handout located in your Learning Journal.



## Creating a Routine or Transition Ritual

Pick a specific routine or transition that you are not quite satisfied with at this time – one where children that might benefit from some kind of ritual. Think about why you have chosen this transition.

Identify this routine or transition: \_\_\_\_\_

What is it about this routine or transition that concerns you?

- 
- 
- 
- 

Describe or take a photo of what currently happens at this time:

If your wishes for this routine or transition could magically be granted, what would it look like and feel like:



**Turning Wishes into Reality:** What needs to happen for your wish to come true?

**Time**



**Space**



**Materials**



**Participation**



## Documenting your Dream:

Describe the ritual that you have begun to work on for this time. Include a photo.

What still needs to happen for your dreams and wishes for this ritual to come true?



## It's Do!

Describe or take a photo of this ritual once your wishes for it have come true:

# Module Six

*Flight* introduces us to the role of the educator as **co-learner, co-researcher, and co-imaginer of possibilities** in our practice as early learning and child care educators with children, with other educators, with families, and with the wider community.

In this module, you will look at how you might integrate these roles into your practice and make them visible to others.

You will also explore the **meaning making** process in practice, dig deeper into **pedagogical documentation**, and look at two forms of pedagogical documentation.

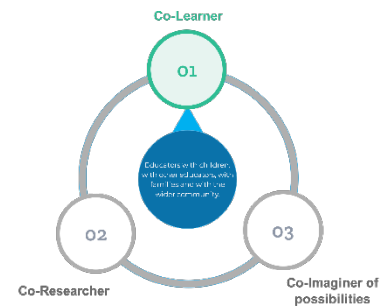
## Course Index

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<b>Roles of the Educator</b>	
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<input type="radio"/> 3. The Co-Learner Role	
<input type="radio"/> 4. Co-Learner Examples	
<input type="radio"/> 5. The Co-Researcher Role	
<input type="radio"/> 6. Co-Researcher Examples	
<input type="radio"/> 7. The Co-Imaginer of Possibilities Role	
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<b>Meaning Making Through Reflective Thinking</b>	
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## The Co-Learner Role

As Co-Learner, educators:

- Role model the dispositions to learn – playing, seeking, participating, persisting, and caring.
- Guide, nurture, scaffold, and facilitate learning.



**Examples** (note any examples you found interesting from the online module):

Co-Learner with Children

Co-Learner with Families

Co-Learner with Other Educators

Co-Learner within the Community



### Reflective Questions

L4

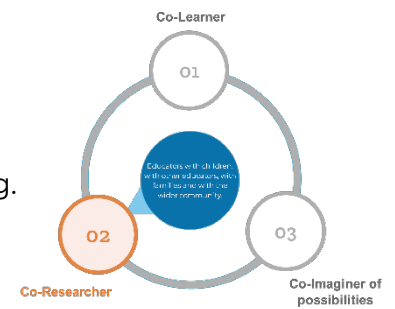
Take a moment to reflect upon what being a co-learner means to you. Can you think of a time when you were a co-learner with children?



## The Co-Researcher Role

As a co-researcher, educators:

- Investigate and ask questions.
- Reflect and revisit experiences to gain deeper understanding.
- Work together to interpret experiences and gain new insights.
- Share their understanding with others.



**Examples** (note any examples you found interesting from the online module):

Co-Researcher with Children

Co-Researcher with Families

Co-Researcher with Other Educators

Co-Researcher within the Community



### Reflective Questions

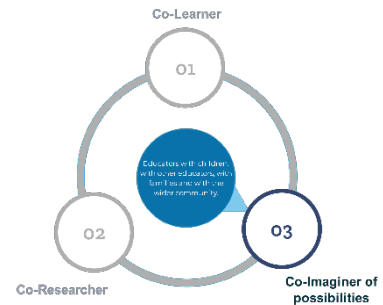
L6

Reflect on how you have been a co-researcher. It may have been with children, with families, or with colleagues.

## The Co-Imaginer of Possibilities Role

As a co-imaginer of possibilities, educators:

- Playfully wonder.
- Imagine, create, and invent.
- Take risks in the spirit of learning.
- Collaborate to come up with new possibilities.



**Examples** (note any examples you found interesting from the online module):

Co-Imaginer of Possibilities with Children

Co-Imaginer of Possibilities with Families

Co-Imaginer of Possibilities with Other Educators

Co-Imaginer of Possibilities within the Community



## Reflective Questions

L8

1. Consider how you have been a co-imaginer or possibilities in your own practice.
2. Describe a time that you have been a co-imaginer with children, with families, or with colleagues in your Learning Journal.

**Reminder:** As you learn more about the different roles, take some time to reflect upon how to integrate this learning into practice by asking yourself the following questions:

- How might I integrate these roles into my practice with children, families, other educators/teachers/providers, and the wider community?
- How might I reflect on my learning about my role as a co-learner, co-researcher, and co-imaginer of possibilities?
- How can I make the roles of co-learner, co-researcher, and co-imaginer of possibilities visible?
- What are my next steps?
- What additional supports do I need?
- What is touching my heart and engaging my mind here? (Curtis, 2009)

**Notes:**

## Meaning Making

Let's start by thinking about the message from *Flight*.

*"Meaning making is focused on documented moments of children's learning and reveals multiple ways of knowing and understanding curriculum moments in early childhood settings."* p.144

### Sequence of three videos of baby Moss engaging with a 'treasure basket'.



#### Reflective Question

L9

Let's debrief this conversation between Lindsay and Mary Lynne by responding to the following questions in your Learning Journal:

1. How did they seek to understand and interpret what Moss was doing, thinking, thinking, and knowing? What were their interpretations?
2. As you listened, how did they make Moss' learning visible?
3. Think back to the dispositions to learn. What did they say to identify the dispositions to learn during their discussion?
4. What references to a responsive environment did you hear?
5. As you reflect on the video and the conversation, what are your thoughts on the significance of what Moss was doing and learning?
6. How did they engage in the meaning making process? In what ways was their thinking made visible through this conversation?

**Notes:**

## Meaning Making Through Reflecting on Observations



### Reflective Question

L10

Now choose one of the three scenarios and answer the questions below. Write your answers in your Learning Journal. If possible, engage in a conversation with another educator:

1. **Knowing yourself:** What feelings, questions, or wonderings come to mind as you think about the children's experiences? What are you curious about?
2. **Engaging your heart and mind:** What strengths do you see in the children engaged in these activities? What is valuable about these learning experiences?
3. **Seeing the child's point of view:** What might the children be excited about? What might the children be trying to accomplish? What is bringing the children joy?
4. **Examining the environment:** Has the educator set up a responsive environment where time, space, materials, and participation encourage these children to be mighty learners and citizens?
5. **Considering multiple perspectives:** What might other children, educators, and families think about the children's activities? How might the children's backgrounds influence the choices the educators are making as they provide these experiences?
6. **Opportunities and possibilities for next steps:** What learning might the children be gaining as they continue to pursue these activities? What new vocabulary might be introduced? Do you wonder what other materials or activities could be offered to build on these experiences?

(Curtis, Carter, Lebo, & Cividanes, 2013, p. 22-23)

**Did you notice that this activity begins to make your thinking visible?**

**Notes:**



## **Explore Your Practice**

L.10

If possible, do this activity with another educator.

1. Think about a significant moment you observed in your own practice.
2. Use the same questions as above to make meaning of the children's learning.

After reflecting on your responses, what opportunities and possibilities for next steps might you plan for the children in your program?

## Display versus Pedagogical Documentation

Displays, documentation, and pedagogical documentation are evident in all types of child care programs.

To begin, we will consider the characteristics of **displays** and **pedagogical documentation**. This explanation will help to clarify how documentation can become pedagogical.

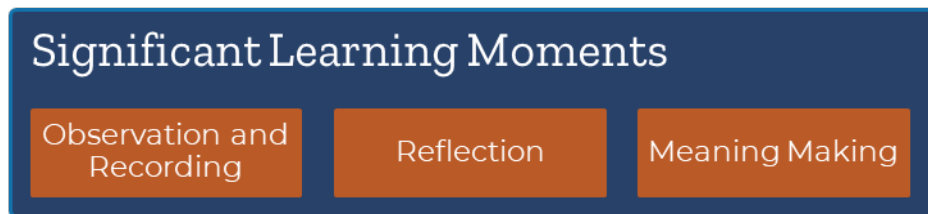
	Display/ Documentation	Pedagogical Documentation
<b>Focus</b>	<ul style="list-style-type: none"> <li>• What children did and said</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning Making: What children learned or discovered, their dispositions to learn, or possibly image of the child</li> </ul>
<b>What is included</b>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Examples or artifacts such as children’s artwork, modeling media creations, mark making</li> <li>• Description of what was done and said</li> </ul>	<ul style="list-style-type: none"> <li>• Photos</li> <li>• Examples or artifacts such as children’s artwork, modeling media creations, mark making</li> <li>• Description of what was done and said</li> <li>• Meaning Making: reflection &amp; dialogue of the significance of what was happening – making children’s learning visible</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Invites pleasure and satisfaction</li> <li>• Highlights events that have occurred</li> <li>• Displays relevant information such as children’s birthdates, their families, educator names and backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Also invites pleasure and satisfaction</li> <li>• Meaning Making: Intentionally highlights children’s learning, Makes children’s learning visible, Informs our planning to support children further</li> </ul>
<b>Families’ Role</b>	<ul style="list-style-type: none"> <li>• Families are invited to view and enjoy the displays</li> </ul>	<ul style="list-style-type: none"> <li>• Families are invited to view and enjoy the displays</li> <li>• Meaning Making: Families are also invited to participate in the process of making meaning</li> </ul>

## Notes:

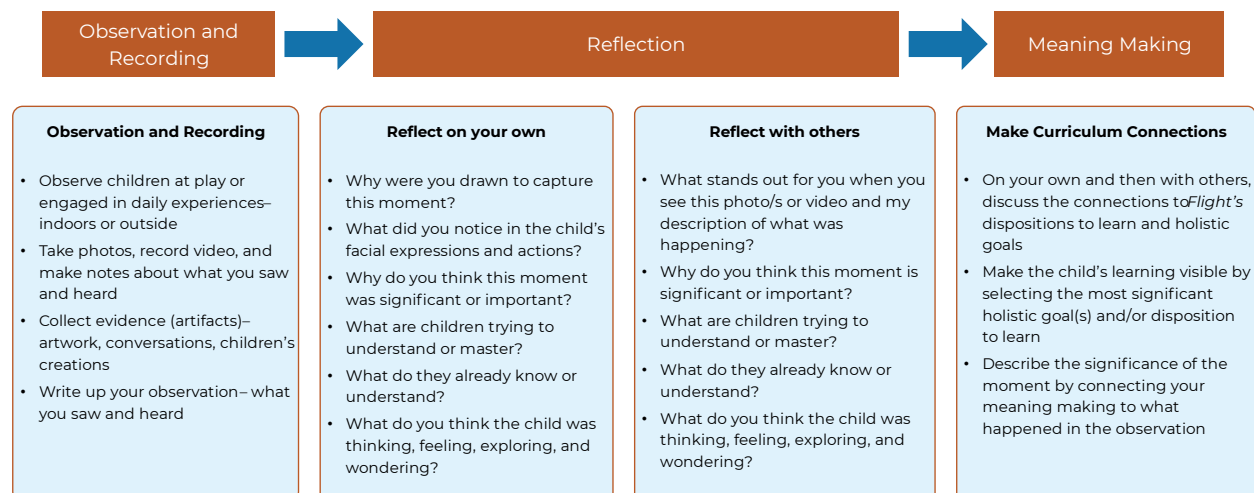
## Significant Learning Moments and Learning Stories

These often begin as 'ordinary' moments in the course of the day. However, through observation, reflection, and dialogue, they take on a different meaning and become significant learning moments.

Educators typically capture these moments as part of their observational, reflective practice. These moments may be found in play but also in daily routines or transitions. They may occur in any or all everyday activities.



## Process for Capturing Significant Learning Moments







## Explore Your Practice

L 14

### Capture a Significant Learning Moment

1. Carefully observe children in your program and select a significant learning moment that you would like to capture.
2. Follow the steps outlined in chart on “The Pedagogical Documentation Process for Capturing Significant Learning Moments” and create a piece of documentation. Remember to include:
  - A photo or photos
  - A description of what you observed
  - Curriculum meaning making using the dispositions to learn and/or the holistic goals

## Learning Stories

### Learning Stories

#### Significant Learning Moments

Observation and Recording

Reflection

Meaning Making

Opportunities and Possibilities

Family's Response

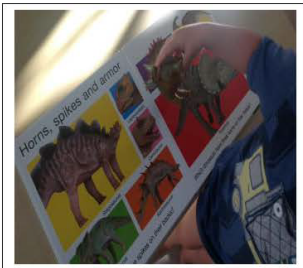
## Example of a Learning Story

### Blaven Matches Dinosaurs!

Child: Blaven

Educator: Reganne

Date: March 2022



#### What?

Blaven, you seemed to be very interested in the dinosaur book today. Later, I noticed that you brought a number of plastic dinos over to the table along with the book. I was so surprised to see that you had placed the toy stegosaurus on top of the photo of the stegosaurus in the book. "Blaven, you matched them up!" I said and you looked at me with a proud smile and replied, "Yeah!"

"Hmm, where's the t-rex?" I heard you say and you headed off find a t-rex. You carefully turned the pages until you found the right photo and placed the t-rex there. "Ah ha, there you are t-rex!" I heard you exclaim to yourself. Success!

Sometimes the toy figures did not exactly match the pictures in the book, but you kept on searching for dinos that had similar characteristics. You noticed spikes on tails, long necks, and spiny plates. "This one has sharp teeth, but no spikes. Hmm, where are you?" you said as you searched the pages of the book.

You really knew what you were doing here and figured out how to find matches even when the dinos were not exactly the same – that takes keen observation skills!

#### So What?

Blaven is learning to differentiate between the distinct characteristics of different dinosaurs and is constructing relationships by matching toy dinos with the pictures in the book. What he is doing here is very hands-on math!

He is practicing his powers of observation and sensory discrimination as he observes the similarities of the plastic dinos and those in the book.

Blaven is demonstrating his ability to persist as he pursues his quest to find just the right dino picture in the book. Being able to persist at a task is a valuable disposition for learning that will help him experience success!

#### Now What?

Create a provocation for matching with the Nexo Knights book and Lego figures.  
Take photos of objects and hide them in the sand table for Blaven to find and match.  
Give Blaven as much time as he needs to complete this important work.

#### Family's Response

*We have looked at dinosaur books a lot at home and have matched some of your toys with the ones in the book. It was a long time ago so I was surprised to hear that you were doing*



## Explore your Practice

### Write a Learning Story

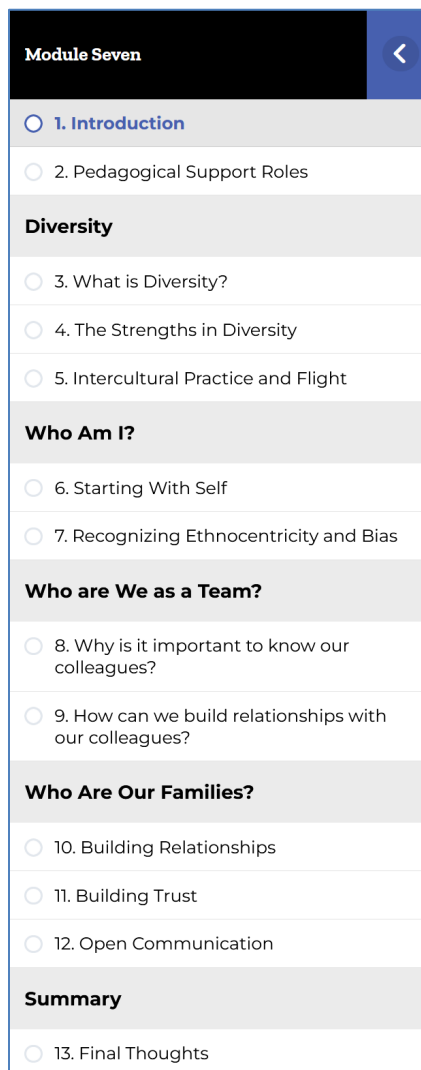
1. Think about what you would like to document as a learning story. This might be one significant moment or a series of moments that tell the story of the child's learning and progress over time.
2. Follow the steps in the learning story process illustrated at the beginning of this lesson.
3. Create the pedagogical documentation, including all the parts of a learning story:
  - Photo(s)
  - The story (description of what is happening along with photos)
  - Curriculum meaning making (making the child's learning visible using *Flight's* holistic goals and dispositions to learn)
  - Opportunities and Possibilities (what you plan to do to support the child's learning further)
  - An invitation for the child's family to respond (Family's Response)

# Module Seven

In this module you will learn about **intercultural practice**: what it means, how it can help us to grow as individuals and as professionals, and how it can enrich our work with children and families.

Throughout this module you will notice that developing effective intercultural practice involves building relationships, asking questions, and welcoming new discoveries.

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## What is Diversity?



### Reflective Question

L3

1. What have we learned about Sayo that could help us build a relationship with her?
2. How might knowing that she has responsibilities for her family in her home country help us to understand her better?
3. What could her experience as a new Canadian tell us about the possible experiences of our newcomer families?
4. How could we use her language abilities and cultural knowledge to support relationships with children and families?

Since intercultural practice involves forming respectful communities that support learning and building relationships, an awareness of, and commitment to interculturalism is essential to integrating *Flight* into our practice as educators.

## Starting With Self



### Reflective Questions

L6

1. If you were asked to do a similar presentation about yourself, what items would be in your collection?
2. What do these items say about you and what you value?



### Explore Your Practice

L6

#### Who Am I?

Now it is time to create your own educator story or display (or critique and reflect upon one that you may have already written).

## Recognizing Ethnocentricity and Bias

We have learned to understand the world in a particular way and tend to believe that other ways of being, thinking, and doing are unwise or inferior; this is called ethnocentric thinking.



### Reflective Questions

L7

In the article above, Rogers maintains that we should instead make the natural world the centre of our work, thus honouring children's affinity for nature and highlighting the interdependence of the human and natural worlds.

As you read the article, think about how a diversity of worldviews can enrich our practice with children.

1. Why might it be important to help children see themselves as part of a larger system of relationships with other humans and with the natural world?
2. What might this look like in practice?

## Bias

Many of our biases are unconscious – we are not aware of them – and it’s only through self-reflection that we can uncover them so that we avoid making unfounded assumptions.



### Explore Your Practice

L7

See below for the **Uncovering Unconscious Biases** questionnaire from Massing, C., Anderson, B., and Anderson, C. (2020).

## Uncovering Unconscious Biases

These are a few questions to help you think and talk about your biases.

### *Appearance*

- Do you prefer certain physical characteristics such as hair colour, skin tone, height, body shape?
- Are there mannerisms that bother you?

### *Age*

- Do you feel some individuals have certain beliefs, responsibilities or capabilities based on their age?

### *Family Structure*

- What is your picture of the “ideal” family?
- Do you believe that lone parent families have more challenges than two parent families?
- What are your views on same sex families?

### *Socioeconomic status*

- Do you believe that children who live in poverty can have a happy childhood?
- Do you believe that children from higher-income families tend to need more attention from their parents?



### *Religion*

- Do you believe that some religions or forms of spirituality are better than others?
- How do you feel about persons who profess to have no religion?
- Do you associate certain actions or values with specific religions?

### *Language*

- Do you believe that individuals who don't speak English well are less intelligent?
- How do you feel about sexist or racist language?

### *Abilities*

- How comfortable do you feel around people who have physical or intellectual exceptionalities?
- Are there particular ways you feel you should talk or act with these individuals?

### *Ethnicity, race, and Indigenous ancestry*

- What assumptions do you make about people of a particular race or ethnicity?
- What assumptions do you make about people of Indigenous ancestry?
- Do you have specific ideas about the foods people of different ancestry eat? the clothes they wear? their customs, beliefs, or lifestyles?

### *Gender and sexual orientation*

- What are your beliefs about the roles of males and females?
- What assumptions do you make about the way a person's gender identity relates to their sexual orientation?
- How do you feel about individuals who identify as lesbian, gay, bisexual, transgender, two-spirited, queer, or sexually fluid?

From Massing, C., Anderson, B., and Anderson, C. (2020) *The educational assistant's guide to supporting Inclusion in a diverse society*. Edmonton: Brush Education.



## Explore your Practice

L7

Once you have completed the questionnaire, consider these questions:

1. What did you discover about your own biases?
2. Was there anything that surprised you?
3. What implications might your discoveries have for your intercultural practice and your ability to model respectful behaviour with all the people you encounter?
4. If possible, discuss your findings with a co-worker or friend.

**Notes:**

## Why is it Important to Know our Colleagues?

Understanding our values and our biases opens us to forming closer relationships with our co-workers. If we have a good relationship with our colleagues, they can trust that their opinions will be heard and are more likely to be comfortable sharing cultural and other knowledge that will enrich our work with children.

Open and accepting relationships can be particularly important when co-workers have different ideas about what quality practice looks like.

## How Can We Build Relationships with our Colleagues?

When we engage in thoughtful conversations about our values and beliefs with our co-workers, we often find that we have values in common that can guide our practice with young children.



### Reflective Questions

L 9

1. What have you already done to build relationships among educators in your program or agency?
2. Have you ever engaged in conversations about the image of the child, or the values and beliefs team members hold related to their roles as early childhood educators?
3. How might you learn more about those with whom you work?

## Building Relationships with Families



### Ask an Educator

Let's hear from Tiffany, a learning story mentor, as she describes her experience of building connection with a family by writing a learning story in their shared home language.



### Reflective Questions

L10

1. Did you notice that most project descriptions included the phrase, “invite families” rather than “get families to..”?
2. Why is “inviting” important?
3. What are the potential risks and rewards when we invite family ideas, perspectives, and participation?
4. What kinds of projects have you already engaged in to hear more from and learn more about the families of the children in your care?



## Explore Your Practice

L.10

### Who Are Our Families?

As we have seen, getting to know families on a deeper level is important in intercultural practice. In this lesson you saw examples of projects that educators introduced to build their relationships with families.

Perhaps one of these projects inspired you and got you thinking of what you might do in your own practice to engage with families further. Select and possibly adapt one of these project ideas or come up with one of your own that will help you learn more about the families in your care.

1. What project did you decide to do and why did you make that decision?
2. What kinds of projects have you already engaged in to hear more from and about the families of the children in your care?
3. Most of the project descriptions included the phrasing “invite families”? Why is “inviting” important? What is the message to families?
4. What are the potential risks and rewards when we invite family input and perspectives?

### Notes:

## Building Trust

It may take more time for some families to come to trust and open up to us.



### Reflective Questions

L 11

1. What are some intentional practices that you and your program engage in to build trust with families?
2. What else might you do?
3. After hearing from Olivia, Richa, and Tiffany, what has inspired your practice?

## Open Communication



### Reflective Questions

L 12

Think about a time when you struggled to understand what a child or an adult was trying to communicate.  
What did you do and say to ensure that you understood them correctly?



## Reflective Questions

L12

Think of a time when you and a child's family member or one of your colleagues had differing opinions about an aspect of child care.

1. How did you respond at the time?
2. How did the other person react?
3. What was the impact on your relationship?
4. How might the use of an intercultural dialogue approach have helped you find common ground?

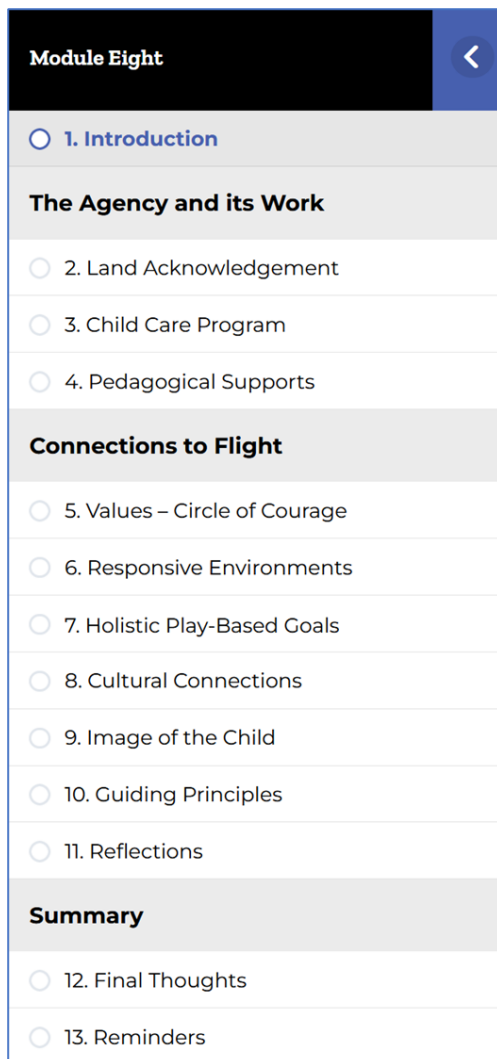
Knowing ourselves makes it easier to build open and accepting relationships with co-workers. These positive relationships are beneficial because:

- Sharing cultural and other knowledge is more comfortable when everyone feels valued and heard
- Our interactions can model positive and inclusive social skills for children
- It's easier to talk through differences and come to a common understanding

## Module Eight

You will notice that this module is a bit different than the preceding modules. Like Module 7, it focuses on how *Flight* is explored in different programs. Where Module 7 considered how the curriculum framework might be viewed through a cultural lens, this module presents a retrospective look at how program leaders and educators worked with pedagogical partners to make meaning of Flight within an Indigenous program in Southern Alberta.

You will hear stories and experiences about these educators engaged with Flight, highlighting their understanding through the lens of their cultural community. We will begin with an introduction to the Opokaa'sin child care program and to the external pedagogical partners who provided support as it first became engaged with the framework.



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## Land Acknowledgement

“Opokaa’sin recognizes that the City of Lethbridge is in the heart of Blackfoot territory, where Blackfoot people have been living in these lands since time immemorial. Opokaa’sin recognizes that through settlement, the City of Lethbridge has also become home to other Indigenous arrivants, but that Blackfoot territoriality has been established in this region long before the arrival of other Indigenous people to this region.”

## Responsive Environments



### Reflective Question

L6

1. How do you see children representing their family and culture in their play?
2. What do you do with this information as you plan to support children’s play?


## Holistic Play-Based Goals



### Reflective Question

L7

Now that you have listened to Maria's story, consider the quote below from *Flight* and record your thoughts in your Learning Journal.

"Everything children do has meaning for them. Curriculum decisions in early learning and child care begin with children. These goals help [Maria] think about and describe what children are experiencing in [her] early childhood environment and consider further possibilities that can enrich children's care, play, learning, and development. In addition, the goals provide [Maria] with a common professional language as [she] share[s] the stories of children's experiences with families and colleagues"  p.82

## Cultural Connections

### Collecting Sweet Grass – Immersion in Experience



#### Reflective Question

L8

Many of Opokaa'sin's rituals bring children together as a group, as this is an important aspect of their culture.

How might you bring children together as a centering, grounding experience in your own program?

### The Log from the Lake – Supporting a Child's Request



#### Reflective Question

L8

What aspects of *Flight* can be connected to the experience told in this story?

## Image of the Child



### Reflective Question

L9

Think about how you connect your image of the child to children's learning dispositions and the holistic play-based goals as described in *Flight*.

How do these concepts influence your image of the child?

## Reflections



### Reflective Question

L10

What structures are in place to support your continuous engagement and learning with *Flight*?

What might be considered?

## Final Thoughts



### Reflective Question

L12

Who might you contact to gain additional knowledge about the Indigenous ways of being in your community?