

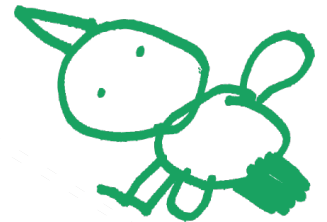
*New Brunswick Curriculum Framework  
For Early Learning and Child Care  
~ English ~*

**COLLABORATIVE ASSESSMENT  
TOOL (CAT) REFLECTIVE GUIDE**

*Reflecting on Curricular Expectations*



AND INDEPENDENCE • SOCIAL RESPONSIBILITY • COMMUNICATION • IMAGINATION, CREATIVITY & PLAY • AESTHETICS • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY • COMPASSION AND CARING • LIVING DEMOCRATICALLY • INDIVIDUALITY • IMAGINATION, CREATIVITY & PLAY • SPIRITUALITY • ZEST FOR LIVING AND LEARNING • INCLUSIVENESS AND EQUITY



The **CAT Reflective Guide** is intended to support your ongoing growth as a reflective educator. This guide supports your use of the Collaborative Assessment Tool (CAT) and presents opportunities to strengthen pedagogical practices and provisions by offering:

- **ways to meet the curricular expectations** of the New Brunswick Curriculum Framework for Early Learning and Child Care ~ English (NBCF~E) through purposeful planning of the indoor and outdoor physical space; props, materials, furnishings and loose parts; provision of time; interactions and relationships; and documentation.
- **questions and prompts** to provoke reflection, observation and conversation about exploring and actioning new possibilities.

As you reflect on the curricular expectations of the NBCF~E and take action to strengthen your pedagogical practices and provisions, use a reflective journal to document evidence of your ongoing thoughts, curiosities and learning.

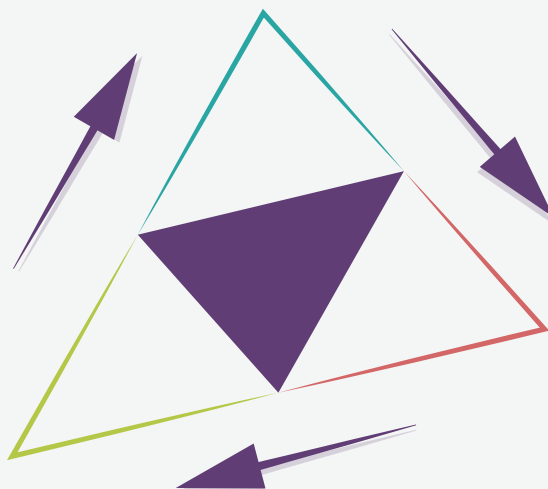
## THINKING, QUESTIONING and TAKING ACTION using the COLLABORATIVE ASSESSMENT TOOL (CAT) REFLECTIVE GUIDE

### Think

*about your current  
pedagogical practices  
and provisions.*

### Take Action

*on the changes you will  
make to strengthen and  
transform your practices  
and provisions.*



### Question

*and discuss possibilities  
you can action to  
strengthen your practices  
and provisions.*

The **Collaborative Assessment Tool (CAT) Reflective Guide** is intended to be used on an ongoing basis to support the continuous process of reflecting, questioning, discussing and taking action to strengthen and transform practices and provisions.



Scan here for an electronic version of this Guide with live links to all resources.

# INDOOR AND OUTDOOR PHYSICAL SPACE

## CURRICULAR EXPECTATIONS

## PEDAGOGICAL PRACTICES AND PROVISIONS

*Ways educators meet curricular expectations*

### **I ensure the safety and well-being of all children**

CAT Page 8

Facility policies and procedures:

- reflect an image of children as capable and curious
- are available and accessible
- are reviewed with colleagues and families

Early Childhood Services Act and Licensing Regulation documents are:

- available and accessible
- complied with
- used to inform and guide practices

Operator Manual for Full-time and Part-time Early Learning and Childcare Centers or the Operator Manual for Early Learning and Childcare Homes is:

- available and accessible
- used to inform and guide practices

### **I make children's contributions and thinking visible through displays, cultural items, webs, documentation, portfolios, photos, projects and artwork**

CAT Page 8

Display different forms of documentation throughout the physical space:

- thoughtfully and respectfully
- that are co-created with children
- that are at children's eye level
- that represent children's home and community environments
- that demonstrate children's ongoing group project work and individual works in progress

### **I ensure that evidence of children's home environments, the group's collective past, children's words and work are displayed with care and respect**

CAT Page 10

### **I support each child's active engagement by negotiating equitable access to materials, friendships and activities**

CAT Page 9

Purposefully design indoor and outdoor space to support each child's:

- independent access to all areas and materials
- home language, experiences and family traditions
- interests and curiosities
- participation in decisions that affect them
- desire to be with others or alone

### **I invite family contributions and participation**

CAT Page 9

Ensure elements of the indoor and outdoor space are:

- co-created with input from families
- welcoming, comfortable, inviting (greeting area) and organized (cubby area)
- reflective of children's families and home environments (families are visible through photos and objects)
- supportive of a sense of belonging, including a personal storage space for each child

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

### In what ways can I / we ...

Explore how a strength-based image of children as co-constructors of their own learning influences the planning and design of the physical space?

Ensure that children's emotional and physical health and a sense of belonging are nurtured?

Co-create a shared vision for the facility with families, children and colleagues?

#### Resources:

[Early Childhood Services Act and Regulation](#)

[Operator Manuals](#)

[Well-Being](#) (Professional Support Document)

Display documentation to invite families to explore, question and discuss their children's experiences?

Display documentation to invite children to revisit and talk about their thinking and learning?

Use documentation to inform purposeful design and planning?

#### Resources:

[Forms of Documentation](#) (Resource Sheet)

[White Board Communication](#) (Resource Sheet)

Ensure that the physical space supports:

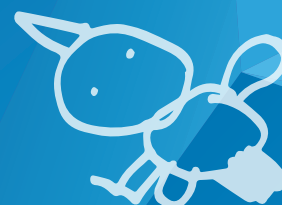
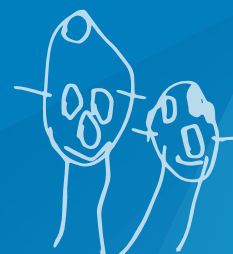
- independent access to materials and areas in my particular facility?
- an appreciation, recognition and understanding of the uniqueness of each child?
- opportunities for collaboration and problem solving among children?

Invite families to share ideas and suggestions?

Invite family contributions that reflect their home environments?

Ensure that the layout of the physical space positively influences family engagement, comfort and participation?

The layout of the physical space influences children's interactions, movement and exploration. The unique elements of your indoor and outdoor physical space provide opportunities to experiment with colour, lighting, sound and texture.



# INDOOR AND OUTDOOR PHYSICAL SPACE

## CURRICULAR EXPECTATIONS

## PEDAGOGICAL PRACTICES AND PROVISIONS

### *Ways educators meet curricular expectations*

### **I understand the potential of the environment as the third teacher**

CAT page 10

'First Teacher'	Families
'Second Teacher'	Educators and Peers
'Third Teacher'	Environment

### **I ensure that indoor and outdoor environments are beautiful, joyful and rich in opportunities for sensory learning, social interaction, language, exploration, manipulation, and representation. They are purposefully designed and planned to enhance children's healthy development and learning**

CAT Page 10

### **I ensure that children participate in planning, changing, and caring for indoor and outdoor environments**

CAT Page 10

### **I ensure that space is organized into flexible learning areas for playful exploration both in and outdoors**

CAT Page 11

Maximize the learning potential of the indoor and outdoor space by providing:

- ease of access between indoor and outdoor spaces (patios, transitional spaces)
- supervision of all areas
- flexible areas to accommodate children's emerging interests
- spaces for large and small groups or individual children
- opportunities for risk taking and vigorous play
- accessible spaces for children's works in progress
- natural and wild spaces to invite possibilities for play
- co-created spaces that inspire a personal sense of wonder, awe and whimsy

Engage children in:

- decision making about the design and organization of the indoor and outdoor space
- taking ownership for the care and maintenance of the space

Provide indoor and outdoor learning areas which include but are not limited to:

- quiet area for reading and mark making
- dramatic play
- scientific/mathematical
- block construction
- music and movement
- art studio
- provision for play with natural materials
- spaces to engage in active play and physical activity

Learning areas are:

- co-created with children
- organized to limit intrusions and collisions
- situated to make use of natural light and water sources
- flexible to allow for the movement of children and materials in and out of the learning areas
- inviting and inspire exploration and engagement

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

### In what ways can I / we ...

Ensure that indoor and outdoor spaces respect individual differences and competencies?

Incorporate the local landscape into the indoor and outdoor physical space?

Co-create the physical space with children currently in attendance?

Co-create the physical space to accommodate and respond to mixed ages?

#### Resources:

[Rethinking Indoor Learning Environments](#) (Video – password available from your early learning facility)

[Rethinking Outdoor Learning Environments](#) (Video – password available from your early learning facility)

[Children Test Their Limits](#) (Poster)

Design the physical space to support:

- independence and participation during meal times, naptime, and tidy up times?
- accessibility and care of the space (art area close to sink, natural lighting, hard surfaces for ease of clean-up)?

Have meaningful conversations with children to engage them in the planning of the physical space?

Incorporate learning areas in my particular facility?

Incorporate other learning areas as new interests, curiosities and passions emerge?

Ensure that indoor and outdoor learning areas can be adapted or enlarged to respond to numbers of children?

Ensure that books are included in all areas?

Ensure that mark making opportunities are included in all areas?

#### Resources:

[Infant and Young Toddler Learning Areas](#) (Resource Sheet)

[Toddler Learning Areas](#) (Resource Sheet)

[Preschool Learning Areas](#) (Resource Sheet)

[Purposefully Planning the Environment](#) (Resource Sheet)

[Play and Playfulness](#) (Professional Support Document)

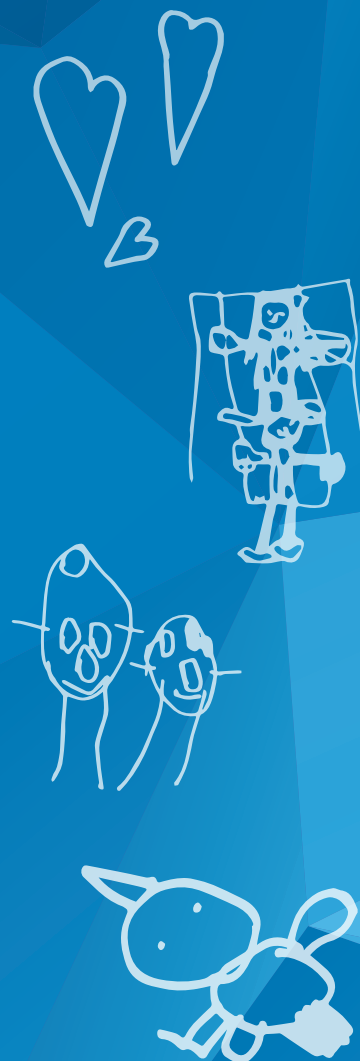
[Our Youngest Children](#) (Professional Support Document)

[Learning and Caring with Our Young Children](#) (Professional Support Document)

[The Indoor Learning Environment](#) (Poster)

[The Outdoor Learning Environment](#) (Poster)

The layout of the physical space influences children's interactions, movement and exploration. The unique elements of your indoor and outdoor physical space provide opportunities to experiment with colour, lighting, sound and texture.



# INDOOR AND OUTDOOR PROPS, MATERIALS,

## CURRICULAR EXPECTATIONS

**I set up a variety of accessible, well organized and open-ended materials in areas to support playful exploration**

CAT Page 8 and 11

**I understand the potential of the environment as the third teacher**

CAT Page 10

**I ensure that storage and shelving are accessible, organized and labelled**

CAT Page 10

**I ensure inclusion rather than exclusion (no sad or time-out chairs, no removal of materials as a means of discipline)**

CAT Page 8

**I model a respect for passions, cherished items and activities**

CAT Page 8

**I bring outside materials in and inside materials out**

CAT Page 8

**I use a wide repertoire of texts**

CAT Page 8

## PEDAGOGICAL PRACTICES AND PROVISIONS

*Ways educators meet curricular expectations*

Provide indoor and outdoor props, materials and loose parts that are:

- displayed at the children's level and can be independently accessed
- organized and labelled in children's home languages so children know where to find them and put them away independently
- open-ended to provide multiple choices, solutions and possibilities for exploration and investigation
- natural, familiar, real life materials that represent children's home environments
- inspiring and invite engagement of all of the senses
- reflective of children's current interests, curiosities and passions
- supportive of different modes of communication (multimodal) to represent children's thinking and understanding
- concrete and promote real experiences and do not include worksheets, colouring sheets or pre-cut materials
- creative and inspire painting, modelling, collage and mark making
- reflective of diversity

Provide indoor and outdoor furnishings and equipment that are:

- child-size, comfortable and accessible
- repurposed or reinvented for use by children

Provide indoor and outdoor props, materials, and loose parts to support:

- singing, poetry and story telling
- reading, creating, constructing and problem solving
- children's home and heritage languages
- purposeful print and environmental print (pamphlets, magazines, menus, recipes, signs, labels, lists, cards)
- children's names, uniqueness and individuality
- images in books, photos and displays that reflect all of the children and their families
- real images of children, local spaces and objects
- a variety of familiar books, informational books and unfamiliar books
- the sign systems of language, music, math, art and drama

# FURNISHINGS AND LOOSE PARTS

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

### In what ways can I / we ...

- Provide invitations that inspire children to explore what they CAN do in their own way and at their own pace?
- Promote creative art experiences that focus on and value the process of the experience?
- Explore colour, texture, sound and lighting to engage the senses?
- Encourage children to explore their literate identities as readers and writers?
- Encourage persistence, testing and retesting of different ideas?
- Support opportunities for risk taking and challenging capabilities?
- Inspire imaginary play scenarios?
- Reimagine outdoor experiences and spaces that are more natural?
- Explore the ways we are different and the ways we are alike?
- Share resources and participate in conversations with families about the relationship between open-ended materials and experiences and children's early learning and development?

#### Resources:

- [Creating Imaginary Scenarios](#) (Resource Sheet)
- [Exploring Textures](#) (Resource Sheet)
- [Mrs. Greer's Questions and Responses](#) (Audio Resource)
- [Loose Parts](#) (Poster)
- [Children: Agents of Their Own Learning](#) (Poster)
- [Rethinking Children's Art Experiences](#) (Video – password available from your early learning facility)

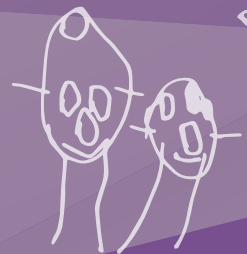
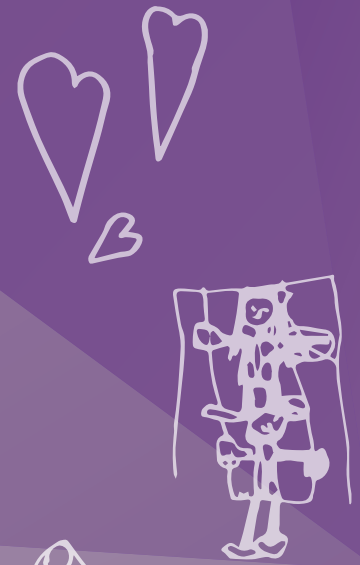
#### Explore:

- various forms of text using digital literacies?
- various characters embedded in popular culture?
- literacy and numeracy learning in everyday moments?
- poems, books and music which reflect the home languages of all of the children and families?

#### Resources:

- [Songs, Poems, Chants, Rhymes and Jokes](#) (Resource Sheet)
- [Poems Across the Day](#) (Resource Sheet)
- [Reading Prompts](#) (Resource Sheet)
- [Communication and Literacies](#) (Professional Support Document)

Indoor and outdoor props, materials, furnishings and loose parts challenge children's thinking and provide endless opportunities for children to co-construct their own learning through exploration and investigation.





# INDOOR AND OUTDOOR PROPS, MATERIALS,

## CURRICULAR EXPECTATIONS

**I share my passions with children, educators and families**

CAT Page 9

**I ensure that children participate in planning, changing, and caring for indoor and outdoor environments**

CAT Page 10

**I model participation as an individual and as a community member**

CAT Page 8

## PEDAGOGICAL PRACTICES AND PROVISIONS

*Ways educators meet curricular expectations*

Include props and materials that represent your passions and interests

Include items that reflect your home and heritage language and traditions

Involve children in making decisions about:

- planning
- maintenance
- selection of indoor and outdoor props, materials, furnishings and loose parts

Ensure indoor and outdoor props and materials are displayed, organized and labelled to support maintenance and care

Model care and respect for all living materials and creatures



# FURNISHINGS AND LOOSE PARTS

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

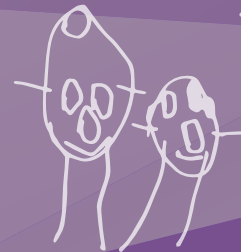
*In what ways can I / we ...*

Weave my special talents and skills such as music, sports and hobbies into children's daily experiences?

Acknowledge and respect children's assistance, input and contributions?

Incorporate children's decisions in the planning, collecting and purchasing of materials and props?

Indoor and outdoor props, materials, furnishings and loose parts challenge children's thinking and provide endless opportunities for children to co-construct their own learning through exploration and investigation.



# INDOOR AND OUTDOOR TIME

## CURRICULAR EXPECTATIONS

## PEDAGOGICAL PRACTICES AND PROVISIONS

### *Ways educators meet curricular expectations*

### **I understand the potential of the environment as the ‘third teacher’**

CAT Page 10

### **I extend learning**

CAT Page 8

### **I engage in teachable moments**

CAT Page 8

### **I listen attentively when children speak**

CAT Page 8

### **I represent and use children’s home and heritage languages in the environment**

CAT Page 9

### **I understand the complexities of interdependence, dependence and independence among children**

CAT Page 9

### **I am optimistic and participatory in problem solving**

CAT Page 9

### **I attend community events**

CAT Page 9

### **I visit natural and created environments**

CAT Page 9

### **I take seasonal or cultural field trips**

CAT Page 9

### **I care for local landmarks**

CAT Page 9

### **I model participation as an individual and as a community member**

CAT Page 8

### **I co-author curriculum and caring initiatives**

CAT Page 9

### **I invite guest speakers to the centre**

CAT Page 9

Provide large blocks of indoor and outdoor time to:

- co-explore children’s emerging interests and questions
- engage in meaningful conversations
- offer experiences for hands-on exploration with real objects rather than worksheets or colouring books
- offer experiences to explore the power of the blank page
- offer experiences to share in the pleasure and joy of play and exploration
- document children’s conversations, ideas and interests to inform next steps

Ensure the daily routine:

- is flexible yet predictable
- includes opportunities for relationship building and extended conversations during meal times and snack times
- supports literacy and numeracy possibilities during indoor and outdoor daily rituals such as tidy up times, meal times, greeting and departure times
- includes ongoing indoor and outdoor opportunities for authentic learning (problem solving, creative thinking, spatial relationships, persistence)

Model in everyday moments:

- adaptability, flexibility, fairness and different perspectives
- collaboration, kindness, humour and caring

Be intentional about taking time to:

- support the growth of children’s friendships during indoor and outdoor opportunities
- console children when sad or hurt and respond to their needs
- acknowledge and validate individual children’s fears and concerns
- support empathy through sharing emotions, experiences and a respect for caring
- support children to help themselves and to help others
- encourage and support children’s initiatives
- model problem solving in everyday situations

Take time to:

- foster relationships between the facility and the local community
- meaningfully engage with and when possible participate in local community cultural events, celebrations and festivals
- invite community members to share knowledge of local culture and history
- co-explore nature in the local community
- support language and literacy learning through local and community events
- explore a wide range of seasonal experiences within the local community
- engage the children in participating in acts of kindness to support them to be responsible and responsive members of the community
- engage the children in participating in environmentally and socially responsible practices

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

### In what ways can I / we ...

Use my observations of the children to inform and guide the routine of the day?

Ensure that the rhythm of the day is not dictated by the clock?

Co-create a visual routine with the children?

Take the time to have conversations with colleagues about the importance of concrete experiences for children rather than abstract experiences? (Worksheets are an example of an abstract experience.)

Participate in professional learning opportunities to grow and inform my knowledge, skills, dispositions and competencies?

Include authentic and meaningful opportunities to incorporate children's home languages?

Take the time to connect with others who can support a child's home language when I am unable to?

Be intentional about taking the time to plan with purpose, observe and document?

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Respect and support individual family needs?

Model and invite children to engage in inclusive and equitable practices?

Acknowledge and celebrate children's persistence, perseverance and problem solving?

Co-create documentation with children to capture their initiatives and solutions?

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Engage families and community members to actively support and participate in the planning and creation of:

- indoor and outdoor experiences at the facility?
- community initiatives and events?

Engage with and participate in Indigenous, Acadian and other cultural events?

#### **Resources:**

[\*Diversity and Social Responsibility\*](#) (Professional Support Document)

[\*Learning and Caring With Our Young Children\*](#) (Professional Support Document)

Large blocks of uninterrupted time throughout the day and limited transitions provide opportunities for children to explore, make choices, experiment with materials and develop ideas and relationships more deeply.



# INDOOR AND OUTDOOR INTERACTIONS AND

## CURRICULAR EXPECTATIONS

## PEDAGOGICAL PRACTICES AND PROVISIONS

### *Ways educators meet curricular expectations*

### **I am the children's conversational partner**

CAT Page 8

### **I listen attentively when children speak**

CAT Page 8

### **I communicate clearly and respectfully with children and their families**

CAT Page 8

Meet children at their eye level by kneeling, bending or sitting to establish better eye contact

Engage children in authentic and meaningful back and forth conversation about topics of interest to them

Ask open-ended, thoughtful questions ("I wonder", "Tell me")

Wait patiently and respectfully for children's responses and listen carefully to what they are saying

Approach children to have a conversation; avoid calling across the room or outdoor area

Encourage, invite and paraphrase when having conversations

Support children when they are using language to make friends

### **I use children's names**

CAT Page 8

Value the personal connection children have to their names

Honour children's names as a celebration of their identity and uniqueness

Learn and use children's individual names in their home languages

Ensure children's names are visible in written form in handmade books and to identify their belongings and documentation

### **I model language**

CAT Page 8

Introduce and connect new vocabulary to real experiences

Elaborate and use descriptive words to name and describe objects, places and actions

Use singing, reading, creating and problem solving throughout daily experiences to support language

Interact verbally and non-verbally with infants and toddlers, exchanging sounds, words, gestures and facial expressions

Share songs and stories both familiar and unfamiliar to expose children to a variety of sounds, words, sentences and story structures

Learn and use the home languages of all children

Model respect, patience, and encouragement when speaking and listening

# RELATIONSHIPS

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

### In what ways can I / we ...

Respect each child's right to share their thoughts, ideas and feelings?

Ensure that each child feels listened to?

Slow down to observe and listen to the children?

Meaningfully connect with all families?

Model what it is to be a conversational partner with colleagues, children and families?

**Resources:**

[Conversations with Children](#) (Resource Sheet)

Learn and use family members' names in conversations with them?

Demonstrate that all of our names are special, unique and valued?

Include books, poems and songs with children's names in them?

**Resources:**

[Learning and Caring with Our Young Children](#) (Professional Support Document)

Use the *Exploring Literacies* module to guide my thinking and inform my everyday practices?

Welcome the participation of all families to share their languages and traditions?

**Resources:**

[Exploring Literacies Handbook](#)

Interactions with people, places and materials have a significant influence on children's experiences. Creating an environment that supports meaningful connections and caring relationships contributes to each child's well-being, sense of belonging and active engagement.



# INDOOR AND OUTDOOR INTERACTIONS AND

## CURRICULAR EXPECTATIONS

## PEDAGOGICAL PRACTICES AND PROVISIONS

### *Ways educators meet curricular expectations*

**I show enthusiasm for children's ideas, initiatives, relationships, and learning**

CAT Page 8

**I talk with children about their learning**

CAT Page 8

**I explore a variety of topics initiated by children, families, educators, and community and world events**

CAT Page 8

**I encourage children to try new experiences**

CAT Page 8

Use open-ended questions and back and forth conversations to talk with children about their explorations, discoveries and learning experiences

Use documentation to capture and record children's ideas, initiatives, questions and learning

Use observations to inform purposeful planning to support children's interactions with people and materials

Encourage and provide opportunities for children to independently carry out self-care practices

Model a sense of wonder and curiosity and co-investigate children's emerging interests

Use modelling, inviting, and joining in to support children when transitioning to new experiences to help ease their anxiety

**I participate in a wide range of playful, caring, learning relationships**

CAT Page 8

**I facilitate a range of social relationships with children, families, other educators, and community members**

CAT Page 9

**I build strong affirmative relationships with each family**

CAT Page 9

**I value the learning and teaching contributions of other adults**

CAT Page 9

**I build responsive, reciprocal and respectful relationships with children, families, colleagues and communities**

CAT Page 9

**I appreciate, share, and advocate with other educators, families, and community members**

CAT Page 9

**I join children, families, other educators, and directors to solve problems**

CAT Page 8

**I seek advice and different perspectives**

CAT Page 9

Be comfortable playing, engaging and participating in the children's play indoors and outdoors

Be comfortable as a child's play partner, following rather than leading their play

Support children to understand the point of view of others and to support those who need help

Use documentation to acknowledge and value children's relationships with people, places and things

Foster relationships with families through respectful conversations during greeting and departure times

Involve families in decision making regarding the programs, procedures and policies of the facility

Seek support, guidance and knowledge from others

Learn through self, team and facility-based reflections, conversations and collaboration

# RELATIONSHIPS

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

### *In what ways can I / we ...*

Ensure that each child feels that they are noticed, appreciated and respected for all they are and do?

Co-construct knowledge with children, families, community members, and colleagues about a wide range of topics and events?

Demonstrate an understanding that new experiences and situations might affect children's well-being and sense of belonging?

Use my knowledge of each child to support them with new experiences?

Engage and support the family in their child's learning?

Use knowledge gained from professional learning opportunities to explore new possibilities?

Demonstrate that I value and respect families as their child's first and most influential teacher?

Welcome, encourage and support families to participate in the daily life at the facility?

Offer and engage families in professional learning opportunities?

Invite and engage families to participate as a member of a Parent Board or Board of Directors?

Support the mentoring of others including colleagues and students?

Actively engage others to share their knowledge and experiences about the field of early learning and child care?

Be intentional about reflecting, questioning and discussing with my colleagues?

Interactions with people, places and materials have a significant influence on children's experiences. Creating an environment that supports meaningful connections and caring relationships contributes to each child's well-being, sense of belonging and active engagement.





# INDOOR AND OUTDOOR INTERACTIONS AND

## CURRICULAR EXPECTATIONS

## PEDAGOGICAL PRACTICES AND PROVISIONS

### *Ways educators meet curricular expectations*

#### **I use positive child guidance strategies**

CAT Page 9

#### **I mediate between children, stepping in, or deliberately stepping back, to foster learning**

CAT Page 9

#### **I ensure inclusion rather than exclusion (no sad or time-out chairs, no removal of materials as a means of discipline)**

CAT Page 8

Listen carefully to children and give them time to think about and express what they are feeling

Use positive language and be respectful of all children by validating and supporting their feelings

Ask questions to prompt children to talk about and find solutions to disagreements and conflict

Encourage children to listen to the ideas of others and look for multiple solutions to the problems they encounter

Encourage children to think about how their actions affect others

Engage children in decision making in matters that concern them such as the co-creation of rules and procedures

Take seriously and consider all of the children's ideas and solutions

Follow up with children to determine if solutions are working

#### **I make children's contributions and thinking visible through displays, cultural items, webs, documentation, portfolios, photos, projects and artwork**

CAT Page 8

#### **I use documentation to identify how relationships with particular children, families, centre personnel and the broader community are valued**

CAT Page 9 and 10

#### **I ensure that evidence of children's home environments, the group's collective past, children's words and work are displayed with care and respect**

CAT Page 10

Ensure pedagogical documentation:

- provides linkages between children's early learning and development and the learning principles, values and goals of the NBCF~E
- provides evidence of children's strengths and ongoing growth and development over a period of time (children's portfolios)
- provides children the opportunity to revisit their thinking and experiences (Learning stories, webs, photos and individual and group creations are shared and discussed with the children)
- makes ongoing thinking and learning visible through children's works-in-progress
- values and respects children's emerging thinking through their questions, comments and ideas
- guides and informs planning (next steps)

# RELATIONSHIPS

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

### *In what ways can I / we ...*

Continue to encourage and support children to be actively involved in solving their own problems?

Co-create an environment that responds to each child's uniqueness?

Support families in their interactions with their children?

Model that problem solving is a valuable learning experience that takes time and requires patience and understanding?

Document children's ideas and solutions for ongoing review and follow up?

Demonstrate that children's ideas, work and experiences are valued and worthy of being documented and shared?

Use descriptions of children's thinking and experiences to inform families and others of the value of exploration and play?

Share children's portfolios as evidence of their ongoing learning and development with families and kindergarten teachers as children transition to school?

Use pedagogical documentation to demonstrate how children are co-constructors of their own learning?

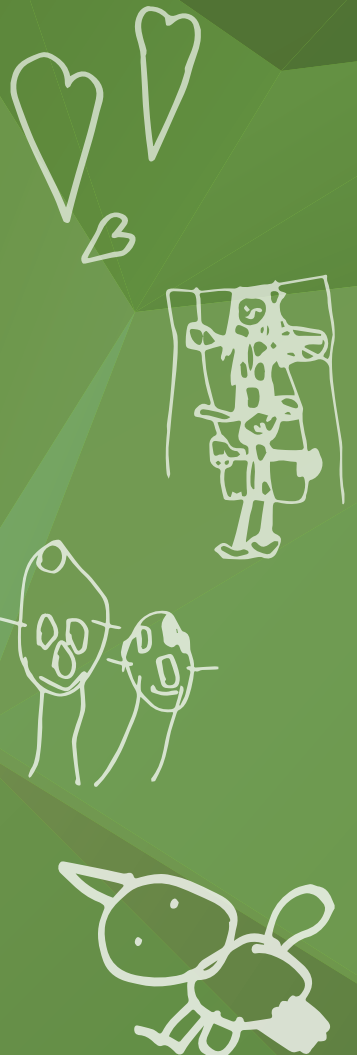
Invite families to co-create pedagogical documentation by sharing learning stories from home?

Co-create documentation to capture the ongoing relationship between the facility and the local community?

#### **Resources:**

[\*Learning and Relating Through Pedagogical Documentation\*](#) (Professional Support Document)

Interactions with people, places and materials have a significant influence on children's experiences. Creating an environment that supports meaningful connections and caring relationships contributes to each child's well-being, sense of belonging and active engagement.



# INDOOR AND OUTDOOR INTERACTIONS AND

## CURRICULAR EXPECTATIONS

**I value the New Brunswick Curriculum Framework for Early Learning and Child Care ~ English**  
CAT Page 9

## PEDAGOGICAL PRACTICES AND PROVISIONS

### Ways educators meet curricular expectations

Re-examine on an ongoing basis, the New Brunswick Curriculum Framework for Early Learning and Child Care ~ English (NBCF~E), the Collaborative Assessment Tool (CAT), Professional Support Documents and other resources to ensure pedagogical practices reflect the values, learning principles and goals of the NBCF~E

Ensure all documents are readily available and accessible

Provide documented evidence of strengths, competencies, reflections, curiosities and learning in Reflective Journals and Educator Portfolios

Create professional development plans to inform ongoing areas of focus and professional learning interests

Participate in professional learning opportunities to build knowledge and gain new insight

Use newly acquired knowledge and competencies to grow and strengthen practices



# RELATIONSHIPS

## QUESTIONS FOR OBSERVATION, CONVERSATION AND REFLECTION

*In what ways can I / we ...*

Support and mentor others to meet the curricular expectations of the NBCF~E?

Examine my practices to ensure a respect for diversity, equity and inclusion for all children and families?

### Resources:

[\*New Brunswick Curriculum Framework for Early Learning and Child Care ~ English Collaborative Assessment Tool\*](#)

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COMMUNICATION · IMAGINATION · COMPASSION AND CARING · LIVING DEMOCRATICALLY · AESTHETICS · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · SOCIAL  
INDIVIDUALITY & INDEPENDENCE · CREATIVITY AND PLAY · IMAGINATION, CREATIVITY & PLAY · INCLUSIVENESS AND EQUITY · SOCIAL RESPONSIBILITY · COMMUNICATION · INDIVIDUALITY · SPIRITUALITY · ZEST FOR LIVING AND LEARNING · INCLUSIVENESS AND EQUITY



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