



Certification Criteria

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Personal Qualities

Besides possessing suitable training and experiences in the field, the early childhood educator also needs certain personal qualities in order to meet the needs of the children.

These qualities ensure that the children are nurtured and that the educator is able to build trust with the children and rapport with parents as well as with her/his peers.

- Ensures that children are nurtured appropriately.
- Build trust with the children.
- Build rapport with the parents.
- Build rapport with peers.

Criteria: Personal Qualities	Comments, give examples. (Please add reflective comments.)
1) Warm and caring attitude that: <ul style="list-style-type: none"> a) Displays sensitivity and empathy towards others. b) Is warm and friendly towards children, peers, and parents, treating them with respect. Trust is evident. c) Is patient, open minded, and accepting. 	
2) Professional/ethical behaviour: <ul style="list-style-type: none"> a) Maintains confidentiality where appropriate. b) Demonstrates good judgment and tact. c) Demonstrates a continuing interest in professional development. d) Articulates goals and has developed a plan to reach these goals, reflects on practice, and evaluates own progress. e) Is self-confident and reliable. 	
3) Good health: <ul style="list-style-type: none"> a) Models and encourages a healthy-living lifestyle. b) Displays emotional stability. c) Possesses energy. d) Possesses an appropriate sense of grooming, personal hygiene, and courtesy. 	

Criteria: Personal Qualities (continued)	Comments, give examples. (Please add reflective comments.)
<p>4) Communication with peers:</p> <ul style="list-style-type: none"> a) Cooperates with co-workers/team members/director. b) Communicates problems and demonstrates problem solving skills. c) Discusses differences reasonably. d) Shares responsibility and listens to others' opinions. 	
<p>5) Communication with parents:</p> <ul style="list-style-type: none"> a) Nurtures relationships with parents (helping them participate in the program, organizing parent nights, engaging in day-to-day conversations). b) Recognizes and accommodates diversity. c) Acts as a liaison between parents, social services, and resources within the community. d) Assists parents in the child's transition to school or a special needs program. 	

Communication and Problem-Solving Skills

The Early Childhood Educator shows the ability to listen carefully to children, picking up on both verbal cues and body language. She/He gives verbal feedback to her/his understanding of the child's intentions or feelings.

The Early Childhood Educator is able to help children express how they feel and help them to solve problems through suggestions, reasonable choices, and alternatives. In time, children learn basic skills in generating their own solutions to problems. (A useful strategy to problem solving is to rearrange the environment so that undesirable behaviours are less likely to occur.)

- Ability to listen carefully.
- Gives verbal feedback.
- Focuses on positive behaviour.
- Guidelines are kept clear and simple.
- Emphasis is always on problem solving.

The teacher focuses on positive rather than negative behaviours; always searching for ways to build on strengths and to facilitate pro-social behaviour.

Although the children are made aware of expectations regarding their behaviour, these guidelines are kept clear and simple and are implemented in a consistent, though non-rigid manner. Children's particular levels of tolerance for frustration and emotional maturity are kept in mind with the emphasis on problem solving in the best interest of all, rather than on blind adherence to rules.

Criteria: Communication and Problem Solving	Comments, give examples. (Please add reflective comments.)
1) Listens to child's feelings and to underlying message conveyed. Does not jump to conclusions about the feelings and underlying messages and takes time <i>to understand</i> body movement and facial expressions (active listening).	
2) Helps children express feelings in a positive way.	
3) Focuses on child's positive behaviours, emphasizing what is being done well or what is of legitimate interest.	
4) Refrains from all negative discipline.	

Criteria: Communication and Problem Solving (continued)	Comments, give examples. (Please add reflective comments.)
5) Encourages child to resolve problems constructively: <ul style="list-style-type: none"> a) Through expressing own needs/feelings. b) By looking for alternative solutions. c) By listening to needs/feelings of others. d) By rearranging the environment. 	
6) Has a well-developed sense of timing regarding when to facilitate problem solving and when to refrain from intervention.	
7) Provides children with clear and reasonable guidelines for behaviour which are adhered to consistently, but not rigidly. (The emphasis should be on natural consequences.)	

Language Skills

The Early Childhood Educator takes an interest in what the child says and in clarifying and expanding the child's language in a natural, conversational manner. She/He encourages children to listen and talk to each other as they play and work together so they learn to respect each other as valuable sources of ideas.

The Early Childhood Educator is also able to ask questions which help children to think and often have more than one possible answer. Such responses encourage the development of an ability to express ideas and feelings.

- Interested in, clarifies, and expands children's language.
- Respectful – avoids stereotyping.
- Models correct language.
- Clear and simple expression that supports children's language.

Communication should be respectful of the individual and, therefore, cultural and sexual stereotyping should be avoided. Also, teachers should try to learn a few significant phrases in the language of non-English speakers so they feel that their native language is valued.

The teacher should provide a good model of correct speech within the child care setting that demonstrates appreciation of the unique customs, lifestyles, and environment of the region and should refrain from making children anxious about their speech by overtly correcting them.

Explanations should be kept clear and simple. The Early Childhood Educator should keep in mind that the teacher's primary role is to support the children's language through encouraging them to describe what they are doing, rather than listening to teacher explanations of what the teacher is doing.

Criteria: Language Skills	Comments, give examples. (Please add reflective comments.)
1) Communicates in a pleasant, respectful manner taking time to converse naturally with children about their ideas and interests.	
2) Encourages the child's thinking and verbal skills through asking open-ended questions and making interested comments.	
3) Keeps explanations clear and brief.	
4) Speaks clearly and models appropriate grammar, but does not interrupt child to correct grammar.	

Criteria: Language Skills (continued)	Comments, give examples. (Please add reflective comments.)
5) Supports a rich language environment by encouraging children to: <ul style="list-style-type: none"> a) Make up rhymes and songs. b) Describe their experiences/activities. c) Interact with puppets. d) Tell stories/"read" books. 	
6) Learns and uses significant words and phrases in the language of English-language learners.	
7) Sign language can be practiced during communications with non-verbal children.	

Observation Skills and Documenting Children's Development

The ability to observe children's actions, language, and interactions is important and can be a valuable tool; not only in assessing the child's level of development, but as a very helpful resource for appropriate program planning. Teachers need to hone this skill, and in doing so, they learn much about the children in their group in particular and about child development in general.

- Careful observation.
- Careful documentation.
- Descriptive of behaviour.
- Non judgemental.

Careful observation and documentation (which is descriptive of behaviour, actions, and words rather than judgemental), enable teachers to take appropriate action. Calling the parent of a sick child and providing materials which capitalize on children's interests and ideas; making referrals to outside agencies when children are seen to have special needs; and developing curriculum that is responsive and scaffolds children's ideas and learning are all examples.

Criteria: Observation Skills and Documenting Children's Development	Comments, give examples. (Please add reflective comments.)
1) Observes and assesses child's physical well being (e.g. food eaten, frequency of elimination, emotional tone, signs of ill health) and takes appropriate action.	
2) Observes and records in a systematic way children's actions, language, interactions, and focuses on interests. Records could include: a) Anecdotal observations. b) Samples of children's work. c) Records of developmental milestones.	
3) Uses these records in planning activities and making materials available for children's use.	
4) Shows awareness of when the child needs professional assistance with particular physical, developmental, speech, and/or emotional problems and ensures an appropriate referral is made.	

Establishing a Climate of Psychological Safety

The Early Childhood Educator provides an environment for children which is consistent with their emotional well being.

- Provides an emotionally secure base for children.
- Builds trust.
- Keeps commitments.
- Provides physical nurturing.

Criteria: Establishing a Climate of Psychological Safety	Comments, give examples. (Please add reflective comments.)
1) Supports child-initiated activity.	
2) Provides an emotionally secure base from which children can explore their social/physical environments.	
3) Recognizes that children may experience stress in a child care environment (e.g. separation anxiety).	
4) Recognizes and anticipates the symptoms of emotional stress in children.	
5) Builds trust by following through on commitments.	
6) Provides physical nurturing when indicated by the child.	

Children's Safety

The Early Childhood Educator demonstrates the ability to “child proof” the environment so that it is developmentally appropriate for the children. This includes rooms that the children use inside and spaces such as gyms and playgrounds used outside.

- **Maintains a hazard-free environment.**
- **Provides materials and equipment that are developmentally appropriate for the children.**
- **Aware of the children's location while both inside and outside the classroom.**

Criteria: Children's Safety	Comments, give examples. (Please add reflective comments.)
1) Children are under adult supervision at all times in accordance with teacher-child ratios established by the Department of Education and Early Childhood Development, The Early Years Branch. Demonstrates awareness of children's whereabouts and supervises their activities at all times.	
2) Can work individually with the child or small group while monitoring the group as a whole.	
3) Helps maintain the building and play yard, and keeps all equipment in good repair (e.g. hammering in protruding nails).	
4) Child proofs the environment so that it is developmentally appropriate for the children. The following are some examples: a) Ensures toys for infants cannot be swallowed. b) Stores accessible materials within easy reach of children. c) Keeps floor in major traffic areas reasonably uncluttered. d) Stores potentially dangerous materials out of reach and view of children.	

Criteria: Children's Safety (continued)	Comments, give examples. (Please add reflective comments.)
5) When inside, ensures that gym equipment is safely assembled with mats to cushion falls. When outside, ensures that there is an absorbent surface under play equipment to cushion falls. Equipment must be safely anchored.	
6) Closely monitors potentially dangerous materials when used by children (e.g. sharp knives, electric frying pans, etc.)	

Children's Health and Hygiene

The Early Childhood Educator is a role model for health and hygiene practices. She/He recognizes symptoms of physical illness and emotional stress, provides comfort and quiet (in a separate room if possible) for the child who is unwell, and uses good judgment in notifying parents and/or health professionals. She/He can deal with minor ailments.

She/He is familiar with health procedures such as washing hands before preparing food and after toileting or dressing children appropriately for outdoor activities. Light and ventilation are kept at a suitable level for young children.

- **Knowledge of illness and stress factors.**
- **Uses good judgement in notifying parents.**
- **Washes hands frequently and at appropriate times.**
- **Acts as role model for health and hygiene practices.**

Criteria: Children's Health and Hygiene	Comments, give examples. (Please add reflective comments.)
1) Clothing: a) Ensures children are dressed appropriately for active play inside and outside. b) Has policies in place to ensure parents provide extra and additional clothing. c) Provides adequate protection from the sun.	
2) As children use the facility, staff and children keep areas reasonably clean.	
3) Toileting and diapering areas are sanitary. (Soiled diapers are disposed of or held for laundry in closed containers out of the reach of children.) The cover of the changing table is disinfected or disposed of after each use. The toileting area is sanitized daily. A sink with running water (hot and cold) is very near to diapering and toileting areas.	
4) Washes hand with soap and water before feeding, preparing, or serving food and after diapering or assisting children with toileting or nose wiping.	
5) Toilets, drinking water, and hand-washing facilities are easily accessible to children.	

Criteria: Children's Health and Hygiene (continued)	Comments, give examples. (Please add reflective comments.)
6) Soap and disposable towels are provided. Children wash hands after toileting and before meals.	
7) Areas used by children are well lighted and ventilated and kept at a comfortable temperature.	
8) Individual bedding is washed once a week and used only by one child between washings. Individual cribs, cots, or mats are washed if soiled.	
9) Can identify symptoms of common contagious childhood diseases.	
10) Uses good judgement in notifying parents and/or health professionals in case of sickness or injury.	
11) Provides comfort and quiet for child who is unwell.	
12) Is aware of allergies of individual children and knows how to handle them.	
13) Demonstrates an awareness of appropriate health practices and promotes good nutrition for children.	

Routines and Transitions in the Program

Routines include all of the repetitive features of the program such as arrival and departure; eating and napping, and toileting. Transitions involve changing from one activity to another. Some of the signs indicating skill in handling them are as follows:

- Routines are well organized so children do not have to wait unduly between activities nor in advance of changes.
- A variety of techniques are used so that children do not experience crowding, overheating, fatigue, or overstimulation.
- Adult emotional tone remains positive and even with clear directions to children.
- Procedures are consistent and relaxed so the child is not hurried.
- Maintains a balance between activity and rest; individual and group activities, routine and spontaneity in the use of time.
- The programming includes long periods of child-initiated activity with one or two group times daily. Care is taken so that the program is not overly fragmented.

- Well organized routines.
- Smooth transitions.
- Positive emotional tone.
- Clear directions.
- Consistent and relaxed procedures.

Criteria: Routines and Transitions in the Program	Comments, give examples. (Please add reflective comments.)
1) Routine and Resources: a) Maintains a reasonably consistent routine so children know what to expect. b) Provides varied activities and rotates materials and toys so all children can find challenging things to do without being bored or unduly frustrated.	
2) Organizes a daily routine with a minimal number of transitions allowing for a smooth flowing day. For example: a) Avoids waiting times. b) Reduces regimentation. c) Adequate free play time. d) Few organized group times.	
3) Transitions are handled smoothly without hurry and: a) Children are given advance warning. b) Next activity captures interest. c) Captures children's attention while waiting by using finger plays, songs, games, etc.	

Criteria: Routines and Transitions in the Program (continued)	Comments, give examples. (Please add reflective comments.)
<p>4) Routines for toileting, eating, and dressing are in place. Dressing and sleeping are handled in a relaxed and individual manner.</p> <ul style="list-style-type: none"> a) Routines provide opportunity for individual interaction with children. b) Self-help is encouraged but not forced. c) Routines are tailored to the child's needs and rhythms. 	
<p>5) Clean-up is not rushed but promoted as an important time for children to help organize their environment. For example:</p> <ul style="list-style-type: none"> a) Sorting blocks and materials. b) Washing the work surface. c) Sweeping the floor. 	
<p>6) Shows a flexible approach in adjusting the routine to meet spontaneous needs and interests of the children.</p>	
<p>7) The program is not rushed nor unduly fragmented.</p>	

Design and Implement Group Activities

This includes activities for small groups of three (3) or four (4) children and activities for a somewhat larger group where appropriate [e.g. ten (10) to twelve (12) children.]

The Early Childhood Educator selects developmentally-appropriate activities and keeps children involved because they are interested.

- Selects developmentally-appropriate activities.
- Supports child's efforts in becoming members of a group.

Supports children's efforts to become members of the group and shows judgement in: selected activities; length of group time; and allowing children to participate.

(Problems could include materials selected that are overly didactic for young children; materials that leave children with nothing to do nor to think about; or control of group dynamics that is over managerial.)

Criteria: Design and Implement Group Activities	Comments, give examples. (Please add reflective comments.)
1) Selects and presents developmentally-appropriate activities for a small group of children (3-4). Provides materials for each to manipulate which give children choices rather than follow a prescribed format (e.g. avoiding a certain number of pieces to be glued together to produce a product).	
2) Selects and presents developmentally-appropriate activities for large groups of children (10-12) (not applicable for infants). Activities emphasize actions and involvement rather than only sitting and listening activities.	
3) Supports children's efforts to become group members through encouraging them to share their ideas and listen to each other.	
4) Gives clear and simple instructions at the beginning of an activity. Shows good judgement. Knows when to bring an activity to a close. All members of the group do not have to finish at the same time.	

Criteria: Design and Implement Group Activities (continued)	Comments, give examples. (Please add reflective comments.)
5) Shows good judgment regarding when to not let children participate.	
6) Helps both shy and assertive children participate in the group.	
7) Avoids over-control of the group in which the teacher makes all of the decisions or does all of the talking. When possible, children are involved in discussions and decision making.	
8) Respects the customs and culture of each child. Provides many diverse, non-sexist, non-stereotyping picture books, dolls, toys, and materials. (Diverse age, culture, race, religion, and abilities.)	

Design and Maintain Physical Environment

These areas are important, and the Early Childhood Educator should participate in all of them. The areas are maintenance of setting; design and implementation of new elements; and organization.

- **Maintenance:** The setting is reasonably clean (but not so clean that the natural activity of the children is subdued). It is attractive and comfortable, and the children are involved in helping to maintain its order and cleanliness. For example, they could help with cleaning up; washing shelves or toys; and reporting missing or broken parts.
- **Design:** The Early Childhood Educator designs and implements or puts together from resources, individual activities to address the specific needs of individual children.
- **Reorganization:** The Early Childhood Educator participates in reorganizing spaces in the centre or routines when the team decides a change would be valuable.

- **Clean, attractive, and comfortable settings.**
- **Involves the children in the care of the setting.**
- **Adapts environment to child's individual needs.**
- **Organizes space and routines effectively.**

Criteria: Design and Maintain Physical Environment	Comments, give examples. (Please add reflective comments.)
1) Space is organized to facilitate play and to promote independence. For example: <ul style="list-style-type: none"> a) Children can move from one area to another without disturbing other activities. b) Quiet areas are kept as far as possible from noisy, active areas. c) Children have easy access to materials such as toys, art supplies, and clean-up materials. d) Materials are attractively arranged. e) Labels are included to facilitate clean up. 	
2) Space includes a variety of activities/centres appropriate for developmental needs: <ul style="list-style-type: none"> a) <i>Toddlers/Preschoolers, School Aged:</i> Block building, dramatic play, art, science, water, construction, puzzles/games, reading areas, etc. b) <i>Infants:</i> Clean space for crawling and protected space for play. 	
3) Environment: <ul style="list-style-type: none"> a) The environment is arranged to promote cooperation. b) The environment is arranged to promote inclusion. 	

Criteria: Design and Maintain Physical Environment (continued)	Comments, give examples. (Please add reflective comments.)
4) Is aware of ways in which rearrangement of the environment could improve interaction of children or prevent problems (e.g. moving block area close to housekeeping to promote extension of play; ensuring that clean-up materials are close to the art area).	
5) Provides sufficient quantity or duplicate materials to avoid problems of sharing and waiting.	
6) With the children`s help, ensures that the environment is well kept and attractive: a) Art work is attractively mounted and displayed. b) Objects of interest are displayed for examination. c) Books and toys are kept in good repair. d) Soft cushioned/draped fabrics are used to provide comfort/reduce noise.	
7) Provides new centres to support children`s interests or to enhance existing programming (e.g. setting up a restaurant in dramatic play.)	
8) Provides a variety of outside activities appropriate to the weather and the children`s interest. Uses inside materials outside when appropriate (e.g. arts/crafts, dramatic play, housekeeping, and science activities).	

Facilitate Children's Play

In early childhood when learning is unconscious, play is the primary activity through which the child learns about the world.

Therefore, the Early Childhood Educator ensures that a variety of play materials including those found in nature and loose parts are accessible to children at all times; are well organized so that they invite use and clean up by the children; and the Early Childhood Educator uses a repertoire of techniques to support and extend children's play. Some of these techniques for supporting play include:

- Observing and documenting children's interests.
- Offering questions and suggestions to stimulate new ideas.
- Playing with children by taking an appropriate role.
- Providing additional props as needed.
- Supporting children in clean up after play.
- Refraining from unnecessary interference or attempt to control the play.
- The Early Childhood Educator offers ample, uninterrupted play time for children and periodically reorganizes play to offer new possibilities (for example, changing the "store" into an "airplane").

- Observes and records children's interests including natural and loose parts.
- Provides a variety of play materials.
- Play materials are accessible to children.
- Play materials are well organized.
- Uses a wide repertoire of techniques to support and extend children's play.

Criteria: Facilitate Children's Play	Comments, give examples. (Please add reflective comments.)
1) Creates an environment to facilitate children's play: <ul style="list-style-type: none"> a) Observes children and makes note of their interests. b) Provides adequate space. c) Provides adequate time. d) Provides a variety of age-appropriate materials which include materials from nature and loose parts. 	
2) Keeps all play centres accessible through the play/child-initiated activity.	
3) Uses conversation to extend and support children's play. Offers questions, comments, and new ideas.	
4) Plays with children, taking appropriate roles as needed but does not control the play.	

Criteria: Facilitate Children’s Play (continued)	Comments, give examples. (Please add reflective comments.)
5) Offers additional props as needed and permits children to bring props from other areas of the room.	
6) Extends or redirects play unobtrusively when children run out of ideas.	
7) Creates an atmosphere in which sex-role stereotyping is avoided. Ensures both sexes have equal opportunity in using all play materials and provides materials traditionally used by both sexes (e.g. clothes and tools in dress up; dolls and soft toys in blocks).	
8) Is aware of and respects diversity in many ways: a) Respects the customs and culture of each child in their care. b) Provides materials (books, pictures, puzzles, games, dramatic play materials, dolls, play people, puppets, music, videos, etc.) that reflect a wide range of diversity including race, culture, age, ability, and gender in non-stereotyping roles.	

Facilitate Children's Creative Expression

To be creative is to come up with something new; to generate a new idea, a new toy, or material; and/or to transform materials.

Creative expression is deeply satisfying and pleasurable.

Early Childhood Educators provide art, music, and play materials through the day and support children's efforts in maintaining these activities and in cleaning up. The Early Childhood Educator supports children's efforts to generate their own ideas and use materials in their own way rather than requiring children to reproduce the ideas of the teacher.

Adequate time is allowed for such activities (e.g. upwards of an hour on some occasions) and opportunities to repeat activities time after time. For young children, the process is all encompassing, the product immaterial; and it is only gradually that the children begin to care about a product.

The Early Childhood Educator appreciates children's creative expression; and supports it through conversations, display of work, and careful organization of the environment in which it occurs. (Problems in this area could include extensive use of photo or hand copied drawings for colouring, models to copy, workbook tasks, or other stereotyped craft activities that inhibit children's use of their own ideas.)

- Supports children's unique ways of expression.
- Emphasizes process over product.
- Appreciates children's creative expression.
- Encourages children to use materials in their own way.

Criteria: Facilitate Children's Creative Expression	Comments, give examples. (Please add reflective comments.)
1) Art, music, dramatic play materials, writing, and drawing materials are accessible to children at free play and group times.	
2) Helps children maintain these materials by preparing and cleaning them up with children such as making play dough and finger paint; and washing easels.	
3) Encourages children to use materials in their own way as well as provide them with a variety of techniques and materials with which to experiment.	
4) Allows sufficient time to explore materials and to return to them later. Stores work that is meaningful to children.	

Criteria: Facilitate Children’s Creative Expression (continued)	Comments, give examples. (Please add reflective comments.)
5) Permits children to own their work (e.g. to display, take home, or dispose of as they wish).	
6) Demonstrates care and resourcefulness in displaying children’s work to share with others. Uses good aesthetic judgement through the classroom.	
7) Shares or records (e.g. in photos, drawings) construction projects or other perishable work.	
8) Encourages children to recall, describe, and share those experiences with others.	
9) Avoids use of colouring book pages, workbook pages, photocopies pictures, and other stereotyped materials.	

Curriculum and Learning Environments

A good program absorbs children’s interest so much in natural activity that discipline problems are minimized. When planning interesting things to do, the Early Childhood Educator provides materials with which the children may interact and from which she/he expects their knowledge about the world to develop; not through teacher-directed methods.

- Provides materials which encourage children’s exploration.
- Supports an attitude of inquiry.
- Supports problem solving.
- Encourages children’s development of strength, body, and special awareness.

Introductions to the major symbol systems of the culture, the printed word, and numbers are embedded in activities which offer play and exploration. They support an attitude of inquiry and problem solving. Interesting materials allow children to think. Blocks are organized in ways that offer access to mathematics and science concepts in informal ways. Also, introducing children to major technologies of society such as carpentry, photography, computers, book making, newspaper making, and cooking offer informal math and science experiences.

Use of picture books; reading; writing and drawing materials; flannel graph materials; puppets, storytelling; and poetry, together with evidence of children creating with these materials, support intellectual development.

Also important to the development of the whole child, are musical experiences; gross motor development opportunities; and fine motor and eye-hand coordination activities.

Criteria: Curriculum and Learning Environments	Comments, give examples. (Please add reflective comments.)
1) Provides varied activities and rotates materials and toys so all children can find challenging things to do without being bored or unduly frustrated.	
2) Develops activities out of teacher’s observations of children’s interests, questions, ideas, and needs.	
3) Supports children in planning and recalling what they have done so that the children think about what they are going to do and what they have accomplished.	

Criteria: Curriculum and Learning Environments (continued)	Comments, give examples. (Please add reflective comments.)
<p>4) Writing – The educator provides:</p> <ul style="list-style-type: none"> a) Opportunities to dictate and watch words being transcribed into print and to illustrate stories which are then kept on a shelf with other books. b) Opportunities to learn about forms of writing and seeing print used in functional ways (e.g. lists, signs, messages, etc.). c) Opportunities to ‘write’ using symbols, words, and scribbles. d) Language charts used for modeling, recording ideas, and orientation of print. e) Encourages children to take risks with printing; provides ways for children to experiment with print (e.g. dedicated writing area, writing tools in several areas of room, clipboards, etc.). 	
<p>5) Storytelling/developing listening skills:</p> <ul style="list-style-type: none"> a) Teacher uses reading to model/emphasize beginning, middle end; reviews story with children; uses illustrations as cues; draws attention to print. b) Various opportunities for, and ways of, listening (e.g. recorded stories, one-on-one, in groups, ‘reading’ to each other). c) Encourages children to predict what will happen next; chime in to repetitive phrases; recognize rhymes and alliteration. d) Provides flannel pieces or other props for familiar stories so that children can recreate the story themselves or tell it to others. 	
<p>6) Reading:</p> <ul style="list-style-type: none"> a) Draws attention to the fact that writing differs from drawing, and that words and letters convey meaning. b) Through appropriate children’s literature, introduces new vocabulary. c) Introduces idea of ‘research’ (e.g. getting useful information from non-fiction books). d) Re-tells favourite stories often and provides opportunities for children to re-tell the story. e) Can articulate children’s stages of literacy development. 	

Criteria: Curriculum and Learning Environments (continued)	Comments, give examples. (Please add reflective comments.)
<p>7) Informally introduces children verbally and/or with materials to mathematical concepts. Methods include:</p> <ul style="list-style-type: none"> a) Looking for similarities and differences. b) Making comparisons. c) Matching and sorting. d) Experiencing and manipulating the arrangement of objects in space. e) Experiences with measuring. f) Counting. g) Noticing one-to-one correspondence. h) Familiarity with written numbers. i) Encouraging children to think about all of the above. 	
<p>8) There are daily activities/language used by the educator to promote math/number learning (e.g. setting tables; counting children present; using timers; block play).</p>	
<p>9) Provides activities that require recording math concepts (e.g. charting, graphing, and recording, but NOT worksheets).</p>	
<p>10) Informally introduces children to science concepts. Methods include:</p> <ul style="list-style-type: none"> a) Explorations and play with objects such as: <ul style="list-style-type: none"> o Collections of natural objects. o Games (e.g. nature matching/sequencing cards, lotto). o Books. o Realistic-looking animals of various kinds. b) Discovery of how things work, respond, and change. c) Regular cooking and baking opportunities. 	
<p>11) Develops an awareness and respect for the natural world such as:</p> <ul style="list-style-type: none"> a) Observing natural changes. b) Caring for growing things and animals. 	
<p>12) Everyday events are used as a basis for learning about nature/science (e.g. weather; observing birds; actions of the wind; apples changing colour in the air; etc.)</p>	
Criteria: Curriculum and Learning	Comments, give examples.

Environments (continued)	(Please add reflective comments.)
<p>13) Children are shown how and encouraged to:</p> <ul style="list-style-type: none"> a) Use a variety of tools to extend observations. b) Hypothesize. c) Raise questions. d) Make observations and record using words, pictures, charts, and graphs. e) Describe, compare, sort, classify, and order materials. f) Develop tentative explanations and ideas. g) Share and discuss ideas and listen to new perspectives. 	
<p>14) Regularly provides experiences indoors and outdoors by:</p> <ul style="list-style-type: none"> a) Using music and movement. b) Using rhythm instruments or sound-making materials. c) Singing songs and playing musical games. d) Providing equipment to develop balance, coordination, and musicality. 	
<p>15) Provides outings; visitors and new experiences of interest (e.g. carpentry) to children. Provides opportunities for children to reflect upon and represent these experiences (e.g. through adding play areas such as offering writing and packaging activities after visiting the post office; or drawing and writing about these experiences).</p>	
<p>16) If applicable, provides appropriate use of technologies</p>	

Criteria: Curriculum and Learning Environments (continued)	Comments, give examples. (Please add reflective comments.)
<p>17) Provides a variety of manipulative and perceptual materials for children to explore that encourages fine motor and eye-hand coordination. Some examples are:</p> <ul style="list-style-type: none"> a) Small building toys such as various types of interlocking blocks. b) A variety of art materials. c) Manipulative materials such as beading, weaving, and peg boards. d) A variety of puzzles including jigsaw, knobbed, and form. 	
<p>18) Provides a variety of gross-motor materials for children to explore that encourage gross motor experiences. Some examples are:</p> <ul style="list-style-type: none"> a) <i>Materials</i> – Balls, sticks, ramps, large blocks, etc. b) <i>Opportunities</i> – Climbing, jumping, etc. c) Experiences should be set up indoors and outdoors. d) Children have the opportunity to develop upper and lower body strength. e) Children have the opportunity to develop spatial awareness. 	

Resourcefulness

Resourcefulness is the quality of seeing unusual uses for materials readily available or showing flexibility in designing new ways to use old materials. It is a disposition to invent, using materials at hand, to suit the Early Childhood Educator's needs.

- **Flexibility in designing new ways to use old materials.**
- **Collects ideas, materials, and resources.**

Signs of this resourcefulness are the following: Using found or free materials provided by the community; inviting parents and others with interesting skills or materials to share these with the children. It includes collecting resources such as songs; ideas for art and small group activities; books; puppets; play props or kits; picture files; work-job kits; theme, web, or interest centre materials; and so forth.

Criteria: Resourcefulness	Comments, give examples. (Please add reflective comments.)
1) Uses free and found materials to create materials and activities for the children.	
2) Utilizes people and places in the community to enrich the program.	
3) Encourages parents to share their interests, skills, and cultural background to provide links between home and the child care centre.	
4) Constantly collects materials to enrich programming.	
5) Develops collections of children's songs, finger plays and poems, and books and learning materials.	
6) Can locate the resources desired and develop new uses for old ones.	
7) Can adapt old resources to new situations (e.g. changing words of songs to suit new interests).	

Criteria: Resourcefulness (continued)	Comments, give examples. (Please add reflective comments.)
8) Can implement activities to help the program become visible in the community.	
9) Can include global or local events in programming as they become of interest to the children.	

Documentation of Program

Keeping a record both of the program in general and the progress of specific children allows the Early Childhood Educator to demonstrate what has occurred in parts of the program under her/his responsibility. The Early Childhood Educator will demonstrate that there is progress in place for keeping such records. These materials do not include forms kept for the institution such as attendance records, medical slips, and all the myriad forms that serve to record most basic procedures. It does include all of the documentation kept to plan the program in the setting.

- **Articulates goals for children’s development.**
- **Documents children’s changing development needs and interests.**
- **Evaluates and reflects.**
- **Articulates goals for self.**

There are a variety of methods the Early Childhood Educator may use to accomplish this including some record of planning and some record of results and activity. Supplements to this may include wall charts, photographs, slides, or other visual records.

Criteria: Documentation of Program	Comments, give examples. (Please add reflective comments.)
1) Articulates goals of children’s development and makes these strategies visible.	
2) Documents children’s changing interests, needs, and development over time through observations, records of some kind, anecdotal reports, and/or samples of child’s work.	
3) Uses comprehensive documentation on children as a basis for meaningful conferences with colleagues, parents, and relevant professionals (e.g. individual portfolio, pedagogical documentation panels, and learning stories).	
4) Evaluates and reflects on program content and structure and periodically reviews their effectiveness.	
5) Articulates goals for self as an Early Childhood Educator in terms of program development; and plans and implements ways to reach these goals.	