

# Connecting our Practices to the Framework

An exploration of early years practices and principles within  
*Capable, Confident, and Curious: Nova Scotia's Early Learning  
Curriculum Framework*

# Through your eyes... What is the Framework?

- How would you 'name' the general practices described within the Framework?
- What does the framework 'say' to you in terms of curriculum?
- Are there any types of curricula or programmes that come to mind when you reflect upon these descriptions?

# What is curriculum?

- Definition – what is curriculum?

# What is curriculum?

- Betty Jones: “Curriculum is what Happens” (personal communication)
- Australian Department of Education, 2010: “Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development.”

# The Framework as... A Big Umbrella?



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What's  
underneath  
this 'umbrella'?

The focus of  
the  
Framework:

## **The Image of the Child-**

knowing yours and using it, making it  
visible in our practices

What's  
underneath  
this 'umbrella'?

The focus of  
the  
Framework:

**Intentionality/ professional judgement -**  
co-construction in collaboration with the  
child

What's  
underneath  
this 'umbrella'?

The focus of  
the  
Framework:

**Play as a way of learning -**  
recognizing, valuing, and articulating  
this



What's  
underneath  
this 'umbrella'?

The focus of  
the  
Framework:

**Relationships –**  
with people, materials, the outside world

What's  
underneath  
this 'umbrella'?

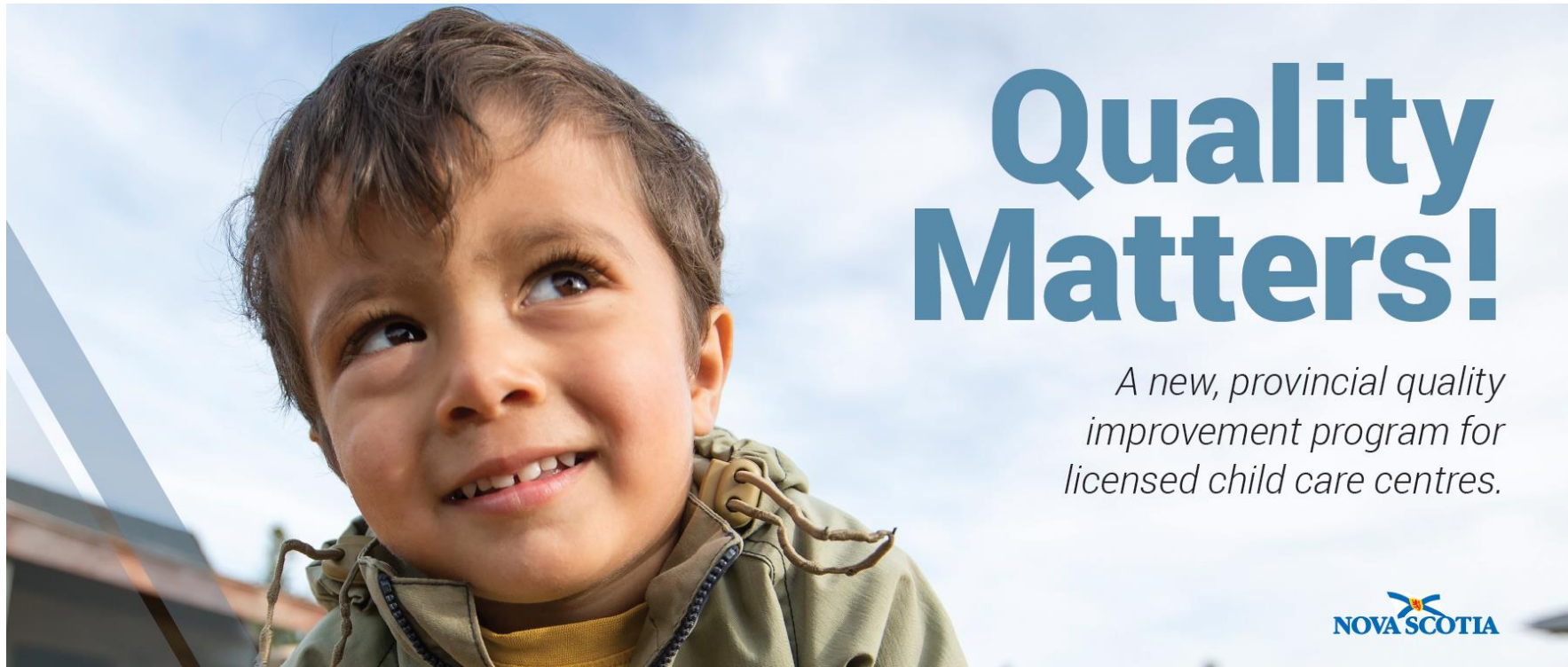
The focus of  
the  
Framework:

**Families, communities and cultures -  
welcoming and partnering**

What's  
underneath  
this 'umbrella'?

The focus of  
the  
Framework:

**Responsiveness to children's ideas,  
thinking and strategies –  
through reflective planning**



# Connections to Quality Matters

# What does all of this look like in practice?

This is a journey....





How does our  
Image of the  
Child appear in  
our daily  
practice?





Trusting children to use interesting and complex materials?

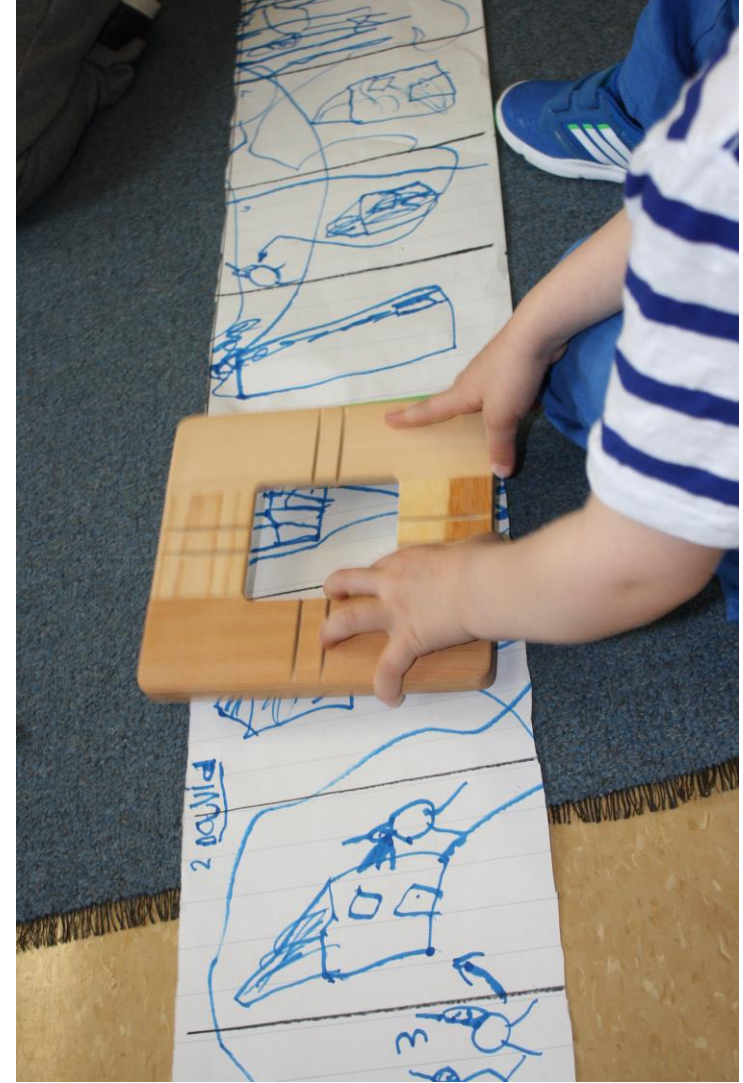


Seeing  
children as  
competent; as  
producers of  
interesting  
ideas and  
strategies?





Solvers of  
complex  
problems?



## Intentionality and professional judgement

- 'Child-initiated, Teacher-framed'
- The teacher has a voice, and co-constructs with the child in response to their ideas, strategies and thinking

What might  
intentionality  
look like?

Sometimes,  
Invitations  
and/or  
challenges....





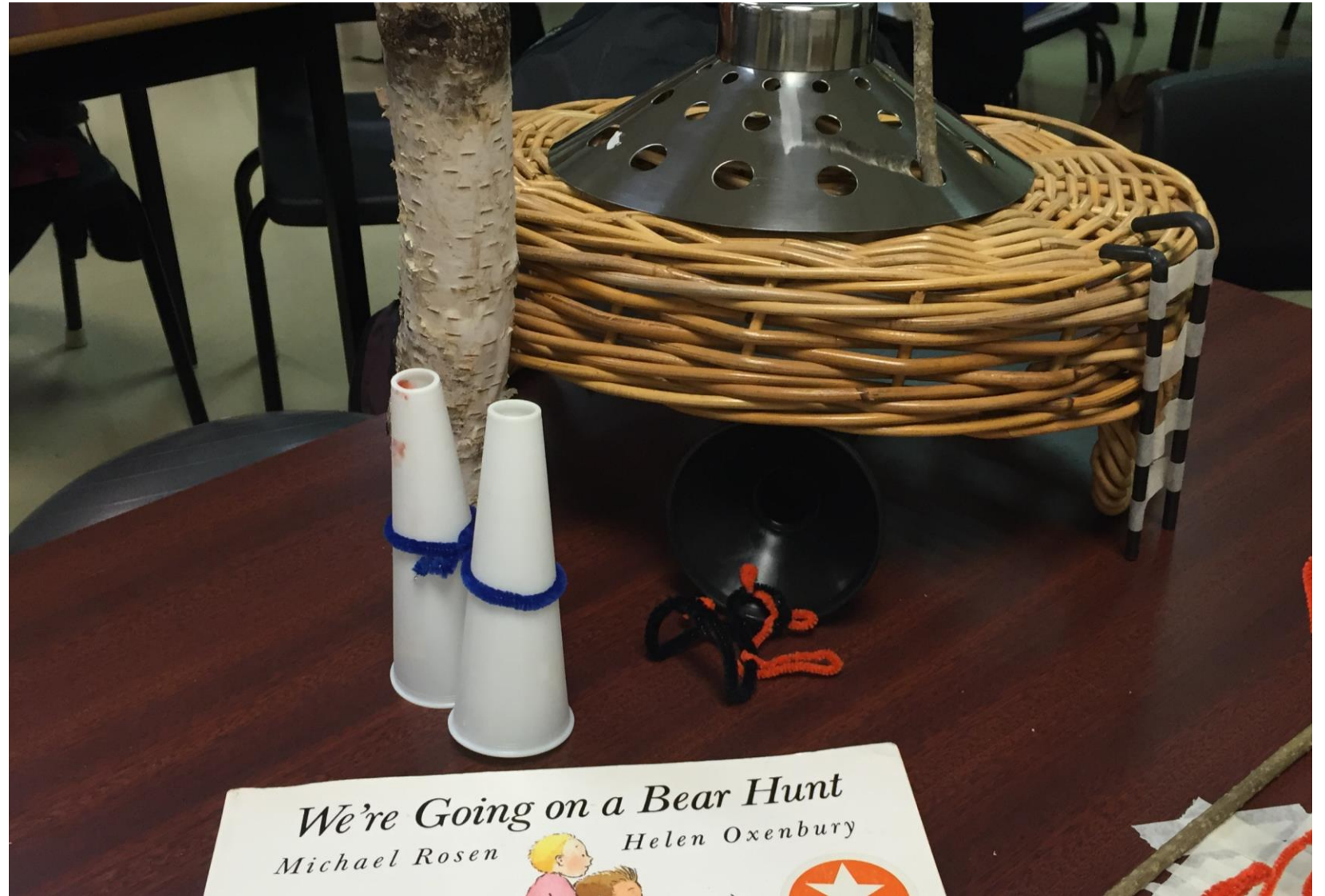




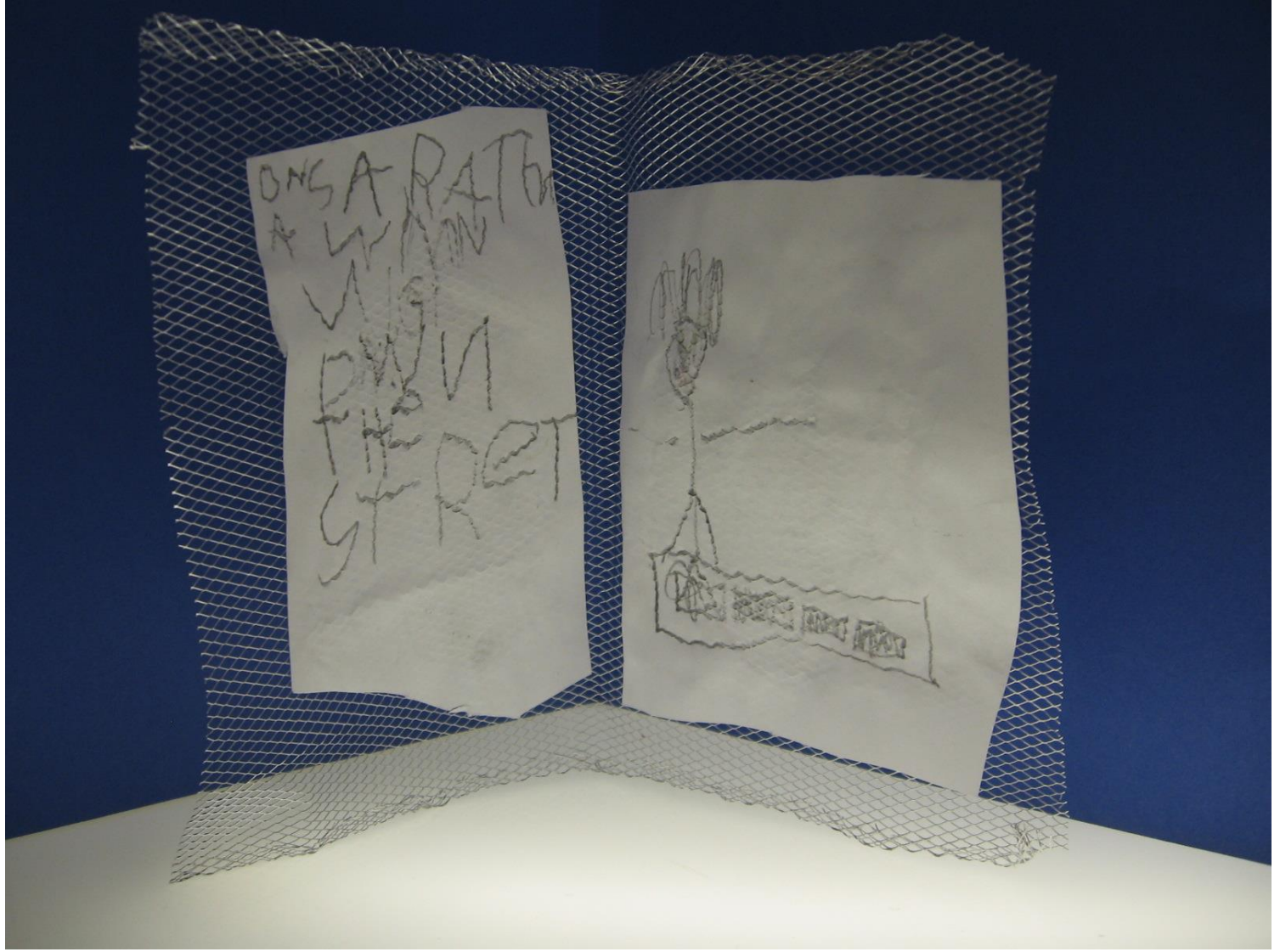




....or, a change  
to the  
environment  
(e.g. loose  
parts,  
literature, etc)













You've Won  
the Lottery!



Collaboration  
with the  
community  
and/or families

How is every  
family  
represented in  
our settings?  
Where and how  
do children see  
themselves?



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Children in  
**relationship** –  
with people,  
the world, and  
materials

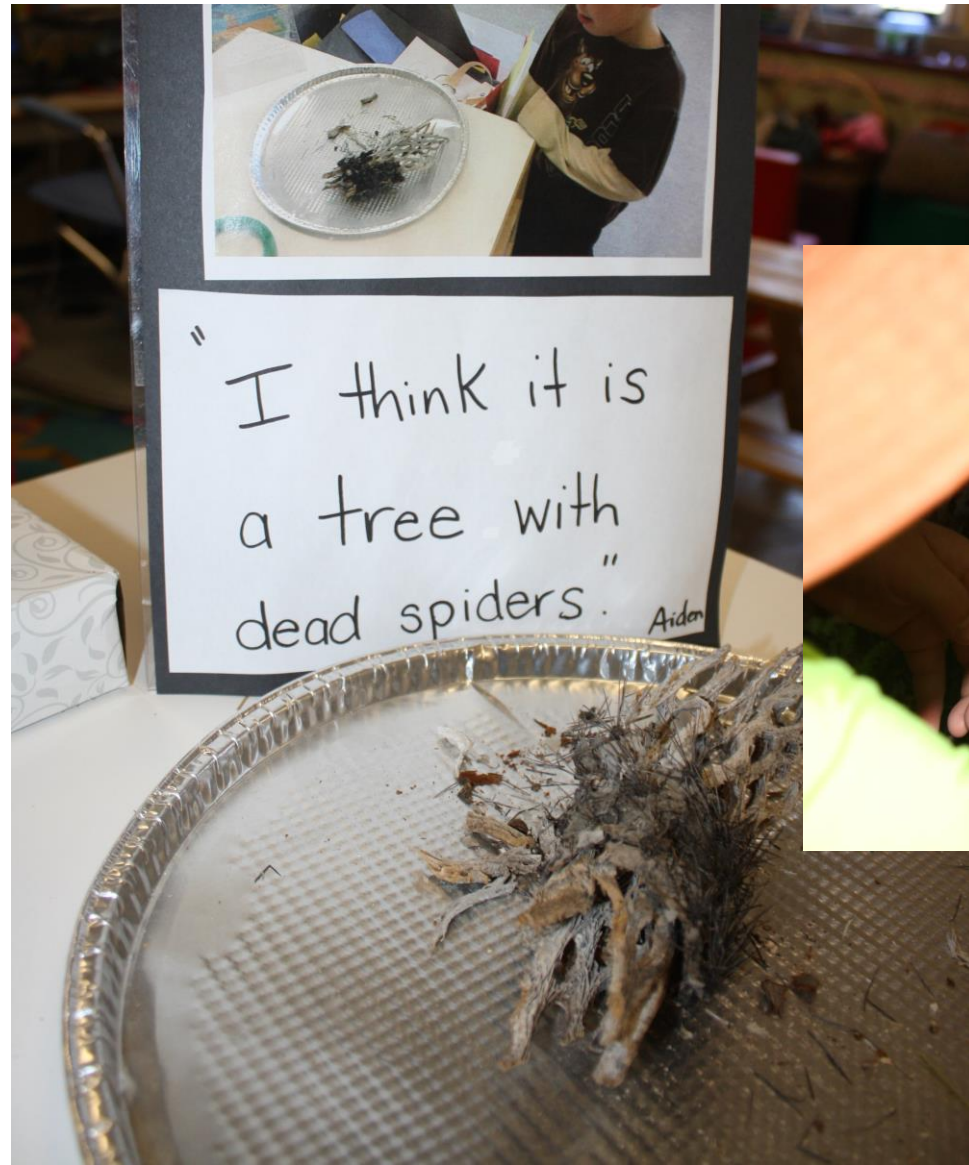




# Relationships with the community



In relationship  
with their  
world





Play as a way of learning;  
can we articulate the  
'how'?

Let's describe the play.....





Collaboration	Empowerment
Cooperation	Imagination
Balance	Creativity
Equilibrium	Independent thought
Decision making	Critical thinking
Problem solving	Perspective
Strategy	Schemas
Persistence	Adjustment
Tenacity	Adaption
Trial and error	Sound
Mistakes	Vibration
Pride	Auditory discrimination
Accomplishment	Visual discrimination



This is about  
so much more  
than building a  
tower....  
Let's Dissect!



This is much  
more than  
climbing up a  
slide... Let's  
dig deeper!

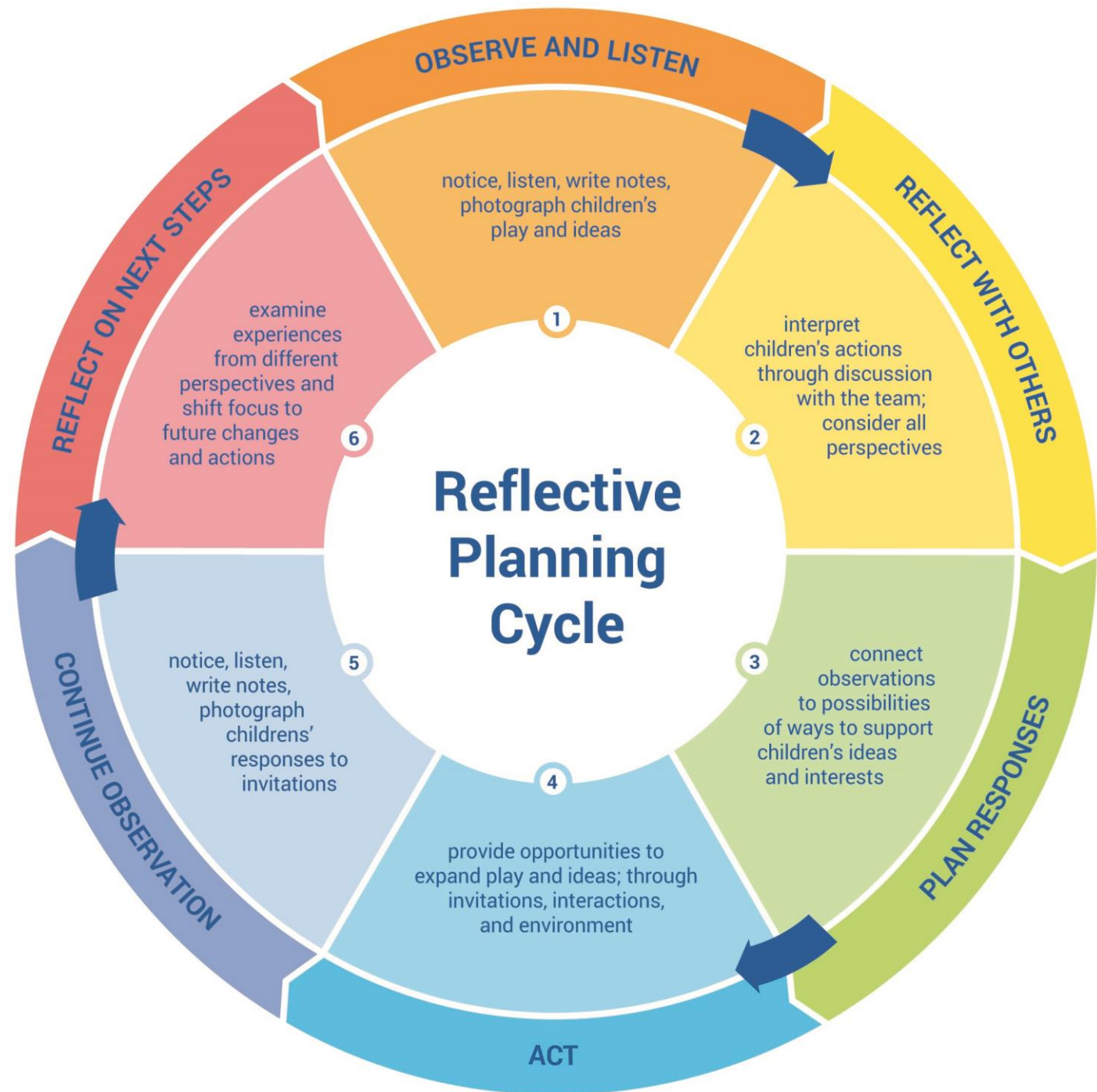


This is so much more than lining up mini pop bottles... Let's analyze what is happening here!!!





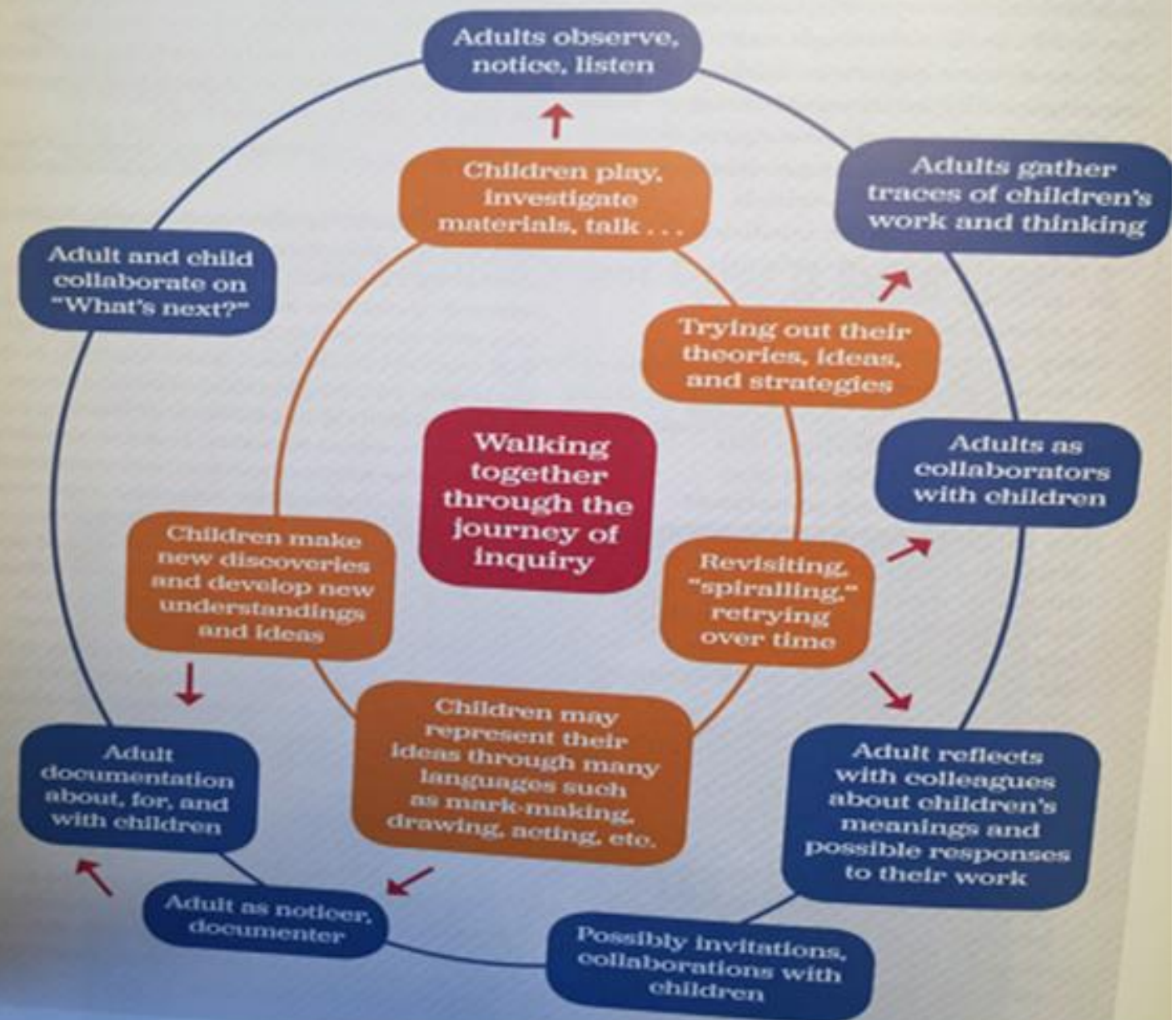
# Reflective planning cycle



How are adults  
and children  
connected in  
this process?

- Making your own connections

## Cycle of Inquiry for Both Children and Adults

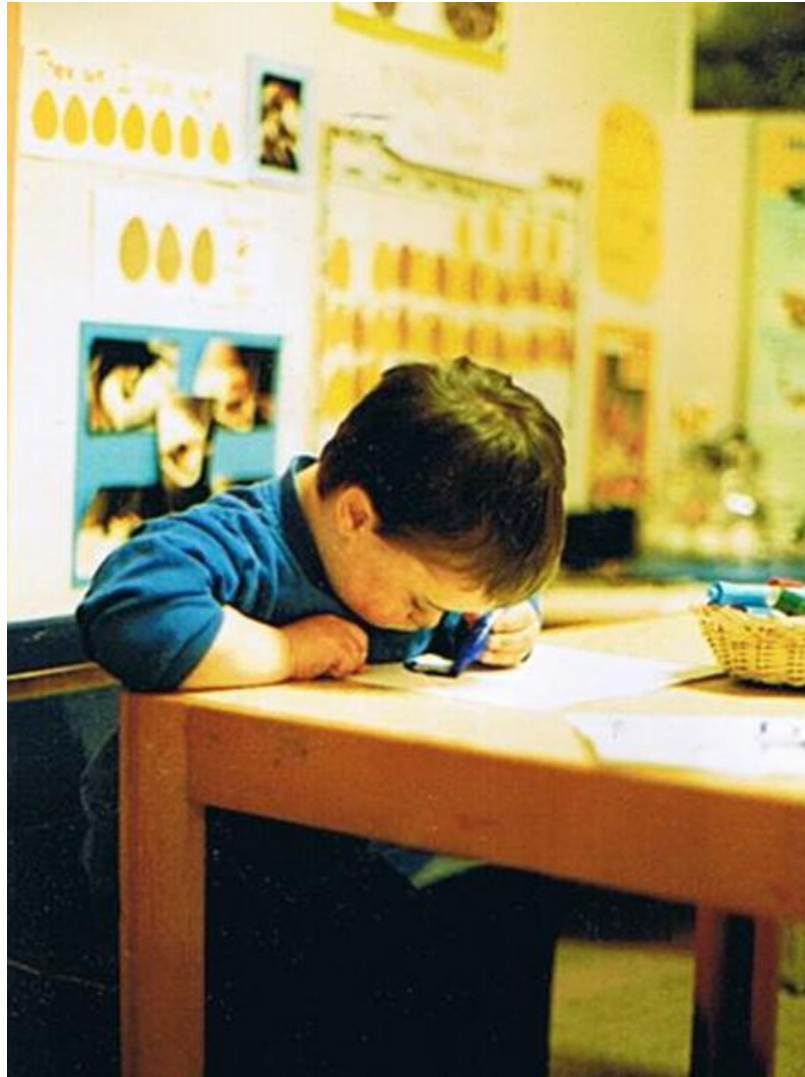


Recognizing  
what we see  
and hear.  
What do you  
notice in this  
photograph?





What can  
you say  
about this  
one?

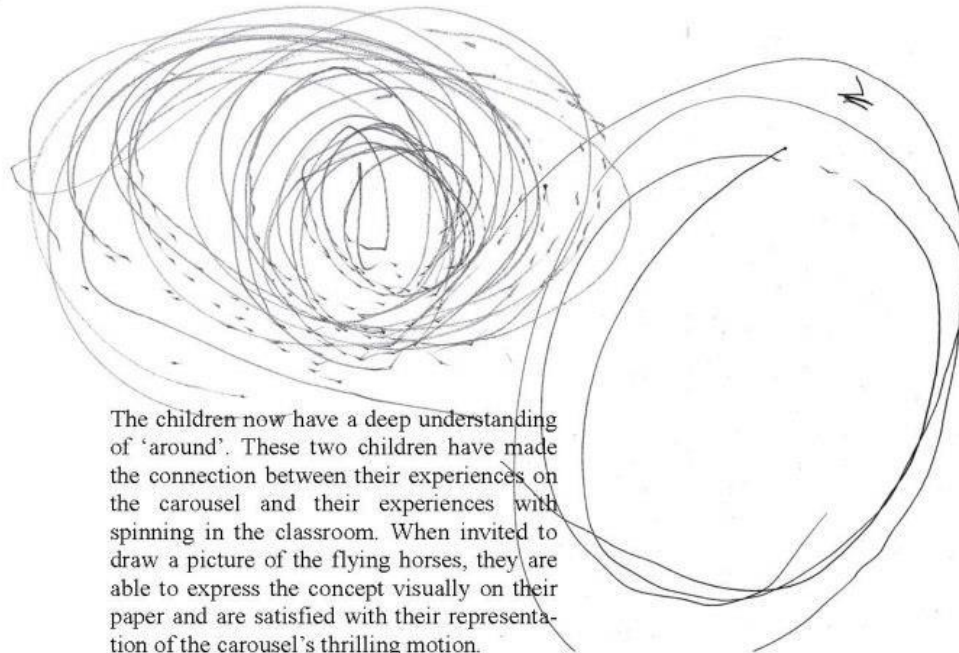




# Can you draw the Flying Horses?

*“Around! Ok, do you want to see me draw ‘around’?”*

*“It spins all around!”*



The children now have a deep understanding of 'around'. These two children have made the connection between their experiences on the carousel and their experiences with spinning in the classroom. When invited to draw a picture of the flying horses, they are able to express the concept visually on their paper and are satisfied with their representation of the carousel's thrilling motion.

*“And these are fast, right? They really go really fast.”*

# Can you draw the Flying Horses?

"Around! Ok, do you want to see me draw 'around'?"



"It spins all around."

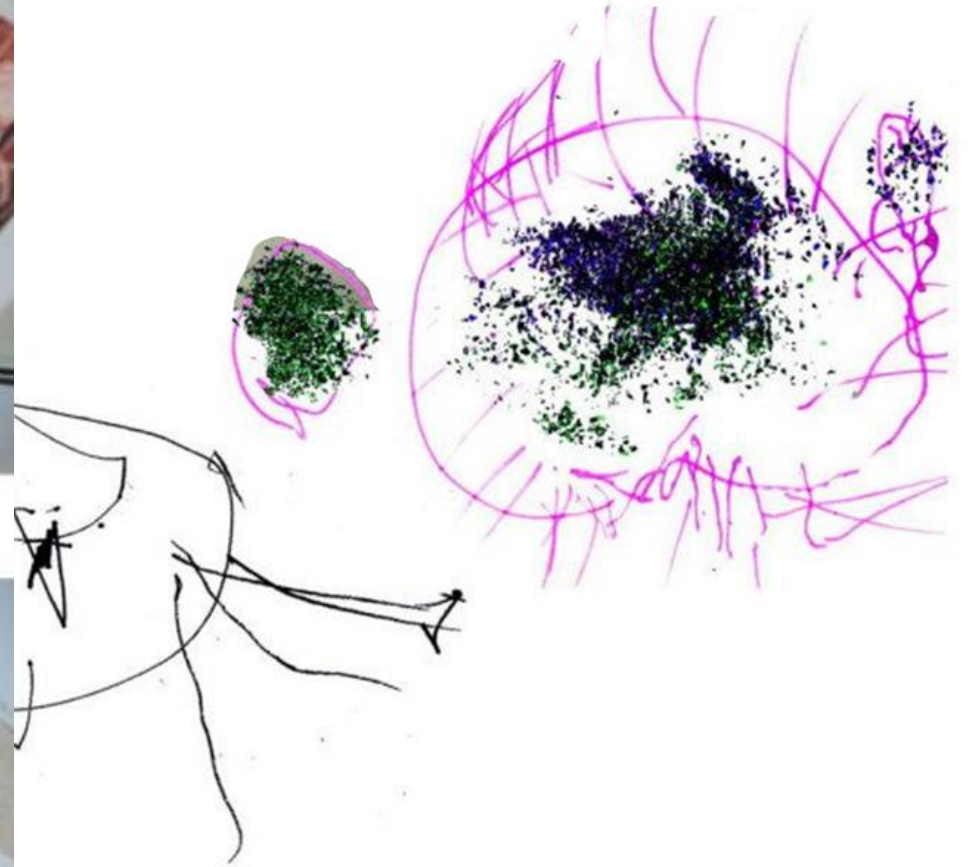
"And these are fast, right? They really go really fast"

"I'm going to do a tail  
and a leg and a face  
and one of these – a  
saddle."

"I draw a tail. A big tail!"

"A head is right on the  
top."

"TaDa! I made a horse."





Children in  
relationship  
with their  
cultures and  
languages







"Are Dolphins wild?"  
-Jake

Nous avons montré les  
photos différentes dauphins  
pour explorer la question.

"Yes, babies live in a Maison  
and when they grow up they  
are wild." - Dawson

"No, parce que I saw a  
dolphin show in Cuba."- Flint

" They can be sauvage and  
domestique because the wild  
ones live in the ocean and  
some can live in aquariums.  
I saw that."-Andrew



" domestique because they  
can be small."- Olivia

# Nurturing Gaelic language

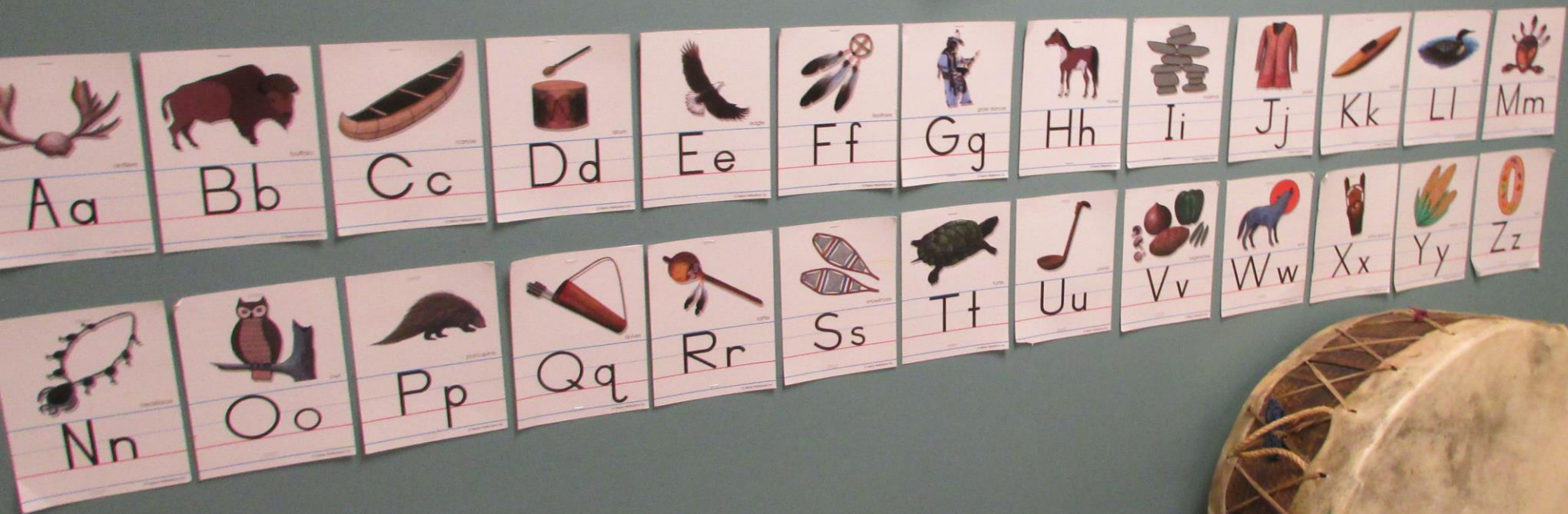




# A Mi'kmaq childcare setting













# Reflective & responsive planning

week of Jan 16 - 16

Observations, Studio/sensory/snack Susan				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Responses/plans</b> Easel: white, grey, pale blue on one side, reg. colours on other Light table with watercolours (2)	<b>Responses/plans</b> Exploring texture (paint effects using saxon wrap, foil, paper towel, overlap ch with watercolours). Also still out yesterday's pastels & do drawing on top with black marker	<b>Responses/plans</b> Watercolor with salt effects Beading: (long enough for bracelets)	<b>Responses/plans</b> Overhead projector with acetate & Sharpies Easel open with provocation for representational painting (aged picture book looks to easel) (tape vine) observations	<b>Responses/plans</b> (response to previous) (response to previous) (response to previous) (response to previous) (response to previous)
<b>observations</b> Much interest in the shells that some shared at morning meeting. More shells put out, with nice glassed pencils, for display as invitation. One child showed others how to create a rubbing that displayed the textures & lines on the shells. Tafari persevered until he mastered this. Also, on round table, children intrigued by shapes & other patterns on shells	<b>observations</b> Four or five children really noticed & enjoyed the effects of the plastic wrap on the paint. Find another way to make marks?	<b>observations</b> Created mottled effects → blue to making meeting to connect with illustrations	<b>observations</b> Interesting effects made by David, Levi, Sara, when they layered their acetate drawings to make various lines.	<b>observations</b> (response to previous) (response to previous) (response to previous) (response to previous) (response to previous)

Observations, “Area of the room”		Week of :		
Monday	Tuesday	Wednesday	Thursday	Friday
<i>Responses/plans</i>	<i>Responses/plans</i>	<i>Responses/plans</i>	<i>Responses/plans</i>	<i>Responses/plans</i>
<i>Observations</i>	<i>Observations</i>	<i>Observations</i>	<i>Observations</i>	<i>Observations</i>

Reflection: Where are you now in relation to the Framework?

What are your immediate thoughts and points of recognition?

From small to large aspects....where in the journey are we?





What's next for  
you?

What is a first  
or next step  
that you might  
take?

- Immediately
- Over the next few months
- Over the long term