Review of Early Learning Frameworks in Canada

The 2005 federal/provincial child care agreements committed the provinces to creating detailed Action Plans based on the four "QUAD" principles of quality, universal inclusion, accessible and developmental early learning and care services. Among the first products provinces developed in response to the agreements were comprehensive early learning frameworks (ELFs); statements of common principles, approaches and tools to guide practice in early childhood settings.

To date, seven provinces have developed ELFs with Alberta and Newfoundland set to release theirs in the fall of 2014. Each document was locally constructed using a variety of approaches. Their uses vary. In Quebec, Prince Edward Island and New Brunswick, the ELF is the designated guide for early childhood settings. BC's framework is required for its school-based Strong Start Centres. PEI and NB mandate certified training in their respective frameworks. While Ontario's ELF is not mandated, the City of Toronto has tied its approaches to its quality assessment criteria.

Despite their different paths to development, the frameworks host many similarities. Families and communities are viewed as partners who strengthen the program's ability to meet the needs of young children. Respect for diversity, equity and inclusion are embraced as essential for optimal development. A planned curriculum, anchored by play, is recognized as best able to capitalize on children's natural curiosity and exuberance to learn. Most jurisdictions continue to add to their frameworks with resources to enrich programming.

The documents are largely written for those who work directly with young children and their families. They inform staff expectations of the children and help to document their own and the children's progress. They guide educators in the scheduling of routines and activities, the organization of indoor and outdoor space and the adaptation of space and activities to include children with special needs.

In addition to informing professional practice, early years frameworks can be a resource for directors, school principals, senior administrators and other decision makers on how to allocate resources and set policies in tune with the developmental needs of young children. This becomes particularly important, as schools expand their mandates to include early education and care.

This overview is organized around 20 sections highlighting the process, audience, theoretical approaches, developmental areas, resources and supports for each framework. It is not intended for comparison but to showcase the rich body of work that has emerged from Canada's early childhood sector.

The Atkinson Centre extends its appreciation to the Department of Education, Culture and Employment of the Northwest Territories for sharing this resource and to Atkinson Centre Postdoctoral Fellow Dr. Emis Akbari, Executive Director Dr. Palmina Ioannone, and the interns from the George Brown College ECE degree program, Iris Liu, Jenny Rajewski and Stephanie Sorgiovanni for their assistance in compiling the information.

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New Brunswick

Key Early Learning Framework/Curriculum Document(s)

Website Links:

- *New Brunswick Curriculum Framework for Early Learning and Child Care: English*: http://www.gnb.ca/0000/ECHDPE/curriculum-e.asp
- *Le Curriculum éducatif pour la petite enfance francophone du Nouveau-Brunswick: Français* http://www.gnb.ca/0000/ECHDPE/curriculum-f.asp

Supporting/Related Documents Links:

- Valuing Early Learning and Child Care: A Collaborative Assessment Tool (Nov 2013)

	DESCRIPTION
1. Title of Framework	Department of Education and Early Childhood Development. (2008). *New Brunswick Curriculum Framework for Early Learning and Child Care: English*: Fredericton, NB. Ministère de l'Éducation et du Développement de la petite enfance (2008). *Le Curriculum éducatif pour la petite enfance francophone du Nouveau-Brunswick: Français*: Fredericton, NB. [1]
2. Authors/advisors of framework	**English:** University of New Brunswick's Early Childhood Centre Research and Development Team working with 166 contributors in advisory and working groups from UNB, government, community colleges, parent and educator associations and community and special needs support agencies: • Project Directors, Pam Whitty & Pam Nason, University of New Brunswick

[1] Note: *Le Curriculum éducatif pour la petite enfance francophone du Nouveau-Brunswick: Français is not a translation. The early learning curriculum for New Brunswick's francophone community was independently developed and supported. It is referenced here for information. This review is of the English curriculum only.*

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	Francophone Framework: Membres du Groupe de recherche en petite enfance francophone (GRPE) :Rose-Marie Duguay, Léona Bernard, Gilberte Couturier LeBlanc, Yolande Castonguay LeBlanc working with an advisory group of government, community college, parent and educator associations.
3. Consultation process	Broad consultation process that included visitations, public forums and symposia, extensive feedback from external reviewers and piloting the Framework in several early learning settings.
4. Background research	Broad literature review including the Gunilla Dahlberg and Peter Moss series. Review of the OECD's Starting Strong papers and Early Childhood Country Profiles, the New Zealand, Tasmanian New South Wales and Swedish curricula. Consultation with University of Regina and University of Victoria,
5. Application of framework: a. age range of children b. organizations c. intended audience	Birth to five years a. *The Early Childhood Services Act* requires operators of early learning and child care facilities (both centre based and home based) serving children from infants to 5 years of age to implement one of the curriculum frameworks. Is also a resource for parents and staff in other programs and services designed for young children and their families. b. Use as a source of information for early childhood educators, professionals, para-professionals, and parents.

	DESCRIPTION
6. Purpose of the framework	The framework is intended to provide a foundation for an emergent and engaging curriculum with an experiential-based approach, for children to encourage optimum development and learning.
7. Structure of document	**Section 1** – Describes the context and values from which the curriculum framework flows – including Vision, Purpose, and Structure. It has a strong Values section. **Section 2** – Outlines four broad goals for early learning and care: 1) Well-being; 2) Play and Playfulness; 3) Communication and Literacies; 4) Diversity and Social Responsibility **Section 3** – Learning **principles**; Documentation/assessment (Purpose and methods, p.64), and Continuities (pedagogical continuities; success at school) and Transitions (home to centre; centre to school; school readiness) **Section 4** – Expansion of each of the 4 broad goals to illustrate what is involved in learning and the professional **practices** to support learning and care - Extensive examples of practice and provision to use across age groupings. **Section 5** – Literature review and bibliography that grounds the work in contemporary theory and practice. • **Supporting Documents:** Professional Support Documents are provided in addition to the curriculum for the following areas: 1) Well-being (Emotional Health and Positive Identities; Belonging; Physical Health); 2) Play and Playfulness (imagination and Creativity; Playful Exploration and Problem Solving; Dizzy Play); 3) Communication and Literacies (Communicative Practices; Multimodal Literacies; Literate Identities with/in Communities); 4) Community Day Care Homes; 5) Learning and Caring with Infants and Toddlers; 6) Diversity and Social Responsibility 7) Valuing Early Learning and Child

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	Care: A Collaborative Assessment Tool (Nov 2013)
8. Theoretical model:	Theoretical model – a **holistic/socio-cultural model** with goals specific to communication and literacies throughout the document. It is also influenced by the critical and post-structural image of the powerful, competent child. The curriculum framework is **Values-Based:** 1) distinctiveness of childhood; 2) children's rights; 3) inclusiveness and equity; 4) compassion and caring; 5) living democratically; 6) individuality and independence; 7) social responsibility; 8) communication; 9) imagination, creativity, and play; 10) aesthetics; 11) spirituality; and 12) zest for living and learning.
9. Attention to specific developmental/ curricular areas	
a. Culture	**Excellent, broad understanding of culture and the elements needed for a respectful, culture-based program** p.5 "Diverse families and communities may differ in what they believe to be best for their children, and the children themselves are entitled to a voice. …[C]hildren's best interests must be understood in the context of their dynamic relationships with families, communities, languages, and cultures. We must honour diverse family circumstances, languages and cultures even as they celebrate the commonalities that bind them together."

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	"When educators and families are of different cultures or language groups, emphasis is on building a strong, trusting relationship through good communication." p.13. Includes excellent suggestions Cultural sensitivity included in Goal 4: "Diversity and Social Responsibility" p.52 including sub goal - inclusiveness and equality as well as the importance of being educated about each other's cultural heritages "in order to become knowledgeable and confident in various cultural identities."
b. Inclusiveness /Diversity	**Goal 4 – DIVERSITY AND SOCIAL RESPONSIBILITY** Diversity and Social Responsibility – 1) Inclusiveness and equity - refers to all children, regardless of race, religion, culture, language, social and economic status, gender, sexual orientation or ability. Focus on valuing individuality and respecting diversity; working to change inequality; 2) Democratic practices – refers to learning about social justice, as well as decision-making in a democratic way; and 3) Sustainable Futures – refers to being environmentally and socially responsive and responsible; and developing and fostering of natural resources Inclusiveness and diversity highlights the importance of children learning about their cultural heritages and those of other families within the centre and the broader society; and becoming knowledgeable and confident in their various identities including cultural, racial, physical, spiritual, linguistic, gender and socioeconomic. Pays attention to **socio-demographic diversity** – the split between rural and urban needs by creating space for local knowledge, sense of place and the discussion of difference.

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c. Social/ emotional development	**Goal 1 – WELL-BEING** Well-Being – 1) Emotional Health and Positive Identities – refers to the development of a sense of self and a sense of others; and 2) Belonging – having a sense of place and forming relationships that are grounded on mutual respect. Emotional Health and Belongingness highlights the importance of children learning self-respect, confidence and initiative.
d. Physical development	**See Goal 1: WELL-BEING:** 1) Emotional Health and Positive Identities; 2) Physical Health A safe and caring environment is one where a child's physical and socio-emotional needs are cultivated, cared for, and protected. 1) Their positive identities and sense of belongingness; children are also nurtured to have a sense of self and a sense of others, and 2) children are encouraged to take personal care and hygiene, with an emphasis on nutrition and body and movement exploration.
e. Creative development	**See Goal 2: PLAY AND PLAYFULNESS** – 1) imagination and creativity Children are encouraged to develop flexible and adaptable thinking, seeing people and places from varying perspectives and lenses, and expressing their own unique ideas.

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f. Oral language development	**See Goal 3: COMMUNICATION AND LITERACIES** – 1) communication practices Children are encouraged to form relationships through communicative language. Educators are encouraged to provide a rich environment of language though various modalities such as song, poetry, books, instruction and jokes. Children are fostered to learn the diversity of language and encouraged to use language to express themselves and their own unique ideas and concepts.
g. Emergent literacy and mathematical thinking	**See Goal 2 and 3: PLAYING AND PLAYFULLNESS & COMMUNICATION AND LITERACIES** *Goal 2:* 2) Playful exploration and problem solving: Children learn patterns and relationships, sorting and matching, sizing and ordering and sequencing and grouping. They also develop a terminology to describe similarities and differences, patterns and relationships *Goal 3:* 2) Multi-modal literacies: Children explore a variety of sign systems (language, music, math, art, drama, and representation) and multimodal meaning making. 3) Literate Identities Within Communities: Children also co-construct a range of literate identities that range from family and cultural literacies to global literacies. Children engage critically in the literacy practices of popular culture and the literacy tools of digital technologies. Children engage in the symbols and practices of math.

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10. Play and exploration	**GOAL 2: PLAY AND PLAYFULLNESS** – 2) Playful exploration and problem solving: Children experience open and flexible environments where playful **exploration, problem solving and creativity** are encouraged and purposefully planned. Children learn about the properties of objects, test their limits, negotiate the complexities of joint undertakings and employ creative approaches to identifying and working out practical problems. 3) Dizzy Play: Children are encouraged to enjoy **"Dizzy Play**" when they take pleasure in being on the edge and take pleasure in sharing the **joy** of laughter, making nonsense, clowning and physical humour. Rowdy, physical dizzy play! P.118.
11. Learning environment	**SECTION 3 and GOAL 4: DIVERSITY AND SOCIAL RESPONSIBILITY:** 3) Sustainable futures - Good description of learning environment as **purposefully designed.** A child's learning is enhanced when they are: 1) cultivated in close, caring, consistent and dependable relationships. Educators show daily interaction to ensure continuity of care, they show culturally appropriate affection, and they are flexible and adopt a positive tone for interactions; and 2) the curriculum is tailored and personalized to a child's individual interests, strengths, abilities and vulnerabilities with the use of a rich variety of materials, strategies and learning approaches. The learning environment is designed to meet a wide range of strengths, interests and passions and are adapted to be inclusive of all children. **"**Environments that are beautiful, joyful and rich in opportunities for sensory stimulation, social interaction, language, exploration, manipulation and representation will enhance healthy development and learning and increase children's potential" (p. 14).

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12. Other aspects of the curriculum (Example – reflective questions,	**SECTION 1:** Sections on "Valuing Children", "Valuing Cultures and Languages", "Valuing Relationships" and" Valuing Environments". Addresses the individuality of children within the context of personality, culture and environment. **SECTION 3:** Documentation and Assessment (p.65) by educators of children and of centres as viewed as a 3rd teacher. Each goal includes a section for reflection for educators in order to foster and nurture expansive thinking **SECTION 4 –** Extensive section where each of the 4 goals are expanded to include columns on: 1) what is involved in learning; 2) sample narratives or examples; 3) suggested provisions and practices; and 4) Reflection for educators.
13. Role of early childhood educators	**SECTION 1:** Stresses the importance of educators in cross-cultural settings and the importance of building (p. 13). Stresses that challenges in relationships often result from differences in beliefs and values on early learning strategies. When families, children and educators do not share similar beliefs, ideas and values about optimal learning conditions, relationships may become strained. This page provides advice to educators to help through challenges such as: documentation of child progress and behaviour, modelling, listening, respecting, joining in, inviting, and asking questions.

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14. Training and professional development for early childhood educators	UNB-ECC designed and piloted the Programme of Professional Learning which was integral to the curriculum and supporting documents. Workshops were developed by the ECC and transitioned over to the Early Childhood Care and Education, NB. Educators are required to take training in the ELF for Professional Learning Certification which at this time is 30 hours.
15. Roles and relationships with parents, families, communities	**SECTION 1:** Excellent section on "Valuing Relationships". Stresses the importance of 1) Child and educator relationships; 2) peer relationships; and 3) Community relationships that stresses consultation, collaborations and participation between professionals and paraprofessionals
16. Continuity between early childhood education and care and school programs	**SECTION 3:** Framework is designed to link with other community-based programs and supports and complement the school curriculum and reduce fragmentation of learning continuity. This is ensured by 1) acknowledging the diverse and unique contributions child and families bring and using them to help establish routines; 2) having educators impart their knowledge about rules, routines and expectations to their communities by engaging in administrative responsibility, visiting each other's sites as well as job swapping; 3) having an open door policy to foster supportive relationships; and 4) having ongoing and open discussion about pedagogical and curricular continuities Focus is also placed on: 1) Transitioning children and ensuring continuity from home to centre and centre to school: by making families feel welcome, allowing for lengthy transition times to help nurture and promote relationships, accepting differences in values, involving families and daily documentations

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	2) Pedagogical Continuities: implementing curricula that are linguistically and culturally responsive to children and families will help continuity 3) Continuity of policies, resources: quality of early learning and care that children experience prior to school entry influences school achievement and readiness New Brunswick focuses on a K-12 Curriculum in the context of outcome and stresses continuity of learning.
17. Evaluation/Assessment	SECTION 3: Purpose is to focus children's, parents', and educator's attention on what individual and groups of children are learning. Observation of children is key as well as uses of both narrative (listening, photographs, observations and anecdotes) and normative (individual assessments that locates the child within age norms) evaluation and assessment. Valuing Early Learning and Child Care in Actions: A Collaborative Assessment Tool was published in November 2013 to support the assessment process. Importance for educators to be: 1) aware that some forms of assessment are socially and culturally biased; and 2) sensitive, as parents place great value in what they say and their view points are powerful determinants of what they do with their children.
18. Sustaining the framework	Staff are required to have certified training in the curriculum documents.

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19. Comments	Cultural consciousness and cultural continuity a high priority for NB When educators and families are of different cultures or language groups, emphasis is on building a strong, trusting relationship through good communication – excellent suggestions p.13 Emphasis on broad-based learning goals and narrative assessment and **NOT** on developmental outcomes and deficit-based assessment. Socio-demographic diversity – the split between rural and urban needs by creating space for local knowledge, sense of place and the discussion of difference.
20. Accessibility	221 pages plus supporting documents.

Prince Edward Island

Key Early Learning Framework/Curriculum Document(s) (with dates):

- *PEI Early Learning Framework: Relationships, Environments, Experiences. The Curriculum Framework of the Preschool Excellence Initiative*. http://www.gov.pe.ca/eecd/eecd_EYFrWrk_Full.pdf

Supporting/Related Documents Links:

- http://earlychildhooddevelopment.ca/content/about (Early Childhood Development Association of PEI)
- http://www.gov.pe.ca/photos/original/k_doc.pdf (Kindergarten Integrated Curriculum document)
- http://www.gov.pe.ca/photos/original/edu_ENGHandbook.pdf (Kindergarten Integrated Curriculum document-Handbook for parents)
- http://www.gov.pe.ca/photos/original/edu_fr_immersio.pdf (Kindergarten Integrated Curriculum document-French Immersion)

	DESCRIPTION
1. Title of Framework	PEI Department of Education and Early Childhood Development (2011). *PEI Early Learning Framework: Relationships, Environments, Experiences The Curriculum Framework of the Preschool Excellence Initiative*.
2. Authors/advisors of framework	Prepared for PEI Department of Education and Early Childhood Development by Kathleen Flanagan. Directors of Early Years Centres in Prince Edward Island and PEI Early Learning Framework Advisory Committee.

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3. Consultation process	A variety of Directors of Early Years Centres in PEI participated in ongoing provincial consultations where feedback was provided, new ideas were given, as well as hopes for the new PEI framework
4. Background research	• Australia: Being, Belonging, Becoming • British Columbia: The British Columbia Early Learning Framework • Ireland: Creatchuraclam na Luath-Óige – The Early Childhood Curriculum • Framework • New Brunswick: New Brunswick Curriculum Framework for Early Learning and Child Care • New Zealand: Te Whariki – The Curriculum for Early Childhood Education • Ontario: Early Learning for Every Child Today • Quebec: Accueillir la petite enfance: Le programme éducative des services de garde du Québec - Meeting Early Childhood Needs: Québec's Educational Program for Child Care Services • Saskatchewan: Play and Exploration: Early Learning Program Guide
5. Application of framework: a. age range of children b. organizations c. intended audience	• Children from infancy to school entry • Required for all Early Years Centres in Prince Edward Island. Not required for private centres or family day homes • Written for directors and educators in Early Years Centres, and may also be of interest to educators in different types of early childhood programs, as well as to parents.

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6. Purpose of the framework	• Encourages Early Childhood Educators to design learning environments for children that are relevant to their communities, respectful to PEI's different cultures and languages, and appropriate for children with a wide range of abilities (p. 5) • Provides a consistent approach across all Early Years Centres, and a common language for communicating with parents and other educators. The framework also outlines a vision for children, learning principles, and learning goals for children from infancy to school entry (p. 10)
7. Structure of document	**Section 1-Introduction:** PEI's vision for children, theoretical foundations, and information about the Early Learning Framework for PEI **Section 2-Learning through play:** Children's play, definitions and types of play, the complexity of children's play **Section 3-Role of the Early Childhood Educator:** Directors, Early Childhood Educators, Code of Ethics **Section 4:** Inclusion **Section 5-Learning Principles:** Overview of learning principles, relationships, environments, and experiences **Section 6-Learning Goals:** Overview of learning goals, well being, exploration and discovery, expression and communication, social and personal responsibility

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	Section 7-Strategies and Reflections: Strategies, reflective practice, reflections, goals, objectives and strategies (well being, exploration and discovery, expression and communication, social and personal responsibility) **Section 8-Documentation and Assessment:** Children's learning and development, observation, portfolios, learning stories/narrative descriptions, and the early learning scale **Section 9:** Acronyms and Glossary of Terms **Section 10:** Bibliography **Appendices and List of Figures**
8. Theoretical model	**Social pedagogical approach:** in the early years learning is influenced by the quality of the child's interaction and relationship with other children and adults, as well as experiences encountered through active play. Children are co-constructors of their own learning and make their own meaning through their individual every day experiences (p.7). **Constructivist Approach**-influenced by developmental theories of Jean Piaget and Lev Vygotsky encompasses: • Each child is unique, brings unique talents and abilities to the learning process and must be actively engaged in their own learning (p.7) • Children are shaped by their families, communities and cultures (p.7) • Learning is viewed as an active and social process (p.7)

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	• Adults/educators take on the role of the facilitator rather than adopting a didactic approach to teaching (p. 7)
9. Attention to specific developmental/curricular areas	Has specific goals set out for each aspect outlined in a description with a chart for infants/toddlers, and a chart for preschool children. The chart also encompasses ways that educators can support this type of learning
a. Culture	Early Childhood Educators are encouraged to design learning environments for children that are relevant to their communities, respectful of PEI's different cultures and languages, and that are appropriate for children with a wide range of abilities (p.5). The approach followed (constructivist approach) describes that children are shaped by their families, communities, and cultures. Educators are encouraged to adapt the learning environment and children's experiences to their particular communities, to the cultures and traditions of the families of the children in their programs, and to be inclusive of all children (p.10) The culture of the child is very much respected as it is incorporated into the early learning programs, environments, and is acknowledged as a positive difference that each child possesses **Section 7: Strategies and Reflections-Social and Personal Responsibility (Culture and Heritage)** In order for children to respect their own culture and the culture of others they must: • Develop a sense of personal respect for themselves and for others

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	(p.41) • Develop a sense of identity with the culture and heritage of their family, their community, and Prince Edward Island (p.41) • Develop an awareness and appreciation for other cultures and languages of the world (p.41)
b. Inclusiveness/Diversity	**Section 4: Inclusion** Inclusion in Early Years Centres embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, race, culture, language, religion, family structure, or social/economic circumstances to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for all children and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential (p.31). The framework sets out to be inclusive towards all children's unique experiences that stem from their families, communities, and cultures The responsibility of the ECE is to: • Plan and deliver inclusive play-based learning and care programs for children in order to promote their well-being and holistic development (p. 25)
c. Social/emotional development	Social/emotional development are outlined under "learning goals" in a separate category for social development (social responsibility) and for emotional development (expression and communication)

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	Section 6: Learning Goals Expression and communication: • For very young children, expression and communication are integrally linked to emotional and social development (p. 69) Social Responsibility: • Includes learning objectives of self-regulation and self-discipline, culture and heritage and environmental awareness and care of the earth
d. Physical development	**Section 7: Strategies and Reflections**-Well Being (Physical health and Personal Safety) The framework emphasizes a section on Natural Environments, "Introducing rocks, shells, and plants in the classroom give children a knowledge and appreciation of the physical world around them (p.49)" A well designed learning environment helps to contributing towards the child's overall physical development (p. 50)
e. Creative development	See **Section 7: Strategies and Reflections**-Expression and Communication (Creativity and the Arts)
f. Oral language development	See **Section 7: Strategies and Reflections**-Expression and Communication (Language and Literacies) Outlines specific outcomes for oral language (p. 118): • Use a variety of means to communicate their ideas, thoughts, and needs

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	• Use increasingly complex language structures in conversations and play • Listen with understanding and engage in increasingly longer verbal conversational exchanges with other children and adults • Develop a love of stories and books
g. Emergent literacy and mathematical thinking	See **Section 7: Strategies and Reflections**-Exploration and Discovery (Problem solving and Numeracy) Through play children learn: • Pre- mathematical concepts such as classification, quantity, ordering, sets, and comparisons (p.18) • Develop strategies to solve problems, and learn how to work in collaboration with others as a team (p.18) • Opportunities arise to observe, experiment, and share their understandings form the basis for mathematical and scientific problem solving (p. 18)
10. Play and exploration	**Section 2 (Learning through play):** • Explains the role of play in children's early learning • Definitions of play and the different types of play • The complexity of children's play and how it contributes to lifetime success in learning
11. Learning environment	**Section 5 (Learning Principles):**

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	• Explains early learning environments that integrate the Reggio Emilia and Montessori visions of the environment • Describes how the early years environment work as a continuous flow between Early Childhood Educators, young children, and their parents • Explains the benefits of this type of environment for children's learning and well being • Encompasses aspects of culture and natural environments being incorporated inside the classroom, as well as outdoors when exploring natural outdoor environments
12. Other aspects of the curriculum	**Section 7:** Strategies, reflective practices, and reflections (for infants/toddlers and preschool age children) on well being, exploration and discovery, expression and communication, social and personal responsibility
13. Role of early childhood educators	As outlined by Canada's Occupational Standards for Early Childhood Educators: • Responsible for the planning and delivery of inclusive play-based learning and care programs for children, the assessment of the programs and the overall progress of children in these programs. Also, to communicate with parents/guardians of children in the program in order to improve the development of the child • Facilitate experiences daily that support and promote each child's physical, language, emotional, cognitive, and creative development and behavior while respecting inclusion principles/diversity of the population

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	• Completes a variety of health and safety procedures that comply with quality standards, and current laws and regulations • Form collaborative partnerships with children's families, while respecting the parent's role as a primary caregiver and each families composition, language and culture. Also, using community resources to support the achievement of program objectives • Work as a team member to develop learning environments that support productive work, meet professional needs, recognize and capitalize on the strengths of fellow team members, and provide mutual support, collaboration and assistance • Demonstrates professionalism by participating in ongoing professional development training, follows the Code of Ethics, maintains required certifications and registrations, and respects the right of children and their families by demonstrating confidentiality while maintaining appropriate records and documentation
14. Training and professional development for early childhood educators	All certified staff must complete 30 hours of professional development within a three-year period for renewal of their certification. There is a requirement for centre licensing that all other staff (who are non-certified) complete the same requirement of 30 hours of professional development, in order for a centre to be able to renew its license. The Early Childhood Development Association of PEI offers resources and professional development opportunities for Early Childhood Educators.
15. Roles and relationships with parents, families, communities	• A part of PEI's vision for children is that it is strongly influenced by how families, educators and communities relate to children and the values

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	from all of these aspects that influence their relationships and environments (p.6) • The constructivist approach which PEI follows also implies that children are shaped by their families, communities and cultures (p.7) • Educators in PEI are encouraged to adapt and apply learning environments and children's experience to coincide with their particular communities, cultures and traditions of the families of the children in the programs (being inclusive of all children) (p.10) • One of the main roles of ECE's are to form collaborative partnerships with children's families that honor the family's role as primary caregiver, and respects each family's composition, language and culture (p. 25)
16. Integration of early childhood care and education	Early childhood care and education is seen as complimentary to each other within the PEI Early Learning Framework: • The framework outlines that Early Childhood Educators must recognize that that the quality of children's experiences in early childhood education and care is dependent on the quality of the relationships between the Early Childhood Educator and the child (p.24). • Support given from research within the framework regarding care and education states that, "formal education levels and recent, specialized training in child development have been found to be consistently associated with high quality interactions and children's development" in early childhood education settings (Shonkoff and Phillips, 2000, p. 316).

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17. Continuity between early childhood education and care and school programs	*The Department of Education and Early Childhood Development* provides a link to the Kindergarten Curriculum that encompasses the PEI Early Learning Framework, as well as a document on Kindergarten French Immersion integration, a Kindergarten Integrated Curriculum Document, and a Physical Education Curriculum Guide for Grades K-6 http://www.gov.pe.ca/eecd/index.php3?number=1027167&lang=E In regards to *Learning Stories and Narrative Descriptions* (Section 8: Documentation and Assessment): • It is noted that "this is not a school curriculum, based on subject knowledge and school-based skills. It is an early childhood curriculum, based on belonging, well- being, exploration, communication, and contribution" (Podmore & Carr, AARE – NZARE Conference on Research in Education, Melbourne, 1 December, 1999).
18. Assessment and Evaluation	The ELF encompasses a section on documentation and assessment that includes: • Child's learning and development • Observation and portfolios • Learning stories and narrative descriptions • The Early Learning Scale to document and assess children's developmental progress Also, a section available on goals, objectives and strategies to make sure infants/toddlers and preschool children are on the right track in regards to

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	their well being, exploration and discovery, expression and communication, and social and personal responsibility
19. Sustaining the framework	The ELF is supported in compulsory pre- and in-service training. An accelerated program is offered by colleges to increase the number of staff with one year certificates in ECE.
20. Accessibility	Well written, organized sections, uses positive professional language (includes a section of acronyms and glossary of terms in **Section 9**) 198 pages.
Comments:	• In this framework it is strongly believed that the quality of care and adult-child relationships directly influences the quality of the overall program and educational outcomes • Recognizes Aboriginal cultures under the section "Social and Personal Responsibility: Cultural History" • Inclusion and the inclusion/integration of all children's cultures, families and communities is strongly emphasized throughout this framework

Quebec

Key Early Learning Framework/Curriculum Document(s):
Website Links:

- *Meeting Early Childhood Needs: Québec's Educational Program for Childcare Services Update*
  http://www.mfa.gouv.qc.ca/fr/publication/Documents/programme_educatif_en.pdf
- French Version: *Accueillir la petite enfance: Le Programm*è *èducatif des Services de Gard*è *du Qu*è*bec*
  http://www.mfa.gouv.qc.ca/fr/publication/Documents/programme_educatif.pdf

Related Documents:

- *Québec Education Program. Chapter 4: Preschool education*
  http://www1.mels.gouv.qc.ca/sections/programmeFormation/primaire/pdf/educprg2001bw/educprg2001bw-040.pdf
- *Draft Preschool Education Program - Full-Day Kindergarten for 4-Year-Olds From Disadvantaged Areas - Version of July 9, 2013*
  http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/reseau/formation_titularisation/ProgrammeMaternelle4ans_ang_s_02.pdf

	DESCRIPTION
1. Title of Framework	English Title: Ministry of Families, (2007). *Meeting Early Childhood Needs: Québec's Educational Program for Childcare Services Update*. Quebec City, Quebec: *Ministère de la Familie et des Aînés.* French Title: Ministère de la Familie (2007).*Accueillir la petite enfance: Le Programm*è *èducatif des Services de Gard*è *du Qu*è*bec.* Quebec City, Quebec: *Ministère de la Familie et des Aînés.*

	DESCRIPTION
2. Authors/advisors of framework	Research and Writing: Véronique Forest, Colette Lanthier, Micheline Nelissen and Josée Roy Educational Advisor: Marie Brosseau Working with a broad advisory and review committee with academic, sector and government representation.
3. Consultation process	• Two year consultative process involving broad representation from the early childhood education and care sector, including early childhood educators, universities, and the education sector. • Published first in 1997, and revised in order to better support childcare personnel and home childcare providers in their work with children and to help them update their role in a context that underwent several changes.
4. Background research	Extensive bibliography and references
5. Application of framework: a. Age range of children b. Programs c. Intended audience 1. QUÉBEC, Educational Childcare Act: R.S.Q., c. S-4.1.1, [Québec], Éditeur officiel du Québec, up to date as of March 15, 2007; QUÉBEC	a) Birth to school age (0 – 18 months; 18 – 36 months; 3 – 5 years) b) All childcare establishments in Quebec – childcare centres, day care centres and home childcare operations. All child care establishments are subject to the Educational Childcare Act and its regulation[1], and apply an educational program comprising activities which seek to: 1) Foster children's overall development, particularly their emotional, social, moral, cognitive, language, physical and motor development;

	DESCRIPTION
, Educational Childcare Regulation: R.S.Q., c. S-4.1.1, r. 2, [Québec], Éditeur officiel du Québec, up to date as of March 28, 2007.	2) Help children to gradually adapt to life in society and to integrate harmoniously c.) Educators and home childcare providers Other: pedagogical support staff, managers, college and university early childhood education programs
a.) Purpose of the framework	1.) Seeing to the wellbeing, health and safety of children entrusted to them; 2.) Offering an environment to stimulate development at all levels from birth to school; 3.) Preventing learning, behavioral and social integration problems.
b.) Structure of document	**Part 1: Reference Framework** 1. Supporting the Quality of Educational Childcare Services – objectives for childcare services and the educational program 2. Theoretical Foundations of the Program 3. Basic **Principles** of the Program – these principles guide practitioners in their day-to-day interventions with children and families 4. Development of the Whole Child – five developmental dimensions **Part 2: Application** 1. Educational Intervention – observation, planning/organization, intervention, reflection-feedback. 2. Structuring of activities 3. Structuring of the premises 4. Relationship with parents

	DESCRIPTION
c.) Theoretical model:	**Theoretical model**: holistic/socio-cultural with some elements of pre-primary **Framework states that it supports two main theories:** 1) Ecological approach – the importance of the interaction between the child and his/her environment (Diagram on p.12) 2) Attachment theory – the importance of establishing a meaningful relationship between the adult and the child **Five Basic Principles of the Educational Program Ensued From the Theoretical Foundations Listed Above:** 1. Each child is unique 2. Children are the primary agents of their development 3. Child development is a comprehensive, integrated process 4. Children learn through play 5. Cooperation between childcare personnel or home childcare providers and parents is essential for the harmonious development of the child
d.) Attention to specific developmental/curricular areas	

	DESCRIPTION
a. Culture	7.1 Structuring of the Premises: Incorporating materials that reflect various cultures, countries, or that represent various impairments helps foster a child's sense of belongingness as well as the acceptance of differences in themselves and others (p. 55)
b. Inclusiveness/Diversity	Establishments promote equity of chances between children, regardless of their social, economic, cultural and religious background. Also equity between girls and boys, and children having special needs.
c. Social/emotional development	Need for child to feel secure and have relationships of trust are vital to development. Children are supported in adaptation to life in the community and their gradual and harmonious adoption of the culture, values, norms and rules of Quebec society (p. 8). Children supported in the development of self-confidence, desire to experiment and express their point of view, a good attention span, and ability to solve problems – viewed as useful skills for school entry. Children introduced to routines/schedules and following instructions. **Resilience** – the ability of a child to maintain or re-establish his/her equilibrium when experiencing a difficulty or a situation that threatens his/her development. **Principle 3.1: Each child is unique** – responsibility of educator to recognize and respect this uniqueness. **Principle 3.3: Child development is a comprehensive, integrated process** – emotional, physical, motor, social, moral, cognitive and language.

	DESCRIPTION
	Also see **emotional dimension** (p. 24) and **social/moral dimension** (p. 26).
d. Physical development	Children are supported in developing sensory perception as infants, fine and gross motor skills, lateralization, increasing autonomy, personal boundaries, high-energy-output activities allowing for channeling energy and reduction of tensions – **physical and motor dimension** (p.25)
e. Creative development	**Principle 3.4: Children learn through play** (p. 20).
f. Oral language development	Children supported in the ability to express themselves and develop a broad vocabulary. See **Cognitive Dimension** (p.27).
g. Emergent literacy and mathematical thinking	Section on cognitive development discusses spatio-temporal organization, imagination, reasoning, deduction, analogy and symbolic representation generally achieved through play. See **cognitive dimension** (p.27).
10. Play and exploration	**Principle 3.2: Children are the primary agents of their development** – The majority of learning by a child results from a natural aptitude and an intrinsic motivation to develop. Children learn spontaneously by experimenting, observing,

	DESCRIPTION
	imitating, manipulating and listening. Adults must support and encourage this development but do not need to impose it from outside. **Principle 3.4: Children learn through play** – Play gives pleasure. It is the main tool whereby children express themselves. Play comes naturally from a child's motivation and personal initiative, and it is the way children explore the world and experiment. Learning is a social experience. Emphases should be on the process of exploration and not the product. Functions of play (list on p.20)
11. Learning environment	This framework views the child's environment in a very broad way to include 1) the child's biological characteristics, 2) his/her immediate environment, and 3) the broader physical, socioeconomic and cultural context in which the child lives. The environment is recognized as essential to a safe and healthy program. It is described and linked to the Principles. Lots of practical suggestions and reflective questions are provided to help with the set up and use of the learning environment. (Layout of the indoor environment begins on page 56, and the outdoor environment on page 60.) They are also differentiated for the three age groups. See section 7 – Structuring the Premises (beginning on page 54).
12. Other aspects of the curriculum (Example – reflective questions,	• Types of intervention styles in a childcare environment with descriptions of adult child engagements for: Directive style, Democratic style and Permissive style (p. 37) • Objectives of educational childcare services: Welcoming children and meeting their needs; Ensuring the health, safety and well-being of children; Promoting the equality of chances; Contributing to the socialization of children; Facilitating the child's entry into school (p. 8-9)

	DESCRIPTION
	• Objectives of educational program: Ensuring children high-quality services; Serving as a reference tool for individuals working in a childcare setting; Fostering consistency between childcare settings; Promoting the continuity of all interventions made with young children and families having young children -Reflective questions aimed at the practitioner located at the end of each chapter • Age-specific examples or descriptions of the dimensions of learning that include how the adult may support or facilitate learning in these dimensions. • Structuring Activities: Routine and transitional activities and play periods- expanding on descriptions of these activities, what children learn during them as well as references to other areas of document that expand further on this learning (beginning on p. 39).
13. Role of early childhood educators	Responsibility of educator/practitioner to complete the 4 steps of intervention: 1) Observation; 2) Planning and organization; 3) Intervention (practitioner's direct involvement in children's activities); and 4) Reflection. Other roles: facilitate play by providing time and space; communicate with parents and always keep a positive reciprocal relationship between child and parents; understand the family reality, provide a safe, stimulating environment, taking part in regular team meetings and discussion groups; promotion of diversity and equality of genders; "allow, facilitate, supervise, guide, coach and support the child on this road to autonomy" (p. 18); mediators between child and their surroundings through meaning making; model and support social development; encouraging exploration

	DESCRIPTION
14. Training and professional development for early childhood educators	The framework has expectations for "good basic training" and "continuous training" of personnel. There is a stated expectation that practitioners should "have a good knowledge of the basic principles and theoretical foundations of the program".
15. Roles and relationships with parents, families, communities	**Principle 5:** Cooperation between childcare personnel or home childcare providers and parents is essential for the harmonious development of the child. Emphasis on practitioner talking positively to child about parents and keeping photos or familiar articles from home close by. Practitioner must also talk positively about the child to his/her parents. Practitioner listens carefully and models oral language and literacy practices. "Another means of developing close cooperation between parents and the childcare establishment consists of encouraging parents to get involved in childcare establishment activities" as well as co-preparing any intervention plans or implementing specific measures (p. 69). There is an emphasis for educators to support parenting skills of both the father and mother (p. 70). "Childcare establishments make a major contribution to the socialization of children by supporting their progressive adaptation to life in the community and their gradual and harmonious adoption of the culture, values, norms and rules of Québec society" (p. 8).

	DESCRIPTION
16. Continuity between early childhood education and care and school programs	Framework has a strong emphasis on childcare with a goal of preparing children for school by supporting the development of attitudes or skills that will be useful in school. Educators support families by facilitating the child's entry into school (p. 9). Children are introduced to schools in their neighbourhood before school entry. Resources for 4 and 5 year old kindergarten build on children's preschool experiences. **http://www.learnquebec.ca/en/content/curriculum_elem/kinder/approaches/kdp/index.html**
17. Assessment and Evaluation	The Application section of the framework outlines a 4-step process: **Observation, Planning/Organization, Intervention, Reflection.** Observation and Reflection describe what may be referred to assessment "*as, for* and *of* learning". Observation: to discover preferences, the needs and the abilities of each child. Observations orient interventions and discussions with families. Observations are recorded in writing using various tools: anecdotal sheet, observation chart, childcare log, rhythm chart (for infants), etc. (p. 32) Planning and Organization: allows for educators to: anticipate activities and interventions to meet the needs and preferences of children; select materials and to prepare the physical environment; set a daily schedule that helps ensure seamless transitions, respects the pace of development of children and is flexible (p. 32)

	DESCRIPTION
	Intervention: educators: accompany children in their activities and intervene if necessary to support and encourage; enrich children's games by proposing variants or by introducing new elements so that children develop by moving from the known to the unknown. Some styles are authoritarian, others more permissive and still others more democratic. (p. 32) Reflection: enables educators: to reflect on their practices and to fine-tune their interventions; gives he opportunity to evaluate all of the elements that ensure the comprehensive and harmonious development of children; to contribute to the consistency in the interventions of the childcare team and to the improvement of the quality of services (p. 32)
18. Sustaining the framework	
19. Observations	Introduces the concept of resilience – the ability of a child to maintain or re-establish his/her equilibrium when experiencing a difficulty or a situation that threatens his/her development. Developed with the expectation that a program common to all childcare programs will make it easier to achieve continuity with Quebec schools and to promote integration with social service agencies and other community services. Childcare is viewed a separate from the educational program. Focus on interventions and risk factors.

	DESCRIPTION
	More emphasis is on routines, schedules and transitional activities than in other frameworks. Discusses the detection role where practitioners draw attention to children who they feel have health or social services issues. Makes links to health and social services specialist services. Discusses the transition of a child from the family setting to the childcare setting and the importance of it being a positive, supportive experience. (See also #14: Observation, or page 32 of document for description under the 4 steps of educational intervention)
20. Accessibility	Number of pages: 100 pages

Ontario

Key Early Learning Framework/Curriculum Document(s) (with dates):

Website Links:

- Early Learning for Every Child Today (2007): http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf
- What is the Early Learning Framework? (2007): http://www.edu.gov.on.ca/childcare/oelf/
- French Version (2008): http://www.edu.gov.on.ca/gardedenfants/oelf/continuum/continuumf.pdf

Supporting/Related Documents Links:

- How Does Learning Happen? (2014): http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf
- What is How Does Learning Happen? (2014): http://www.edu.gov.on.ca/childcare/pedagogy.html
- French Version (2014): http://www.edu.gov.on.ca/gardedenfants/HowLearningHappensFr.pdf

	DESCRIPTION
1. Title of Framework	**ELECT:** *Early Learning Framework,* on line resource based on the report of the Best Start Expert Panel on Early Learning. (2007). *Early Learning for Every Child Today: A framework for Ontario early childhood settings.* Ontario Government. *Le Cadre d'apprentissage des jeunes enfants-Groupe d'étude sur le programme d'apprentissage de la petite enfance, Meilleur départ* (2008). L'apprentissage des jeunes enfants à la portée de tous dès aujourd'hui Un cadre d'apprentissage pour les milieux de la petite enfance de l'Ontario. **How Does Learning Happen:** *Professional learning resource guide,* on line resource that allows educators build upon foundational knowledge from ELECT. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years.* Ontario Government.

	DESCRIPTION
	Guide de ressources d'apprentissage professionnel, sur la ressource en ligne qui aide les éducateurs à construire sur des connaissances de base de ELECT (2014). Comment apprend-on? Pédagogie de l'Ontario pour la petite enfance. Document resource sure l'apprentissage par les relations à l'intention des personnes qui travaillent avec les jeunes enfants et leurs familles.
2. Authors/advisors of framework	**ELECT:** Expert Panel included members from the University of Toronto, Ryerson University, Fanshawe College, Federation of Indian Friendship Centres, George Brown College, OISE, Elementary Teachers' Federation, Universite d'Ottawa, City of Toronto. **How Does Learning Happen:** The Ministry of Education, as well as various system leaders, experts, professionals, and practitioners from all segments of the early years sector. **Note**: English and French authors are the same for both ELECT and How Does Learning Happen. This is a translation.
3. Consultation process	**ELECT:** The Best Start Expert Panel on Early Learning –professionals from the early childhood education and the formal education sectors in Ontario working with the Ministry of Children and Youth Services, Ministry of Education and the Literacy and Numeracy Secretariat. Extensive review of early childhood curriculum and pedagogy in Canada and internationally, research findings and collective professional expertise as well as research from diverse fields **How Does Learning Happen:** Individual dialogue, local focus groups, and various provincial forums.

	DESCRIPTION
4. Background research	**ELECT:** Comprehensive review considered 14 international jurisdictions including Australia, Belgium, Finland, Italy (Reggio Emilia), Japan, New Zealand, Singapore, Sweden, United Kingdom, United States. –the approach of each country is summarized with a focus on elements and components relevant to the Ontario context. The review recognized the specific needs and distinctions of diverse groups of people including but not limited to: refugees, immigrants, those with special needs, and indigenous people.
5. Application of framework: a. Age range of children b. Programs c. Intended audience	a. **ELECT & How Does Learning Happen:** Children from birth to 8 years b. **ELECT:** A guide, but not required for childcare centres, regulated home child care, nursery schools, kindergarten, Ontario Early Years Centres, family resource programs, parenting centres, readiness centres, family literacy, child development programs in Community Action Program for Children, Healthy Babies Healthy Children, early intervention services. The 2013 *Ontario Early Years Policy Framework* recommends developing a "comprehensive framework to guide programming in licensed child care and family support settings" (p. 19). **How Does Learning Happen:** Used as a guide in early years programs such as child care, family programs, and can be used as a resource for those working with children in other contexts (p.12).

	DESCRIPTION
	c. **ELECT:** Prepared for use by early childhood educators, parenting workers, kindergarten teachers, family support staff, early interventionists, home care visitors and other caregivers who are working in early childhood settings. **How Does Learning Happen:** Prepared for use by those working with young children and families (p.5).
6. Purpose of the framework	**ELECT:** A guide to support curriculum and pedagogy in Ontario's early childhood settings. **How Does Learning Happen:** Intended as a guide to help support educators in building on their foundational knowledge of the early years, and incorporates what we have learned from the ELECT document and how it has been applied to programs and practice across the province. It also outlines pedagogical approaches for learning and development (p. 10).
7. Structure of document	**ELECT:** **Part 1: Introduction** **Vision** – to make Ontario an international leader in achieving the social, intellectual, economic, physical and emotional potential of all its children. **Purpose** – a guide to support curriculum and pedagogy in Ontario's early childhood settings **Part 2: Principles** – 1. Early child development sets the foundation for lifelong learning, behaviour and health.

	DESCRIPTION
	2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children. 3. Respect for diversity, equity and inclusion are prerequisites for honouring children's rights, optimal development and learning. 4. A planned curriculum supports early learning. 5. Play is a means to early learning that capitalizes on children's natural curiosity and exuberance. 6. Knowledgeable, responsive early childhood professionals are essential. **Part 3 - Understanding Children's Development** –Emphasizes that early childhood practitioners need to understand the patterns of development in order to plan the best learning environments and interact positively with young children and their families. The *Continuum of Development (p. 24 – 68)* is an extensive section of the framework that is divided into the five broad developmental domains: social, emotional, language, cognitive, and physical. Each domain is divided into 3 columns: 1) domains and skills; 2) indicators of the skill; 3) interactions. Each domain is also divided into 3 age groups: birth to 24 months, toddlers (14 months to 3 years, and preschool kindergarten (2.5 – 6 years). **Part 4: Into Practice** – provides examples that illustrate how early childhood settings and practitioners can put the principles and understanding of child development into action. **Part 5: Assessment, Evaluation and Monitoring** – to gather information on children's learning and development, to plan quality programs, to support communication with parents and to help practitioners to understand how well the program is meeting individual needs. **Part 6: Glossary** **Part 7: Appendices (International curriculum review; Parent involvement; Diversity, Equity and inclusion considerations)**

	DESCRIPTION
	How Does Learning Happen: **Acknowledgements** **A Vision for Ontario's Early Years** **Introduction:** Understanding the image of children, families and educators, and the four foundations of How Does Learning Happen? **ELECT and a Brief History of Early Learning in Ontario:** An overview of ELECT and how this guide helps build from foundational knowledge about children (ELECT), towards pedagogy for the early years (How Does Learning Happen?) **How to Use This Resource Guide:** Outlines goals for children, expectations for programs, and questions for reflection **Supporting a Continuum of Learning:** Outlines continuity of the image of the child from Child & Family Programs and Child Care, through to Kindergarten and Elementary school. Sections on early years curriculum and pedagogy, understanding children from different perspectives, the family, the community, and the educator are also included. **Foundations for Learning:** Includes the four foundations for learning, goals for children and expectations for programs **References**
8. Theoretical model:	**ELECT:** Theoretical model based on a **developmental theoretical model** in combination with **socio-cultural, critical and post-structural theory.**

	DESCRIPTION
	How Does Learning Happen: Theoretical model based on a **developmental theoretical model** in combination with **socio-behaviorist, socio-cultural,** and **critical theory.** There is no diagram.
9. Attention to specific developmental/curricular areas	
a. Culture	**ELECT:** **PRINCIPLE 1 –**Early development and early learning occur in the context of families and communities and is shaped by daily experiences and environments of a child's early life. P.8. **PRINCIPLE 3** – "*Demonstration of respect for diversity, equity and inclusion are prerequisites for optimal development and learning*." (p.11). Addresses concerns about biases and prejudices of staff, uniqueness of Francophone, Aboriginal, rural/remote communities. *"Aboriginal early childhood settings require programming that values Aboriginal languages and culture and is generated from the community rather than imposed on the community."* p. 13

	DESCRIPTION
	*"Rural and remote communities require flexible early childhood settings that can adapt to the challenges of geographic distances and isolation" (*Gott & Wilson, 2004). P.13 **How Does Learning Happen:** **'AN UNDERSTANDING OF CHILDREN, FAMILIES, AND EDUCATORS':** *"Programs should be reflective of the cultural and linguistic backgrounds of the children and families they serve, including those from First Nations, Metis, Inuit, and francophone communities"* (p. 18). "The web of family and community is the child's anchor for early development" (ELECT 2007, p.9). **'EXPRESSION: FOSTERING COMMUNICATION AND EXPRESSION IN ALL FORMS':** **"***Programs where children's home language and culture are valued and supported through various means (eg., books, signs, inviting family or community members to share their language and cultural traditions) can strengthen children's overall language skills and build a sense of self*" (p. 42).
b. Inclusiveness/Diversity	**ELECT:** **PRINCIPLE 3:** A child's differing cultural and social contexts interact with each child's potential for learning and development. Focus is put on respect, inclusions and embracing each other's differences. Turning belief into practice by creating an infrastructure that promotes engagement and inclusion **APPENDIX 3:** "Diversity, Equity and Inclusion Considerations…" – considers unique characteristics of specific groups such as francophone, Aboriginal, rural and remote, special needs, and ethno-cultural communities.

	DESCRIPTION
	How Does Learning Happen: Pedagogical approaches that nurture learning and development in the early years include providing inclusive learning environments and experiences that encourage exploration, play and inquiry (p.16). **'AN UNDERSTANDING OF CHILDREN, FAMILIES, AND EDUCATORS':** The four foundations of learning is a vision for all children's potential and are applied to all children regardless of their age, ability, culture, language, geography or setting (p. 6).
c. Social/emotional development	**ELECT:** **PRINCIPLE 2**: Optimal development is seen as an orchestration between physical, social, emotional and cognitive development. **PRINCIPLE 3**: Children that are vulnerable may need more social and emotional support to promote relationship and trust building and language development. **PRINCIPLE 5:** Social competence, emotional, attention, self-regulation and the ability to communicate and form relationships with others are the groundwork for all types of learning and are best leveraged though play-based learning and environments **PART 3 – UNDERSTANDING CHILDREN'S DEVELOPMENT:** Outlines emotional and social development and milestones for a better understanding of a child's age appropriate needs **How Does Learning Happen:**

	DESCRIPTION
	'SUPPORTING A CONTINUUM OF LEARNING: UNDERSTANDING CHILDREN FROM DIFFERENT PERSPECTIVES': While it is important to place emphasis on the "traditional" domains (social, emotional, physical, cognitive, and language development), it does not provide the whole picture, therefore other areas such as creative, aesthetic, and spiritual dimensions of experience must be considered as well (p. 17). **'WELL-BEING: NURTURING HEALTHY DEVELOPMENT AND WELL-BEING':** Include the connections between cognition, physical and emotional well-being, and self-regulation. It also states that educators who participate in professional learning and connections with community partners to ensure the program foster social and emotional well-being and resilience for children and families is beneficial (p. 33).
d. Creative development	**ELECT:** **PRINCIPLE 5**: Supports creative development through play and exploration. Pretend play is used as a form of communication using a variety of modalities. Pretend play is the primary mode of learning during preschool years that allows fostering of creativity as well as allowing the child to learn varying perspectives **PART 3 – UNDERSTANDING CHILDREN'S DEVELOPMENT:** Outlines creative development and milestones for a better understanding of a child's creative development **How Does Learning Happen:** **Engagement** suggests that when children are able to freely explore their world around them they become fully engaged, and through this type of play they are able to develop

	DESCRIPTION
	skills such as problem solving, creative thinking and innovating (p. 7).
e. Oral language development	**ELECT:** **PRINCIPLE 4:** Includes language and language development as a goal for the planned curriculum. **PRINCIPLE 5:** Mentions that oral language within the context of play is an integral part of play and essential to a child's development and research suggests that pretend play has a critical role in language acquisitions. Language shapes and extends their play to other contexts and environments **PART 3 – UNDERSTANDING CHILDREN'S DEVELOPMENT:** Outlines language development and milestones for a better understanding of a child's linguistic development **How Does Learning Happen:** **'EXPRESSION: FOSTERING COMMUNICATION AND EXPRESSION IN ALL FORMS'** One of the four foundations of learning, **Expression** explains how language rich environments support growing communication skills, which are foundational skills for literacy (p. 8).
f. Emergent literacy and mathematical thinking	**ELECT:** **PRINCIPLE 5: Important quote:** "If the focus shifts from play during preschool years to a strong emphasis on the formal instruction of isolated skills like learning symbols (letters, sounds, numbers), children's literacy skills – as well as their numeracy and inquiry skills – may actually be reduced (Bennet, 2004; Nabuco & Sylva, 1996) (p.17). The relationship

	DESCRIPTION
	between pretend play and literacy acquisition is evident in research because children develop language during advanced play. Numerical thinking begins early in life through conversations using counting words, math relationships, games, etc." p. 17 Children in complex pretend play situations use more advance language and have higher levels of narrative structure – children become storytellers. Encourage environmental print as part of pretend play. **PART 3 – UNDERSTANDING CHILDREN'S DEVELOPMENT:** Outlines cognitive development and milestones including numeracy, problem solving, and sorting, for a better understanding of a child's cognitive development. **How Does Learning Happen:** **Expression** outlines that through children's bodies, words and use of materials, children develop capacities for increasingly complex communication, where opportunities to explore materials support creativity, problem solving, and mathematical behaviors (p. 8). **'ENGAGEMENT: CREATING CONTEXTS FOR LEARNING THROUGH EXPLORATION, PLAY, AND INQUIRY':** Through children's play they explore materials that support increasing awareness and understanding of concepts associated with literacy and numeracy (p.37). As part of some additional considerations for educators, when children explore questions and theories about "movement" through their play it deepens the child's learning and

	DESCRIPTION
	engages them in thinking about physics and mathematical concepts (p. 38).
10. Play and exploration	**ELECT:** **PRINCIPLE 5:** *Play is a means to early learning that capitalizes on children's natural curiosity and exuberance (*Exuberance is similar to joy, ecstasy, a climate of delight, in flow) Exploration is a big part of play. Adults as play partners can lead to "high-quality" play by incorporating emergent literacy, numeracy and inquiry skills. Play and inquisitive learning is the foundation and groundwork for learning in various domains including social, cognitive, emotional, and language development **How Does Learning Happen:** *"Children succeed in programs that focus on active learning through exploration, play, and inquiry"* (p. 4). **Engagement** holds a major emphasis on the value of play in helping children develop problem solving skills, creative thinking skills, and innovation skills (p. 7).
11. Learning environment	**How Does Learning Happen:** **'FIGURE 1' DIAGRAM:** Learning and development happens within the context of relationships among children, families, educators and their environments (p. 6)

	DESCRIPTION
	'SUPPORTING A CONTINUUM OF LEARNING: THE ENVIRONMENT': When the environment supports children's growing autonomy and independence, challenging behaviors are reduced and educators can focus more fully on observing, interacting, and extending children's learning and development in meaningful ways (p. 21) Many questions for reflections provided for educators to ensure they are ensuring an optimal learning environment to promote children's learning, play, and inquiry. **'ENGAGEMENT: CREATING CONTEXTS FOR LEARNING THROUGH EXPLORATION, PLAY, AND INQUIRY':** The environment as educator section outlines ways for educators to enable a quality learning environment for children, what to include, and considerations within the environment including promoting inclusiveness with all children.
12. Other aspects of the curriculum	**ELECT:** **APPENDIX 1:** Provides summary of international review of curriculums and glossary of terms. **How Does Learning Happen:** A description of the importance of critical reflections and what they entail for the educator is provided under '**Supporting a Continuum of Learning'**
13. Role of early childhood educators	**ELECT:**

	DESCRIPTION
	PRINCIPLE 6: *Knowledgeable and responsive early childhood practitioners are essential to early childhood settings.* Reflective practitioners are: 1) warm and positive, 2) they integrate theoretical frameworks, research and their own experience, 3) they communicate with the family, and 4) participate in play. **APPENDIX 2 and 3**: Outlines responsibility of educator for parental involvement and attention to cultural sensitivity, diversity, equity and inclusiveness and training and professional development that supports the above. **How Does Learning Happen:** 'Early Childhood Educator' is not used in document, the term 'Educator' is used instead. **'SUPPORTING A CONTINUUM OF LEARNING: THE EDUCATOR':** An educators role is multidimensional as they participate as co-learners with families and children, learning with children, about children, and from children (p.19) An emphasis is placed on educators themselves learning from all angles (with, about, and for), when working with and creating relationships with children, families and caregivers. Educators also place great emphasis on their own reflective practices throughout the day to be able to see children and their personal experiences as unique and individual in circumstance.
14. Training and professional development for early childhood educators	**ELECT:** **PRINCIPLE 6:** The framework calls for professional education, ongoing professional development.

	DESCRIPTION
	Post-secondary institutions must ensure that graduates have the appropriate knowledge, skills and values to meet the individual and diverse needs of children and families. **PART 4: INTO PRACTICE** – examples provided to continued professional development A thorough list of educator elements of performance (p.160) **How Does Learning Happen:** The document itself is considered a professional resource guide that outlines how educators can learn through relationships with young children and families. This guide is intended to support pedagogy and curriculum/program development in early years programs (p. 5)
15. Roles and relationships with parents, families, communities	**ELECT:** **PRINCIPLE 2:** *Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.* – Expanded version very good (p.9). Families seen as the most powerful influence on a child's early learning and development. This can foster or thwart a child's learning. Powerful benefits to increasing family involvement in a child's learning. **How Does Learning Happen:** **'SUPPORTING A CONTINUUM OF LEARNING: THE FAMILY':** *"Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children's families and the communities in which they live" (p. 18).*

	DESCRIPTION
	ELECT is referenced, as to how ELECT also places great importance on having strong, respectful and reciprocal relationships with families (p. 18). **'SUPPORTING A CONTINUUM OF LEARNING: THE COMMUNITY':** *"Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them" (p. 19).* Many appropriate and though provoking reflection questions provided under *The Family* and *The Community* sections to ensure educators are extending and taking part in meaningful parent, family, and community relationships (p. 18 & 19).
16. Continuity between early childhood education and care and school programs	**ELECT:** ELECT is aligned it with the Ontario Kindergarten Program and the Full-Day Early Learning–Kindergarten (see page 2 and 22 of The Full Day Early Learning Kindergarten Program (2010-2011) - http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten_english_june3.pdf) **How Does Learning Happen:** The *Four Foundations of Learning (belonging, well-being, engagement, expression)* provided align with the kindergarten program, as they are conditions that children naturally seek for themselves (p. 7).
17. Assessment and Evaluation	**ELECT:**

	DESCRIPTION
	PART 5: ASSESSMENT< EVALUTION AND MONITORING – For the following purposes: • To observe, document and support children's development • To identify possible developmental problems • Program evaluation of quality • Community monitoring of program impact • Provincial monitoring of program impact for public policy analysis and accountability **How Does Learning Happen:** There is no formal assessment and/or evaluations section, although after each of the 'Four Foundations of Learning', goals and expectations are outlined in chart form with additional considerations for educators to continue on going monitoring of these goals and expectations. (p. 23-45).
18. Sustaining the framework	**ELECT:** Focus placed on the fact that the framework is a dynamic document and is continually evolving. The document pays particular attention to this aspect recommending: • Partnerships, parental involvement, infrastructure and policy level supports (mentoring, on-site consultation, professional development, program operating criteria, on-going support. • Regulatory process to assure 1) accreditation requirements for professional programs and other professional training, and 2) on-going professional training and professional development for individual educators to be certified. p. 163

	DESCRIPTION
	• An infrastructure to provide professional development opportunities that are affordable, accessible and relevant. This is critical for individual education, career ladders and quality programs. • Quality assurance in programs through site observation, consultation, professional development and program supports. • Adequate resources need to be allocated. Operationalizing the recommendations has been uneven. The City of Toronto quality assessment is linked to the Early Learning Framework. Some regions support in-service training for program staff. Some ECE & teacher training programs have incorporated the framework into their course content. **How Does Learning Happen:** This document is based on ELECT and is seen as the next step. *ELECT* encompasses foundational knowledge about children, and *How Does Learning Happen* is building towards pedagogy for early years (p. 10).
19. Observations	**ELECT:** High expectations from ECE: "Early childhood settings can help to enrich the daily lives of children and their families and, given enough resources, can enrich whole communities." P.79 Intake interview promoting two-way partnership where teacher interviews parents and then parents interview teacher – neither seen as the authority. Statement from Appendix 3 – The capacity of educators to help create a society where social justice is a reality is built when principles, legislation and resources that promote

	DESCRIPTION
	equity and social justices are infused into values, program standards, practices, professional education and ongoing professional development. (p.159) Key: It is necessary to have staff with attitudes, training and professional development that support the collective vision and principles. Key: Colleges, universities and faculties of education must ensure that graduates have the appropriate knowledge, skills and values to meet the individual and diverse needs of children and families. Educators must demonstrate the ability to act in a manner, consistent with principles of fairness, equity, and diversity in order to support the development and learning of individual children within the context of their family, culture and community. P.160. A need for continuity between training, certification and professional development for educators. p. 161 **How Does Learning Happen:** "Incorporates what we have learned from ELECT and how it has been applied in programs and practice across the province" (p. 10). The document makes useful connections as to how the principles within *ELECT* work together with the foundations provided in *How Does Learning Happen.* Strong intentions on ensuring programs are centered on the whole child, which includes their families and communities.
20. Accessibility	**ELECT:** Very thorough; big picture view; very strongly researched; very well written. Heavy emphasis on research.

	DESCRIPTION
	How Does Learning Happen: Strong connections made from ELECT; very thought provoking information and reflective questions; allows for all educators and those working with young children to reflect on their own pedagogies and practices in a meaningful way; heavy emphasis on the partnerships and relationships with families and the community and how this has a positive impact on children; details could be expanded further, although this is only a guide, not an actual early learning framework; only small section provided on the educators role. **ELECT:** 182 pages **How Does Learning Happen:** 50 pages

Manitoba

Key Early Learning Framework/Curriculum Document(s) (with dates):
Website Links:

- Early Returns: Manitoba's Early Learning and Child Care Curriculum Framework for Preschool Centres and Nursery Schools (2011) http://www.gov.mb.ca/fs/childcare/pubs/early_returns_en.pdf
- Des résultats précoces: Cadre d'élaboration d'un curriculum des programmes d'apprentissage et de garde des jeunes enfants du Manitoba pour les services de garde préscolaires et les prématernelles (June 2011) http://www.gov.mb.ca/fs/childcare/pubs/early_returns_fr.pdf

Supporting/Related Documents Links:

- Early Returns: Manitoba's Early Learning and Child Care Curriculum Framework for Infant Programs (2014) http://www.gov.mb.ca/fs/childcare/pubs/early_returns_infant_curriculum.pdf
- French translation of the framework is also available entitled: *Des résultats précoces: Cadre d'élaboration d'un curriculum des programmes d'apprentissage et de garde des jeunes enfants du Manitoba pour les services de garde préscolaires et les prématernelles*
- http://www.gov.mb.ca/fs/childcare/publications.html (Manitoba family services website: Publications and Information)

	DESCRIPTION
1. Title of Framework	Manitoba Child Care Program. (2011). *Early Returns: Manitoba's ELCC Curriculum Framework for Preschool Centres and Nursery Schools.*
2. Authors/advisors of framework	Developed by the Manitoba Child Care Program in consultation with Healthy Child Manitoba, Manitoba Education, the Manitoba Child Care Association, Red River College, Assiniboine Community College and College universitaire

	DESCRIPTION
	de Saint-Boniface.
3. Consultation process	Not specified
4. Background research	A selection of references in documents.
5. Application of framework: a. age range of children b. organizations c. intended audience	• Early learning and child care programs – preschool centres, nursery schools and infant programs. The framework is not mandatory however '*The Community Child Care Standards Act*' requires "child-focused, play-based, inclusive curricula to encourage healthy development in all children. Centres must provide a variety of activities, as well as space and equipment for art, music, science, dramatic play, reading, fine and large motor skills, outdoor play, blocks, water, sand and construction" (*Early Learning and Child Care Services in Manitoba*, p.6) • Written for pre-school centers and nursery schools • To support staff in early learning and care programs to develop, describe and enhance their curriculum. – NB. "staff" rather than practitioners or educators
6. Purpose of framework	The framework is provided to support quality in early learning and child care programs and to develop, describe and enhance their curriculum. It promotes fostering the social, emotional, physical and cognitive development of children, and helps staff to design play based, developmentally appropriate interactions, relationships, environments and experiences to allow all children in the program to develop to their fullest

	DESCRIPTION
	potential (p. 2).
7. Structure of document	**Part 1:** Introduction **Part 2:** What is early learning and care curriculum? – "curriculum refers to how you organize opportunities for children to learn throughout the day. This is based on goals for children's social, emotional, physical and cognitive development. Staff should understand and respond to the abilities, interests and needs of each child." (p.2). **Part 3:** The foundation of early learning and childcare curriculum a. The child and child development b. Learning through play c. Diversity d. Inclusion e. Incorporating Inclusion and Diversity into the curriculum **Part 4:** Components of early learning and child care curriculum (each section has background information, comments/questions to stimulate children's reasoning, reflective questions for staff) a. Interactions and relationships b. Environments c. Planned and spontaneous experiences **Part 5:** Developing an early learning and childcare curriculum statement
8. Theoretical model:	The theoretical model is holistic**/socio-cultural**.

	DESCRIPTION
	Theoretical Model: Diagram - p.19 Components of early learning and child care curriculum: • Interactions and Relationships • Environment • Planned and Spontaneous Experiences Surrounded by and in an environment of play, diversity and inclusion.
9. Attention to specific developmental/curricular areas	
a. Culture	Section on diversity which includes race, culture, abilities, gender and age. Nothing specific on Aboriginal cultures.
b. Inclusiveness/Diversity	A good explanation of inclusion and diversity and how each can be fostered. Examples of how to incorporate inclusion and diversity into the curriculum.
c. Social/emotional development	Integrated across various sections. Identity, diversity and inclusion are all included as part of social and emotional development. Self-regulation mentioned.

	DESCRIPTION
d. Physical development	Integrated across various sections.
e. Creative development	Integrated across various sections. Part of identity building.
f. Oral language development	Some emphasis on conversations and how they affect a child's development – examples given. Good examples of questions to stimulate children's reasoning p.12 – Very important advice for educators – Listen to children and wait for them to talk. Very good lists of open-ended questions to stimulate children's reasoning and reflective questions for educators.
g. Emergent literacy and mathematical thinking	"Preparing children for school does not mean using an elementary school curriculum….. The attributes needed for success in kindergarten are primarily social skills, curiosity and a willingness to try new opportunities" (p.22).
10. Play and exploration	Learning through Play – A good section that says what it is and what it is not. It states "…curriculum for young children should be based on play" (p.6). Many good examples of play, play materials and discussion of the role of staff/educators in play. Section on planned and spontaneous experiences – reflective questions for staff/educators. Good list of skills and concepts learned through unstructured, open-ended play.

	DESCRIPTION
	Section on Environments emphasizes exploration, problem solving.
11. Learning environment	Large section on the environment with reflective questions for staff related to environment (p.15)
12. Other aspects of the curriculum	Explanation of what curriculum is and what it is not (p.2) A nice example of all that encompasses curriculum as it applies to the classroom. There are many good examples of practical application. p. 3 Good definition of "curriculum" that incorporates both care and learning. A section for staff/educators on preparing their own curriculum statement.
13. Role of early childhood educators	Description of role of early childhood educator and the knowledge required. Good examples of reflective questions for educators p.4 Importance of observation and documentation mentioned, with guiding questions in order to inform and individualize program and communicate with parents. (p.16) Good reflective questions – p.17 An expectation that each staff member/educator or staff collectively will develop their own curriculum statement that describes how they intend to organize play-based, developmentally appropriate learning opportunities for children in order to determine the intention and purpose of interactions, relationships, environments and experiences. (p.20)

	DESCRIPTION
14. Training and professional development for early childhood educators	The ELFs for preschool and infant programs were introduced with workshops around the province. The Manitoba Child Care Association offers a range of workshops and conferences. http://www.mccahouse.org/index.htm
15. Roles and relationships with parents, families, communities	Component 1 – Interactions and relationships Good examples of how to develop and foster positive relationships- trust, positive language A very good list of reflective questions for staff/educators (p.12) Considered important to provide parents with a written **curriculum statement**.
16. Continuity between early childhood education and care and school programs	The ELF states that "preparing children for school does not mean using an elementary school curriculum, instead to be school ready, preschool program should provide learning opportunities to build preceding skills and concepts. This will let children get ready for Kindergarten curriculum once

	DESCRIPTION
	they get there, rather than before they begin. The attributes needed for success in kindergarten are primarily social skills, curiosity and a willingness to try new activities" (p.22). No mention of ECE and the ELF is not mentioned in the kindergarten curriculum guides.
17. Assessment and Evaluation	Very good list of questions to use when observing children.
18. Sustaining the framework	'The Community Child Care Standards Act', requires a plan of activities but does not reference the *Early Learning and Child Care Curriculum Framework*
19. Accessibility	Directed in the 2nd person to the staff/educators.
20. Comments	Written as a guide for staff/educators and is not a broad based framework for partners and decision makers. It is practical and applicable providing the theory necessary for people actively working with young children. Asks every staff member to develop a curriculum statement that describes how they intend to organize play-based, developmentally appropriate learning opportunities for children in order to determine the intention and purpose of interactions, relationships, environments and experiences. 24 pages

	DESCRIPTION
Comments:	This document emphasizes the importance of staff/educators developing their vision for the children. Provides a number of good examples and asks many reflective questions for staff/educators. There is a good example of the "flow of the day" (p.2) Also talks about consistent, interesting and well-planned transitions during the day and their connection to safety, security, ability to accept change, etc. Good quote: "Quality early learning and child care does not happen by accident. Positive results in high quality programs happen when curriculum is planned, specified and integrated (Bowman, Donovan and Burns, 2000)"p.2 No mention of Aboriginal approaches in a province with a large urban Aboriginal population.

Saskatchewan

Early Learning Framework/Curriculum Documents:

Website Links:

- *Play and Exploration: Early Learning Program Guide* http://www.education.gov.sk.ca/ELCC/play-and-exploration-program-guide
- *Jouer et explorer, Guide du programme d'apprentissage, Pour la petite enfance*

Supporting/Related Documents Links:

- Series of support booklets, *Into Practice* found at http://www.education.gov.sk.ca/ELCC-Program
- *Play and Exploration for Infants and Toddlers, A companion booklet to Play and Exploration: Early Learning Program Guide.* http://www.education.gov.sk.ca/elcc/infant-and-toddler

	DESCRIPTION
1. Title of Framework	Saskatchewan Ministry of Education. (2008) *Play and Exploration: Early Learning Program Guide.* Regina, SK: Early Learning and Child Care Branch, Ministry of Education. Reprint 2013. *Jouer et explorer, Guide du programme d'apprentissage, Pour la petite enfance*, Septembre 2008. *Play and Exploration for Infants and Toddlers, A companion booklet to Play and Exploration: Early Learning Program Guide,* Fall 2010.
2. Authors/advisors of framework	Early Learning and Child Care Branch, Ministry of Education – primary author, Professor Caroline Krentz, University of Regina

	DESCRIPTION
3. Consultation process	Early childhood educators, content contributors, field reviewers
4. Background research	Extensive resource and reference section beginning p. 72.
5. Application of framework: a. Age range of children b. Programs c. Intended audience	a. *Play and Exploration: Early Learning Program Guide* for children ages 3, 4 and 5 in a variety of settings. *Play and Exploration for Infants and Toddlers* adapts the *Early Learning Program Guide* for children younger than 3 years old. b. Suggested but not required for early childhood settings including child care homes and centres, prekindergarten, preschool, other early childhood programs. c. Early childhood educators and practitioners.
6. Purpose of the framework	To promote high quality, age appropriate, play-based learning experiences in a variety of settings.
7. Structure of document	**Part 1** – Vision, principles, the Canadian Convention on the Rights of the Child (Office of the High Commissioner for Human Rights, 1989) **Vision** incorporates three elements of high quality programming: learning experiences, relationships, and environment. **Principles**- 1) Children as competent learners; 2) holistic development and learning; 3) strong positive relationships; 4) stimulating and dynamic environments

	DESCRIPTION
	Part 2 – Children as competent learners – beliefs about children and their capabilities **Part 3** – Changing role for educators – how educators examine their practices and expand their roles **Part 4** – How young children learn – 1) active, experiential learning; 2) exploration, 3) importance of holistic learning **Part 5** – Observation and reflection – critical skills that are foundational to high quality programming **Part 6** – High quality programming – 1) Environment, 2) Relationships, 3) Planning
8. Theoretical model:	**Holistic learning and development,** influenced by the critical and post-structural image of the powerful, competent child. Illustrated on p.33/59.
9. Attention to specific developmental/curricular areas:	
a. Culture	Document focuses on 'diversity'. "[H]igh quality programs engage children and their families in the planning and delivery of healthy, safe, culturally sensitive and stimulating programs." p. 1. Culture is also mentioned under "Additional languages" p.32

	DESCRIPTION
b. Inclusiveness/Diversity	Diversity and inclusiveness discussed as one topic as part of the holistic theoretical model.
c. Social/emotional development	Emphasis on Positive Self-Identity for all aspects of holistic child development and learning. Section on "Supporting children's self-identity", p.10 and a list of ways that adults contribute to the building of a positive self-identity, p.11 Socio-dramatic play relates strongly to cognitive and social development (p.26) Holistic Education explains that children function as whole persons and their development is not divided into distinct areas (p.28) Self-regulation is seen as integral to all parts of development (p.29)
d. Physical development	Integrated within the section on Holistic Education, p.28
e. Creative development	Integrated within the section on Holistic Education, p.29
f. Oral language development	Oral language described as what educators do during play by modeling and through the use of well-chosen resources that stimulate conversation.

	DESCRIPTION
	Good ideas about starting conversations with children p.58.
g. Emergent literacy and mathematical thinking	Emergent literacy described as what educators do during play by modeling and using resources to initiate pre-literacy activities. Section on Language and Literacy Development p.30-31 - Discusses viewing, representing, listening/speaking, emergent reading/writing. "Quality in Action" activities to support language and literacy development p.31 "Additional Languages" includes Aboriginal languages and cultures p.32 Using block play to advance language and mathematical literacy p. 33.
10. Play and exploration	"The Importance of Play" – p.24-27 "Play is evident across cultures and in games played by children." p.24 Definition of play – 1) freedom of choice, 2) personal enjoyment, 3) focus on the activity rather than on its outcome Subsections on: 1) function of play, play and brain development, levels of social play, cognitive and socio-dramatic play.

	DESCRIPTION
11. Learning environment	Environment is one of the 4 principles. "Create the Environment for Learning", p. 44 discusses creating environments suitable for each of the developmental areas. "Quality in Action" helps educators create indoor and outdoor environments. Section on Experiential Centers" p.60, 61 provides ideas for centers within the learning environment – exploration. "Inventory of a Responsive Environment" – p.62 – really good
12. Other aspects of the curriculum	Curriculum is positive, focused on the belief that children are competent learners. The curriculum must be focused on the children's strengths, as this will have a positive impact on their learning. **Part 4: High Quality Programming – What does it look like** p.43 – 56 • Creating the environment for learning • Creating opportunities for relationships • Program planning and scheduling Resource lists, appendices and references, reflection and decision-making pages interspersed throughout, provide additional information. "Program planning and scheduling" p.51-56 discusses educator planning and collaborative planning by children and educators. Observation and Reflection – Critical Skills p.35 -42 describes how educators can gather information and use it for planning. "Quality in Action" gives suggestions on what the educators can do to support and encourage children in their learning and development

	DESCRIPTION
13. Role of early childhood educators	This guide emphasizes that "the educator's belief about children is foundational and a critical component of a high quality learning program." "When children are viewed as capable, competent and full of ideas, adults begin to observe and listen to the ideas children contribute, fostering a shared learning opportunity between adults and children." (p.9) Educator • Has a positive view • Believes children are capable co-learners with adults • Appreciate children as active learners • Acknowledge that children use multiple ways of communicating • Scaffold children's learning by asking questions and extending play and contributing ideas • Models appropriate communication and problem solving skills P.11 list ways that adults can support positive self-identity Emphasizes the expanding role of early childhood educators as (p.15,16): • Observer • Documenter • Listener • Researcher • Creator of stimulating environment • Co-constructor of knowledge

	DESCRIPTION
	• Negotiator • Supporter of children's participation in decision making • Facilitator of small group learning Excellent section on how the educator can develop a disposition that supports the joy and passion for teaching. P.20
14. Training and professional development for early childhood educators	During implementation workshops were provided on the value of play, holistic learning, observation and documentation were offered as well as opportunities for an ECE staff team to visit model sites that exemplified play and exploration practices. The Ministry of Education provided grants to develop tours and materials and to cover staff replacement costs. Pre-service training for all staff working in ECE settings incorporates the curriculum framework.
15. Roles and relationships with parents, families, communities	"Partner with parents" section on p.18 Section – "Creating Opportunities for Relationships" – sub-section Parents and Family Participation, relationships with adults and peers p.49-50
16. Continuity between early childhood education and care and school programs	The 2010 *Saskatchewan Curriculum Kindergarten* integrates the principles of early learning and echoes much of the language in the Guide, it does not however reference the *Play and Exploration* guide as a foundational or transitional document:

	DESCRIPTION
	https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Kindergarten_K_2010
17. Assessment and Evaluation	Section on "Observation and Reflection" p. 35.
18. Sustaining the framework	The *Into Practice* Series are supplementary resources that expand upon the major components in the Program Guide offering additional background information and ideas for early learning and child care programs.
19. Accessibility	Clearly written, readable, well organized with a good glossary.

British Columbia

Key Early Learning Framework/Curriculum Document(s):

Website Links:

- *British Columbia Early Learning Framework* http://www2.gov.bc.ca/assets/gov/topic/57FDB4389CD0FB3F6EC9948B610A6BA9/earlylearning/early_learning_framework.pdf

Supporting/Related Documents links:

- Colombie-Britannique Cadre pédagogique pour l'apprentissage des jeunes enfants (2008). http://www2.gov.bc.ca/gov/DownloadAsset?assetId=C9696AFEB6FB494BADE74607BCD64CA4
- Understanding the British Columbia Early Learning Framework: From Theory to Practice http://www2.gov.bc.ca/gov/DownloadAsset?assetId=7DFDF0B8ECBA41018014AE1C268E1002
- Comprendre le Cadre pédagogique pour l'apprentissage des jeunes enfants de la Colombie-Britannique: De la théorie à la practique http://www2.gov.bc.ca/gov/DownloadAsset?assetId=F4C2F7E0116840A8B980B8F584C3C621
- On line training modules and contacts. http://www.learnnowbc.ca/educators/EarlyLearningCentre/EarlyLearningFramework/default.aspx

	DESCRIPTION
1. Title of Framework	British Columbia Ministry of Health and Ministry of Children and Family Development. (2008) *British Columbia Early Learning Framework.* Victoria, BC: Ministry of Health and Ministry of Children and Family Development
2. Authors/advisors of framework	Framework development led by the Ministry of Education in partnership with the Ministry of Health and the Ministry of Children and Family Development

	DESCRIPTION
3. Consultation process	Families, early childhood educators, teachers, researchers, post-secondary institutions, other service providers
4. Background research	Review of frameworks in New Brunswick, Reggio Emilia in Italy, Ireland, Sweden, New Zealand
5. Application of framework: a. Age range of children b. Organizations c. Intended audience	• Children from birth to five years (before school entry). • All early learning environments, including child care and any other pre-school and early childhood development or child health program. Mandatory in all Ministry of Education "BC Strong Start" programs, and voluntary in other ECEC programs. • Written for early childhood educators, Strongstart BC facilitators, early years professionals, service providers and may be of interest for families with young children.
6. Purpose of the framework	To support adults in creating rich early learning experiences and environments that reflect the latest knowledge on how best to support young children's early learning and development. p.3.
7. Structure of document	**Part 1:** Purpose of document and the image of the child in which the framework is grounded **Part 2**: **Context for Early Learning**: a) social context in BC; b) children's health and determinants of health; c) UN Rights of the Child; d) legislative commitments – provincial regulations; e) supporting early learning: how

	DESCRIPTION
	children learn, importance of relationships, learning environment; f) learning through of play **Part 3**: **Core elements** of Early Learning Framework: a) vision of early learning; b) principles; c) areas of early learning and learning goals: well-being and belonging, exploration and creativity, languages and literacies, social responsibility and diversity (each section followed by reflective questions for educators and other adults. **Glossary and resource list**
8. Theoretical model:	Holistic/socio-cultural with a focus on languages and literacies as one of the four areas of early learning. It also takes a critical and post-structural view of children as powerful and competent. Very clear, concise model - Diagram – p.13. Tree with 4 branches representing 4 broad areas of learning supported by "learn through play": 1. Well-being and belonging 2. Exploration and creativity 3. Social responsibility and diversity 4. Languages and literacies The roots are: 1. Families and environment 2. Communities and governments Framework model is then expanded with 1) Key learning goals, and 2) Questions to consider for infants, toddlers and pre-school aged children, for

	DESCRIPTION
	each of the 4 areas of learning.
9. Attention to specific developmental/curricular areas	Emphasizes broad developmental goals not developmental outcomes.
a. Culture	The framework states that it is designed as a starting point for Aboriginal cultures to develop their own culturally specific early learning framework. "Whether one is aware of it or not, everybody has an image of the child that is rooted in their culture, knowledge, personal histories and aspirations for the future."(p.4) Image is also affected by a person's beliefs about what is possible and desirable for human life….(p.4) "The image held by people strongly influences their decisions about young children, the way they interact with children and how they construct the environments where children grow, develop and learn……." Excellent quote on p.4. A very positive image of children must be at the heart of the framework! Framework states: 1) Aboriginal children live in a variety of settings including urban, regional and remote communities. 2) Aboriginal peoples working toward cultural and linguistic revitalization; early learning plays a critically important part. 3) Aboriginal people's negative school experiences in the past and important role of early learning and cultural/linguistic revitalization.

	DESCRIPTION
b. Inclusiveness/Diversity	Framework can be adapted to suit the individual children, families and communities. Individual differences and characteristics in learning are recognized – social, cultural, linguistic, and ethnic. Designed to help adults support and strengthen children's individual, social, cultural and linguistic identities and their respect and appreciation for other people's identities. • Urban, rural, Aboriginal communities, immigrants • Children living in poverty; • Children in diverse families – two-parents, single parent, grandparents, blended families, foster families, single sex families, • Diverse childcare situations – family, care homes, preschool programs, day care, etc. • Children lacking basic needs, special needs, family stresses, environmental changes, climate change, resource depletion, societal changes, etc. Learning Area 4 – Social Responsibility and Diversity
c. Social/emotional development	Two of the 4 areas of early learning address social/emotional development: 1) Wellbeing and belonging 2) Social responsibility and diversity - includes Aboriginal text box.
d. Physical development	See Section 2 - "Early learning and health" and "Environments" that support early learning. Also, Learning Area 1 – Well-being and development, and Learning Area 2 - Exploration and creativity.

	DESCRIPTION
e. Creative development	Learning Area 2 – "Exploration and creativity"
f. Oral language development	Learning Area 3 – "Languages and Literacies" – Very good definition of literacies! Emphasizes importance of a broad way of looking at language and says what it is not. Good Aboriginal text box.
g. Emergent literacy and mathematical thinking	Included in Learning Area 3 - "Languages and Literacies"
10. Play and exploration	Section on "Learning through Playing"
11. Learning environment	Section on "Environments to support early learning"
12. Other aspects of the curriculum	Reflective questions provided for 3 age groups: infants; toddlers; pre-school age children.
13. Role of early childhood educators	To develop a positive image of the child as a capable individual. To create: • Rich early learning experiences • Supportive, inviting, engaging, motivational environments • Stimulating learning experiences

	DESCRIPTION
	• Guide programs and activities • Support dialogue and respectful relationships with children and families • Support and strengthen children's individual identities. • Understand and create an environment supportive of diversity and inclusiveness • A reflective practice
14. Training and professional development for early childhood educators	The learning goals in the framework are congruent with some of the competences and training curriculum for Early Childhood Educators. p. 7. *Learn Now BC* offers a 5-part on line training module that counts towards mandatory professional development hours for certified ECEs. 1. Introduction to the BC Early Learning Framework Online Workshop 2. The Image of the Child, Family and Educator 3. Areas of Early Learning 4. Observation and Critical Reflection 5. Looking Deeper at Pedagogical Narrations
15. Roles and relationships with parents, families, communities	The role of parents, families and communities is woven into all aspects of the framework. Information would be equally useful for families as for early childhood educators.
16. Continuity between early childhood education and care and school programs	The ELF references B.C. 2013 Primary Program's (K – Grade 3) emphasis on the 'whole child' and the role of early learning programs in preparing children for school. p. 9.

	DESCRIPTION
	The *Primary Program: A Guide for Teaching* (2010) was available for review in 2010. Responses to the draft were received from educators, school district staff and researchers across British Columbia. The Ministry is considering next steps. http://www.bced.gov.bc.ca/primary_program/primary_prog.pdf The *Kindergarten Curriculum Package* compiles into one document all the Prescribed Learning Outcomes and Suggested Achievement Indicators from each subject-based area into one comprehensive document. http://www.bced.gov.bc.ca/irp/curric_grade_packages/grkcurric_req.pdf. Professional development is provided to teachers to bring play based learning approaches into full day kindergarten.
17. Evaluation/Assessment	Observation is key; Uses narratives and learning stories Assessment is based on broad, developmental goals rather than developmental outcomes and deficit-based assessment.
18. Sustaining the framework	On line training modules and a list of ELF field leaders are made available for support.
19. Comments	• Strong description of the "image of the child" • Emphasis on health of children and "determinants of health (p.7) • References United Nations Rights of the Child

	DESCRIPTION
	• Integrates Aboriginal approaches to learning and leaves the option open for Aboriginal communities to develop their own culturally specific early learning framework and suggests the framework may be used as a starting point for discussion.
20. Accessibility	Well written; readable; positive language. 42 pages.