

# **Engaging with Families:**

## ***Early Learning Pedagogy & Public Library Program Practices***

**Saskatchewan Library Association Conference**  
**May 2016**

# Overview

- Introductions
- Sharing Early Learning Pedagogy & Connecting Public Library Program Practices
- *Creating Invitations for Learning*
- Professional Learning Opportunities
- Closing Thoughts & Questions

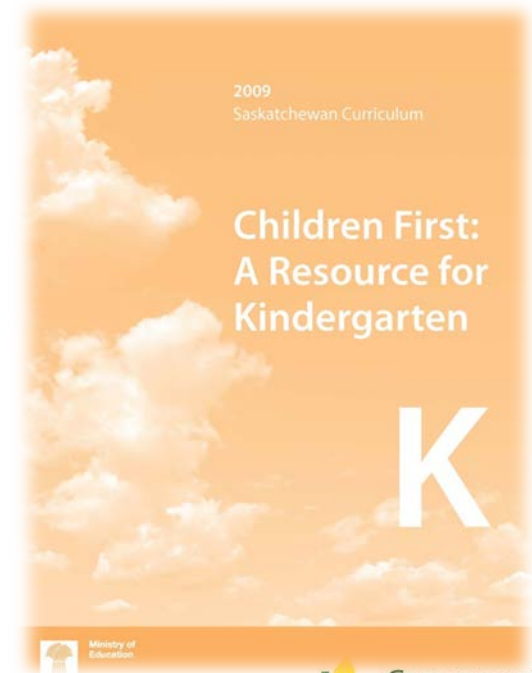
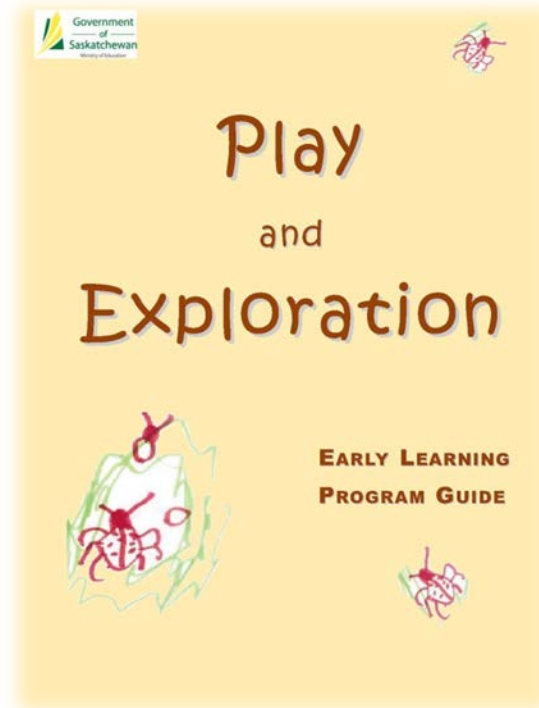
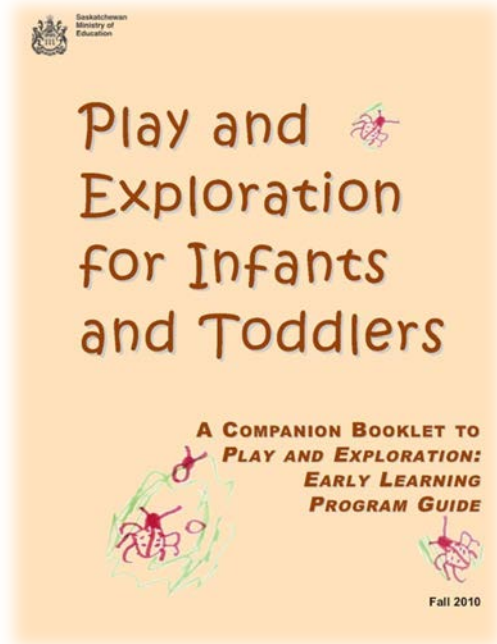


# Principles of Early Learning



- Children as capable, competent learners
- Environments as stimulating and dynamic
- Learning and development as holistic
- Relationships as opportunities

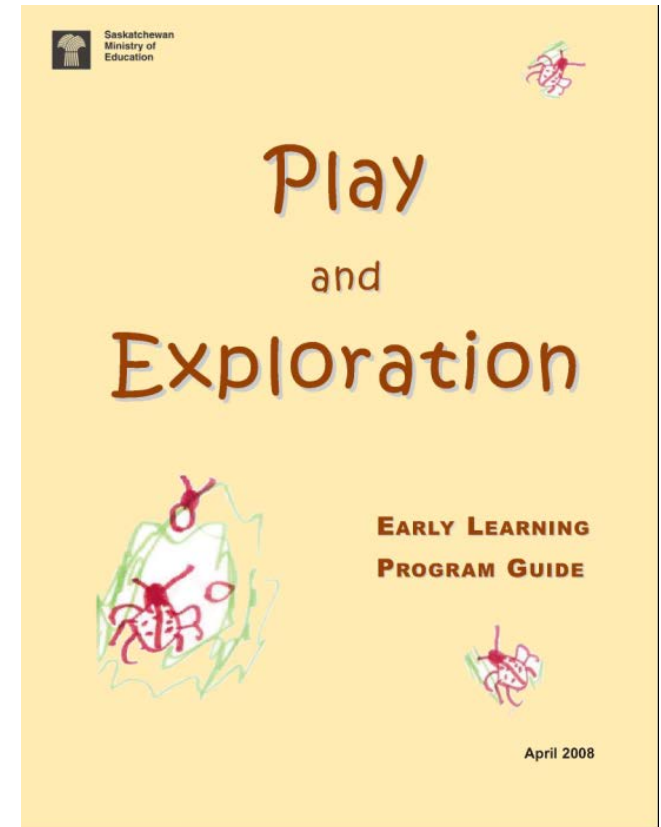
# Early Learning Guides



# ***Play and Exploration: Early Learning Program Guide***

## **Vision**

- Children and their learning experiences
- Children and their relationships
- Children and their environments



# Essential Learning Experiences: Into Practice Booklet

## Essential Learning Experiences

For Three-, Four-, and Five – Year – Olds  
Into Practice Booklet

Supplement to Play and Exploration: Early Learning Program Guide



- Provides holistic and responsive early learning experiences that support children's holistic learning and development
- Holistic development includes four domains:
  - Social Emotional
  - Physical
  - Spiritual
  - Intellectual

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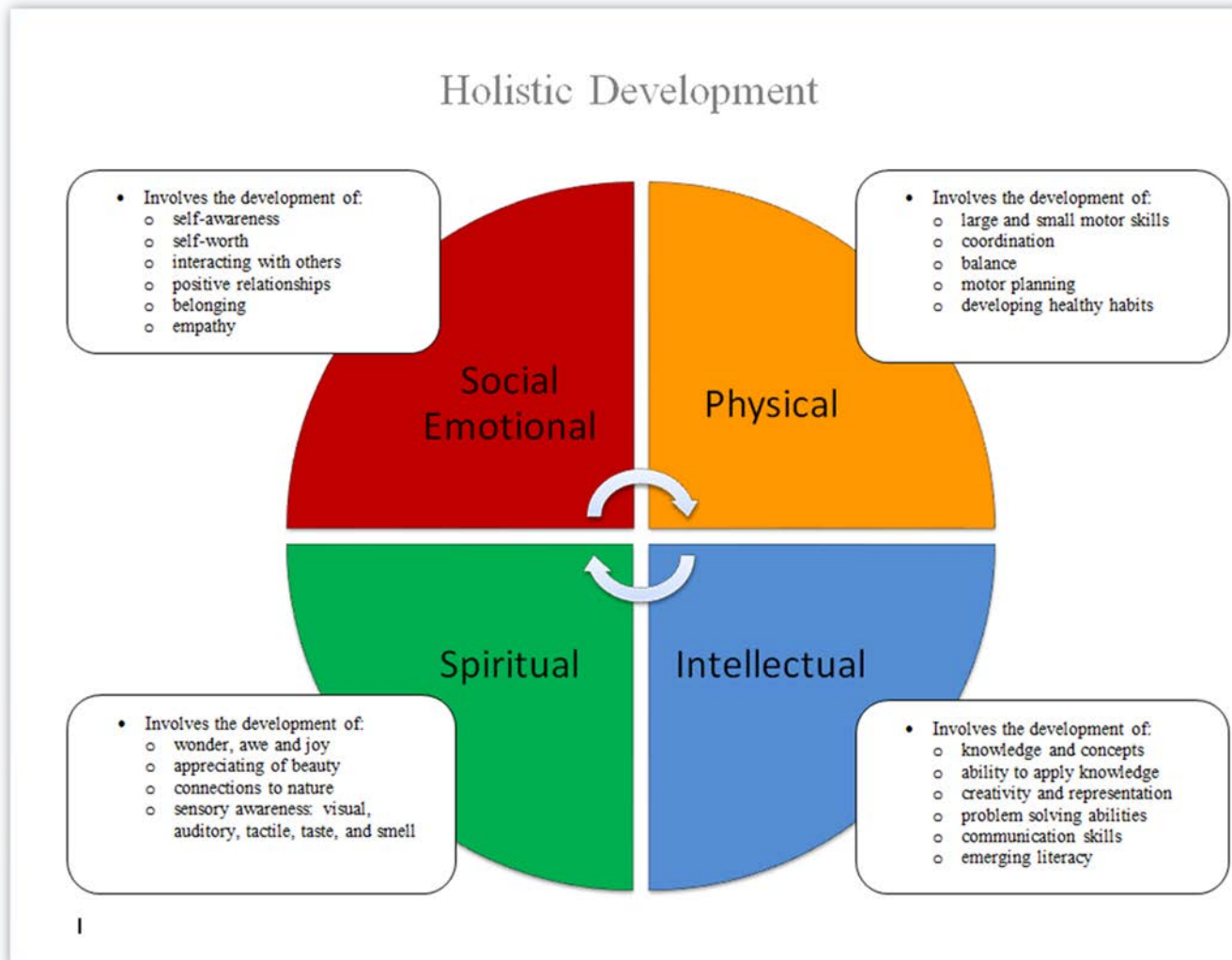


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# Holistic Development, Essential Experiences and the Educator's Role



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 <b>Social Emotional</b>	 <b>Physical</b>	 <b>Spiritual</b>	 <b>Intellectual</b>	
<p>Developing Self-awareness</p> <p>Developing Self-worth</p> <p>Developing a Sense of Belonging</p> <p>Separating from Family Without Distress</p> <p>Identifying and Regulating Emotions</p> <p>Interacting with Others</p> <p>Perspective Taking and Empathy</p> <p>Resolving Conflicts</p>	<p>Developing Loco-motor Skills</p> <p>Developing Fine Motor Skills</p> <p>Developing Stability/Balance</p> <p>Developing Manipulative Skills</p> <p>Developing Space and Body Awareness</p> <p>Developing Healthy Habits</p>	<p>Experiencing a Sense of Wonder, Awe, and Joy</p> <p>Experiencing Heightened Sensory Awareness</p> <p>Developing an Appreciation of Beauty and Connection to the Natural and Man-made World</p>	<p>Solving Problems</p> <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Exploring</li> <li>• Observing</li> <li>• Cause/effect</li> <li>• Predicting</li> </ul> <p>Creating and Imagining</p> <p>Recognizing Attributes and Characteristics</p> <p>Exploring Numeracy</p> <p>Exploring Time</p> <p>Exploring Position/Direction</p>	<p>Language and Emerging Literacy</p> <ul style="list-style-type: none"> <li>• Listening with Interest</li> <li>• Engaging in Conversation</li> <li>• Exploring Words</li> <li>• Gaining Meaning from Visual/Text Materials</li> <li>• Representing Ideas</li> <li>• Exploring How Print Works</li> </ul>



# Family Engagement

- Build positive relationships between staff and families
- Acknowledge, understand and value family expertise and diversity
- Support family understanding of early childhood development



# Emerging Literacy Continuum



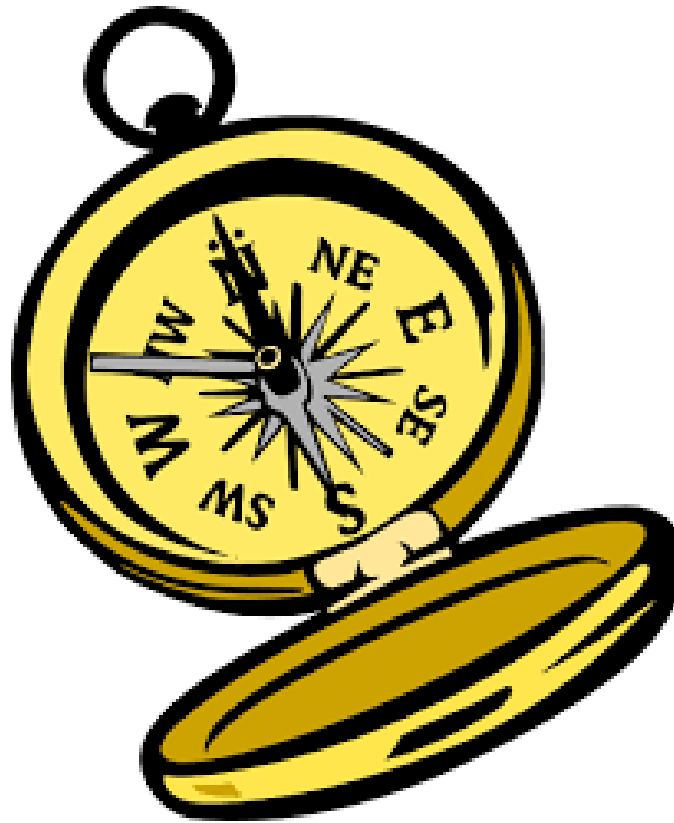
## Stages of Literacy Development

All children go through stages of literacy development at their own pace, and in a variety of ways

Playing Supports Literacy Development	Literacy Skills	Infant	Toddler	Preschool/PreK/K	Grades 1, 2 and 3
	Listening	rhymes, songs, music, sounds, conversations	songs, sounds, music, words, rhymes, phrases, conversations	various texts, rhymes, poems, songs, stories, digital media, conversations	listens to a variety of texts varied in length and purposes
	Speaking/Talking Singing	coos, babbles, cries	first words, 2-word phrases	phrases, sentences, takes turns, questions	storytells, inquires, predicts, infers, retells, reflects
	Viewing Looking	environment, board books	environment, objects in texts	names, letters, common environmental print	views books as sources of information & pleasure
	Reading	observes illustrations	requests re-reading stories	makes up stories, explores books on own	independently reads (home & school), understands different text types
	Representing Showing Ideas	Imitates, signs, gestures	scribbles, copies	draws, creates, builds, paints, sculpts, dramatizes	re-enacts, displays and creates stories both orally and written
	Writing	explores writing mediums and tools		role-play writing, creates lists & cards, copies letters or writing	attaches meaning to text, interested in story structure

# Shared Strategies:

Public libraries and effective Early Learning practices



# Public Library Programming & Practices

Research shows that activities that support early literacy principles, intentionally inserted into story time programs, can make a difference in children's early literacy behaviors





 **Talking**

 **Singing**

 **Reading**

 **Writing**

 **Playing**



Every**CHILD**  
Ready to**READ**  
® your library®

The early literacy environment matters.

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# Every Child Ready to Read (ECRR)

# Every Child Ready to Read (ECRR)



- 6 Essential Skills
- Aligned with the Emerging Literacy Continuum



# More Evidence-based Programs



- Mainly Mother Goose (RPL)
- Mother Goose on the Loose strategies for parent-infant programs
- Programming based on Saskatchewan Literacy Network (SLN) training
- Local expertise-based programs

# Learning into Practice

# Reflection

***How can early learning pedagogy and supporting resources be used in public library programming and practice designed to engage children and their families?***



# Invitations for Learning

- An invitation for learning is:
  - a display of materials, carefully selected and arranged
  - purposefully and intentionally designed with the interests of the children and outcomes in mind
- As the children interact with the invitation, the educator observes and documents the children's interests, thinking, and learning
- The children's questions and interests can become the focus for an inquiry or project



# Story Sacks



## **Brown Eagle, Brown Eagle, Where are You?**

A fun tale that will help children learn color recognition. Each part of the story introduces a new color and shades of the color. A brown eagle, a pink dreamcatcher, a red tipi... all traditional aboriginal icons.



## **The Moccasins**

This is an endearing story of a young Aboriginal foster child who is given a special gift by his foster mother. Her gift of warmth and thoughtfulness helps her young foster children by encouraging self-esteem, acceptance and love. Written as a simple story, it speaks of a positive foster experience.



# ***Learning into Practice Activity***

Plan *an Invitation* centered around the literature selection



- Consider the **age group** of the children
- List the **materials, props and equipment**
- List possible **activities** that you could include
- What **essential skill/inquiry topic/content** will you be connecting to?



# Professional Learning Resources

# [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

All support documents are listed on the curriculum website, Prekindergarten and Kindergarten grade levels. Located under the *CORE and Additional Resources /Teaching and Learning Supports* tab listed in alphabetical order.

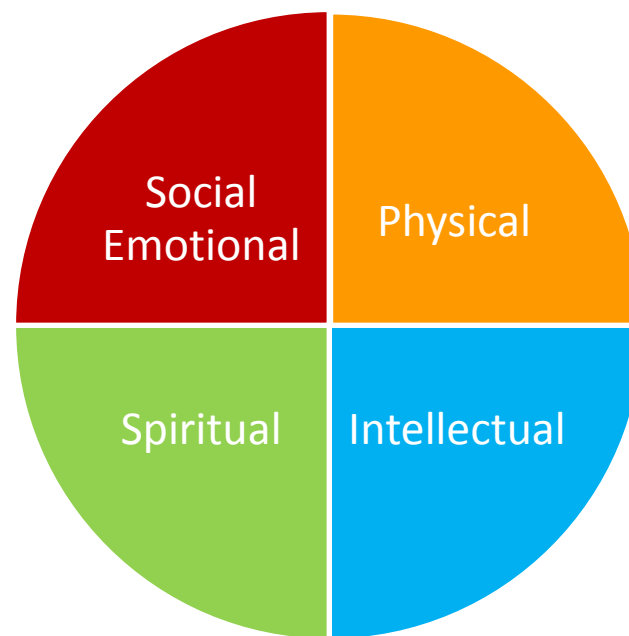


# ***Essential Learning Experiences***

## **Digital Supports**

In development:

- Children's Literature Lists
- Online presentations/modules



# Workshops

## Workshops supporting *Play and Exploration :*

- Phase I available on line
- Phase II locations and dates on the government website

<http://www.education.gov.sk.ca/adx.aspx/adxGetMedia.aspx?DocID=74de8b6a-5080-4d6a-a3f8-fc02ef035ee2&MediaID=22879&Filename=Play+and+Exploration+announcement.pdf&l=English>

<http://www.saskatchewan.ca/government/education-and-child-care/facility-administration/training-and-workshops-for-teachers-and-educators/play-and-exploration-workshops>

## SPDU Workshops

[www.spdu.ca](http://www.spdu.ca)

- *Responding to Children's Interests*
- *Connecting Curriculum to Play-Based Learning and Projects*



## Early Learning Site Visits September 2015 – May 2016

A site visit is a professional learning opportunity for educators, administrators and support personnel. Participants visit one or more programs that are continuously working toward high quality practices for young children. The duration of the visit is usually three hours with a large part of the time spent observing the children in the early learning environment.

### Purpose of Site Visits

- ❖ To support visitors in the study of high quality teaching and learning practices within the Saskatchewan early learning sector and the application of the pedagogy in early learning programs.
- ❖ To assist educators in planning a high quality program by connecting curriculum outcomes and essential learning experiences with the principles of early learning.
- ❖ To articulate and promote the principles of *Play and Exploration: Early Learning Program Guide & Essential Learning Experiences*, or *Children First: A Kindergarten Resource & Kindergarten Curriculum* and/or *Immersion françaises Maternelle*.
- ❖ To support continuous reflection and professional growth among host sites.



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### Site Visit Format

The site visit facilitator will present an overview of the site and share experiences about their journey and program focus. Focus topics and experiences will differ between sites, however, the principles of early learning and high quality programming will still be evident in each site. The site visit consists of four components:

- ❖ Orientation: familiarity and exploration of the site and school or child care facility.
- ❖ Professional Learning Overview: a presentation of the site focus and sharing of the processes used at the site.
- ❖ Program Visit and Observation: observation of the program and environment in action.
- ❖ Reflection and Discussion: an opportunity for additional questions, descriptions, reflection on practices, and the completion of the evaluations.

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# Early Learning Site Visits

[https://www.edonline.sk.ca/bbcswebdav/library/resources/english/Kindergarten/Early\\_learning\\_Site\\_Visits\\_2015\\_2016.pdf](https://www.edonline.sk.ca/bbcswebdav/library/resources/english/Kindergarten/Early_learning_Site_Visits_2015_2016.pdf)

# Virtual Site Tours

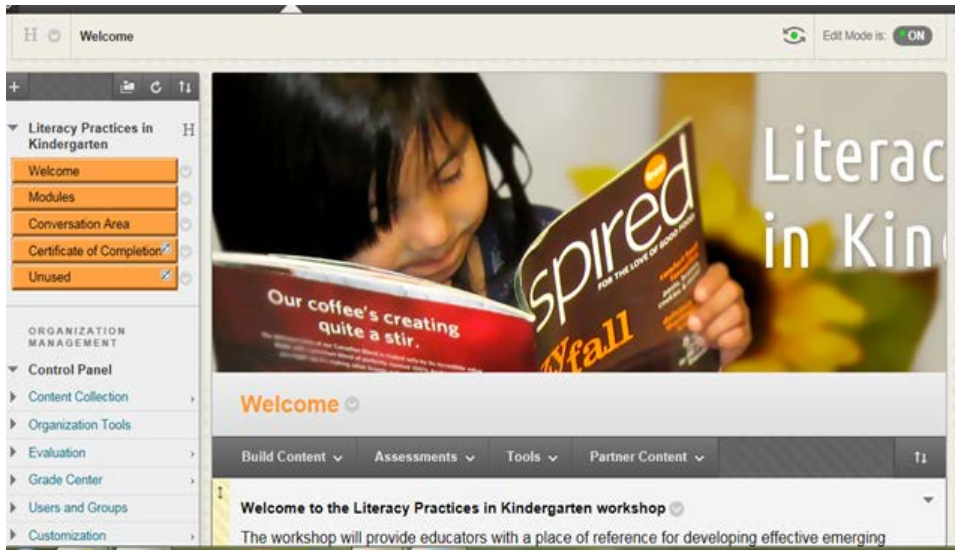
<https://rover.edonline.sk.ca/en/rover/resources/2019#sthash.N0sCBQcR.dpuf>



# Literacy Practices in Kindergarten

## On-line Workshop

[https://www.edonline.sk.ca/webapps/blackboard/content/listContent.jsp?course\\_id=3406\\_1&content\\_id=84294\\_1](https://www.edonline.sk.ca/webapps/blackboard/content/listContent.jsp?course_id=3406_1&content_id=84294_1)



Posted on the Blackboard Site [www.edonline.sk.ca](https://www.edonline.sk.ca)

- Module 1: **The Importance of Play**
- Module 2: **Foundations of Emerging Literacy**
- Module 3: **Effective Practices for Supporting Emerging Literacy**
- Module 4: **Children's Emerging Literacy Skill Development**
- Module 5: **Curricular Connections & Creating Invitations for Literacy Learning**
- Module 6: **Assessment & Documentation**
- Module 7: **Engaging & Empowering Families**
- Module 8: **Emerging Literacy & EAL Learners**
- Module 9: **Thoughts & Reflections**
- Module 10: **References & Resources**



# ***Engaging and Responsive Environments for Kindergarten Children – Digital Resource***

## ***Engaging and Responsive Environments for Kindergarten Children*** Kindergarten Digital Resource 2014-15

The Ministry of Education, Early Years Branch would like to thank  
Kindergarten educators and School Division contacts for their  
submissions in the creation of this digital resource



[www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

*Kindergarten Grade Level -CORE and Additional  
Resources tab*

[https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Website/Kindergarten/Resources/Additional/Engaging\\_Responsive\\_Environments.pdf](https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Website/Kindergarten/Resources/Additional/Engaging_Responsive_Environments.pdf)

# Early Years Monthly PD Updates

- Comprehensive list of upcoming monthly webinars and workshops
- **Webinars** are free of charge and accessible online
- **Workshops** usually require a fee and are hosted throughout the province by various organizations

# Library Resources



**EDUCATION INSTITUTE**



# Questions & Discussion

“To be open to others means to have the courage to come into this room and say ‘I hope to be different when I leave, not necessarily because I agree with you but because your thoughts have made me think differently.’”



—Rinaldi (2012), *The Hundred Languages of Children*, p 236



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<https://www.edonline.sk.ca/bbcswebdav/library/Curriculum%20Website/Kindergarten/Resources/Additional/Literacy%20Practices%20in%20Kindergarten.pdf>



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# Learning into Practice Activity Template: Planning an Invitation for Learning

Catherine Howett & Michelle Gray– PLLO (CC BY-NC-SA 2.5 CA)

This Invitation for Learning is:

Based on the Book	
Created for this age group	<input type="radio"/> Infant/Toddler <input type="radio"/> Preschool Age <input type="radio"/> Multi-Ages <input type="radio"/> Family
Reflecting this essential learning experience	<input type="radio"/> Social Emotional <input type="radio"/> Physical <input type="radio"/> Spiritual <input type="radio"/> Intellectual
Focused on the Essential Skill (Literacy/ECRR)	<input type="radio"/> Print Motivation, <input type="radio"/> Print Awareness <input type="radio"/> Letter Knowledge <input type="radio"/> Vocabulary <input type="radio"/> Narrative Skills <input type="radio"/> Phonological Awareness <input type="radio"/> Write/Represent ideas
About this Topic/Content	
Used with these Activities	<input type="radio"/> Talking <input type="radio"/> Singing <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Playing <input type="radio"/> Other

1. LIST all Materials, Props and Equipment and suggested references and resources

 Social Emotional	 Physical	 Spiritual	 Intellectual	
Developing Self-awareness	Developing Loco-motor Skills	Experiencing a Sense of Wonder, Awe, and Joy	Solving Problems	Language and Emerging Literacy
Developing Self-worth	Developing Fine Motor Skills	Experiencing Heightened Sensory Awareness	<ul style="list-style-type: none"><li>• Curiosity</li><li>• Exploring</li><li>• Observing</li><li>• Cause/effect</li><li>• Predicting</li></ul>	<ul style="list-style-type: none"><li>• Listening with Interest</li></ul>
Developing a Sense of Belonging	Developing Stability/Balance	Developing an Appreciation of Beauty and Connection to the Natural and Man-made World	Creating and Imagining	<ul style="list-style-type: none"><li>• Engaging in Conversation</li><li>• Exploring Words</li></ul>
Separating from Family Without Distress	Developing Manipulative Skills		Recognizing Attributes and Characteristics	<ul style="list-style-type: none"><li>• Gaining Meaning from Visual/Text Materials</li></ul>
Identifying and Regulating Emotions	Developing Space and Body Awareness		Exploring Numeracy	<ul style="list-style-type: none"><li>• Representing Ideas</li></ul>
Interacting with Others	Developing Healthy Habits		Exploring Time	<ul style="list-style-type: none"><li>• Exploring How Print Works</li></ul>
Perspective Taking and Empathy			Exploring Position/Direction	
Resolving Conflicts				

Essential Learning Experiences: Into Practice Booklet.Early Years, Ministry of Education, Saskatchewan.

Stages of Literacy Development					
All children go through stages of literacy development at their own pace, and in a variety of ways					
Playing Supports Literacy Development	Literacy Skills	Infant	Toddler	Preschool/PreK/K	Grades 1, 2 and 3
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	Speaking/Talking Singing	coos, babbles, cries	first words, 2-word phrases	phrases, sentences, takes turns, questions	storytells, inquires, predicts, infers, retells, reflects
	Viewing Looking	environment, board books	environment, objects in texts	names, letters, common environmental print	views books as sources of information & pleasure
	Reading	observes illustrations	requests re-reading stories	makes up stories, explores books on own	independently reads (home & school), understands different text types
	Representing Showing Ideas	Imitates, signs, gestures	scribbles, copies	draws, creates, builds, paints, sculpts, dramatizes	re-enacts, displays and creates stories both orally and written
Writing		explores writing mediums and tools		role-play writing, creates lists & cards, copies letters or writing	attaches meaning to text, interested in story structure

### Print Motivation

Babies enjoy holding and playing with books. Always have books around for baby to explore.

### Vocabulary

Read together every day!  
Speak in the language that is most comfortable for you.

### Phonological Awareness

Sing songs and recite nursery rhymes to help your baby hear the smaller sounds in words.

### Better Knowledge

Enjoy reading alphabet books with your baby!

### Print Awareness

Make book sharing time a special time of bonding between you and your baby. Read favorite books again and again!

### Narrative Skills

Talk to your baby about what you are doing. Notice what your baby looks at, and then talk about it!

REF: San Francisco (CA) Public Library [Never Too Young: Books for Babies/Toddlers](http://www.earlylit.net/handouts-and-activities/)  
http://www.earlylit.net/handouts-and-activities/

# ***Invitations for Learning***

Examples of Invitations  
from Early Learning Programs –  
Child Care, Prekindergarten, and Kindergarten





