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NEW BRUNSWICK CURRICULUM FRAMEWORK FOR EARLY LEARNING AND CHILD CARE ~ ENGLISH

Valuing Early Learning and Child Care in Action

COLLABORATIVE ASSESSMENT TOOL (CAT) —



Primary Authors: Sharon Hachey, Sherry Rose, and Pam Whitty.

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NEW BRUNSWICK CURRICULUM FRAMEWORK FOR EARLY LEARNING AND CHILD CARE

~ ENGLISH ~

Valuing Early Learning and Child Care in Action COLLABORATIVE ASSESSMENT TOOL (CAT)

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Gillian Yeomans,
University of New Brunswick
Early Childhood Centre

We are inspired in our work by the commitment of early childhood educators throughout the province and by the children in their educational care.

THANK YOU TO THE EARLY CHILDHOOD DIRECTORS,
EDUCATORS, COORDINATORS AND ADVISORS
FOR THEIR CONTRIBUTIONS TO THIS DOCUMENT.



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VALUING EARLY LEARNING AND CHILD CARE IN ACTION: WORKING WITH THE CAT

Valuing Early Learning and Child Care in Action, Collaborative Assessment Tool (CAT) is a companion curriculum document to the *New Brunswick Curriculum Framework for Early Learning and Child Care ~ English (NBCF-E)*. This document is intended to help individuals articulate and provide examples of ways they are caring and learning with our youngest children.

STRUCTURE

The *Valuing Early Learning and Child Care in Action* CAT is divided into **three sections**:

- o **Working with the CAT.**
- o **Valuing** Children, Valuing Interactions and Relationships, Valuing Culture and Languages, Valuing Environments, Valuing Documentation; and
- o **Broad Based Learning Goals** - Well Being, Play and Playfulness, Communication and Literacies, Diversity and Social Responsibility.



PURPOSE

The intention of this collaborative tool is to **describe key features of provisions and practices** that characterise the curriculum framework in action:

- o Some of these features will be visible in the **physical environment** and **documentation**.
- o Some of these features will be visible by **observing interactions** between educators, children, and parents.
- o Some of these features will be visible in **conversations** with children and adults.



REQUIRES

Knowledge and ongoing revisiting of:

- o *Child Day Care Facilities Operator Standards*,
- o *New Brunswick Curriculum Framework For Early Learning and Child Care ~ English*
- o Inspiring and safe environments, both indoors and out with accessible materials and equipment to maximize each child's participation
- o The CAT to identify your strengths and areas for growth
- o Public Health and Public Safety requirements



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POSSIBLE PARTICIPANTS



COLLABORATING

What contributions and collaborations are possible on behalf of children, their families and front-line educators? Think about how:

- **Mutual involvement** between adults and children expands learning for all,
- **Multiple and contrasting viewpoints** deepens understanding and provokes new possibilities,
- **Listening** involves care, humour, curiosity, wonderment, and an openness to change. Listening with courage to hear connections, questions, differences and complexity cultivates respectful, responsive learning communities (Rinaldi, 2004).



How do we meet each other as human beings – a relationship larger than our roles?

How do we keep our ethical obligations to each other in our heart and minds?

How do our roles differ?

How do they overlap?

Our beliefs and values are reflected in our language. Listening to our words, thinking about what they mean to each of us, helps us think about our values, assumptions, and new possibilities. What do we mean when we say learning and care, education, child, parent or early childhood educator? What is the purpose of education and care?

– (Moss, 2011)

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VALUING EARLY LEARNING AND CHILD CARE IN ACTION: WORKING WITH THE CAT

ACTIONS

Questioning: Paraphrasing, Conversing, Recalling, Elaborating, Connecting, Wondering, Tell me... , Brainstorming, Introducing, Reorganizing.



Participating: Engaging, Collaborating, Initiating, Sharing, Playing, Singing, Reading, Joining, Leading, Following, Listening, Observing, Documenting, Responding, Planning.

Modeling: Inviting, Problem solving, Helping, Cleaning up, Fixing, Conversing, Caring, Singing, Reading, Writing, Playing, New vocabulary, Humour, Flexibility, Respect, Curiosity, Appreciation, Encouragement.

REFLECTIVE PRACTICE

Revisit the following documents to identify areas of strength, growth and ideas:

- o *Valuing Early Learning and Child Care in Action (CAT) document,*
- o *New Brunswick Curriculum Framework for Early Learning and Care ~ English,*
- o *Professional Curriculum Support Documents.*

And then...

- o Decide upon particular area(s) of focus or inquiry,
- o Determine support required,
- o Implement your plan,
- o Document what happened in a range of ways. Think about the learning: your own and that of the children.



How will your centre document your curriculum strengths, plans and learning? Think about:

- o Curriculum work as being continuous and occurring over time,
- o Valuing strengths, curiosities, questions and anxieties,
- o Think about creating space and time to learn through self, team and centre based reflection, conversations, and documentations.



WHAT'S POSSIBLE?...

The CAT created a space for richer conversations and documentations. It prompted us to ask questions, seek other opinions. We could work together to identify our strengths and gaps.

~ COORDINATOR

The CAT as a tool, and the portfolio that the Centre kept, helped me as a coordinator see how a centre and the educators are meeting provincial requirements for using the New Brunswick Curriculum Framework-English.

~ COORDINATOR

It is exciting to seek other's opinions and celebrate each other's strengths.

~ EDUCATOR

The CAT strengthened our relationships. We became critical reader's of each other's work, working hard to support each other by proofreading, discussing word choice and planning decisions in our documentation.

~ EDUCATOR

The CAT was a fabulous learning tool, a great way to be introduced to the Curriculum as a new educator and director. It would be a great licensing tool.

~ COMMUNITY HOME DAY CARE EDUCATOR/DIRECTOR

The Tool has been a beneficial platform for discussion. We need more practice thinking about educational encounters through multiple perspectives so we can learn to live within the gray zones, within complexity.

~ DIRECTORS

The CAT slows things down – allows our discussions to percolate and provides a record of our conversations.

~ ADMINISTRATOR

The CAT creates a space for teamwork and leadership, it gets the staff networking and mingling with each other.

~ DIRECTOR

The tool disrupted our desire to tell educators what they should do. Now we ask questions, listen, provide support, and acknowledge growth.

~ COORDINATOR

The CAT helps us find a better balance between advising and facilitating, a more democratic process. It provides a space for the educator's voice to reflect on his or her own strengths and personal growth.

~ COORDINATORS AND EARLY LEARNING ADVISORS

The CAT provides a user-friendly resource that allows the user to focus on particular aspects of their work. I used the CAT to look at my own strengths, to see what I was doing or not doing.

~ EDUCATOR

The director plays a pivotal role in supporting our work with the CAT. They provide us with time to meet and discuss.

~ EDUCATOR

When we were piloting the CAT, I created my own portfolio. As a director I was able use this portfolio to show parents examples of educators and children's learning using the New Brunswick Curriculum Framework-English.

~ DIRECTOR

The CAT helped us create a more collaborative space to think and talk about our practice. As a tool, the CAT helps to focus our conversations and takes us back into the Curriculum Framework, the support documents and our own documentation.

~ DIRECTOR

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VALUING DOCUMENTATION – MAKING LEARNING VISIBLE

Making learning visible through children's artifacts, actions and words:

- paintings
- 3-D constructions
- drawings
- photos
- conversations
- questions
- explanations
- indoor play
- outdoor play
- invented games
- books
- problem solving

Why Documentation Matters:

- supports children's memory and serves as a jumping off point for next steps in learning,
- grounds educators reflections, learning and planning
- provides families and community members with detailed information as a means to elicit their reactions and support (Edwards, Gandini, & Forman, 1998, 9)
- promotes and protects learning (Carr, 2001)
- helps educators re-examine challenges and assumptions about children and learning
- uncovers new information through visible listening

Making learning visible through adult and child co-constructed pieces:

- dictated stories
- poems
- songs
- group stories
- lists of questions
- graphs
- surveys
- letters
- recipes
- project webs
- descriptions of learning processes

FORMS OF DOCUMENTATION:

- learning stories • video clips • photo series • single photos • children's words
- conversations • notes from families • letters • children's artifacts • project webs
- displays with materials • white boards • observations • questions • theories • learning reflections

Documentation is more than product on the wall:

How do you use your documentation with children, families, other educators, and community members?

How does your documentation inform your planning?



Other ideas?



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CAUTIONARY QUOTES:

I avoid the terms 'assess' and 'assessment' here because they imply a range of meanings that I hope to distance from pedagogical documentation — accountability and the judgment of learning. To judge is to remove oneself from participation. If the educator is removed from relationship to and responsibility for the learning, it becomes solely the learner's responsibility. The learner who has not learned is then considered to be in jeopardy and a failure. To view the child learner as a failure is, in my view, unethical, violating the rights of children to have a safe learning environment. (Wein, 2011, n. p.)

'Evaluate' derives from the Latin 'to bring out value' and 'assess' comes from the Latin 'to sit beside'. We might do well to ponder the degree to which our current assessments reflect what we value or [even] resemble the act of 'sitting beside' (instead of standing over) our children. (Krechevsky & Stork, 2000, p. 68)

How can we assess learning in a way that cultivates a culture of success permeated by a belief that every child, parent, and educator can and is learning (Black & Wiliam, 1998)?

Documentation is more than a product on the wall. It demonstrates that we are listening and thinking about children's learning as individuals and group members. The careful documentation of children's words provides an important space to hear and reflect on their thinking.

Documentation speaks directly to the children, families and educators. Documentation is a creative process that continually changes with experience. Documentation takes multiple forms and details the processes of learning over time. Often a study of our documentation takes us to new resources as we think through questions that children and educators ask.

Documentation can become a space for educators, families and children to:

- hear children's questions.
- respond to children's initiatives.
- share insights, questions and stories across home and school.
- think about the big ideas children are exploring.
- listen differently when confronted by challenges.
- attend to children's talk, play, movement, gestures and relationships.
- invite participation from families, children, educator and community members.
- reread for new questions and new possibilities.
- show children you are listening carefully.
- think about democratic relationships.
- reflect on curriculum planning.
- create a space for curricular conversations.
- reimagine children in all their possibilities.
- recognize the contributions of others, children and adults.
- uncover our assumptions, beliefs and judgments.
- create other possibilities.

You can use the CAT to:

- to measure compliance
- plan curriculum
- focus educator learning
- describe the strengths and interests of educators and directors
- document for communicating with families
- target a centre's needs and goals
- research our own practices

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VALUING CHILDREN MEANS...

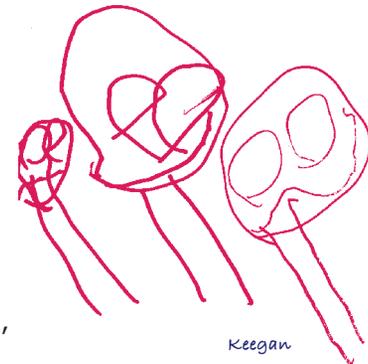


Nurturing and caring for children by:

- ensuring their safety and well-being
- being their conversational partner by kneeling, bending, or sitting to establish better eye contact
- using children's names
- modeling language by paraphrasing, introducing new words and extending language
- listening attentively when children speak
- joining children, families, other educators, and directors to solve problems
- communicating clearly and respectfully with children and their families
- encouraging children to try new experiences
- showing enthusiasm for children's ideas, initiatives, relationships, and learning

Respecting children's relationships by cultivating their:

- participation as individuals and as community members
- passions, friendships, cherished toys and activities
- contributions to other children and to learning environments, both indoors and outdoors
- participation in a range of playful, caring, learning relationships.
- inclusion rather than exclusion (no sad or time-out chairs, no removal of materials as the means of discipline)



Learning is purposely planned for children by:

- setting up a variety of accessible, well organized, and open-ended materials
- bringing outside materials in, and inside materials out
- exploring a variety of topics initiated by children, families, educators, and community and world events
- using a wide repertoire of texts: songs, poems, chants, picture/wordless books, stories, oral histories, games, graphs, pictures, posters...
- engaging in teachable moments
- extending learning by planning next steps, new materials and activities
- talking with children about their learning, using open-ended questions, and offering specific feedback
- making children's contributions and thinking visible through displays, cultural artifacts, webs, documentation, portfolios, photos, projects, artwork, community and family connections



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VALUING INTERACTIONS & RELATIONSHIPS MEANS...

Valuing children's friendships by:

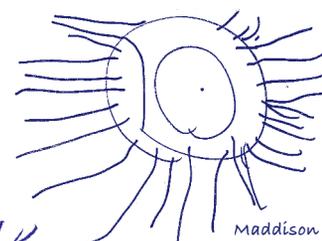
- understanding the complexities of interdependence, dependence, and independence among children
- mediating between children, stepping in, or deliberately stepping back, to foster learning
- supporting each child's active engagement by negotiating equitable access to materials, friendships, and activities
- facilitating a range of social relationships with children, families, other educators, and community members
- sharing passions with children, educators, and families
- collaborating with children, owners, directors, and other educators to care for materials, living creatures, and environments, both indoors and out



Nathan

Valuing democratic relationships by:

- being optimistic and participatory in problem solving
- using positive child guidance strategies
- building strong affirmative relationships with each family
- appreciating, sharing, and advocating with other educators, families, and community members



Maddison

Valuing the learning and teaching contributions of other adults by:

- appreciating the contributions of others
- asking for help
- seeking advice and different perspectives
- co-authoring curriculum and caring initiatives



Olivia

Valuing your New Brunswick Curriculum Framework for Early Learning and Child Care – English

- consulting the curriculum for planning, reflecting, and documenting
- sharing curriculum knowledge with parents
- demonstrating knowledge of the curriculum in conversations



Georgia

VALUING CULTURE & LANGUAGES MEANS...

Planning for children's participation in their community by:

- attending community events
- visiting natural and created environments
- inviting guest speakers to the centre
- taking seasonal or cultural field trips
- caring for local landmarks
- inviting family contributions and participation

Representing and using children's home and heritage languages in the environment.

Building responsive, reciprocal and respectful relationships with children, families, colleagues and communities.

Documenting how relationships with particular children, families, centre personnel and the broader community are valued.

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VALUING ENVIRONMENTS MEANS...

Educators understand the potential of the environment as 'third teacher.' They take into account the strengths, interests and desires of all the children in their care as they select and organize space, equipment and materials, both indoors and out.

The local community, landscape and cultural experience are evident in the material provisions that the centre makes and the documentation of learning it displays.

Environments are beautiful, joyful and rich in opportunities for sensory learning, social interaction, language, exploration, manipulation, and representation.

They are purposefully designed, planned to enhance children's healthy development and learning.

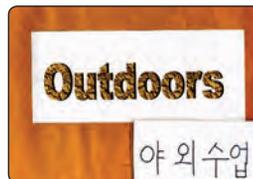


Children participate in planning, changing, and caring for environments and equipment.

Evidence of ongoing project work is visible through documentation and works-in-progress displayed for children and adults.



There are dedicated areas for individual, small group, and whole group activity and playful exploration.



There is evidence of children's home environments and the groups' collective past. Children's words and work are displayed with care, and respect.

Storage and shelving are accessible, organized, and labeled to help children and visitors participate and clean up.

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VALUING ENVIRONMENTS MEANS...

Organizing space into flexible learning areas, play centres, or zones that include, but are not limited to:



- **A book/reading area** with soft furnishings, cushions and carpeting for comfortable seating, and a range of fiction and non-fiction books invitingly displayed.

- **A dramatic play area** equipped with props for domestic play and/or other play scenarios such as store, hospital, library, superhero play, etc.



- **An art area**, uncarpeted for easy cleaning, equipped with washable tables and easels, and materials for painting, drawing, writing, construction and modelling.



- **A carpeted block construction area** equipped with blocks of various types and sizes (interlocking, unit etc), loose parts such as tubes and boxes, and complementary accessories such as train tracks, toy vehicles, and other miniature materials for small world play such as: houses, farm animals, people etc.,

- **A scientific / mathematical area** equipped with tools and materials for investigation and measurement such as scales, tape measures, measuring cups, magnifying glasses, magnets, and materials and games that prompt sorting, matching, sizing, ordering, counting, and classifying.



- **Provision for play with natural materials** such as sand, water, mud, clay, and snow, both indoors and out.



- **Space/equipment for large motor play**, indoors and out, that allows for vigorous physical play either at the centre or in close proximity.

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BROAD-BASED LEARNING GOALS

WELL-BEING

 pages 76-83 **Emotional Health and Positive Identities**  pages 6-17

Children develop a sense of self

Educators take care to listen, model problem solving, and support children’s initiatives.

Children develop a sense of other

Educators nurture a sense of community connectedness while celebrating the unique qualities of each child.

 pages 84-89 **Belonging**  pages 18-29

Children develop a sense of place

Educators support children’s connections to environments within the centre and local community.

Children build respectful and responsive relationships

Educators provide time and space for children to develop and maintain relationships.

 pages 90-97 **Physical Health**  pages 30-47

Children take responsibility for personal care

Educators provide access, time, and encouragement as children undertake self-care practices.

Children learn about food and nutrition

Educators honour individual and cultural food practices, and provide children with a range of nutritious foods that are new familiar and local.

Children explore body and movement

Educators challenge children’s physical limits through planned and open activities.

PAGE GUIDE KEY

On the next four pages you will find reference tags that link the broad-based learning goals with the support documents and ‘Expanded Goals’ sections in the New Brunswick Curriculum Framework for Early Learning and Child Care – English.

NEW BRUNSWICK CURRICULUM FRAMEWORK FOR EARLY LEARNING AND CHILD CARE – ENGLISH

-  WELL-BEING
-  PLAY AND PLAYFULNESS
-  COMMUNICATION AND LITERACIES
-  DIVERSITY AND SOCIAL DIVERSITY

 pages 6-17

DOCUMENT PAGE REFERENCE

DOCUMENT ICON REFERENCE



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BROAD-BASED LEARNING GOALS



PLAY AND PLAYFULNESS



pages 100-105 **Imagination and Creativity**



pages 6-19

Children develop dispositions for flexible and fluid thinking

Educators encourage children to find different ways of doing things and honour unique and novel responses.

Children invent symbols and develop systems of representation

Educators encourage children as they represent their experience in their own way.

Children create imaginary scenarios in which to explore new possibilities and take possession of their worlds

Educators enter play, provide ideas, materials, and information for children to enrich their imaginary play.



pages 106-117 **Playful Exploration and Problem Solving**



pages 20-37

Children learn about the properties of objects

Educators provide a wide variety of materials and help children with the language to theorize, describe and articulate their actions on objects.

Children test their limits

Educators provide safe spaces for children to test and challenge their growth capacities.

Children learn to negotiate the complexities of joint undertakings

Educators provide materials, observe, and revisit experiences to discuss what works, what does not, and what next.

Children learn to employ creative approaches to identifying and working out practical problems

Educators allow time for children to work things out, providing materials, strategies, and perspective as required.



pages 118-121 **Dizzy Play**



pages 38-46

Children take pleasure in being on the edge

Educators recognize, value, and provide safe spaces for dizzy play.

Children take pleasure in sharing the joy of laughter

Educators laugh with the children and participate in the spontaneity of dizzy play.

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BROAD-BASED LEARNING GOALS



COMMUNICATION AND LITERACIES



pages 124-135

Communicative Practices



pages 6-23

Children form relationships through communicative practices

Educators initiate and reciprocate playful and conversational verbal and nonverbal communication throughout the day.

Children learn conventions of their languages

Educators provide an environment rich with conversation and language of home, books, songs, poems, jokes, instructions, recipes, slogans, measurement, movement, and number.

Children extend ideas and take actions using language

Educators provide opportunities for children to initiate discussions, explanations, demonstrations, ask questions, share ideas, lead problem solving, negotiate relationships, invent imaginary worlds and tell stories.



pages 136-147

Multimodal Literacies



pages 24-45

Children explore a variety of sign systems

Educators provide a range of materials for children to simultaneously use the sign systems of language, music, math, art, and/or drama.

Children engage in multimodal meaning making

Educators ensure that children have access to the symbols and literacy practices of language, music, math, art, drama, and new technologies; they value and extend children's literate process, products, and productions.



pages 148-156

Literate Identities With/In Communities



pages 46-63

Children co-construct a range of literate identities

Educators ensure children's right to participate in, create and critique the products and practices of various communities.

Children engage critically in the literacy practices of popular culture

Educators become knowledgeable about children's popular culture and support children's initiative to use this knowledge in a range of literacy practices and events.

Children use the literacy tools of digital technologies

Educators are aware and supportive of children's growing knowledge of digital technologies.

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DIVERSITY AND SOCIAL RESPONSIBILITY



pages 158-163

Inclusiveness and Equity



pages 6-17

Children appreciate their own distinctiveness and that of others

Educators become aware of their own assumptions around differences within and across culture, race, gender, spirituality, ability, and socio-economic circumstances. They examine their practices to ensure inclusiveness and equity of their families.

Children engage in practices that respect diversity

Educators ensure that materials and people representing the linguistic and cultural communities of New Brunswick and broader world are present in the children’s daily lives.

Children raise questions and act to change inequitable practices that exclude or discriminate

Educators take children’s questions, comments and actions about difference seriously and help children to engage in inclusive and equitable practices.



pages 164-171

Democratic Practices



pages 18-29

Children learn to be responsible and responsive members of the community

Educators use everyday experiences to model caring, helping, and respecting, and they name acts of kindness.

Children practice democratic decision-making, making choices in matters that affect them

Educators provide a forum for all voices and model listening as well as speaking.

Children practice fairness and social justice

Educators help children to understand other points of view and to act in support of those who need help.



pages 172-181

Sustainable Futures



pages 30-49

Children develop a sense of wonder and appreciation for the natural world

Educators provide outdoor time and access to the natural world and wild places, and share in the joy at being outside.

Children learn to recognize and record patterns and relationships in nature

Educators revisit natural and wild places with children to observe nature over time, providing tools and resources for recording ongoing investigations.

Children develop a sense of appreciation for human creativity and innovation

Educators provide opportunities for children to explore the constructed world and prompt discussions about function and beauty.

Children learn about natural resources development and manufacturing

Educators cultivate interest in the local development of natural resources.

Children learn environmental and socially responsible practices

Educators provide opportunities for children to participate in communities that engage in environmentally friendly practices.

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PILOTING THE CAT 2011-2012

From a Director's Perspective...

The Collaborative Assessment Tool was used:

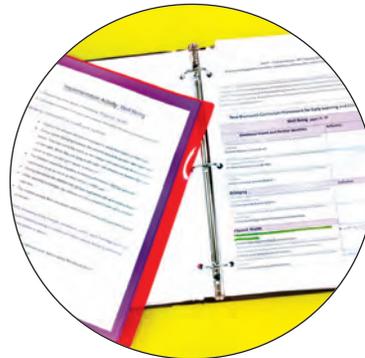
- to initiate discussions with Educators concerning documentation and programming
- to evaluate educators' growth, learning and engagement
- to identify deficiencies in centre policies and procedures
- as a portfolio to showcase early childhood learning in the centre to current and prospective parents/guardians

Benefits of using the CAT included:

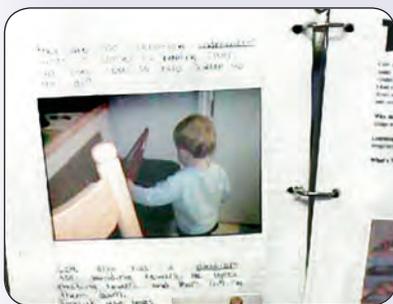
- promoting a proactive approach to the implementation of the New Brunswick Curriculum Framework ~ English
- encouraging reflective teaching practices
- bridging the gap in communication between Educators, Directors, Early Learning Community Advisors and Early Childhood Services Coordinators
- highlighting educators' strengths

However, one challenge educators encountered involved the inherent ambiguity involved in a qualitative approach to an assessment tool. Specifically, educators were uncertain of how to record examples of evidence as well as how often to refer to the CAT. This challenge was easily overcome by encouraging educators to adopt an approach that was tailored to their individual needs. In doing so, our team found the CAT to be an invaluable resource.

~ Sara Thornton and Melissa McCallum Little Geniuses Day Care Centre Inc., Fredericton



Donna Baisley, Early Learning Community Advisor interviews Nikki Matchett, Educator...



How did you use the CAT?

Nikki: I organized it first by reading all the sections, and then made a binder with sections. When I did something with the children and when they did things, I would take a photo and write a little description or a learning story and put it in the sections where it fit. I think everyone should organize a portfolio first to get familiar with the tool because organizing it helped me.

What did you see as your strength?

Nikki: My strength is identifying the children's interest. Also the CAT helped me to see how important the parents are and that they are a big part of the program. I didn't see that before. I am working and getting much better at involving parents.

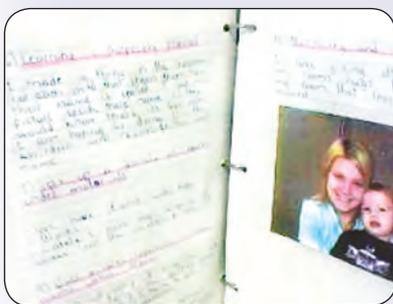
What are the challenges?

Nikki: Because I choose to do mine a particular way, I find time is an issue, I still duplicate my work sometimes and I know that we don't have to but I feel more organized when I do it this way.

How did you solve some of the challenges?

Nikki: I decided to work on some of my stuff at home.

~ Donna Baisley and Nikki Matchett Sparkling Diamonds Daycare, Miramichi



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My journey with the CAT as a beginning educator:

I opened my daycare home, proudly placed my license on the wall with the idea that it was going to be easy. I had already raised two daughters, daycare is going to be similar. I couldn't have been more wrong.

I just welcomed the first child into Little Bits Early Learning and Care, received my Curriculum Framework Binder with goals inside, started ECE at NBCC Miramichi, and received an invite to participate in the CAT pilot. As you can see there was a lot going on at the time.

On the first CAT meeting my daughter Brittany and I arrived with the other educators that were also invited to participate. I was very overwhelmed by the experience of the other centres. I felt like I didn't have any knowledge to add to the CAT. How was I going to compare to an educator that has twenty years experience? I was then given a CAT binder, told to start filling in suggestions, questions, and new ideas, on curriculum I didn't understand.

I began the CAT sheets and I started with the categories I could understand. As I wrote suggestions, ideas and learning that was happening in my centre, I learned the curriculum and the children blossomed from it. I like the guidance the CAT strategies gave me with good communication, eye contact, pictures, observation, and materials; the possibilities were endless. These goals were already in the curriculum framework binders, but now they are easily broken down for me. To read the stories in the support documents was educational, but I had to experience these goals and learn these things for myself. Each educator has to bring their own passions and experiences to figure out your place as an educator.

An Administrator's View

The CAT gave vision to understand the how and why of implementing the New Brunswick Curriculum Framework ~ English, how to let go of old ideas and move into new ones:

- allowing the children to teach the educator*
- developing open ended activities*
- listening to, enjoying, and expanding on children's ideas and their path of learning*
- a vast range of ideas from networking with each other*
- availability of the advisors provided clarification for daily programming*
- providing examples of evidence led to a greater understanding of learning*
- the importance of documentation and its variety of forms: learning stories, observations, letters, and conversations with children*

Being in the field of child care for thirty years I have experienced a lot of changes, some difficult and others less difficult. As a result of the CAT, my mind has been opened to child learning and discovery. I am a visual learner and found the experience of the CAT to be an invaluable instrument of clarification for the New Brunswick Curriculum Framework For Early Learning and Child Care.

*~ Darlene E. Cromwell, Administer
Portland Community ChildCare Inc. Saint John*

By the final meeting of the CAT pilot I had learned a lot. Although not having the knowledge of the other educators I did feel an equal. I cried when it was my turn to speak about my journey with the CAT. The story I have just told came pouring out of me. Thanks to the CAT I realized I understood the Curriculum Framework, and no matter if you're beginning or have years of experience each educator brings value to their centres environment for our future inventors and creators.

*~ Mel Barrette
Little Bits Early Learning and Care, Miramichi*

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In the New Brunswick Curriculum Framework For Early Learning and Child Care ~ English the described vision is that children will grow to their fullest potential with dignity, a sense of self worth, and a zest for living and learning.

It is a holistic image of children to be held central in our collaborative endeavours that support dynamic caring and learning environments which value children as:

- o Curious, courageous and confident protagonists in their pursuit of their relationships, knowledge and skills,
- o Secure in their linguistic and cultural identities,
- o Respectful of diversity,
- o Contributing to a just and democratic society that nurtures connection and care for life on earth.

In the New Brunswick Curriculum Framework For Early Learning and Child Care ~ English, children are viewed as people with the right to be a child whose strengths, passions and interests, not shortcomings, are focused upon and responded to. Childhood is a rich and complex time of life lived out in the context of family, community and culture.

Consequently, documentation, assessment and curricula planning are co-constructed from particular children’s strengths and interests, set in relation to the values and broad goals that have been articulated for all New Brunswick’s children (Pages 1–49, NBCF-E). Educators listen to children, allow children to take initiative, and persist in guiding children in ways that cultivate creativity, playfulness, participation, learning, and caring.

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