



**certification council
of early childhood
educators of nova scotia**

Certification Criteria



How to use the Certification Criteria

This criteria has been developed over several years with a great deal of input from early childhood educators and extensive field testing. It is our hope that you will find it easy to understand and use. The Criteria is your “workbook” or guide to use when you are visiting members of your triplet. If you read and fill out a criteria before you start making your visits, you will have a good overview of the types of things that you are looking for.

People use the criteria in two different ways. You can use a notebook to make observations of everything you see during the observation, and then transpose the notes to the criteria in the appropriate place afterwards. Or, you can write directly on the criteria using a pencil so that changes can be made at a later date if necessary. (If you choose the latter, it will be necessary to go over the notes in pen when you have finished the certification process.) You may want to make copies of the criteria before writing in them.

The criteria has been developed with developmentally appropriate practice as its basis. Therefore, we suggest that you read the following publications (Available in the Connections Resource Library):

- National Statement on Quality Child Care. Canadian Child Care Federation.
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. Expanded Edition. Sue Bredekamp, Ed., NAEYC.





You will also receive reflective journals, which will help you examine your own practice.






Personal Qualities

Besides possessing suitable training and experiences in her field, the early childhood educator also needs certain personal qualities in order to meet the needs of the children in her care. These qualities ensure that the children are nurtured appropriately, and that the educator is able to build trust with the children and rapport with their parents as well as with her peers.

-  *ensure that the children are nurtured appropriately*
-  *build trust with the children*
-  *build rapport with parents*
-  *build rapport with peers*

 Criteria: Personal Qualities	Comments, give examples Please add reflective comments.
1) Warm and caring attitude that <ul style="list-style-type: none"> a) Displays sensitivity and empathy towards others b) Is warm and friendly towards children, peers and parents, treating them with respect. Trust is evident. c) Is patient, honest and tolerant. 	
2) Professional/ethical behavior <ul style="list-style-type: none"> a) Maintains confidentiality where appropriate. b) Demonstrates good judgment and tact. c) Demonstrates a continuing interest in professional development, can articulate goals, plans and evaluates own progress. d) Is self-confident and reliable. 	
3) Good health <ul style="list-style-type: none"> a) Displays good physical health, hygiene and mental stability. b) Possesses energy. c) Sense of grooming and courtesy appropriate to the workplace. 	
4) Communication with peers <ul style="list-style-type: none"> a) Cooperates with team members/co-workers/director. b) Communicates problems and works at solving them, discusses differences reasonably. c) Shares responsibility, listens to others' opinions. 	
5) Communication with parents <ul style="list-style-type: none"> a) Nurtures relationships with parents (helping them join in the program, organizing parents' nights, day to day conversation). b) Recognizes and allows for the varied nature of today's families, (e.g. single parents, foster parents, etc.) c) Acts as a liaison between parents, social services, and resources within the community. d) Assists parents in the child's transition to school or special needs programs. 	








Communication and problem solving skills

The early childhood educator shows the ability to listen carefully to children, picking up on both verbal cues and body language. She gives verbal feedback to check out her or his understanding of the child's intentions or feeling.

When problems arise, that early childhood educator is able to help children express how they feel and to help them begin to resolve problems through suggesting reasonable choices and alternatives, so that in time children will learn basic skills in generating their own solutions to problems. A useful strategy for problem solving is to rearrange the environment so that undesirable behavior is less likely to occur.

The teacher focuses on positive rather than negative behaviors, always searching for ways to build on strengths and to facilitate pro-social behavior.

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

-  *ability to listen carefully*
-  *gives verbal feedback*
-  *focuses on positive behaviors*
-  *guidelines are kept clear and simple*
-  *emphasis always on problem solving*

 **Criteria:**

Communication and problem solving skills

Comments, give examples
Please add reflective comments.

1) Listens to children's feeling and to underlying message conveyed in time, body movement and facial expression (active listening).

2) Helps the child to express feelings, but not at in a way hurtful to others.

3) Focuses on child's positive behaviors, emphasizing what is being done well or what is of legitimate interest (e.g. teacher to child maneuvering a fire truck and making the accompanying siren sounds, I'm just turning down the siren. Outside of course, it needs to wail high, but in here we can turn it down a little").

4) Refrains from negative discipline. (e.g. physical punishment and techniques that frighten or humiliate the child, such as shaming, name calling, threatening, shouting and harassing).

 **Criteria:**

Communication and problem solving skills

Comments, give examples

Please add reflective comments.

5) Encourages child to resolve problems constructively:

- through expressing own needs/feeling
- listening to needs/feelings of others
- looking for alternative solutions
- rearranging the environment

6) Has a well developed sense of timing, regarding when to facilitate problem solving and when to refrain from intervention.

7) Provides children with clear and reasonable guidelines for behavior, which are adhered to consistently, but not rigidly (emphasis should be on natural consequences rather than arbitrary ones).



Language Skills





The early childhood educator takes an interesting what the child says, clarifying and expanding on the child’s language in a natural conversational manner. She/he also encourages children to listen and talk to each other, as they play and work together, so they learn to respect each other’s valuable sources of ideas.

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

Communication should be respectful of the individual and therefore cultural and sexual stereotyping should be avoided, e.g. not referring to boys as strong and girls as pretty. Also, teachers should try and learn a few significant phrases in the language of non-English speakers, so they feel that their native language is valued.

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

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

-  *interested in, clarifies and expands children’s language*
-  *respectful, avoids stereotyping*
-  *models correct language*
-  *clear and simple explanations that support children’s language*



Criteria: Language Skills

Comments, give examples

Please add reflective comments.

1) Communicates in a pleasant, respectful manner taking time to converse naturally with children about their ideas and interests.	
2) Encourages children’s thinking and verbal skills through asking open-ended questions and making interested comments.	
3) Keeps explanations clear and brief.	
4) Speaks clearly and models appropriate grammar, but does not interrupt child to correct grammar.	



 **Criteria: Language Skills**

Comments, give examples
Please add reflective comments.

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- 5) Establishes a rich language environment by encouraging children to:
- make up rhymes and songs
 - describe their experiences/activities
 - interact with puppets
 - tell stories/"read" books.



Observation skills & documenting children's development

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

Careful observations and documentation, which are descriptive of behavior rather than judgmental, enable teachers to take appropriate actions in many ways, from calling the parent of a sick child, providing materials which capitalize on children's interests and ideas, to making referrals to outside agencies when children are seen to have special needs.

-  careful observations
-  careful demonstrations
-  descriptive of behavior
-  not judgmental



Criteria: Observation skills & documenting children's development

Comments, give examples
Please add reflective comments

1) Observes and assesses children's physical well being (e.g. food eaten, frequency of elimination, emotional tone, signs of ill health) and takes appropriate action.	
2) Observes and records children's actions, language and interactions, focusing on interests/achievements rather than making inferences or interpretations. Records could include: <ul style="list-style-type: none"> -anecdotal reports -samples of children's work, -recordings of developmental milestones. 	
3) Uses these observations in planning activities/ materials available for children's use.	



 **Criteria:** Observation skills & documenting children's development

Comments, give examples
Please add reflective comments

- 4) Shows awareness of when the child needs professional assistance with particular physical, developmental, speech or emotional problems and ensures an appropriate referral is made.



Establishing a Climate of Psychological Safety

The early childhood educator provides an environment for children that is psychologically safe and consistent with their developmental needs.



provides an emotionally secure base for children



builds trust



keeps commitments



provides physical nurturance



Criteria:

Establishing a Climate of Psychological Safety

Comments, give examples
Please add reflective comments.

1) Supports child-initiated activity.	
2) Provides an emotionally secure base from which children can explore their social/physical environments.	
3) Acknowledges that children experience and express in response to the child care environment (e.g. separation anxiety).	
4) Can identify symptoms of emotional stress in children. (Discuss)	
5) Builds trust by following through on commitments.	



 **Criteria:**

Establishing a Climate of Psychological Safety

Comments, give examples
Please add reflective comments.

- 6) Provides physical nurturing when indicated by the child.



Children's Safety

The early childhood educator demonstrates ability to “child proof” the environment so that it is developmentally appropriate for the children in it. This includes rooms children use indoors and spaces such as gyms and playgrounds used outdoors.



Maintains a hazard free environment



provides equipment and materials that are developmentally appropriate for the children using it.



aware of children's whereabouts while in both inside and outside areas



Criteria: Children's Safety

Comments, give examples

Please add reflective comments

<p>1) Children are under adult supervision at all times. (Following teacher-child ratios as set down by the Department of community Services). Demonstrates awareness of children's whereabouts and supervises their activities at all times.</p>	
<p>2) Can work with individuals while monitoring group as a whole.</p>	
<p>3) Helps maintain the building, play yard and all equipment in good repair. (e.g. hammering in protruding nails.)</p>	
<p>4) Child proofs the environment, so that it is developmentally appropriate for children using it.</p> <ul style="list-style-type: none"> - Ensures toys for infants cannot be swallowed. - Stores accessible materials within easy reach of children. - Keeps floor in major traffic areas reasonably uncluttered. - Stores potentially dangerous materials out of reach and view of children. 	
<p>5) Indoors, ensures that gym equipment is safely assembled with mats to cushion falls. Outdoors-ensures absorbent surface under play equipment to cushion falls. Equipment is safely anchored.</p>	
<p>6) Closely monitors potentially hazardous materials when used by children (e.g. sharp knives, electric frying pans, etc.).</p>	










Children's Health and Hygiene


The early childhood educator recognizes symptoms of physical illness and emotional stress, provides comfort and quiet in a separate space for the unwell child, and uses good judgment in notifying parents and/or health professionals. S/he can deal with minor ailments.

Health precautions such as washing before preparing food and after toileting or dressing children appropriately for outdoor activities (possibly having spare clothing or procedures in place to ensure parents provide adequate clothing) or providing toilet tissues and disposing of it adequately are in evidence.

The early childhood educator is a role model for health and hygiene practices by demonstrating them and including the children in the natural functioning of these procedures in a matter of fact way. Light, ventilation and temperature are kept at suitable levels for young children.

-  *knowledge of illness and stress factors*
-  *uses good judgment in notifying parents*
-  *washes hands frequently and at appropriate times*
-  *acts as role model for health and hygiene practices*

 Criteria: Children's Health and Hygiene	Comments, give examples Please add reflective comments.
1) Ensures children are dressed appropriately for active play indoors and outdoors. Providing an adequate supply of clothing as "spares" and/or has policies in place to ensure parents provide extra and appropriate clothing. Provides adequate protection from the sun. (sunscreen, broad rimmed hats and provides play opportunities in shaded areas).	
2) As children use the facility, staff and children keep areas reasonably clean (tables are washed and floors are swept after meals; toys are picked up).	
3) Toileting and diapering areas are sanitary. (Soiled diapers are disposed of or held for laundry in closed containers out of reach of children. Cover of changing table is disinfected or disposed of after each use. Toilet area is sanitized daily. A sink with running water (hot and cold) is very near to diapering and toileting areas.	
4) Washes hands with soap and water before feeding preparing or serving food and after diapering or assisting children with toileting or nose wiping.	
5) Toilets, drinking water and hand washing	

 Criteria: Children's Health and Hygiene	<i>Comments, give examples</i> Please add reflective comments.
facilities are easily accessible for children.	
6) Soap and disposable towels are provided. Children wash hands after toileting and before meals.	
7) Areas used by children are well lighted and ventilated and kept at a comfortable temperature.	
8) Individual bedding is washed once a week and used only by one child between washings. Individual cribs, cots or mats are washed if soiled.	
9) Can identify symptoms of common contagious children's diseases. Discuss.	
10) Uses good judgment in notifying parent and/or health professionals in case of sickness or injury.	
11) Provides comfort and quiet for unwell child.	
12) Is aware of allergies of individual children and knows how to handle them.	
13) Encourages an awareness of health practices and promotes good nutrition for the children through appropriate activities and experiences, e.g. snack preparation, trips to a dentist's office, etc.	








Routines & Transitions in the Program

Routines include all the repetitive features of a program such as arrival and departures, eating and napping, and toileting. Transitions involve change from one activity to another. Some of the signs indicating skill in handling these are as follows.

Routines are well organized so that children do not have to wait unduly between activities, nor is undue time spent carrying them out. A smooth transition does not take long. Children are prepared in advance for changes. A variety of techniques are used so that children do not experience crowding, over heating, fatigue or over-stimulation. Adult emotional tone remains positive and even with clear directions to children. Procedures are consistent and relaxed so the child is not hurried.

S/he remains a balance between activity and rest, individual and group activities, routine and spontaneity in the use of time.

The programming should include a long period of child-initiated activity with one or two group times daily. Care is taken that the program is not overly fragmented.

-  *well-organized routines*
-  *smooth transitions*
-  *positive emotional tone*
-  *clear directions*
-  *consistent and relaxed procedures*

Criteria:

Routines & Transitions in the Program	Comments, give examples Please add reflective comments.
1) Maintains a reasonably consistent routine so children know what to expect.	
2) Organizes a daily routine with minimal number of transitions allowing for a smooth flowing day, e.g. <ul style="list-style-type: none"> a) Avoids waiting times b) Reduces regimentation c) Adequate free play time d) Few organized group times 	
3) Transitions are handled smoothly, without hurry and <ul style="list-style-type: none"> a) Children are given advance warning b) Next activity captures interest c) While waiting for group to assemble, uses finger plays, songs, games, etc. 	
4) Routines such as toileting, eating, dressing and sleeping are handled in relaxed and individual manner <ul style="list-style-type: none"> a) Routines provide opportunity for individual interaction with children b) Self-help is encouraged, but not forced c) Routines are tailored to children's needs and rhythms as far as possible 	

 **Criteria:**

Routines & Transitions in the Program

Comments, give examples

Please add reflective comments.

5) Cleanup is not rushed, but promoted as an important time for children to help organize their environment. For example:
a) Sorting blocks and materials
b) Washing working surfaces
c) Sweeping up the floor, etc.

6) Shows flexible approach in adjusting routine to meet spontaneous needs and interests of the children.

7) The program is not rushed and unduly fragmented.





Designs and Implements Group Activities

This includes activities for small groups of three or four children, and activities for somewhat larger groups where appropriate, say ten to twelve children.

The early childhood educator selects developmentally appropriate activities and keeps children involved because they are interested.

She supports children's efforts to become members of the group, and shows judgment in selecting activities, in length of group time and in allowing children to participate.

(Problems here would include material selected that is overly didactic for young children, material that leaves children with nothing to do or to think, or control of group dynamics that is overly managerial.)

 <i>selects developmentally appropriate activities</i>
 <i>support's children's efforts in becoming members of a group</i>

Criteria:

Designs and Implements Group Activities

Comments, give examples

Please add reflective comments.

1) Selects and presents developmentally appropriate activities for small groups of children (3-7). Provides materials for each to manipulate, which give children choices, rather than following a prescribed format, e.g. avoiding a certain number of pieces to be glued together to produce a product.	
2) Selects and presents developmentally appropriate activities for large groups of children (10-14). (N/A applicable for infants and toddlers). Activities emphasize action and involvement not only sitting and listening activities.	
3) Supports children's efforts to become group members through encouraging them to share their ideas and listening to each other.	
4) Gives clear and simple instructions at the beginning of an activity and shows good judgment in when to bring an activity to a close. All members of the group do not have to finish at the same time.	



 **Criteria:**

Designs and Implements Group Activities

Comments, give examples

Please add reflective comments.

5) Shows good judgment in when to allow children not to participate.





6) Helps both shy and assertive children to participate effectively in the group.

7) Avoids over-control of group, in which the teacher makes the decisions, or does all the talking.



Design and Maintenance of Physical Environment

Three areas are important here, and the early childhood educator should participate in all of them. These are maintenance of setting, design and implementation of new elements and reorganization.

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

- *Maintenance:* the setting is reasonable clean (but not so clean that the natural activity of the children is subdued). It is attractive and comfortable, and children are involved in helping to maintain its order and cleanliness, for example, in cleaning up, washing shelves or toys, and reporting missing or broken parts.
- *Design:* The early childhood educator designs and implements, or puts together from resources, individual activities to address specific needs of individual children.
- *Reorganization:* The early childhood educator participates in reorganizing spaces in the centre, or routines, where the team has decided a change would be valuable.




Criteria: Design and Maintenance of Physical Environment

Comments, give examples
Please add reflective comments

1) Space is arranged to facilitate play and to promote independence. <ul style="list-style-type: none"> a) Children can move from one area to another without disturbing activities b) Quiet areas are kept as far as possible from noisy, active areas c) Children have easy access to materials such as toys, art supplies and clean up materials d) Materials are attractively arranged e) Labels maybe are included to facilitate clean up 	
2) Space includes a variety of activities/centres appropriate to developmental needs. Toddlers/preschoolers, school aged: block building, dramatic play, art, science, water, construction, puzzles/games, reading areas, etc. Infants: clear space for crawling and protected space for play.	
3) Environment allows for both individual and group activities, so those children can work together or find a private space to be alone.	



 Criteria: Design and Maintenance of Physical Environment	<i>Comments, give examples</i> Please add reflective comments
4) Is alert to ways in which rearrangement of the environment could improve interaction of children or prevent problems, e.g. moving block area close to housekeeping to promote extension of play, making sure clean up materials are close to art area.	
5) Provides sufficient quantity, or duplicate materials to avoid problems of sharing and waiting.	
6) With children's help ensures that environment is well kept and attractive, <ul style="list-style-type: none"> a) Art work attractively mounted and displayed b) Objects of interest displayed or examination c) Books and toys kept in good repair d) Soft cushion/draped fabrics to provide comfort/reduce noise 	
7) Provides new interest centres to support children's interests or to enhance programming, e.g. setting up a restaurant in dramatic play,	
8) Provides a variety of outside activities appropriate to weather and children's interests. Uses indoor materials outdoors as appropriate, such as arts/crafts, dramatic play, housekeeping, and science activities.	



Facilitates Children's Play





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


The early childhood educator thus ensures that a variety of play materials are accessible to children at all times, are well organized so that they invite use and clean up by children, and the early childhood educator uses a repertoire of techniques to support and extend children's play.


Some of these techniques for supporting play include:

- Offering questions or suggestions to stimulate new ideas.
- Playing with children by taking an appropriate role.
- Providing additional props as needed.
- Supporting children in cleaning up after play.
- Refraining from unnecessary interference or attempts to control the play.

The early childhood educator offers ample uninterrupted playtime for children and periodically reorganizes play to offer new possibilities (for example, changing the "store" into an "airplane.")

-  provides a variety of play materials
-  play materials are accessible to children
-  play materials are well organized
-  uses a wide repertoire of techniques to support & extend children's play

 Criteria: Facilitates Children's Play	Comments, give examples Please add reflective comments.
1) Creates an environment to facilitate children's play. a) Provides adequate space. b) Provides adequate time. c) Provides a variety of age appropriate materials.	
2) Keeps all play centres accessible throughout the play/child-initiated activities.	
3) Uses conversation to extend and support children's play. Offers questions, comments, and new ideas.	

 Criteria: Facilitates Children's Play	Comments, give examples Please add reflective comments.
4) Plays with children, taking appropriate roles as needed, but does not control the play.	
5) Offers additional props as needed, and permits children to bring props from other parts of the room.	
6) Extends or redirects play unobtrusively when children run out of ideas.	
7) Creates an atmosphere in which sex-role stereotyping is avoided. Ensures both sexes have equal opportunity to participate in using all play materials, and provides materials traditionally used by both sexes (e.g. boys clothes and tools in dress up, dolls and soft toys in blocks.)	
8) Respects and values the culture and customs of each child. Provides multicultural, non-sexist, non-stereotyping pictures, books, dolls, toys and materials.	







Facilitates Children's Creative Expression

To be creative is to come up with something new, to generate a new idea, a new toy or material, to transform materials (such as turning play dough and pipe cleaners into a spider or making a sun hat out of paper and tape.) It is deeply satisfying and pleasurable.

The early childhood educator provides art, music, and play materials throughout the day and supports children in maintaining these activities and in cleaning up. The early childhood educator supports children's efforts to generate their own ideas and use materials in their own ways, rather than requiring children to reproduce the ideas of the teacher. Adequate time is allowed for such activity (e.g. upwards of an hour on some occasions) and opportunities to repeat activities time after time. For young children the process is all encompassing, the product immaterial, and it is only gradually that children begin to care about a product.

The early childhood educator appreciates children's creative expression, supporting it through conversations, display of work, and careful organization of the environment in which it occurs. (problems in this area could include extensive use of photo or hand copied drawings for coloring, models to copy, workbook tasks or other stereotyped craft activities that inhibit children's use of their own ideas.)

-  *supports children's unique ways of expression*
-  *emphasize process over product*
-  *appreciates children's creative expression*
-  *encourages children to use materials in their own ways*

Criteria: Facilitates Children's Creative Expression

Comments, give examples
Please add reflective comments.

1) Art, music and play materials are accessible to children daily in free play and group times.	
2) Helps children maintain these materials by preparing and cleaning them up with children, such as making play dough and finger-paint, washing easels.	
3) Encourages children to use materials in their own way, as well as providing them with a variety of techniques and materials with which to experiment.	
4) Allows sufficient time to explore materials and to return to them later.	

 **Criteria: Facilitates Children's Creative Expression**

Comments, give examples
Please add reflective comments.

5) Permits children to own their work, e.g. to display, take home, or dispose of as they wish.

6) Demonstrates skill, taste, and resourcefulness in displaying children's work to share with others. Saves or records (e.g. in photographs, drawings) special block or play dough constructions or other perishable work.

7) Encourages children to recall, describe and share these experiences with others.

8) Avoids use of coloring book pages, workbook pages, dittoed pictures and other stereotyped materials.



Learning Environments





A good program absorbs children's interest so much in natural activity that discipline problems are minimized. To provide interesting things to do, the early childhood educator provides materials with which children may interest and expects their knowledge about the world to develop out of this activity, not out of teacher-directed methods.

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

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

Through use of equipment such as balls, sticks, ramps, rockers, blocks and of indoor and outdoor spaces, the early childhood educator allows children to develop body and spatial awareness and strength. Such experiences can also be gained through rhythmic activities or creative movement with music, manipulative and perceptual materials provide for fine motor and hand eye coordination.

(Problems here might include restrictions of gross motor activity to too specific, brief times of day. Some possibilities should be available to children most of the time.)

-  provides materials which encourage children's explorations
-  supports an attitude of inquiry
-  supports problem solving
-  encourage children's development of strength, body and spatial awareness




Criteria: Learning Environments

Comments, give examples

Please add reflective comments

1) The daily schedule provides a balance of activities on the following dimensions: a) Indoor/outdoor b) Individual/small group/large group c) Large muscle/small muscle d) Child-initiated/adult-initiated e) Cognitive/expressive	
2) Provides varied activities so all children can find challenging things to do, without becoming bored or unduly frustrated.	
3) Develops activities out of children's observed interests and needs, that is, adds new activities on the basis of observation of children.	
4) Introduces children to print medium through writing down of their own words on drawings, paintings, stories or other creations, through making books, newspapers and so forth.	




 Criteria: Learning Environments	<i>Comments, give examples</i> Please add reflective comments
5) Introduces children to mathematical concepts informally. This includes looking for similarities and differences, making comparisons, matching and sorting, experiencing and manipulating the arrangement of objects in space, counting, noticing one-to-one correspondences, and encouraging children to think about these.	
6) Introduces children to science concepts informally. This includes explorations and play with objects, and permitting discoveries about how things work (such as making a “shower” by pinpricking holes in the bottom of a paper cup in water play). Cooking and food preparation fulfills this too.	
7) Presents children’s literature in a variety of ways such as storytelling, dramatizations, flannel graph, puppets, reading and so forth.	
8) Provides experiences in music and movement, uses rhythm instruments, songs, games and equipment to develop balance, coordination and musicality.	
9) Develops an awareness and respect for the natural world, such as observing natural changes, caring for growing things and for animals.	
10) Provides outdoor play activities and experiences, in all seasons, such as sticks for each child used percussively to explore sound.	
11) Supports children in planning and recalling what they have done so that children think about what they are going to do and about what they have accomplished.	
12) Provides outings and new experiences of interest to children and permits children to reflect upon and represent these experiences, e.g. through adding to play areas such as offering writing and packaging activities after visiting a post office.	





Resourcefulness

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

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

 flexibility in designing new ways to use old materials

 collects ideas, materials and resources

 Criteria: Resourcefulness	Comments, give examples Please add reflective comments.
1) Uses free and found materials to create material and activities for children.	
2) Utilizes places and people in the community to enrich the program, e.g. parents and visitors, field trips.	
3) Encourages parents to share their interests, skills and cultural background to provide links between home and centre.	
4) Develops and maintains resources for the program such as activity kits, play props, picture files, song and art activity collections, snack ideas, etc.	
5) Develops collections of children's songs, finger plays and poems, books and other materials.	
6) Can locate the resources desired and develop new uses for old ones, as necessary.	

 **Criteria: Resourcefulness**

Comments, give examples
Please add reflective comments.





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- 7) Can adapt old resources to new situations, e.g. changing words of songs to fit new interests.




Documentation of Program

Keeping a record, both of the program in general and of the progress of specific children, allows the early childhood educator to demonstrate what has occurred in the parts of the program under her or his responsibility. The early childhood educator will demonstrate that there is a process in place for keeping such records. This material does not include forms kept for the institution, such as attendance records, medical slips, supply lists and all the myriad forms that serve to record most basic procedures. It does include all the documentation kept to plan program; to observe children's interests, needs and development; and to describe what has happened in the program in the setting.

There are a variety of methods the early childhood educator may use to accomplish this. These will include some record of planning and some record of results of activity. Supplements to this may include wall charts, photographs, slides, or other visual records.

-  *articulate goals for children's development*
-  *documents children's changing development, needs and interests*
-  *evaluates and reflects*
-  *articulates goals for self*

 Criteria: Documentation of Program	Comments, give examples Please add reflective comments.
1) Can articulate goals for children's development and plan appropriate strategies and activities to accomplish them.	
2) Documents children's changing interests, needs, and development over time through observation records of some kind, anecdotal reports, and/or samples of children's work.	
3) Uses comprehensive documentation on children as a basis for meaningful conferences with colleagues, parents, and relevant professionals.	
4) Evaluates and reflects on program content and structure and periodically reviews their effectiveness.	
5) Can articulate goals for self as an early childhood educator in terms of program development, and plan and implement ways to reach these	

