



ECE Candidate Dialogues

Candidate:-----

Facilitator:-----

Triplet Members:-----

Date:-----



1. Certification Criteria: Personal Qualities

- Ensure that the children are nurtured appropriately
- Build trust with the children
- Build rapport with parents

Part A: Describe a significant episode in which you had a difference of opinion with a co-teacher, a parent or a supervisor. (Do not use actual names.) How did you react to this situation?



1. Certification Criteria: Personal Qualities

Part B: Describe what you have learned from this experience. How will you use this information?



2. Certification Criteria: Communication Skills

- Ability to listen carefully
- Gives verbal feedback
- Focuses on positive behaviours
- Guidelines are kept clear and simple
- Emphasis always on problem-solving

Part A: It has been a busy day in the class of four-year-olds. Three children are playing in the block area. Two of the children are in the process of putting their blocks back on the shelf. The third child, Jamie is busily building an apartment building. A fourth child, Bobby arrives in the area announcing that he has a block for Jamie. As he places the block on the high structure, he knocks over several of the blocks. Jamie pushes Bobby away yelling, “Go away, you’re a baby! You can’t do anything right.” (Bobby is a four-year-old child with global delays and his difficulty with tasks that involve hand and eye coordination have been interfering with his social interactions with the other children.) How would you handle this situation?



2. Certification Criteria: Communication Skills

Part B: Describe what you have learned from responding to this situation. How will you use this information?



3. Certification Criteria: Language Skills

- Interested in, clarifies and expands children's language
- Respectful, avoids stereotyping
- Models correct language
- Clear and simple explanations that support children's language

Part A: Describe a recent, verbal interaction you had with a child or small group of children. Try to record exact language and nonverbal reactions.

Number of Children _____ Ages of Children _____



3. Certification Criteria: Language Skills

Part B: Describe what you learn from this exchange. How will you use this information?



4. Certification Criteria: Observation Skills & Documenting Children's Development

- Careful observations
- Careful documentation
- Descriptive of behaviour
- Not judgemental

Part A: Choose a child, describe his or her interactions with the materials in an area of your your room, such as the blocks or the water table. What do his interactions tell you about his or her development ?



4. Certification Criteria: Observation Skills & Documenting Children's Development

Part B: Describe what you learned from this experience? How will you use this information?



5. Certification Criteria: Establishing a Climate of Psychological Safety

- Provides an emotionally secure base for children
- Builds trust
- Keeps commitments
- Provides physical nurturing

Part A: Describe an incident in which a child did not want to clean up his or her materials at clean up time. Provide a setting, the details of the incident, the child's reaction and your response.



5. Certification Criteria: Establishing a Climate of Psychological Safety

Part B: Describe what you learned from this experience? How will you use this information?



6. Certification Criteria: Routines and Transitions in the Programme

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- Well organized routines
 - Smooth transitions
 - Positive emotional tone
 - Clear directions
 - Consistent and relaxed procedures

Part A: Plan an observation of a transition activity that takes place after you have conducted a large group activity. Describe the children's reactions to your directions and/or suggestions.

Number of Children _____ Ages of Children _____



6. Certification Criteria: Routines and Transitions in the Programme

Part B: Describe what you learned from this experience? How will you use this information?



7. Certification Criteria: Designs and Implements Group Activities

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- Selects developmentally appropriate activities
 - Supports children's efforts in becoming members of a group

Part A: Describe a small group activity that you did with the children, including your introduction, materials, procedures, children's reactions, specific responses, your response, and the closure.

Number of Children _____ Ages of Children _____



7. Certification Criteria: Designs and Implements Group Activities

Part B: Describe what you have learned from this experience. How will you use this information?



8. Certification Criteria: Design and Maintenance of Physical Environment

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- Clean, attractive, comfortable setting
 - Involves children in the care of the setting
 - Adapts environment to the child's individual needs
 - Organizes space and routines efficiently

Part A: Describe your favourite area in your classroom. How do the children react to this area?

Number of Children _____ Ages of the Children _____



8. Certification Criteria: Design and Maintenance of Physical Environment

Part B: Describe what the children learn in this area. How do use this information about the children?



9. Certification Criteria: Facilitates Children's Play

- 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

Part A: Three of the three-year-old children are in the dramatic play area. Tamara, has taken charge of assigning roles to the other children. She decides that she will be the mother. She turns to Al and tells him that he can be the daddy. He replies, "Okay," and begins to put on the hard hat that is in the area. Tamara tells Joseph, "You have to be the baby because you can't go to work." (Joseph is in a wheelchair.) How would you handle this situation?



9. Certification Criteria: Facilitates Children's Play

Part B: Describe what you have learned from your response to this situation. How will you use this information?



10. Certification Criteria: Facilitates Children's Creative Expression

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- Supports children's unique ways of expression
 - Emphasis on process
 - Appreciates children's creative expression
 - Encourages children to use materials in their own way

Part A: Elizabeth, a dedicated caregiver, arrives at work early, every day. She comes into the centre so anxious to see the children. She greets each child as they come into the centre. If a child is unable to begin a task, she helps them to plan what they would like to do. She responds to each child in such a loving, caring manner. The overall atmosphere in the room is very inviting. Today, during small group time, she has planned to have the children make Kermit the Frog puppets out of paper bags. She has obviously spent many hours cutting out all the necessary pieces to be used to make the puppet. As she pulls out one of the sample frogs she has made, she enthusiastically asks you, "Isn't he adorable. I know the children will love making him!" How would you react to this situation?



10. Certification Criteria: Facilitates Children's Creative Expression

Part B: Describe what you have learned from your response to this situation. How will you use this information?



11. Certification Criteria: Learning Environments

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- Provides materials which encourage children's explorations
 - Supports an attitude of inquiry
 - Supports problem solving mastery
 - Encourage children's development of strength, body and spatial awareness

Part A: Observe a child or small group of children complete an activity that integrates two different curriculum areas, such as math, science, music, literature and so forth. Describe the children's reactions and expressed areas of interest.



11. Certification Criteria: Learning Environments

Part B: Describe what the children learned. How will you use this information?



12. Certification Criteria: Documentation of Programme

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- Articulate goals for children's development
 - Documents children's changing development, needs and interests
 - Evaluates and reflects
 - Articulates goals for self

Part A: Briefly describe what you document in your classroom.



12. Certification Criteria: Documentation of Programme

Part B: Describe what you have learned from this documentation. How is this information used?



Reflecting on the Journey

CANDIDATE NAME:

DATE:.....

1) Review your goals for the children in your program that you wrote at the beginning of the project. How are feeling about what you wrote? Are there any changes you would make?

2) What have you learned about yourself as an early childhood educator?

3) Have you made any changes in your classroom, while you have been involved in this process? Why?

4) Can you remember a particular incident that has happened that stands out in your mind?

5) Did you find the dialogue writing guided you in your reflective thinking about the different criteria in your certification handbook?

6) Are there aspects of the dialogue that you would like to see changed?

7) Do you have any other comments you would like to make about the dialogues?



Reflecting on the Journey

Mentor's Name:

Date:

1) Review your goals for the candidates in your triplet that you wrote at the beginning of the project. How are feeling about what you wrote? Are there any changes you would make?

2) What have you learned about yourself as a mentor?

3) Have you made any changes in your approach/ strategies to mentoring, while you have been involved in this process?

4) Can you remember a particular incident that has happened that stands out in your mind?

5) Did you find the dialogue writing guided you in your reflective thinking about the different strategies to use in your mentoring role?

6) Are there aspects of the dialogue that you would like to see changed?

7) Do you have any other comments you would like to make about the dialogues?