

Child Development

CHILD CARE LEARNING MODULE FOR
SUPPLY AND NON-ECE STAFF

INVESTING IN QUALITY PETERBOROUGH

MODULE 4

SEPTEMBER 2018/UPDATED JULY 2021



Investing in Quality
Early Learning & Childcare Peterborough



Five Counties
CHILDREN'S CENTRE

**peterborough**



Purpose of this Learning Module

This power-point presentation is part of a series of learning modules for non-ECE staff working in Early Learning and Care in Peterborough city and county.

Professional learning for these important staff has been identified as a priority for our Quality Initiative program, as 55% of our workforce does not have their Early Childhood Education designation.

Along with ***Child Development***, this on-line series also consists of three additional modules on the following topics:

How Does
Learning
Happen?

Responsive,
Caring
Relationships

Child Led
Approaches to
Learning

As part of the orientation and training process we encourage you to complete the survey monkey evaluation found on the last page of this presentation and share the reflection questions with your supervisor.



Legend:

Throughout this presentation you will find symbols to indicate how to engage with the material.



Click the link to read
the required material



Click the link provided
to watch the video



Reflect on the reading
or video materials and
take notes about your
reflections to share
with your supervisor

Agenda

Continuum of Development and Milestones

Early Learning for Every Child Today (ELECT)

Domains of Development

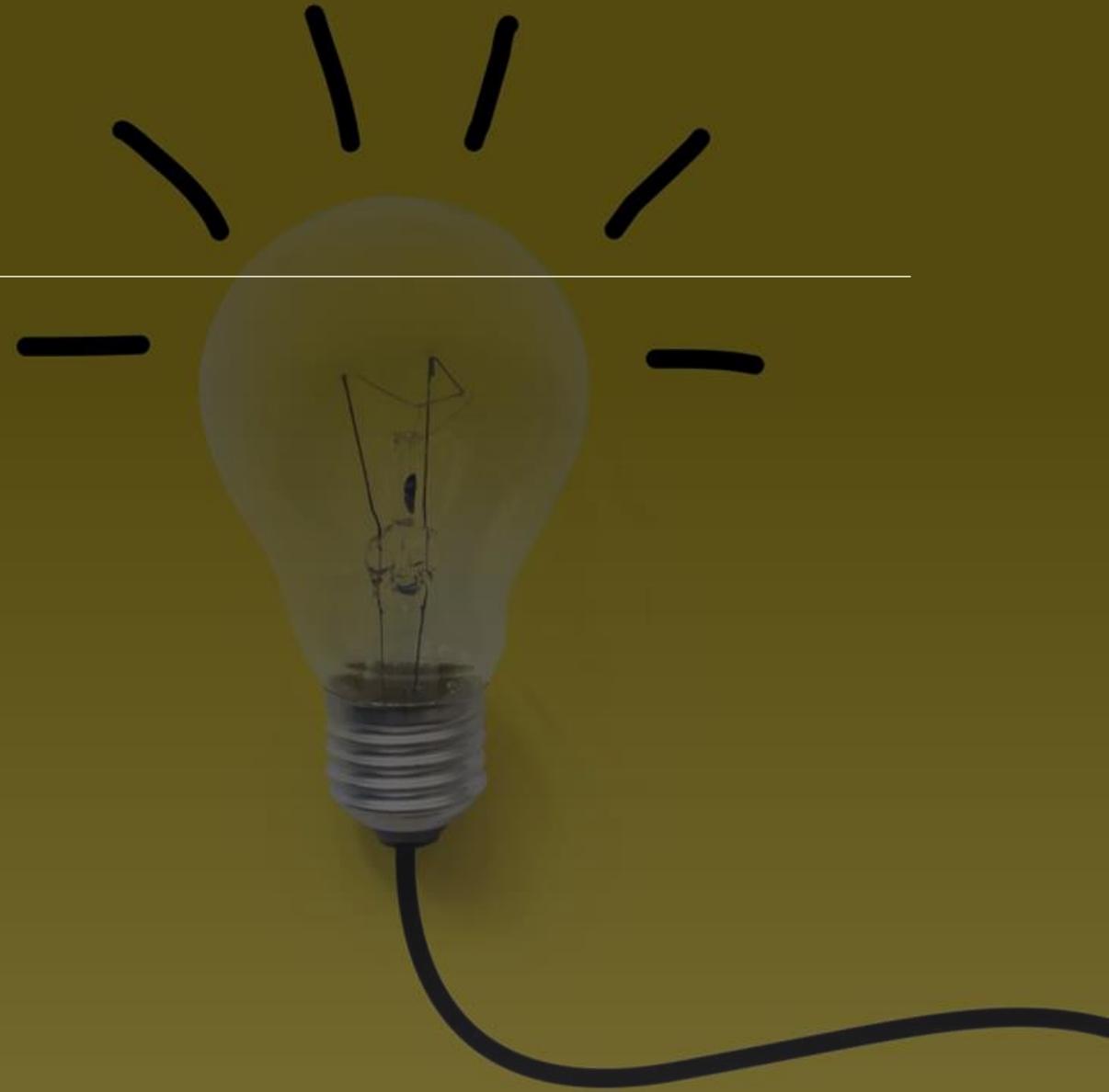
Brain Research and Development

Providing a Space for Learning to Happen

Supporting Development

When you Have Concerns

Guiding Behaviour





Developmental Milestones

Children's development follows a sequence of predictable steps (in the pathway of development.)

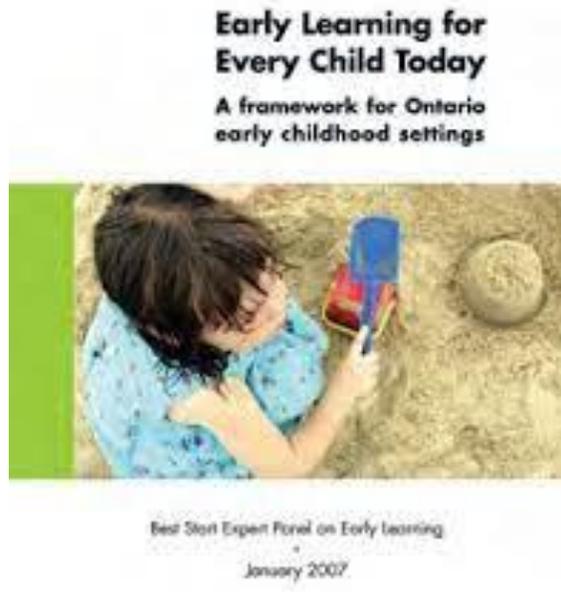
Developmental milestones in children are major markers of accomplishments and learning.

There are norms for age-level expectations (a continuum of development) but they always represent a range and **NEVER** an exact point when specific skills are to be achieved.

Developmental progress is often not smooth and sometimes children have regressions especially during times of stress.

Click here for more information about milestones:
[Milestone Resources](#)

Early Learning for Every Child Today *(ELECT)*



The *Early Learning for Every Child Today* (ELECT) document was developed as a resource for general development.

The ELECT outlines the sequence of skills that children at different ages can be expected to acquire across broad developmental domains (physical, social, emotional, communication/language and cognitive).

It also provides examples of interactions that support early learning and development.

It's important to understand child development in order to offer appropriate experiences for children and to have appropriate expectations.

Early Learning for Every Child Today
A framework for Ontario early childhood settings



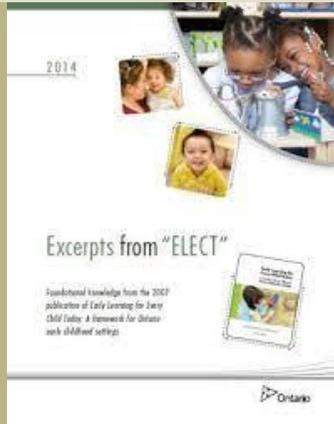
Best Start Expert Panel on Early Learning
January 2007



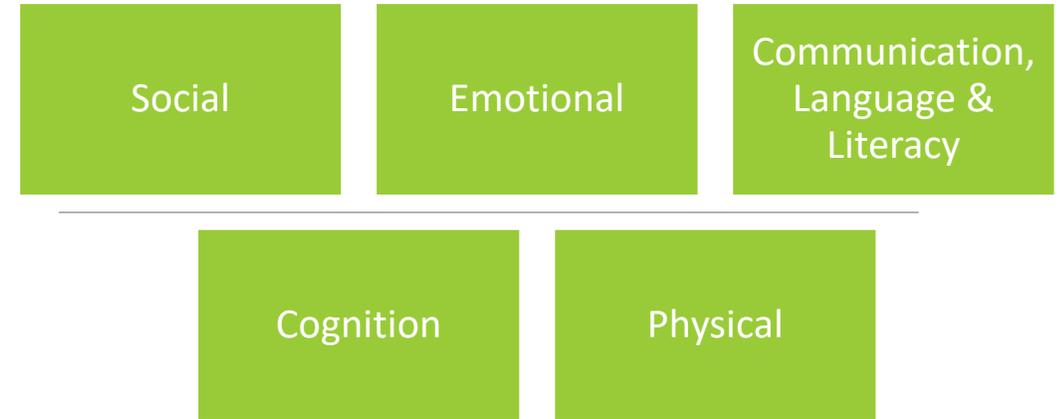
Open the links to learn about the domains of development from the ELECT document.

[Early Learning For Every Child Today Document \(ELECT\)](#)

[Excerpts from ELECT](#)
pp. 16-62



Domains of Development



The Continuum of Development is **not** a tool to assess children's progress against a set of benchmarks.

It is also **not** a screening tool to identify developmental difficulties.

It is a general guide.

Brain Research

All children are born with huge potential.

Research confirms that the first five years are extremely important for the development of a child's brain.

Early experiences provide the base for the brain's architecture and have a direct impact on children's learning and long term social/emotional and physical health.

Nurturing and responsive relationships are key to a child's healthy brain development.

It is through self-directed play that children learn best.





Supporting Development

Through relationships:

Watch the video with Dr. Jean Clinton: [Brain Development, Play and Relationships](#)

Key Messages:

Building the brain through relationships and play is the most crucial part of child development.

Warm, nurturing, responsive relationships help children learn and regulate.

Think of relationships and connections **before** any other kinds of interactions: remember the connection-direction-correction ratio from module 2. [Brain Development: Connecting vs. Directing Video](#)

Reflect:

- How do nurturing and responsive relationships support healthy brain development?
- What does a warm, responsive, caring relationship look like? What do you see, hear and feel?





Supporting Development...

By Nurturing Positive Dispositions for Learning

Read pages 4 and 5 of this article, [**What are Dispositions?**](#)

A Disposition is a habitual inclination....a way of being...enduring habits of the mind (not just skills and knowledge)

Some examples of positive dispositions:

Optimism

Curiosity

Reflection

Persistence

Willingness to make mistakes

Collaboration

To seek other people's points of view



How Can we Nurture Positive Dispositions?

We can start with noticing our own positive dispositions.

- What are they?
- How can we nurture them?

*Dispositions will help children learn **how** to think as opposed to **what** to think.*

Notice when you observe a child who is demonstrating a positive disposition.

Help them make the connection....tell them what you notice...name the disposition.

Ask them what they feel, versus what they know.

Provide the time and space for children to explore their curiosities.

Know that it is okay not to have all the answers...you can find the answers together.





Supporting Development...

Through Environments and Materials

Watch the following video by Karyn Callaghan

[Creating Engaging Spaces for Children](#)

Reflect:

How do I invite children to develop a space with me?

How do I design the environment to minimize wait times, teacher directed time and transitions?

How do I provide challenging and engaging materials?

How can we provide spaces for children that help them to self-regulate?



Supporting Development...

Within the Context of Families:

Families are competent, capable, curious and rich in experience.

Families love their children and want the best for them.

Families are the experts on their children.

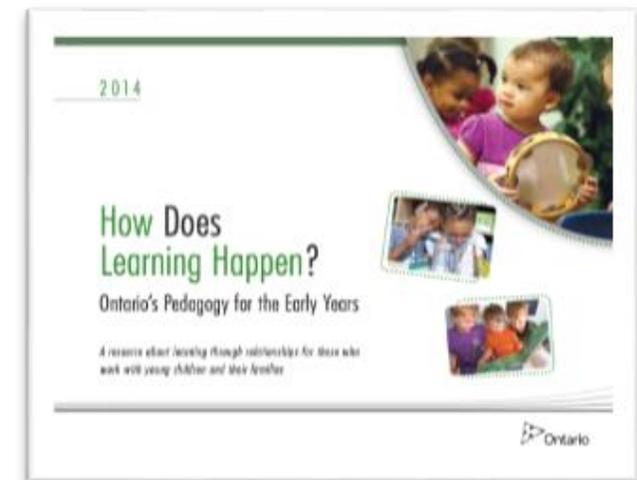
They are the first and most powerful influence on their children's learning, development, health and well being.

Families bring diverse perspectives.

Families need to feel they belong and are valuable contributors to their children's learning.

Families deserve to be engaged in meaningful ways.

How Does Learning Happen? Ontario's Pedagogy for the Early Years, pg. 7





Reflect

How do I invite families into conversations about their child?

How do I listen to parent's knowledge and views about their child?

How do I engage parents in their child's learning in meaningful ways?



Supporting Development When Stressed

Stimulating environments, an understanding of what children need, good communication with parents, and supportive team members are all conditions that help support a child's development. We all know there are never 'ideal' conditions, so what can we do to support children when they are stressed and 'act out' with behaviours?

- Start with your own well-being and self-regulation first
- We cannot support children to calm themselves when we are not calm ourselves
- Notice what environments and activities 'stress' you?
- What do you notice about your body when you are stressed?
- What strategies do you use to calm yourself?



Guiding Behaviour

Why Children Behave the Way They Do

There are many reasons children struggle with managing their emotions and behaviour. The educator's role is to set a consistent environment that meets children's needs. When children struggle with their emotions it is our job to lend them our calm. Sometimes when children act out it is because of stress. (See Module 2: Responsive, Caring Relationships)

Some Possible Reasons for Children Not Regulating

- Their physical needs are not being met...hunger, thirst, tired, hot, cold, etc.
- They have learning differences that effect their understanding and processing of requests and expectations
- They need attention (sometimes if children do not get attention, they will act out to get their needs met, as negative attention is better than no attention)
- Unrealistic demands are being placed on them such as long waiting times, many transitions, etc.
- The environment may be overwhelming for them (too loud, busy, bright lighting, etc.)
- They are experiencing different expectations between home and school
- They are testing their independence
- They are experiencing hidden stressors

Next Steps:

It's important to observe behaviour over a period of time to determine the cause.

Ask yourself questions. What happened before the behaviour that might have impacted the child's response? Is there anything about the room environment or the routine that might be impacting the child's response? Is there anything about your reaction to the behaviour that is reinforcing it?

Are there stressors the child might be experiencing that are unknown to us? How could we find this out? How might the child's family be helpful in understanding the behaviour?

How might learning differences or needs be impacting this situation?

Communicate with your team members about what you are observing to try to determine together why the behaviour is happening.

Once you understand the "why", together you can develop solutions to support success for the child.



Helpful Hints for Toddlers

Sometimes children will test limits. This is a typical part of child behaviour and development. It is a way for them to learn about rules and how to become independent thinkers. Children will need reminders. Our role is to help guide them in a positive manner and lend them our calm.

Set reasonable limits

Use simple, plain language

Give transition warnings

Limit the number of transitions and waiting times for children

State what is expected

Redirection

Say **yes** whenever reasonably possible

Notice when they do things right

Strategies need to be **CONSISTENT** among team members



(See Module 2 on Responsive, Caring Relationships)

Helpful Tips for Preschoolers and School-Aged Children

Set	Set clear limits
Include	Include children in rule setting and decision making as much as possible
Limit	Limit the number of transitions and waiting times for children
Restate	Restate expectations when needed
State	State consequences if the behaviour continues
Follow through	Follow through with consequences
Be	Be calm and matter of fact when guiding behaviour
Say	Say <i>yes</i> whenever reasonably possible
Notice	Notice when they do things right
Be	Strategies need to be CONSISTENT among team members



(See Module 2 on Responsive, Caring Relationships)

I Need Help

Sometimes guiding children's behaviour is difficult and we need additional supports and that is okay. We all can find this challenging at times. There are a number of resources you can turn to including the 'Flip-It' strategy from the Devereux Center for Resilient Children.

[The Flip It Strategy](#)



[A Video Outlining the Flip It Steps](#)



*Other resources will be outlined in the resource section of this presentation.

Flip It Strategy Summarized



Talk with the child about his feelings.
Tell him what you see as a result of his emotions.
Help him identify the root feelings causing the behaviour.



Remind the child of positive limits and expectations.
Loving and simple limits give children a sense of trust and safety.

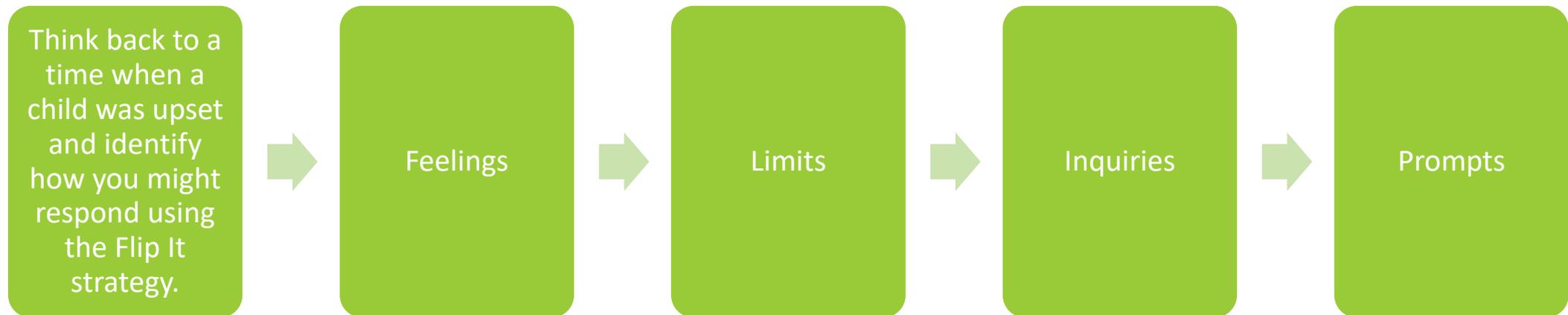


Encourage the child to think about solutions and challenges.
Ask questions that promote problem-solving skills.
Invite the children to think, learn, and develop coping skills.



Help children with problem solving solutions when needed.

Practicing the Flip It Strategy



When you Have Concerns

The background features several 3D rendered human figures in various colors (purple, yellow, green, blue, red, pink) scattered across the frame. Some of these figures have large, empty speech bubbles above them, suggesting a theme of communication or discussion. The overall aesthetic is clean and modern.

When you have questions or concerns about a child's development, it's important to discuss this with your team members. Consider some of the following thoughts:

How will I share this question/concern with my co-workers and supervisor?

Whose role is it to share concerns with parents?

What are the agency's protocols?

How can our team determine a plan of action?

How can our program Resource Consultant help us?

Resources



Where to Go for Help Locally:

- Your educator team, supervisor and program Resource Consultant are there to support you.
- Investing in Quality Resource Library [Investing in Quality](#)
 - There are a number of books on child development and guiding behaviour in the IIQ library
- Peterborough Child and Family Centre Library [Peterborough Child and Family Centre](#)
 - PCFC's library also has a number of books on child development and guiding behaviour
- The Healthy Families Collection is located in the Children's Section of the Peterborough Public Library. You can search their resources under many different categories. <https://www.ptbolibrary.ca/en/about-your-library/healthy-families.aspx>



Reflecting Forward

- Please take the time to complete the survey monkey evaluation
<https://www.surveymonkey.com/r/98LMZ7B>
- Your feedback is important to us and helps us to improve future on-line learning modules.
- Share your writings and thoughts as a reflective practice exercise with your supervisor.
- Thank you for taking the time to complete this module. We hope that it helps you in your day-to-day practice with children, families and other educators.