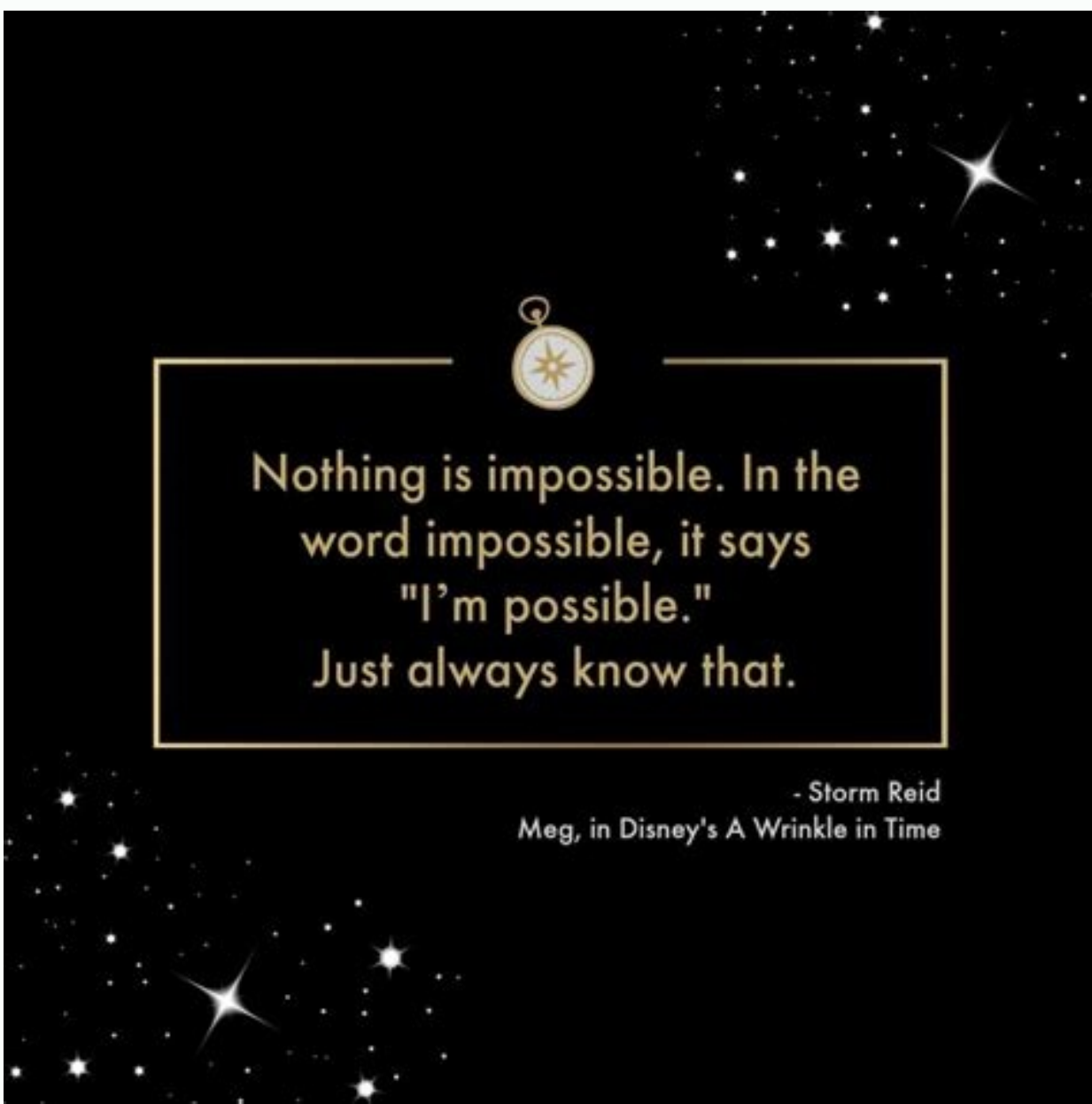


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GENTLE DISCIPLINE

Using Emotional Connection—
Not Punishment—to Raise
Confident, Capable Kids



Sarah Ockwell-Smith
Founder of GentleParentingInternational.com



In this module, educators will examine six aspects of the Framework: Responsiveness to Children, Intentional Teaching, Relationships with people, materials and the world, Connecting our Image of the Child to what we do, Play as a way of Learning, and the Role of Families, Community and Culture. Participants will: articulate their Image of the Child, taking into account their own centre's philosophies and values. Module 5 Observation for Decision-Making Purposes In our daily work, we observe children all the time – but how are we observing, and for what purpose? How do we build relationships and collaborations with our cities and towns and how does this benefit all of us? What does it mean to develop authentic relationships? The early learning framework provides a guide to educators who work with children from birth to age 8. explore ideas around leading others through change and growth, while making connections to the framework, as they practice motivating, coaching, and mentoring skills. How does the Image of the Child affect the role of an educator or leader? These aspects can be tied in concrete ways to our everyday work with children, and we will use activities and dialogue – including the Reflective Planning Cycle – to assist with making these topics come to life. Pedagogical Leaders demonstrate credible knowledge of the teaching and learning process and draw on those principles to guide individuals and groups.’ (Coughlin and Woodburn, 2016) This module, designed for any type of leader in our field who is working in a regulated child care setting or Pre-primary Program, will focus on how pedagogical leadership supports educators in reflecting upon, and learning more about, their practices with children. How can we welcome and collaborate with all families so that everyone is included in our settings? Susan’s practices and writing are based on inquiry-based, emergent approaches, and she presents frequently on Emergent Curriculum & documentation, reflective practices, and inquiry. How does an environment help to build relationships? Think through what we are looking for, and how to use the information that we have collected. As an educator, she loves the way learning stories allow teachers to connect meaningfully with young children as unique and capable individuals. Module 6 Reflective Practice and How it Applies to Daily Practices with Children In Module 6, participants will explore how reflective practice connects to the curriculum framework, how to use the Reflective Planning Cycle as a useful tool in our daily lives with children, as well as how to include families in this cycle. Early years practices vary widely across our province, and yet we all have something in common: A desire to provide the best programme possible for all our children. We will address – through experiences and dialogue – the questions: What is your ‘Image of the Child’? Leaders will also engage with these topics, but in addition will have the opportunity to consider how to support such practices in the workplace, how to bring families into decision-making processes, the development of communities of practice as a support system, and the role of pedagogical leadership as our classroom practices begin to shift and adjust. Team member Educa Moderator Educa Educa is a documentation and sharing platform using Learning Stories for authentic assessment. Module 7 Pedagogical Documentation; the What, Why, and How Documentation makes children’s learning, ideas, thinking and strategies visible, and serves to communicate to others – parents, colleagues, the community – not only what is happening in our setting, but how, and why the documented play or event is important. understand how their own childhood experiences, family background, spiritual and cultural values, as well as experiences as an adult and educator, influence their images of children. Consider the ‘Image of the Parent’ and its impact. Team member Allyson Montana Director of Professional Development @ Educa Allyson joined Educa as Director of Professional Development with twenty years of experience as a teacher and curriculum director. Capable, Confident and Curious: Nova Scotia’s Early Learning Framework The NSCC Early Learning Support Centre’s work directly with consultants from the Department of Education and Early Childhood Development (DEECD), to facilitate the delivery of training modules on Capable, Confident & Curious: Nova Scotia’s Early Learning Framework. What difference does it make to our daily practice? Register Today! In Module 5, educators and leaders will: Learn about ‘ways of noticing’ that are useful and useable during our daily work, together with varied methods of taking notes and photos. How do our images and practices align with the Framework? Knowing what to look for, and the possibilities for responding to what we see and hear, is a crucial part of inquiry-based curriculum, play-based practice, and the building of responsive and meaningful teaching and learning. She is the author of Emergent Curriculum in Early Childhood Settings, Unscripted: Emergent Curriculum in Action, Pedagogical Documentation in Early Childhood, and Inquiry-Based Early Learning Environments, all published by Redleaf Press. What does the Framework say about putting our good intentions into practice? In this module, we will hear from educators who have developed, through varied approaches, strong and respectful relationships with families and communities. Module 3 Exploring our Early Years Practices and Connecting them to Capable, Confident and Curious: Nova Scotia’s Early Learning Curriculum Framework. Leaders will consider the same topics, while also considering ‘whole centre’ aspects of the environment, how to include families and community, and how to develop an environment that supports a culture of reflection and innovation for their staff. Do parents have a place in decision-making within our settings? Educators and Leaders will: Work through the Reflective Planning Cycle in order to understand its practicality as a tool for reflection in our everyday lives with children Reach an understanding of the difference that Reflective Practice can make in the quality of our programmes. Participants will: develop an understanding of the role of a pedagogical leader, how this role can be improved through reflection, and how this type of leadership can support the vision and goals of their setting. Encourage innovative thinking, for both children and adults? Connect these approaches to the framework in natural and authentic ways, using our relationships with children as one of the cornerstones of our work. Include all children and their interests and diversities? reflect upon what it means to be a leader in terms of curriculum decisions; how we develop programs that are play-based, intentional, and connected to the practices described in the framework.) Module 2 The Image of the Child ‘A person’s Image of the Child...is influenced by that person’s experiences, culture, values and beliefs’ (N.S Early Learning Curriculum Framework, p11). Why does this image matter? How do we encourage innovative practices? What does this look like in our everyday work? It serves early childhood educators primarily in Australia, New Zealand, the United States and Canada. How does it make our philosophies visible? Module 4 The Learning Environment and how it Supports Children’s Thinking, Ideas, and Engagement This module will examine not only the physical environment (i.e. materials, furniture and space) but also the ‘non-visible’ aspects of the spaces where we work with children. Educators will consider all these questions with the goal of adjusting both indoor and outdoor environments in response to children, providing invitations that scaffold their thinking and learning, considering the role of beauty in our environments, and developing inquiries with children where the environment plays the important role of ‘third teacher,’ along with their families and their communities. We will address - through experiences and dialogue – the questions: What is an effective pedagogical leader? How do we work through growth and change in positive ways? She teaches curriculum courses at the NS College of Early Childhood education, and provides professional learning experiences for educators across Canada and the U.S. She is very much inspired by the pedagogy of Reggio Emilia schools. improve awareness of what they see and understand in their approaches with children, and recognize how their images of children shape their ECE practices. Participants will: Examine the idea of ‘relationship building’ and what this looks like in practice Share ‘what has worked’ in terms of authentic collaborations Understand the journey of building relationships over time, and the benefits of taking the time to do this: The development of trust, understanding of each others’ viewpoints, collaboration in terms of programme development. In this module, we will use reflection and dialogue to work through our own images of children and how these are made visible in our day to day interactions, routines, decision-making, and responses to children. Guest speaker Susan Stacey Teacher of Teachers Susan has been engaged in early childhood education as a Director, Practicum Supervisor, and Teacher Educator for 30 years. This statement about the Image of the Child from the curriculum framework is foundational for the practices described within the document. In this module, through examples, discussion, and hands-on work, participants will: Be introduced to the many forms of documentation, and which type to use in which situation Understand the difference between display, documentation, and pedagogical documentation Discover tools that will assist in developing documentation as a regular part of their day Understand the multiple ways in which documentation can be used: Communication, Reflection, Planning-next-steps, Revisiting with Children Module 8 Relationships with Families and Community Children come to us from diverse families and communities, and we want them to feel welcomed, comfortable, and understood. It is a crucial part of reflective practice and ongoing professional learning for educators, and also a way to revisit past events with children.

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