

Understanding of children as competent, curious, capable of complex thinking and rich in potential

Expression #1 – Fostering Communication and Expression

Learning Outcome: Educators will reflect upon their own communication strategies and techniques.

Materials Required:

- A copy of the Expression Planning chart (page 3 of this booklet)
- A copy of [“How Does Learning Happen?”](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Review the Expression planning chart.
2. Complete the “Today I do” section.
3. Read pages 41 to 42 of “How Does Learning Happen?”
4. Complete the “Tomorrow I will” section of the chart.
5. Share with the group, if applicable.
6. As a pedagogical leader, take time after the meeting to reflect on the “Points to ponder for pedagogical leaders.”

Possible Questions for Reflection during Activity:

When do you engage in conversation with children?

Who initiates the conversation?

How do you facilitate communication between children?

Points to Ponder for Pedagogical Leaders:

How do you or the team communicate with children?

What else could you do to find out more about the educators in the program, if applicable?

Expression #1 Planning Chart

Current Practices that Foster Communication and Expression

Consider additional ways you can foster communication and expression...

Fostering Communication and Expression	Educator Role	Environment	Objects and Materials	Documentation
Today I Do				
Read pages 41 and 42 HDLH				
Tomorrow I will				

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Expression #2 – Ways to Communicate

Learning Outcome: Educators will explore various communication strategies and techniques.

Materials Required:

- A copy of brief by Dr. Jean Clinton [“The Power of Positive Adult Child Relationships: Connection Is the Key”](#) from the document “Think, Feel, Act”, pg. 5.
- (<https://files.ontario.ca/edu-think-feel-act-lessons-from-research-about-young-children-en-2021-01-29.pdf>)
- A copy of [“How Does Learning Happen?”](#) (<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Read pages 7 to 9 of “The Power of Positive Adult Child Relationships: Connection Is the Key.”
2. Reflect upon questions 1 and 2 on pages 9-10.
3. As a pedagogical leader, take time after the meeting to reflect on the “Points to Ponder for Pedagogical Leaders.”

Possible Questions for Reflection during Activity:

In what ways does this article and subsequent discussion relate to fostering communication and expression?

Points to Ponder for Pedagogical Leaders:

Have you determined strategies to gauge how educators communicate with children? List some strategies.

Consider how much time educators spend:

- Connecting (direct and meaningful interactions)?

- Directing (telling children what to do)?

- Correcting (telling children what not to do)?

Document some of those strategies for your own records.

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Expression #3 – Complexities of Communication

Learning Outcome: Educators will explore the many ways children express their ideas, experiences and understanding of the world.

Materials Required:

- Expression #3 photos copied below (pages 8-9 of this booklet)
- A copy of [“How Does Learning Happen?”](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Study the included photos (see below)
2. Ask the following questions:
 - How are the children in these photos expressing themselves?
 - Why do you think this?
 - What do you think these children are communicating?
 - Why do you think this?

3. What are some other ways you have observed children expressing themselves and communicating?

Possible Questions for Reflection during Activity:

How are you going to use the information that was identified during the above activity?

In the environment, what objects and materials promote children's expression; what draws them in?

How many ways are there for children to express themselves in the program?

How many ways are there for families to express themselves in the program?

How can you provide opportunities for every child to be heard and valued, regardless of their communication abilities?

Points to Ponder for Pedagogical Leaders:

What opportunities are available for families to communicate their ideas within the program?

What policies and procedures can be recommended to provide the opportunity for every educator to feel that their voice is heard and valued?

Expression #3 – Photos





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Expression #4 – Connections, Directions, and Corrections

Learning Outcome: Educators will examine their “ratio” of connections, directions, and corrections.

Materials Required:

- A copy of the “C:D:C Documentation Chart” found on page 12 of this booklet.
- A copy of [“How Does Learning Happen?”](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Introduce the concept of C:D:C Ratio by watching the video [“Connecting vs. Directing,”](https://www.youtube.com/watch?v=BkFcN7K6LhM) (<https://www.youtube.com/watch?v=BkFcN7K6LhM>)
2. Take time throughout the week to reflect and chart your C:D:C. Consider your interactions with the children in both the indoor and outdoor learning environments. Document the following on the chart provided:
 - How many times do I make **connections** with the children?
 - How many times do I give **directions** to the children?

- How often do I **correct** the children?

Possible Questions for Reflection during Activity:

What would you consider an ideal “Connection: Direction: Correction” ratio? There are no perfect answers, but simply observing yourself for a day will begin an important reflection. This will be utilized for reflection in Expression #5.

Points to Ponder for Pedagogical Leaders:

How can you support educators to improve the process of increasing the Connections component of the C:D:C ratio in a positive manner?

Using the chart, evaluate your own C:D:C ratio with regards to connections with your team.

Expression #4 Chart

Connect: Direct: Correct Documentation Chart

Date:

Provide examples for each area as you observe how you connect, direct, and correct with children:

Connect:	Direct:	Correct:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Expression #5 – Connections, Directions, and Corrections Continued

Learning Outcome: Educators will examine their 'ratio' of connections, directions, and corrections.

Materials Required:

- Completed "C:D:C Documentation Chart" (page 12 of this booklet)
- A copy of "[How Does Learning Happen?](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)"
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Calculate your C:D:C ratio by counting each area: For example: 7 connections, 12 directions, 18 corrections = 7:12:18. There are no wrong answers, merely observations at this time.
2. Reflect upon your findings.
3. Answer the following questions:
 - Were you surprised with your C:D:C ratio?
 - What impact does this have on you?
 - What do you feel you could change?

Possible Questions for Reflection during Activity:

How can I encourage more time to connect with the children in meaningful interactions?

How can I decrease the number of directions I presently give to the children?

How can I offer children the opportunity to make appropriate choices rather than correcting the children?

Did you observe any differences in children's reactions when you responded with a connection versus a direction or a correction? How did it differ?

Points to Ponder for Pedagogical Leaders:

How will you further support educators to encourage more connecting moments with the children?

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Expression #6 Think, Feel, Act – Empowering Children in the Middle Years (2018)

Learning Outcome: Educators will discover how to listen to children’s ideas, express interests in their thoughts without controlling the children and the situation.

[Environments the Support Engagement and Expression by Carol Anne Wien, PhD., pg. 4](#)

<https://files.ontario.ca/edu-think-feel-act-empowering-children-in-the-middle-years-en-2021-01-29.pdf>

Materials Required:

- Copy of the above document.

Activity:

1. Distribute a copy of the article approximately one week prior to session.
2. Read from the bottom of page six to page eight of the article. Focus and explore the scenario, Listening to the Children’s Ideas, Expressing Interest, and Relating to the Ideas Without Trying to Control Them.

Reflection Questions from the Article:

1. Which interactions with children are most meaningful to you? Why? How can these interactions be expanded?

2. How might you open up the organization of time so there are no obvious transitions (wait times with nothing to do), less adult control and more freedom to choose for older children?

Additional Extensions:

1. Can you find at least a dozen contexts in your environment that invite children to be creative; play with ideas, feelings, and others; to design and make; explore, and have fun? When creating a context (an environment for an activity), it is helpful to consider the following five aspects:
 - A space or landscape in which the activity might occur.
 - The necessary materials arranged in view for the children's use.
 - Ample and unhurried time.
 - Someone who documents when something meaningful occurs.
 - A display of documentation for review, discussion, and study with families and others.

2. Watch the video “[Early Years Learning Environments - Following Children's Interest and Natural Curiosity](https://youtu.be/yqljspRhL5E)” by Karyn Callaghan, M. E (<https://youtu.be/yqljspRhL5E>)
 - What are some barriers in the environment and what are some of the solutions to reduce these barriers?

Reflect on your own individual environments and share how time affects expression for children.

- What could you change in your current environment to promote independent thinkers and free expression through play, and ideas?

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Expression #7 Think, Feel, Act – Empowering Children in the Middle Years (2018) & Seven Grandfather Teachings

Learning Outcome: Educators will have a better understanding of the Métis, Inuit, and First Nations cultures in Durham Region.

[Each Child Brings a Special Gift: Nurturing Indigenous Identity and Belonging by Pamela Rose Toulouse, PhD., pg. 15](#)

(<https://files.ontario.ca/edu-think-feel-act-empowering-children-in-the-middle-years-en-2021-01-29.pdf>)

Materials Required:

- Copy of the above article.
- Seven Grandfather Teachings (attached)

Activity One:

1. Distribute and read the above article approximately one week prior to the session.
2. Reflect on your feelings and thoughts about what you have read in the article.
3. Consider how educators working with Indigenous children can foster a sense of self, belonging and identity.

Additional Extensions:

1. Truth and Reconciliation Commission of Canada: Calls to Action

Click the link below to access the TRC's Calls to Action:

<https://nctr.ca/records/reports/>

1. Read the TRC Calls to Action.
2. Reflect on your feelings and thoughts about what you have read in the article.
3. Consider how educators working with Indigenous children can foster a sense of self, belonging and identity.

2. Watch the video “[Turtle Lodge: The Seven Grandfathers / Sacred Laws](https://youtube.com/playlist?list=PL_wQ7QfAR0HwnHMvAUyQulwuFvH9CJWID)” (https://youtube.com/playlist?list=PL_wQ7QfAR0HwnHMvAUyQulwuFvH9CJWID)

- Do you identify with any of these animals or traits in your own life?

- How can you expand on this video with the children in the program?

4. Choose two to three of the teachings (e.g., Love = Eagle, Truth = Turtle, etc.) and reflect on what this means to you, either in a small group, individual journaling, drawing or any other type of representation that is meaningful to you.

3. Research the Williams Treaties First Nations and other Indigenous communities that reside in Durham. Develop a meaningful land acknowledgement with this information.

Definition of Land Acknowledgment:

- **A Land Acknowledgement** is a formal statement that recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories.
- **The Land Acknowledgement** is a statement made in the beginning of meeting and meeting places to honour the first people who inhabited the land on which we now live.

4. Review:

- [UN Declaration on the Rights of Indigenous Peoples \(UNDRIP\) \(unesco.org\)](https://www.unesco.org/en/indigenous)
- [UN Declaration on the Rights of Indigenous Peoples \(ubc.ca\)](https://www.ubc.ca/indigenous/indigenous-peoples/declaration-on-the-rights-of-indigenous-peoples.html)
(<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>)
- Reflect on what this means to you, either in a small group, individual journaling, drawing or any other type of representation that is meaningful to you.
- Reflect how you can support participants in program with this information.

5. Language use: Basic Indigenous terms and understandings

Review information about [Indigenous terms](https://indigenousfoundations.arts.ubc.ca/terminology/) offered by First Nations & Indigenous Studies The University of British Columbia
(<https://indigenousfoundations.arts.ubc.ca/terminology/>)

- Reflect on what this means to you, either in a small group, individual journaling, drawing or any other type of representation that is meaningful to you.
- Reflect how you can support participants in the program with this information.

Expression Reflection

Personal Reflection

Please document your personal beliefs on the following:

- How does expression impact children's learning?

- What does it mean for a child to be expressive within their environment?

- Describe how you currently offer opportunities for children to be expressive in the program?

- What adaptations and changes might be made to provide each child the opportunity to express themselves at their level?

Post-Reflection

This reflection is meant to be personal and need not be shared with others

Please document your personal beliefs on the following:

- What did you do in the past week to promote learning?
- What learning happened during this time?
- How did that learning happen?
- What will you do in the week to come to expand on this learning?

- How does this demonstrate your own understanding about how learning happens?

Once this reflection is completed, please compare your responses with the responses you noted in the Pre-Reflection activity you completed during the first session. How does it differ? What learning has happened for you? How has this happened?