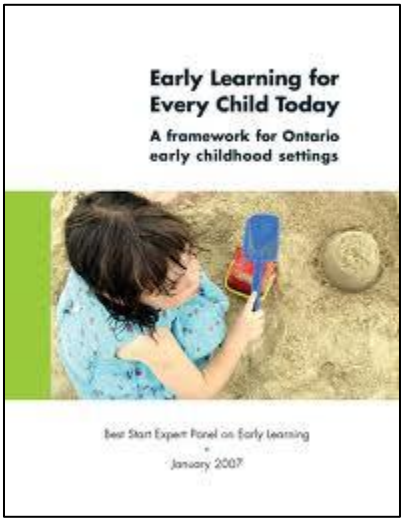
Parent Resource Centre

Did you know…



Did you know that:

- ✓ The ELECT document is a guide, a common framework for early childhood settings
- ✓ ELECT outlines **what to do**, but **how to do it** is for you to decide, which means the uniqueness of each centre can be respected
- ✓ Once you know the children's interests, you can add opportunities to learn new skills. For example: Samuel had never painted until one day he painted the Little Tykes car outdoors and then washed the car with the help of his friends. Samuel learned to hold a paintbrush, to choose a colour, and to collaborate with his friends. Would he have done this activity if the educator hadn't suggested painting the car and provided the necessary materials?

  - ✓ When you provide or facilitate activities during periods when a child is required to wait, you are helping the child develop self-regulation skills
  - ✓ When you **allow a child to find a solution** to a problem, such as untangling strings, you are providing an opportunity for that child to form a hypothesis, to explore, to manipulate, and most of all, practice problem-solving skills which will build self-esteem
- ✓ When you **follow the child's lead** for activities, you will hold their interest longer, and the child will demonstrate greater concentration and creativity

- ✓ When you involve yourself in children's play, you give them a sense of achievement and belonging
- ✓ When you **actively engage in play** with children, you will create opportunities for learning, observing and documenting
- ✓ When you document learning, you can evaluate a child's progress and plan new challenges
- ✓ When children are involved in an activity that interests and engages them, less behaviour management will be required

- ✓ Using a **visual schedule** will support children in gaining the ability to situate themselves in time
- ✓ **Labelling toy storage bins** not only helps with organization and clean-up time, but it is also an excellent way to link speech to text
- ✓ When you **talk and sing** with a child, you are promoting language acquisition and supporting healthy brain development
- ✓ When you remind children of upcoming transitions, the child is better able to situate themselves in time and to end their activity with a sense of accomplishment
- ✓ When children have access to a variety of open-ended materials, they develop their curiosity, autonomy and problem-solving skills
- ✓ When children participate in group activities like circle time, they practice social skills and learn to wait their turn and to self-regulate
- ✓ When the focus is on supporting a child at their current developmental level, there will be a greater chance of success in moving the child to the next skill level of the continuum
- ✓ The educator plays a key role in the holistic development of a child...

Remember to encourage learning through play!

Putting Play into Action!

- Smile
- Actively engage in children's play
- Insert learning opportunities into play
- Encourage autonomy
- Encourage children to play with friends
- Give choices
- Help the child when needed
- Observe and listen to children
- Ask children questions
- Reflect on and interpret children's questions
- Guide behaviour with positive reinforcement
- Divide activities into small steps
- Support creative and imaginative play
- Encourage children to draw on their own experiences
- Congratulate each child individually

Take advantage of opportunities to build language skills…

- Set an example with appropriate language, grammar, gestures and articulation
- Simplify language and articulate slowly, especially when singing, describing pictures or reading
- Express emotions and feelings in a professional manner
- Repeat a child's statement with corrections to grammar if required
- Initiate conversations with children
- Use actions and gestures to help convey the meaning of a word
- Use open-ended questions and comments to encourage conversation and comprehension
- Use labels and symbols to represent objects, routines, time of day, etc.
- Take advantage of transition times to sing, read or initiate conversation