

RESPONSIVE INCLUSIVE EXPERIENCE: CHILDREN PLAN

Date: Feb, 3,2025 Learner's name : Trinity Sankar

Placement Site Name: Northwest Childcare Learning Center

ANECDOTAL OBSERVATION (What did you see? What did you hear?)

Address: WHO? WHEN? WHERE? WHAT? YOUR ANSWERS MUST BE TYPED ON THIS DOCUMENT. USE AS MUCH SPACE YOU NEED TO ANSWER THE PROMPTS IN EVERY QUESTION IN EACH SECTION OF THIS PLAN.

Ensure your anecdotal observation is:

- objective (measurable facts only);
- written in the past tense;
- written in third person;
- uses gender neutral pronouns (e.g., they/them);
- ensures the anonymity of the people observed, (e.g., Child A/Educator A).
- uses language that is specific
- **DO NOT USE** it seems..., it appears...,
- **DO NOT** use developmental language here.
- Minimum of 250 words

Complete the anecdotal observation section in paragraph format telling a story by answer the following prompts:

- identify if it is a group of children or individual child
- Age of the children
- Where are you observing the children?
- What time of day is it?
- What did the child/children do?
- What materials/environmental elements did the children play in/with? How did the children play with them?

Did

the children play alone or in a group

- Verbal communication: What did the child/children say aloud as they played with the materials/environmental elements?
- Non-verbal communication: What did the child/children say with their bodies as they played with the materials/environmental materials (e.g. body language – facial expressions, eye gaze, gestures, posture, body movements, etc.)?

It was a Monday morning , and the 10 preschool children were having free time between 9:00am-10am. Although there were many centres , 7 children went to the dinosaurs, and the 3 other students went to the clay table. At the dinosaur center, Child J, Child H, Child Z, Child A, Child B, Child S, and Child G were sitting on the carpet, with large dinosaurs and large wooden blocks. After Educator T had asked “what do you know about dinosaurs? Child I and Child Z said “ he roars”, Child L said “dinosaur says roar”. Then while stacking large wooden blocks, Child J and Child I were putting their dinosaur on top of their creation, Child A said “ mommy dinosaur, Child S held 1 dinosaur in each hand and leaned them forward. After 5 minutes of dinosaur play, the children moved towards building with the large wooden blocks , using plastic hammers, wrenches, saw, etc. All 7 children were surrounding the building sculpture, and Child A said “let’s make a slide now !” Educator S asked “ [Child G] what are you building ? Which Child G then responded “we’re making a slide” As the children kept building, Child Z, Child G, Child A, Child L, Child A were using the plastic tools to bang on the blocks . Once it was finished , Educator T asked “what did my friends make?” Child A, L, and G responded “ a tv show. Educator T then went to the clay table and saw Child N, Child Y, Child C, and Child M rolling, squishing, molding, and flattening the

clay. Educator T then asked “Friends, can you tell me what you made?” Child R responded “squishy teddy”, Child C said “I’m making a butterfly”, Child M said “I’m making a flower”.

INTERPRETATION (What do you think it means?)

Address: Why?

Your interpretation:

- is based on your observation.
- is subjective
- uses sentences that start with “It appears...”, “it seems...”, “According to my observation...), etc.

Note: Complete each of the following sections in full paragraph or point form

- What are the children’s interests, questions, curiosities, experimentations and their developments? How do you know, **must give examples from the observation?**

After observing, it appears the children enjoy hands on building, and dinosaurs! According to my observations, more children were engaged in the dinosaur center where they were building, and with the friends at the clay stations, they too were building with the clay. It also appears the children enjoy collaborative play, as when building with the dinosaurs, it seemed that all children were working together to build 1 final structure.

- How does your interpretation **CONNECT** with curriculum/professional documents?

Choose ONLY ONE of the documents listed below that is applicable to your interpretation. Explain your choice and give examples from the observation **in detail, site the page and indicate the document you are connecting it too.**

I believe the How Does Learning Happen document connects to my observation, through their foundation of expression. HDLH describes expression as a child’s individual, creative, unique, and acceptable way, of a child truly being themselves (OMEd, 2014a, p.8).. My observation supports this statement, because each child got to be themselves and bring their inner artist to these activities, without judgment or question, but with support and acceptance (OMEd, 2014a, p.8). Each child at the clay table made something different and personal. When engaging with the dinosaurs block, each child built and saw something different, for example when Child A said “mommy dinosaur”.

- focus on **one** of the **4 Foundations** in *HDLH* [OMEd, 2014a];
- **focus on the Principles in Excerpts from E.L.E.C.T** [2014b]; (not on the domains and skills from the development section)
- focus on **one** of the **articles** in *Think, Feel, Act* [2014c];
- focus on **one** of the **Standards in the Code of Ethics and Standards of Practice** [CECE, 20`7];
- Indigenous Early Learning Framework

***Note: DO NOT make connections to developmental milestones in this section of the interpretation.**

Consider the use of the environment as a teacher, 'What role did the following factors play in what you observed

Consider the following (e.g., **enhance and/or limit play**)?

- Space; (location, amount of space)
- Materials; (types/properties)
- Time; (time of day, duration of experience)
- The role of the educator; (as an observer; facilitator; co-learner etc.)

The large indoor carpet space played a part, as it gave children enough room to build using their large wooden blocks, as tall as they wanted. There were enough blocks and for everyone, and the dinosaur had different colours and sizes. I believe since it was morning time, it helped ease the children when they come in from a different class or space, and helps start the morning. Since it was morning, it also allows for children to be more energetic, as they aren't bumbered and tired from transitions. As the educator I was observing, while keeping the children safe from having the large blocks fall on them.

Consider the image of the child as “competent, capable of complex thinking, curious and rich in potential” (OMEd, 2014a, p. 6):

- Describe one (1) **strength** derived from *Excerpt's from E.L.E.C.T.'s* (OMEd, 2014b) continuum of development example as follows:
 - **Developmental domain** (physical, cognitive, social/ emotional, communication, language and literacy), skill reference #, skill. **Example: if you are observing toddlers - Physical: 5.2 Fine Motor-Tool use and then... as child A used the spoon to scoop the sand.**
 - Provide evidence from your observation to support your choice.

One strength I saw was the conversations I was having with children. **Communication, Language, and Literacy: 3.4 conversing with peers and adults, when Child L responded to my question and said “dinosaurs say roar”.**

- Describe **1 one opportunity for growth** derived from either your Development Courses (114, 124 and 244) or *Excerpt's from E.L.E.C.T.'s* (OMEd, 2014b) continuum of development example as follows:

- **Developmental domain** (physical, cognitive, social/ emotional, communication, language and literacy), skill reference #, skill. **Example: if you are observing toddlers – Cognitive: 4.3 Cause and Effect-Exploration as Child A placed the duck to see if it will sink or float.**
- Provide evidence from your observation to support your choice

One opportunity of growth could be **Social: 1.8 taking another person's point of view. An example is when Child A said “ let's build a slide now: Although the suggestion is great, I believe we could teach Child A that people may want to do their own things or play with things in a certain way, and that's okay.**

FULLY DETAILED, PLANNED RESPONSE EXPERIENCE (What will you do?)

Collaborate with your Mentoring Educator about your plan. Get their feedback and approval. Communicate and share your final plan with your Mentoring Educator and have them sign this section before implementing the planned experience the following week.

A grade of 0 will be given in the Planned Response, if the Mentoring Educator does not sign this section.

Complete the following section (point form is acceptable):

Reflect and describe the following:

- Title: **Dinosaur Building**

- What will you do : **Children will have the chance to create a dinosaur, using their own creativity and imagination. All children will be given the same materials, but how they glue the pieces onto their paper to make their dinosaur, is up to them.**
- When will you do it: **I will do it during morning free time, at 9:00am-10:00pm as it's when children get the most time to play with the dinosaurs.**
- Where will I do it: **I will do it inside the classroom on the art table, as it's closer to the garbage and grants me the access of all the art supplies, children may want to use, to decorate.**

- List existing materials/environmental elements from your Anecdotal observation.
- List new materials/resources and environmental elements you will bring in/add to set up provocations. **Use step-by-step instructions on how the materials will be set up and explained to the children.**

Pre existing materials : paint, pom poms, , glue sticks, feathers, and paper

What I am bringing: google eyes, and cut out shapes to make the dinosaurs

- **Must include a photo** (must be a photo of your experience not a photo from the website) of the set up and materials/environmental elements before the children engage in the experience (if permission is granted by the Centre) **OR** take a photo of the set up at home.



Reflect on the following:

- How does your planned response **connect to your observation and interpretation?** Refer to the interests(s), strength and opportunity for growth you **identified** in your interpretation.

My planned response connects to the children's interest, as I'm responding to the children's interest of dinosaurs and building.

- What role will you, as a co-learner, have in your planned response? **Identify one (1) teaching strategy** (see Blackboard site for the list) you will use and describe how it relates to the observed interest, strength and opportunity for growth identified in the interpretation.

Name the Teaching strategy and description:

As the co learner, I will have the role of supervising the making of their dinosaurs. I will use the strategy of acknowledgement. I will acknowledge each child dinosaur is a beautiful piece of art, I will acknowledge if they can use the glue by themselves, I will acknowledge if the child can name the type of dinosaur they made, etc.

- How is your plan responsive inclusive? **Discuss one (1)** of the following Foundations for Learning from *How Does Learning Happen?* (OMEd, 2014a): **Your work must be paraphrased, site the page and indicate which foundation you are connecting your plan too.**
 - Belonging,

- wellbeing,
- Expression or
- Engagement

My plan is responsive inclusive, because like the HDLH expression says, I'm allowing children to showcase their individual knowledge, self, and creativity, with the use of different materials (OMEd, 2014a, p.8).

REFLECTIVE EXTENSION (What happened?)

This follow-up reflective extension is based on what happened when you implemented your initial experience. What have you learned and what you will do next to extend your initial planned experience?

Complete the following section (point form is acceptable):

Reflect on the following:

- How did your planned response support your anticipated focus? Refer to the interests(s), strength and opportunity for growth you identified in your interpretation.
- What happened when you implemented your experience?
- What did you learn?
- What are some things you did to present new challenges to the child/children, as you were interacting with them?

While I do believe my planned response is building on the children's interest, the activity didn't go as I thought it would. As an educator, I thought giving them the shapes for them to individually place and glue was inclusive. But in reality, the children were confused on how they could make their dinosaur out of the pieces I precut, and I thought having a book about dinosaurs at the table would help, but I was wrong. Throughout this activity, I learned to avoid precut activities, to provide a sample done/completed by me as a visual example/model, and to avoid material limitation, especially in creative arts.

EXTENSION:

Describe your second experience:

- What is your second experience? **Dinosaur Matching**
- Describe the second experience in detail and step by step: **Children will get to test their cognitive and visual skills, to find the matching dinosaur pairs**
- Experience focus (linked to interests, strengths, opportunities for growth). **This experience focuses on dinosaurs, cognitive, hand and eye coordination and collaborative skills, as children can play together.**
- Role/expectations of the child(ren); **I expect that children will find the matching dinosaur pairs, or turn it into a memory game, where they have to find the dinosaur pairs, without knowing what their picking.**
- Role will you as an educator have? what teaching strategy will you use? **As the educator, I believe I will have the role of leading the activity. I will use the teaching strategy of demonstrating, to show children what is a pair, and how to play.**
- List of new materials/resources; **Laminated dinosaur picture card**
- Location of experience; **I will do this activity on our group carpet**
- Arrangement of furniture if applicable; **NA**
- Time/duration of your second experience; **I will do this activity during afternoon circle time after snack, as the afternoon circle is science and math based, while the morning circle is language and literacy based.**

References

- Ontario Ministry of Education. (2014a). How does learning happen? Ontario's pedagogy for the early years: A resource about learning through relationships for those who work with young children and their families. Toronto: Author.
- Ontario Ministry of Education. (2014b). *Excerpts from "ELECT": Foundational knowledge from the 2007 publication of Early Learning for Every Child Today: A framework for Ontario's Early Childhood Settings*. Government of Ontario. Retrieved from <https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>. Archived at <https://web.archive.org/web/20150602223722/http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>.