

# Facilitator Guide ETFO Book Clubs



# Thinking It Through Child Development

## Table of Contents

Introduction to ETFO Book Clubs .....	2
Introduction to <i>Child Development</i> ... ..	8
Session One: Domains of Development .....	10
Session Two: Making Connections .....	16
Session Three: Planning with Child Development in Mind.....	21
Session Four: Linking Assessment and Planning .....	27
Support Materials Section.....	34



## Introduction to ETFO Book Clubs

The Elementary Teachers' Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students.

A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.

## Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

## Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

## The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

## Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

## Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Powerful  
Conversations:

- Focused
- Productive
- Interactive

## Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

## Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

"We should all try to listen with the same intensity we have when we are talking."  
Richard  
Saul  
Wurman

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.



Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to \_\_\_\_\_?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

## Further Reading

Robert Garmston. "Teacher Talk That Makes a Difference". Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. The Adaptive School: A Sourcebook for Developing Collaborative Groups, Christopher-Gordon Publishers, 1999.

Richardson, J. "Norms Put the 'Golden Rule' into Practice for Groups". Tools for Schools, NSDC, August-September 1999.

Easton, L.B. Powerful Designs for Professional Learning. NSDC, 2004.

Richard G. Weaver & John D. Farrell. Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace, McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. "Book Study Facilitator's Guide for Teaching Student-Centred Mathematics". Pearson Education, Canada, 2007.

Wisconsin Staff Development Council – [www.wi-sdc.org](http://www.wi-sdc.org).

## Introduction to *Child Development*

**Child Development** is a resource that provides comprehensive information about development all of the domains: physical, social, communication, language and literacy, cognitive and emotional. There are indicators of development as well as background information for educators to consider when assessing and planning. The resource shows how the domains are interconnected and provides examples of how the domains are connected to the learning areas.

One of the informative sections in the resource connects planning decisions to characteristics of young children's development. These planning decisions include: time, materials, space and organization, routines, learning experiences and the role of the educator. The ELECT framework has also been included. Not only does this framework identify indicators of development but expands on these through providing samples of teacher interactions, teaching opportunities and learning stories from classrooms. This is an excellent tool for staff to use in a collaborative way for discussion and planning.

The message in this resource is that educators must understand child development in order to effectively plan and assess. In planning, this knowledge helps educators to plan developmentally appropriate programs. With this particular section, the activities draw on readings and examples from other resources: ***Thinking It Through*** and ***Health and Physical Activity***.

In this book club, participants will have the opportunity to meet, share, read and reflect on current practice. Incorporated into the session, are also opportunities for reflection and making a plan in the final session. The activities have been organized so that participants work in different groupings in order to share their expertise and hear a variety of opinions.

At the heart of the resource are the domains of development and this will be the focus of the first session, reading about each domain and discussing how this

knowledge needs to be taken into consideration in planning. There is an initial opportunity for self-reflection that sets the context for further discussions and forms the basis of planning in the final session.

The second session is about making connections between domains and the learning areas. It is hoped through these discussions that educators will recognize the purpose of having knowledge of child development and that this information is not in discrete compartments but is all interconnected. The intent then is to consider these when planning. As well in this session, self-regulation as part of emotional development and gross motor development will receive further attention.

Having the knowledge of child development informs planning, thinking about routines, organization, materials, time and learning experiences. These areas must change over time to meet the changes in development. The program cannot remain static if children are to thrive and grow.

The last session has a focus on assessment. The strategy of using learning stories will be explored. As well participants will be asked to think about observation points in relation to domains and will make a plan for further learning.

## Session One: Domains of Development

### Readings:

**Child Development**, Example, page 3

**Child Development**, *Domains of Child Development*, pages 10-29

### General Overview:

In this first session, participants will have the opportunity to meet and find out a little bit about each other. This is important to establish comfort within the group and identify familiar faces for the next session. Self-reflection is an important part of this first session for setting the context for learning by establishing an informal baseline for participants to reflect on their practices in relation to child development.

In this session, there is an opportunity for participants to acquaint or reacquaint themselves with the domains of development and to think about the characteristics of the four and five year old learner. Also, participants will be asked to think about the development information that is important to collect before children enter school and how this is useful. As participants enter, have them fill out a name card and choose a place to sit at one of the group tables.

### Key Learning/Objectives:

During this session participants will:

- Begin to get to know the members of the group.
- Engage in some self-reflection.
- Reflect on the kindergarten learner and the range in a kindergarten classroom.
- Read about the domains of development.
- Reflect on implications for practice.



## Materials:

**Child Development** resource

Line Master 1.1 (one copy for each person)

Name tags for each person

Markers

## Time: 120 minutes

## Instructional Tasks:

### **What's in your wallet/purse/backpack? 15 minutes**

*Background:* This is a getting to know you activity and invites participants to choose something that is important to them from their wallet/purse or backpack and to share it with others. Participants should already be in groups and each person in turn takes something out to share. Once complete, the facilitator asks for any commonalities. This is also an activity that allows everyone to have a voice.

*Purpose:* For participants to share something about themselves as a way of group members getting to know each other

1. As people will already be groups, explain that each person will have the opportunity to take one thing that is important to them from their wallet, purse or backpack. They are to take it out as it comes to be their turn and explain why it is important to them.
2. Whole Group Debrief: First ask groups to briefly discuss any commonalities that they found and secondly ask groups to share with whole group.

### **Self-Reflection: 10 minutes**

*Background:* Self-reflection is an important component of professional development. To begin the reflective process in this first session, participants will be asked to respond to a range of questions from the document. These questions will hopefully set the context for further discussions during the four sessions.



*Purpose:* To reflect on questions about child development in relation to current practice.

#### Instructions and Tasks

1. Explain the purpose of the self-reflection. Ask each participant to fill out Self-reflection LM 1.1. They are to keep this sheet with them and bring it back to the last session.

#### **The Kindergarten Child? 10 minutes**

*Background:* The example for the first page will be used to set the context of the kindergarten classroom (children are different, react to new situations than others, some are more confident, have more language, some are physically more active...).

*Purpose:* To read and reflect about the kindergarten child.

#### Instructions and Task

1. Individual Work: Have participants read the example on page 3 of ***Child Development***.
2. Small Group Work: Ask participants to discuss: *What does this example tell us about kindergarten children?*
3. Whole Group Debrief: Take comments from the group (see background information for examples).

#### **Domains of Development using a Jigsaw format: 45 minutes**

*Background:* This resource outlines five areas of development giving a snapshot of indicators for each area as well as further explanation. It is important for educators to have an understanding of the 'whole' child and how development in one area may impact on another area, e.g. a child's language ability may influence acceptance within a group and emotionally influence confidence. Each domain has implications for practice in terms of materials, routines, organization, groupings, learning experiences.



*Purpose:* Read about the characteristics of four and five year old children and reflect on the implications for practice.

### Instructions and Task

1. Have participants number off 1, 2, 3, 4, 5. Remind participants that they are to remember their number and their home group.
2. Ask those who were #1 to meet, #2 to meet etc. Assign each group an area to work. Use domain table labels for groups, Line Master 1.3
3. Small Group work: Assign domain sections for each group from ***Child Development*** chapter
  - Group # 1, Social, pages 10-14
  - Group # 2, Emotional, pages 14-16
  - Group # 3, Communication, Language and Literacy, pages 16-21
  - Group # 4, Cognitive, pages 21-26
  - Group # 5, Physical, pages 26-29

Note: To speed up the process, have participants skip the examples in blue or save those to read while they are waiting for others to finish the reading.

4. In the time allotted, have each group:
  - read the assigned section
  - select three or four key points that are important to remember or know.
  - discuss the implications for practice and be prepared to share these in the home group: *What is the connection between knowing the information in this domain and planning? In other words, what are the implications for practice?*
5. Ask participants to reassemble in their home groups to share the information-significant points and implications for practice. Remind participants that the time should be shared equally and that perhaps a timekeeper should be appointed in each group to fulfill the function.
6. Whole Group Debriefing: Ask: *What was the most important learning for you in this exercise?*



## **Child Development and the Transition to School: 25 minutes**

*Background:* Knowing children's development is very useful in planning a program that will meet their needs. If there are a number of children who have problems communicating their needs then educators may be able to suggest resources that could prove useful. If educators find that there are a large group of children that are not physically active then they know that this must be a priority in their program. Collecting information should not be limited to finding out 'academics' – can they count, say their ABCs, etc.

*Purpose:* To evaluate what information is important for planning for school entry and to share practices.

Instructions and Task:

1. Small Group Discussions: Ask groups to discuss the question:
  - *What information about child development is important for educators to know before children enter school?*
  - *How is this information useful?*
2. Whole Group Debrief: Take two or three comments from each group.

## **Reflection (10 minutes)**

### **Head, Heart and Hands**

Background:

This strategy (Partner A and B) places each person in the role of the speaker and the listener with having the opportunity to do both. It is a way of summarizing the information but also having participants reflect personally on the meaning for them.

The facilitator needs to direct this strategy with the timing giving each partner equal opportunity to speak and with the sentence starters for response.



Sharing with a partner:

1. Have participants find a partner at their table. Have them designate one as A and one as B. Explain that they will each get a turn to talk for about 30 seconds. Partner A will start and when s/she hears the signal (the facilitator must decide on a signal) they will stop and B will continue. In the next round B will start and A will finish.
2. Partner A begins talking about *What we did today.....*After 30 seconds B continues.
3. Partner B begins talking about.... *The information that I was most interested in was...*Partner A continues.
4. Partner A starts talking about...*As we talked today it made me think about my classroom and....* Partner B continues.

## Homework/Follow-up Task: 5 minutes

Read ***Thinking It Through***, *Self-Regulation*, page 13 (bring to next session) and ***Health and Physical Activity***, pages 4-9 (bring to next session).



## Session Two: Making Connections

### Readings:

***Child Development***, page 8

***Thinking It Through***, page 13

***Health and Physical Activity***, pages 4-9

### General Overview:

Two areas will be revisited in this session - self-regulation as part of emotional development and physical activity. The importance of self-regulation is receiving more attention in the literature especially because of its impact on learning. Physical activity is important to children's overall health and again is receiving more and more attention. As the push for academics continues these two areas may not receive sufficient attention. The overall focus of the session is on connections-to other domains and to the learning areas that have been identified in curriculum materials.

### Key Learnings/Objectives:

- Reflect on readings about self-regulation
- Share strategies for developing self-regulation
- Make the connection between physical activity and other areas of development
- Share ways of supporting gross motor development
- Identify the connections between the domains and learning areas
- Reflect on learning in the session

### Materials:

***Child Development*** resource

***Thinking It Through*** resource

***Health and Physical Activity*** resource

Line Master 2.1 (one copy per partner pair)



Chart paper  
Markers  
Name tags

Time: 120 minutes

## Homework Review:

### **Self-Regulation: 20 minutes**

*Background:* Self-regulation is an area that is receiving more attention in the literature because of its effect on how children cope within the school environment and with the expectations placed on them.

*Purpose:* To review readings and to reflect on practices that will support practices to help children regulate their emotions and behaviours.

Instructions and Task: 10 minutes

1. Small Group discussion: Ask groups to discuss the reading
  - *How can children's inability to self-regulate can impact learning?*
  - *How can you as an educator support the development of self-regulation in the classroom? (through what you say to children, the kinds of language you use, how you help them problem solve, what you model....)*
2. Whole Group Reflection: 5 minutes. Ask:
  - *What was significant for you in the discussion?*
  - *What were some strategies that you found useful?*

### **Health and Physical Activity: 25 minutes**

*Background:* Further information about physical development both gross and fine motor can be found in the **Health and Physical Activity** resource. There is not an ETFO Book Club Facilitator Guide for this resource so information is incorporated into the child development section. Physical health is of paramount importance for young children as it impacts health in later years. With the push for academics, opportunities

for outdoor play and movement may not be getting the amount of time they deserve. An understanding of physical development is important for planning experiences. These experiences should not be left totally to the expertise of the school's physical education specialist as outdoor play and movement experiences within the classroom is a perfect opportunity for the development of skills.

*Purpose:* To review the readings and explore opportunities for gross motor development.

### Instructions and Task

1. Small group discussion:
  - *How is physical activity related to other areas of child development?*
  - *How is physical activity related to health?*
2. Whole Group Debrief: Take three or four comments for each question.
3. Small Group Discussion: Ask: *What do you do to support gross motor development within the classroom and outdoors? (materials, organization, experiences.)*
4. Whole Group Debrief: Take some examples from each group.

## Instructional Tasks:

### **What are the connections to the learning areas? 30 minutes**

*Background:* Children's characteristics of child development have a direct connection to the learning areas. Educators need to consider the development when planning experiences in these areas e.g., they are cognitively curious which leads them to asking questions in science and technology as a prerequisite for inquiry; learning vocabulary which impacts on learning the language of Mathematics (more, less, heavier) in the context of activities.

*Purpose:* To reflect on the connection between child development and the learning areas and give practical examples.

### Instructions and Task

1. Small group work: Give each group a piece of chart paper. Ask the groups to put a circle in the middle labeled **Child Development** and smaller circles spread out around the edges of the paper labeled: *Science and Technology, Language and Literacy, Mathematics, Health and Physical Activity, The Arts*.
2. Explain that they can start with any area they wish and to try and think of one connection for each. *Note:* They may need examples from the background notes before they begin.
3. Whole Group Debrief: Have each group share one of their connections.
4. Ask participants to turn to page 8 in the **Child Development** resource and read the two examples. These examples explain the connections.
5. Whole Group Debrief: *What are your observations from reading the two examples?*

### **What are the connections between child development, assessment and planning? 30 minutes**

#### *Background:*

Another way of thinking about connections is to think about connections to assessment and planning. These all should be connected. Assessment is in relation to what is known about child development, planning and assessment.

*Purpose:* To graphically represent the connections between assessment and planning.

### Instructions and Task:

1. Small Group work: Give each group a blank piece of chart paper and coloured markers. Explain that they are to think about the connections between child development, planning and assessment and to graphically represent them in a way that makes sense to them.
2. Whole Group Debrief: Have each group share one or two of their connections and show their graphic.



3. Ask: *What did you learn from creating the graphic? Why?*

## Reflection (10 minutes)

### Making connections

1. Have participants find a partner (someone at another table perhaps, someone they haven't worked with before).
2. Partner work: Hand out Line Master 2.1 – one per partner group to use as a reference.
3. Explain that they will take turns reading the two words and then each will have a turn to make a connection between the two. Stress there is no right or wrong answer. It is the personal connection that is important.

## Homework/Follow-up Task: 5 minutes

1. Read pages 32-35 (developmental considerations when organizing and planning) in the ***Child Development*** resource and record one 'ah-ha' (never thought of that....so that's why....) and one 'mmmm' (that's an interesting idea to consider....). They will share these with a partner at the next session. They will also talk about how they use the information about child development to plan before school starts (materials, routines, space, experiences....).
2. Bring the ***Thinking It Through*** resource to next session.



## Session Three: Planning with Child Development in Mind

### Readings:

***Thinking It Through, The Reflective Educator***, pages 12-13

***Child Development***, pages 38-39

### General Overview:

Planning must always consider what is known about child development. In this way practices are then developmentally appropriate. Inappropriate practice emerges when educators do not take into account developmental considerations. Planning also needs to accommodate changes in development and thus the changes that need to occur in routines, materials, centres and experiences. The program must respond to the developmental needs of the group of children.

In order to have a common understanding of developmentally appropriate practice (DAP) participants will read and share insights about the explanations. Thinking about DAP in this instance is linked to being reflective as a practitioner. There will be an opportunity for participants to use the reflective questions in the DAP section to evaluate the examples in the resource as well as plan something collaboratively.

### Key Learning/Objectives:

- Reflect and share about readings
- Share strategies for planning before school starts
- Share examples of planning and how that changes over time
- Reflect on readings about developmentally appropriate practice
- Plan an experience that is developmentally appropriate
- Engage in reflection about the session



## Materials:

**Child Development** resource

**Thinking It Through** resource

Name tags

Time: 120 minutes

## Homework Review: 25 minutes

### Sharing reflections from reading about planning

1. Partner Work: Share on aha and one mmm that's interesting from the reading.
2. Small Group Work: Ask groups to consider the following questions:
  - *What areas of development are considered in the example?*
  - *What decisions do you make before school starts that are directly influenced by your knowledge of child development?*
3. Whole Group Debrief: Take comments related to the two questions from the group. Ask: *What was particularly useful for you in reading the charts?*

## Instructional Tasks: 80 minutes

### Planning for Change over Time: 25 minutes

*Background:* Children grow and develop throughout the kindergarten year. Therefore routines and organization cannot remain stagnant but must grow and change to meet the changing needs of the children in the class.

*Purpose:* To examine a teacher's thinking of change over time and use that as a basis for planning for own classroom.

### Instructions and Task

1. Partner Work: With a partner have participants read the examples on page 38 and 39 of the **Child Development** resource to answer: *How did the educators in these*



*scenarios plan for change over time?*

2. Whole Group Debrief: Ask: *What were your observations/comments?*
3. Partner Work: Ask participants to choose a routine; materials; an activity or a centre in the classroom and show how it might change over time to meet children's needs. They should be prepared to share this with another partner group.
4. Partner Sharing: Have partners meet with another partner group to share their example.
5. Whole Group Debrief: Ask for two or three partners to share their examples.

### **Planning with Developmentally Appropriate Practice in Mind: 35 minutes**

*Background:* Developmentally appropriate practice considers what is known about child development and what then is appropriate practice in relation to what is known? If educators, keep this at the forefront of their thinking then it is easier to avoid inappropriate practice. This new framework in the reading may be a new way of thinking about practice.

*Purpose:* To read and reflect on developmentally appropriate practice and think about implications for own practice

1. Individual work: Ask participants to read the *Reflective Practitioner* on pages 12-13 in the **Thinking It Through** resource and highlight the ideas you found most interesting or had questions about.
2. Partner work: Ask participants to work with an elbow partner to share the ideas that they had highlighted and discuss.
3. Whole Group Debrief: Ask:
  - *Where does this framework fit with domains of development? (safety is related to emotional well-being and self-esteem, ownership related to social with opportunities for shared learning, cognitively with higher level thinking....)*
  - *How do you see this information being useful for planning?*
4. Partner Work: Ask participants to find a new partner and read the examples on page 23 of the **Child Development** resource to examine how these scenarios fit



with what they read about developmentally appropriate practice.

5. Whole Group Debrief: Ask: *What connections did you make to what you had read about developmentally appropriate practice?*

### **Planning a Developmentally Appropriate Experience: 20 minutes**

*Background:* This activity engages participants in using what they know and have read to apply in planning a practical experience in the classroom. The experience can be for a whole group, small group or an individual or can be a combination. It is the discussion with others that is important rather than the actual production of an activity.

*Purpose:* To apply what is known about developmentally appropriate practice in a practical application.

Instructions and Tasks:

1. Small Group Work (no more than four): Explain that each group is to plan a developmentally appropriate experience. It can be a whole group experience, small group or for an individual. It might even be through the organization of the centre. Before they begin, they should think about their criteria for judging whether what they have created is developmentally appropriate. This will make it easier as they design the experience.
2. Explain that they are to record it on chart paper. Once they are finished they should go back to their criteria and highlight where that is evident.
3. Small Group sharing: Pair groups to share what they have done with each other.
4. Whole Group Debrief: Ask for comments about the experience/task.

## Reflection: 10 minutes

### **Inside/Outside Circle**

*Background:* This is a strategy that can be used in a variety of different ways. In this case, the group makes two circles - an inside and an outside circle. The inside circle faces the outside circle and people line up face to face as partners. Therefore, there



needs to be an equal number on the inside and outside of the circle. After a brief conversation with a partner, the inside circle rotates one position to meet a new partner. Alternately, the outside could rotate. The number of times for the rotation will depend on the time and the energy level of the group.

*Purpose:* To hear a variety of opinions; to get to know the people in the group; reflect on practice by talking to a partner

### Instructions and Task

1. Designate the inside circle as A and the outside as B. Make sure that people are lined up face to face with some space in between.
2. Explain that you will make a statement and A talks to B first while B listens and then B talks while A listens. The inside circle will rotate when you give the signal and people will have a new partner. Note: You can switch who talks first just to add variety. Each will have about 30 seconds to talk. It is important to have a clear signal for when groups are to rotate whether that be the use of voice to say STOP, turning over the talking stick, etc.
3. The following are a variety of statements that can be used for discussion purposes. Note: Facilitators may want to choose the statements that would be best for their group. There are more statements than might be needed and they are not in any particular order. Note: the questions have been taken from developmentally appropriate practice and from ***Thinking It Through*** in the domain section.
  - *What authentic problems do you offer for children to solve?*
  - *How am I promoting higher level thinking in the classroom?*
  - *How do children take leadership in the classroom?*
  - *How do I involve children in generating ideas for activities?*
  - *What opportunities do I provide for shared learning?*
  - *How do I enable children to see themselves as learners?*
  - *What do I do to welcome all children into the classroom?*
  - *How do I involve children in the decision making in the classroom?*

## Homework/Follow-Up Task: 5 minutes

1. Bring a learning story from your classroom. A learning story is a means of documenting children's learning and development in action through descriptions of unique experiences. Learning stories are created as the event occurs. It may be used to capture the scenario with individuals or groups as well as the adults involved. Learning stories enable adults to assess the learning and development of the child/children at the time. For more information see the **Assessment Is Learning** resource, page 46.
2. Remind participants to bring **Health and Physical Activity** to the next session.
3. Remind participants to bring their self-reflection sheet from Session One



## Session Four: Linking Assessment and Planning

### Readings:

**Health and Physical Activity**, example, page 3

*Early Learning for Every Child Today (ELECT) Framework*, pages 39-99 (sections chosen by participants)

### General Overview:

The focus of this session is assessment. In particular, there will be sharing of learning stories and connecting observations to domains of development. Observation plays a key role and can be connected to the domains of development. It is important for educators to consider appropriate observation points in relation to the domains. Educators need to consider 'the whole child' in their assessment and in their planning not just the expectations for reporting. The ELECT framework is provided and is a useful resource to provide background information but also to show the connection to the teaching strategies and interactions and learning stories - the learning stories showing what this skill might 'look like' and 'sound like'.

### Key Learnings/Objectives:

- Share learning stories
- Discuss why learning stories are an important part of documentation
- Consider what might be learned from these stories
- Examine an outdoor experience to gather information about other domains beside physical
- Use a strategy for analyzing information
- Develop observations points for domains
- Become familiar with the ELECT framework
- Consider the benefits of using the ELECT framework
- Make a personal plan
- Collaboratively reflect on the learning

## Materials:

**Child Development** resource

**Health and Physical Activity** resource

ELECT Framework

Line Master 4.1, Planning

Blank paper

Book Club Evaluation Form

Time: 120 minutes

## Homework Review: 20 minutes

*Overview:* This is an opportunity for participants to bring a learning story from their classroom. Documenting learning in this way may be new for some people. The scenarios will set the context for the development.

*Purpose:* To practice a strategy for documenting children's learning and to share the information with others.

### Instructions and Task

1. Partner Work: Have participants meet with a partner (preferably someone new) to share their learning story.
2. Ask participants to set the context for the learning story and as they read the story consider the question: What did I learn about the child/children's development from this story?
3. Whole Group Debrief: Ask: *How did you find recording the learning stories? What insights did they provide into the child's development? How might learning stories be used to document learning and support planning?*



# Instructional Tasks: 75 minutes

## Learning Stories form Health and Physical Activity: 25 Minutes

*Background:* Experiences outdoors are sometimes difficult to assess or may not be seen as opportunities to gather information in other domains. The learning stories in the example from **Health and Physical Activity** will be used for discussions about opportunities for gathering information.

*Purpose:* To examine information that might be gathered in learning stories from outdoors.

Instructions and Task:

1. Partner Work: Explain that they are going to read an example from the outdoors and think about the assessment information that might be collected in other areas of development. They will need to fold a piece of blank paper into six squares and write the domains as below:

<b><i>Emotional</i></b>	<b><i>Social</i></b>
<b><i>Cognitive</i></b>	<b><i>Physical</i></b>
<b><i>Communication, Language, Literacy</i></b>	

Explain that this is sometimes a useful strategy for analyzing information.

2. Ask participants to read the example on page 3 of **Health and Physical Activity** fill in the chart for each example.

Whole Group Debrief: Ask:

- *What did you learn about the children?*
- *How did you find using a chart of the domains?*



## Observation Points for Domains of Development: 25 minutes

### *Background:*

As educators understand development, they are better able to know what it is they are looking for when they observe. Their knowledge translates into better observation skills and knowing when development may not be proceeding along natural pathway.

*Pass the Paper* is a strategy to gather information in a collaborative and quick manner. Each group will have an area of child development identified on the top of the chart paper. They will have two minutes or so as a group to identify the observation points and record them. At the facilitator's signal the paper is passed to the next group. Papers rotate around the groups until the group receives their initial paper back. In this way every group contributes to every chart and groups get to read what others have written.

*Purpose:* To collaboratively identify observation points for each area of development.

### Instructions and Task

1. Give each group a labeled chart. There will be five charts identified which means that there should be five groups: Physical Development, Social Development, Emotional Development, Cognitive Development, Communication, Language and Literacy Development.
2. Explain that each group will have two or three minutes to write their observation points/questions e.g., *How does the child use language? What strategies does the child use for solving problems? Does the child sort/classify objects?* At a signal (identify the signal to them, either voice or sound) their paper will be passed to the next group who will read what is written and add their ideas. If groups have a question about a specific point put a question mark beside it and it will be discussed once the activity is complete. They will have the opportunity to add to each of the five charts.
3. Whole Group Debrief: Ask participants to read the comments on their original paper and to identify any questions that were raised (something that was written that was not clear or did not belong). Discuss each one.



4. Ask groups to look at the questions and consider where in what circumstances they might be able to gather the information.
5. Ask: *What did you discover? Are there any generalizations that we could make?* (while children are at play, at learning centres, when they are active, when they are engaged with others...)

### **Early Learning for Every Child Today (ELECT) framework: 25 minutes**

*Background:* This framework is organized in domains and provides valuable information about the skill, the indicators of the skill, interactions that might take place, teaching opportunities and examples of learning stories. Educators may use this tool to further develop their understanding of skills in a domain and as a collaborative tool for planning.

*Purpose:* To become familiar with the tool, share strategies and plans for how it might be used.

#### Instructions and Task

1. Partner Work: Have partners select a domain that they wish to examine. Explain that this will be an opportunity to examine it in depth sharing insights in particular areas, practical strategies that they might add and uses of the tool.
2. Have partners meet with a partner group that chose a different area. Ask groups to share what they found particularly useful in their area, any interesting points and how they thought it could be used.
3. Whole Group Debrief:
  - *What are the advantages of using a tool such as this?*
  - *How might this tool be used with a team of kindergarten educators?*

### *Reflection and Making a Plan: 15 minutes*

*Background:* Participating in a book club is an opportunity to meet with other educators, share ideas, learn something new, reflect on practice. However, that all happens in the moment of being together. This last reflection is an opportunity to

begin to plan beyond the session so that there is something in place when they leave the group. Writing the plan is a way of formalizing the intent to continue.

*Purpose:* To reflect on needs and make a plan for continuing after the book club.

1. Ask participants to reread their reflection from session one. As they read what they have written, ask them to think about areas that they would like to learn more about, practices they would like to change or develop in relation to what they have learned. Explain that they will have a few minutes to think of a plan for themselves once book club has finished. Hand out Line Master 4.1 for developing their plan.
2. Turn and Talk. Have them turn to their elbow partner and share their plans. Partners may wish to make suggestions.
3. Whole Group: Ask participants to think about whom they might share this plan with or how they might access the resources they would need to carry out their plan....what is going to make them follow through?

## Final Reflection Circle: 10 minutes

*Background:* Learning circle as it is sometimes called is a strategy that is used in Tribes. The circle formation provides an opportunity for everyone to have an equal voice including the facilitator. Everyone has the opportunity to have a turn but participants may pass if they wish.

Have participants form a circle with you. Tell them that you are going to ask them to think about: *we've been together for four sessions and have talked about the areas of child development, using the information to plan, think about assessment opportunities and where those might be, examining ELECT and how that might be useful in planning, assessment and planning. You have been involved in reading excerpts from the resource, sharing ideas and thinking about implications for your program. As we reflect on our time together in this book club, what has been the most significant learning for you?* Remind participants that everyone will get a turn to speak but they may pass if they wish. Choose someone to begin that you know will wish to speak. Once they have finished, ask them which way they would like the circle turns to go.

The circle then systematically follows the direction indicated with each person speaking in turn. Participants may skip a turn if they wish. When finished, close the circle by thanking participants for being part of the circle today.

Distribute the ETFO Book Club Evaluation Form.



Support Material Section

## Session One: Domains of Development

Line Master 1.1

How do I use my knowledge of child development to planning my program?

How do I use my knowledge of child development in creating the environment for children?

Does one area of child development receive more attention in my program? If so, why?

How are the practices in my room developmentally appropriate?

How do I use information about child development to communicate with parents?



## Session Two: Making Connections

Line Master 2.1

What is the connection between...

1. Emotional and social development
2. Communication, language and literacy and cognitive development
3. Social development and dramatic play
4. Language development and classroom organization
5. Cognitive development and language and literacy
6. Mathematics development and blocks
7. The arts and physical development
8. Routines and emotional development
9. Domains of development and play
10. Domains of development and planning for the large group



## Session Four: Linking Assessment and Planning

Line Master 4.1

Date:		
My Questions:		
What I Want to Do?	What I will need to do it?	How I will know I have been successful?



# ETFO Book Club Evaluation Form

## *Thinking It Through – Child Development*

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
--	---------------------------------------	----------------------------------	----------------------------------	----------------------------------

Please explain your answer:

---



---

2. Outline the most useful feature(s) of the program and why?

---



---



---

3. What three things from the ETFO Book Club had the most impact on you?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
--	---	--------------------------------------	---	-------------------------------------

Please explain your answer:

---



---



5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

---

---

---

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
--	-----------------------------------	--------------------------------------

Please explain your answer:

---

---

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
--	--	-----------------------------------	--------------------------------------	---

Please explain your answer:

---

---

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

---

---

Overall comments:

---

---

---

