

Playing and Learning

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November 15 2014



- Welcome & Housekeeping items
- Introductions
- Young Learners:
 - Child Development
 - Play and Learning

Deputy Minister
Education and Early
Childhood Development

Early Years Branch

Public Schools

Early Years Integration
and Community
Development

Early Childhood
Development Services

Early Years Branch Mandate

- Improve outcomes for young children
- Increase access to programs and services for young children and their families
- Integrate programs and services at the community level and at the government level
- Improve program quality

Action 1: Integrating Programs and Services

- The Department of Education and Early Childhood Development
- Provincial Early Years Partnership (PEYP)
- Early Childhood Development System Working Group

Action 2: Establish Early Years Centres

Seamless access to programs and services within school setting:

1. Early Learning Program for 4-year-olds
2. Family Supports available onsite
3. Regulated child care

Build on what's working already !

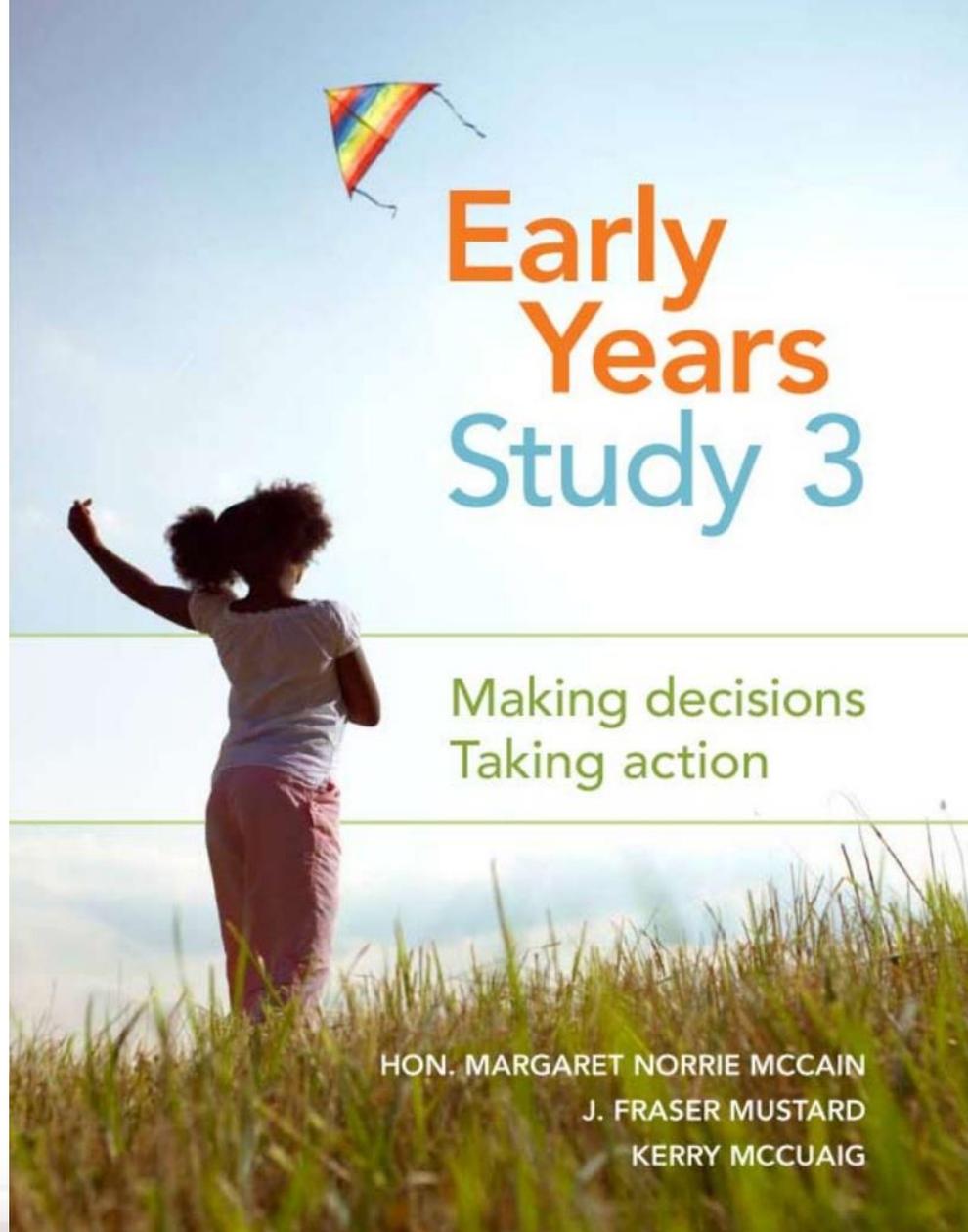
Action 3: Comprehensive 18/36-month wellness visit

- Planning phase to expand on the 18-month developmental screen that currently exists
- The 36-month visit will begin its planning phase in 2 years

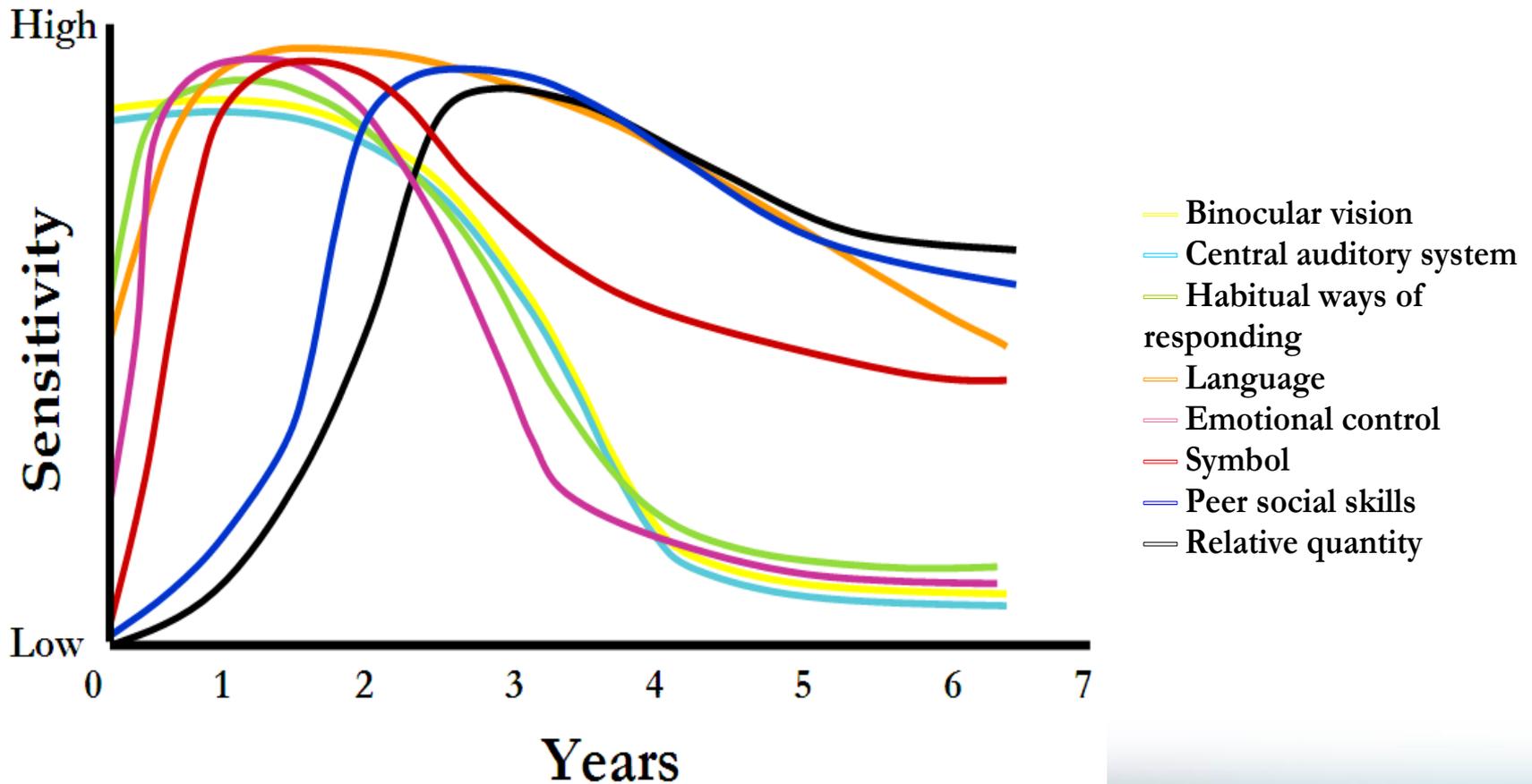
Action 4: Program Reviews

- Early Intervention Program
- Regulated child care

Why?



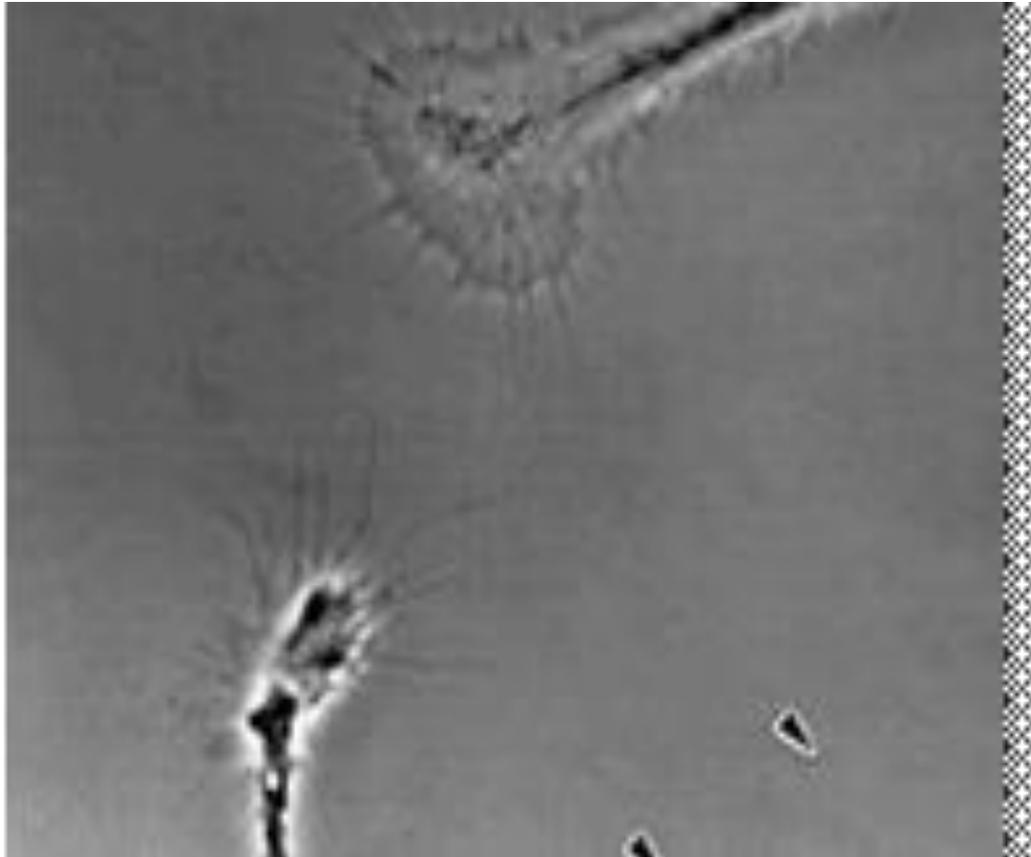
'Sensitive periods' in early brain development



Learning Trajectories

“We now understand how early child and brain development sets trajectories in health, learning and behaviour for life...”

Dr. Fraser Mustard



Early Brain Development

- *The quality of early experiences influences how the brain will function in later life*

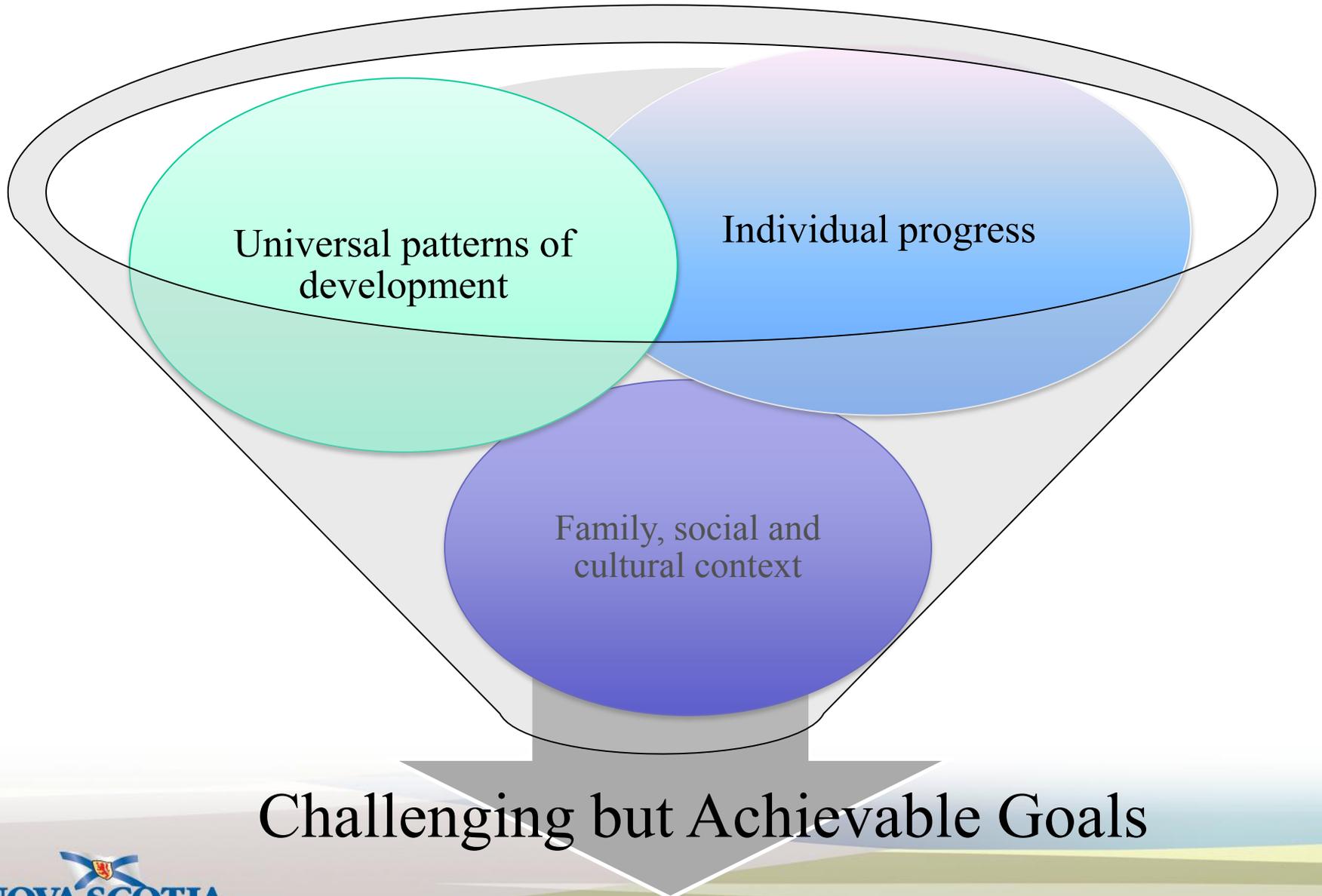
Child Development

- Universal patterns of child development across populations – wired for learning
- Each child develops at a unique pace – trust the development
- Pay attention to strengths (domains) and support them – to build skill sets including confidence

Developmental Domains

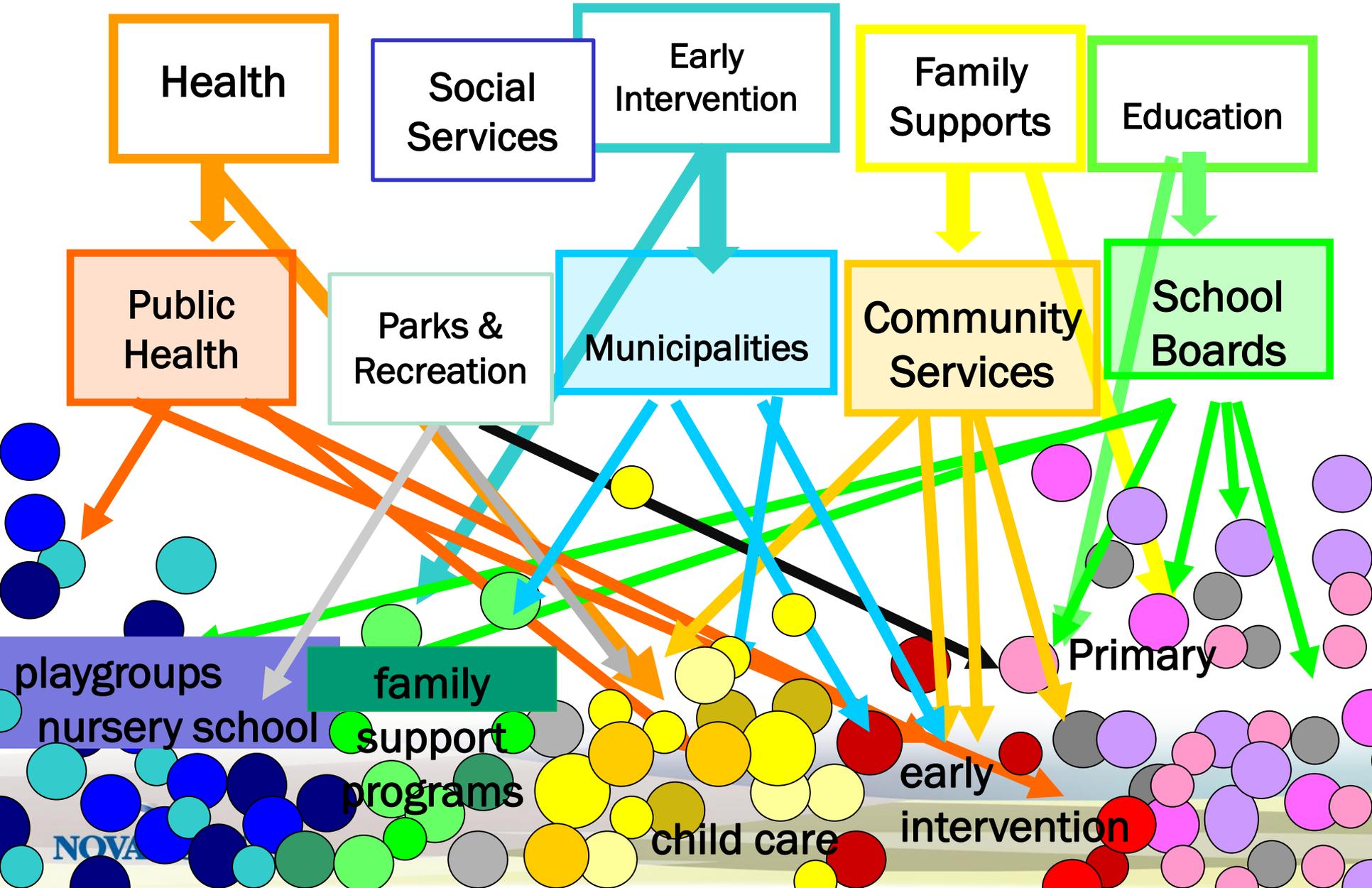


Developmentally Appropriate Practice



Chaos

from *Early Years Study 2*
(McCain, Mustard & Shanker, 2007)

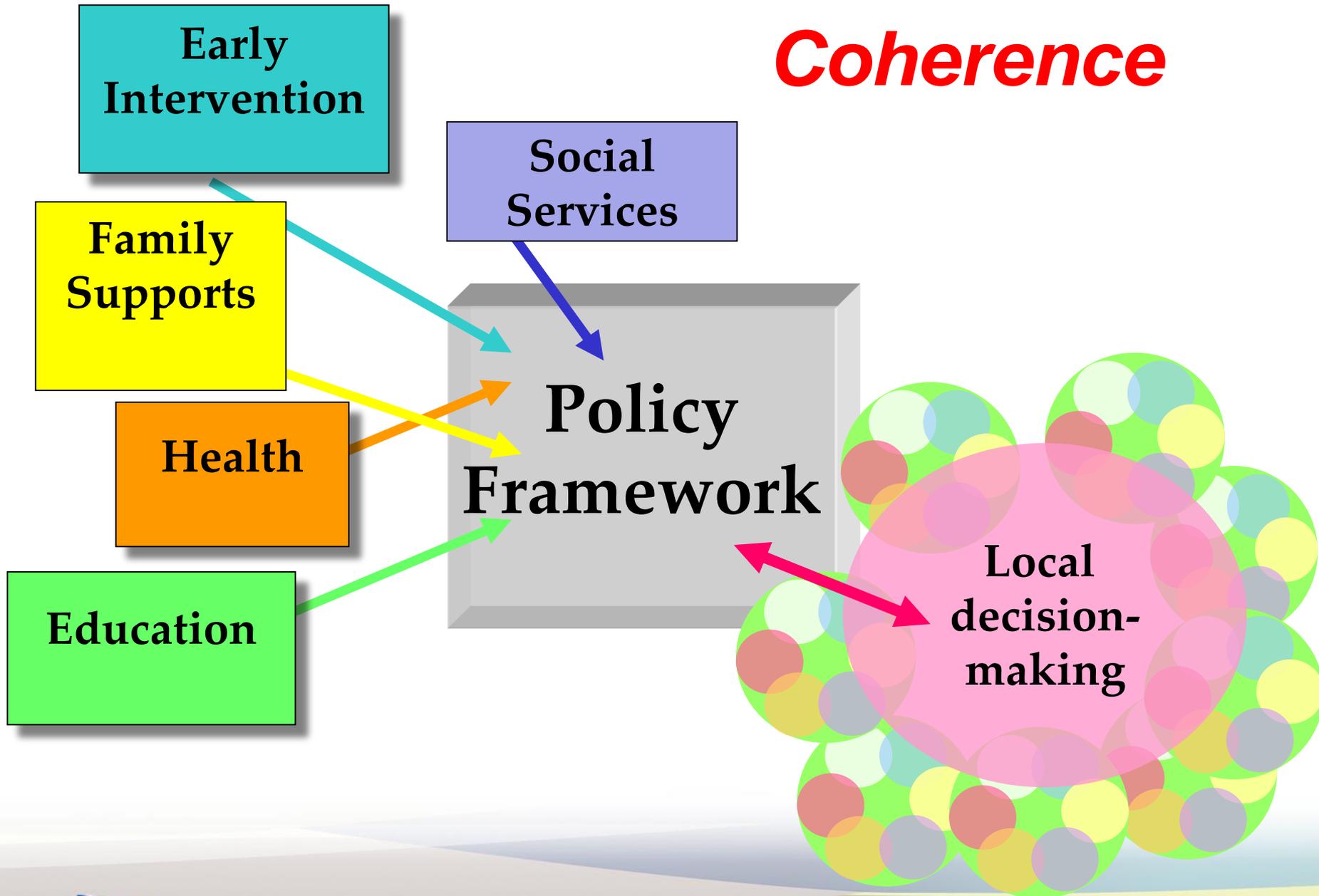


Chapter 5: Public Policy Shapes Early Childhood Programs

In Canada, education and child care fall primarily within the **jurisdiction of provinces** and territories, although federal involvement has a long history, both through transfers to individuals and to provincial and territorial governments.



Coherence



Integrated Service Delivery

The recent move towards integrated models of early childhood service delivery presents a unique opportunity for families and an exciting challenge for entire communities.

It presents an opportunity to do something extraordinary where, in years to come, future generations will look back on this time and view it as a turning point in the way services are delivered for children and families.

Values and Principles: EYC Model

- Comprehensive, strengths-based and accessible
- Culturally competent
- Inclusive
- High quality programming
- Collaborative and community-based
- Health promotion and prevention focused
- Equitable
- Accountable
- Integrated with other family-focused services and programs

THE EARLY YEARS

A child's journey towards visual literacy unfolds along with growth in other developmental domains. Knowing that most primary students enter school as active, eager, imaginative, and enthusiastic learners helps to set the stage for rewarding experiences for both teachers and learners. In this important first year of school, most children will follow an established pattern of developmental progress, but they will do so at their own pace.

Between the ages of four and six years, children's motor control increases. Frequent opportunities for physical activity throughout the day are important for four-year-olds, as sitting still for long periods of time can be difficult. By age six, even though children have longer attention spans, they need to have opportunities to physically and socially explore their learning environment. In a balanced, thoughtfully planned primary program manipulating traditional and non-traditional art materials is a developmentally appropriate way to explore curriculum.

The link between oral and written language and drawing is observed in the child's progression from "full-bodied" scribbler to sophisticated manipulator of symbols. For our youngest learners, visual art is a natural form of expression used to communicate knowledge, understanding, and experience. Children's art has the capacity to say what words often cannot. Through the Pre-Primary Program, we came to understand the difference between explorative art and prescriptive craft as we embraced each child's unique approach to art.

A Definition of PLAY

Play is ...

spontaneous, free,
joyous and satisfying.

Play is not ...

controlled by the
expectations and
directives of others.

Play is...

chosen for the value it
brings in and of itself.



Play

.. linked to greater creativity and problem solving, higher IQ scores, and improved reading levels.

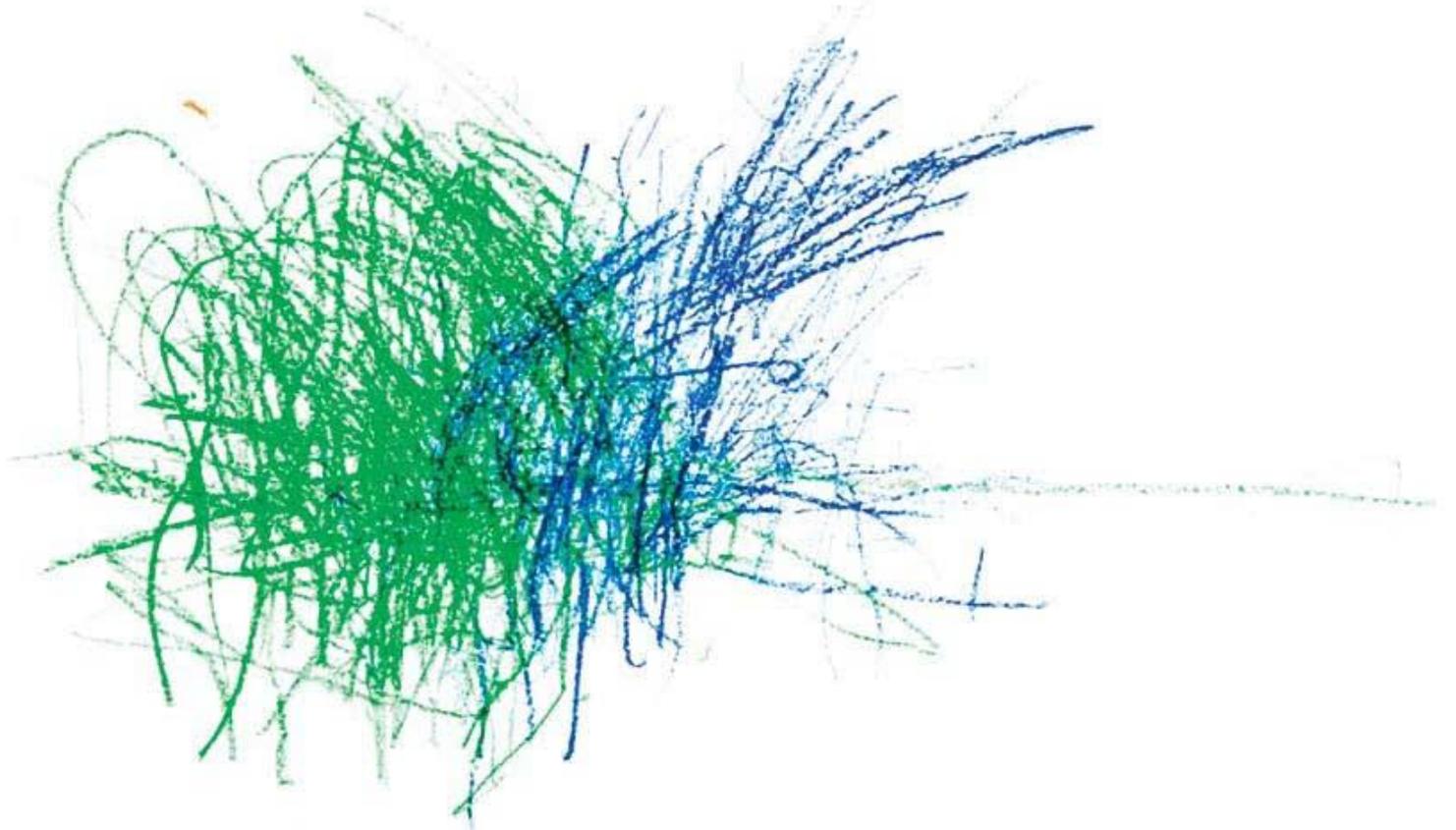


Dr. Stuart Brown

“... nothing fires up the brain like play”.

“Play is the medium by which the brain and the hand are linked”.

[StuartBrown_2008P-480p \(1\).mp4](#)



Scribbles are a child's entry point into more complex engagement with art. The crayon, marker, pencil, or paint brush functions initially as an extension of the child's arm—primarily a physical activity. Lines are the most basic of elements used in art work. They can curve, twist, turn, squiggle, and transform into shapes. As children mature, their scribbles become lines that can convey meaning.



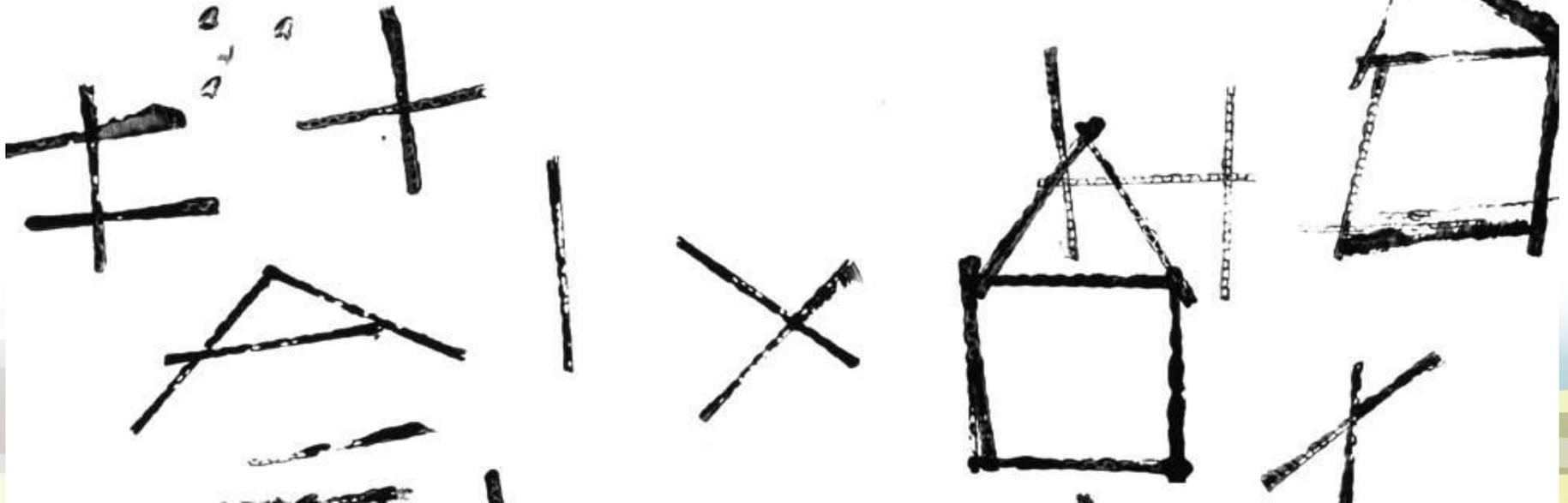
PRINCIPLES OF LEARNING

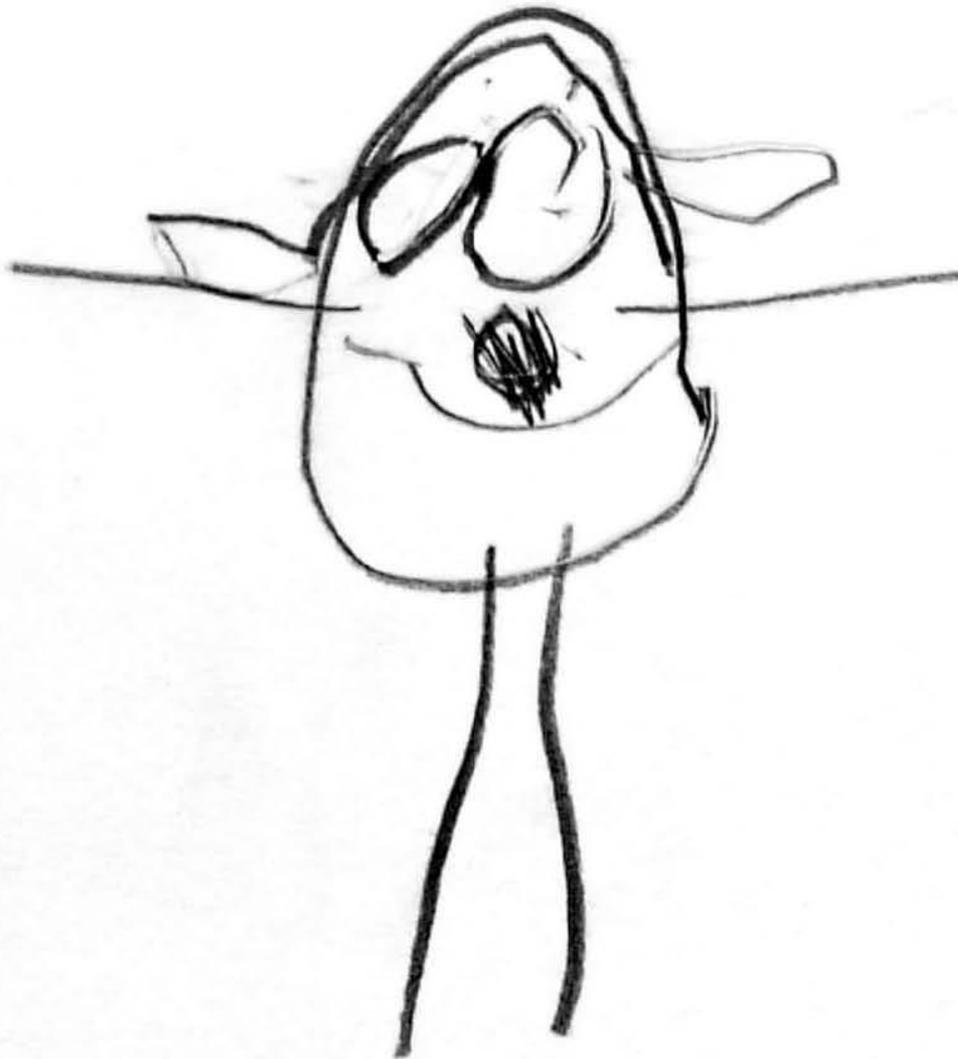
How Children Learn

- Learning is a process of actively constructing knowledge.
- Learners construct and combine new with existing knowledge and experience.
- Learning is strengthened in a collaborative, social environment.
- Learning is an integrated whole.
- Learners must see themselves as capable and successful.
- Learners have different ways of knowing and representing knowledge.
- Reflection is an integral part of learning.

Personal experience, imagination, and various learning environments contribute to the development of a child's physical, intellectual, and social skills. Thoughtfully prepared art experiences and an open invitation to create allow children to fine-tune their visual literacy skills in an integrated way and build on their prior knowledge.

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Lines and shapes are used to draw people and create symbols. Notice how the arms and legs extend from the closed round shape of the face giving the appearance of a tadpole. This configuration will be modified and detail added as children develop.

Physical Health & Well-Being

Skills

- Dressing properly for the weather
- Getting enough sleep
- Washing hands and looking after some personal needs?
- Holding a crayon or pencil properly

Learning activities

- Play jumping, running, rolling, crawling games
- Help learn to climb stairs
- Spreading jam/butter on toast
- Play together with paint, play dough, crayons
- Help children make healthy food choices when possible

Social Skills

Skills

- Getting along with others
- Following rules and instructions
- Acting kindly and politely
- Taking care of belongings
- Adjusting to change

Learning activities

- Practice making decisions – choose between 2 things
- Play “Simon Says”
- Arrange play dates
- Warn children about changes in routine
- Participate taking turns in conversation and with other children

Emotional Maturity

Skills

- Helping other children when they are sad or hurt
- Help others with a task
- Invite others to join a game
- Listen to others
- Wait patiently when necessary

Learning activities

- Talk with children about feelings
- Help children notice others' feelings
- Encourage children to invite friends into a game
- Demonstrate problem-solving (arguments)

Language & Thinking Skills

Skills

- Showing an interest in books
- Recognizing some letters of the alphabet
- Recognizing numbers
- Printing own name
- Remembering things
- Liking to draw and pretend write

Learning activities

- Read together and count everything: stairs, trees, cars etc...
- Play sorting games with socks, spoons and forks
- Practice writing name, letters and numbers
- Sing nursery rhymes, songs, play clapping games

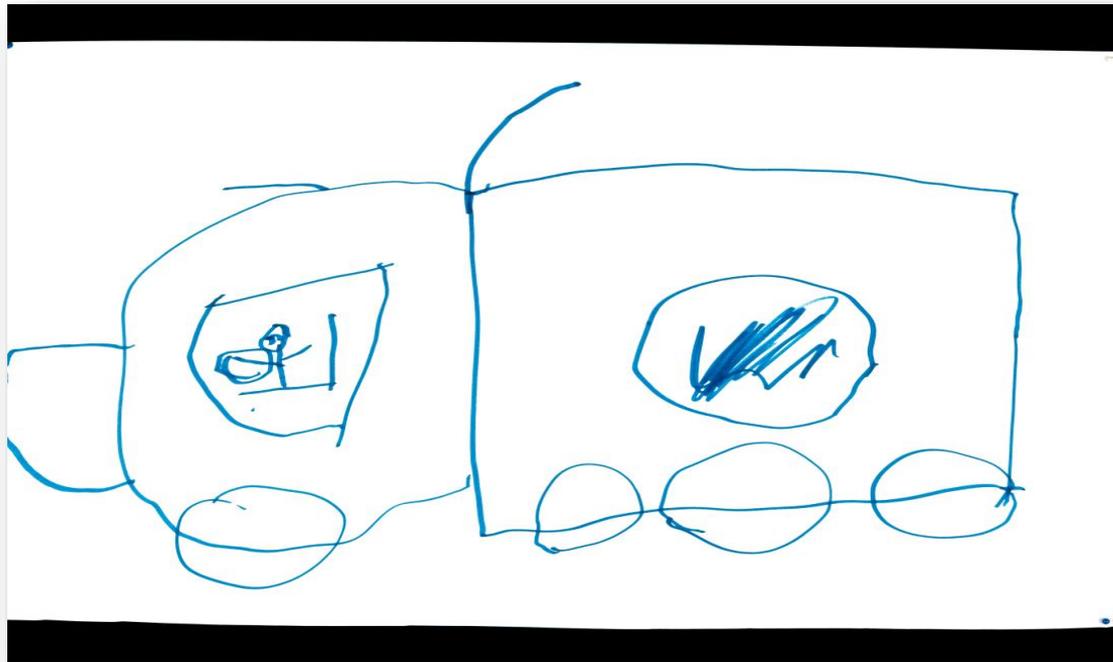
Communication skills and General knowledge

Skills

- Telling a story
- Using imagination in play
- Responding to instructions 1st time
- Demonstrate an interest in learning about the world
- Child is easily understood

Learning activities

- Read together every day – learn nursery rhymes
- Play pretend games
- Tell stories then ask for one
- Take turns talking and listening all the time
- Talk about activities to encourage questioning, thinking, reasoning and problem



When children can join the ends of a line to form a shape they are beginning to enter the world of symbols.



“Children grasp these things more quickly than we do. They are more creative than grown-ups ... When a child draws he does so because he wants to express something ... It is alive. He feels it. The child's mind goes all around the idea.”

Primary

Primary Education Learning at Play