

RESPONSIVE INCLUSIVE EXPERIENCE: FAMILY

Date: March 31, 2025

Learner's Name: Assumption Marie Dumalanta

Learner's ID#: N01670792

Field Advisor's Name: Alexandra Liavas

Mentoring Educator's Name: Anita Karanwal

Placement Site Name: Blaydon Public School

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 AS NEEDED TO ANSWER THE PROMPTS IN EVERY QUESTION IN EACH SECTION OF THE 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 by answer the following prompts:

- What do you see or notice about opportunities for family involvement or collaboration in your field setting?

Parent A arrived in the drop-off area at 3:15pm. Parent A was walking towards Child A. They hugged their child and kissed their head. Child A hugged back while shouting, "Mommy" with a smile on their face. Educator A said, "Hello, Parent A. How are you?" "I am good, Educator A" answered Parent A. "Do you know what, Child A was talking about an activity you did using string and glue," Parent A added. Educator A replied, "Oh, Child A still remembers it? That activity was a few months ago" while laughing. "Yeah," Parent A responded while nodding and laughing. Child A was looking at Parent A and Educator A while smiling. Parent A bid goodbye and Child A waved their hand to Educator A. Educator A waved back and said, "Bye, have a good night!"

- What interactions have you observed directly and/or indirectly between the Mentoring Educator and family members? Consider relationship building strategies such as, but not limited to:
 - involvement
 - collaboration,
 - styles and methods of communication:
 - active listening
 - conflict resolution
 - empathic responding

Educator A encouraged collaboration during the interaction with Parent A which shows the exchange of information about Child A's experience with their activity with string and glue. Parent A shared their observation of what Child A had been talking about. Also, Educator A responded with recognition of the child's memory, even though it had been a few months since the activity. Educator A and Parent A's conversation demonstrates an open communication where they collaborate to describe a shared experience.

- What evidence have you observed to demonstrate the program is working to create a sense of belonging between home and the care setting? e.g., routines, traditions, values, spirituality, books, customs, music and language, etc.

Parent A recalls an activity (the string and ice experiment) that Child A remembers shows that the program values hands-on, memorable learning experiences. By engaging children in such activities, the program not only creates learning moments for the child but also provides parents with something concrete to connect with when they engage with them at home. The parent's ability to share and discuss this memory demonstrates that the program supports the integration of home experiences into the child's development.

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 sentences paragraph or point form

- What are the Family's/caregiver's interest(s), questions, curiosities? How do you know, give examples from your observation?

It appeared that Parent A has a significant interest in Child A's experiences in the classroom, as they shared Child A's memory about an event on string and ice activity. According to my observation, Child A has an interest in hands-on experience as they talked about the string and ice activity to their parents they did in the classroom a few months ago. Moreover, Parent A seemed to know more about the experiences or activities done in the classroom or school as they mentioned their child's experience to Educator A.

- How does your interpretation connect with curriculum/professional documents?

Choose ONLY ONE that is applicable to your interpretation and explain your choices give examples from the interpretation/observation **in detail, you must paraphrase, site the page number and indicate which document you are connecting it too.**

- focus on **one** of the **4 Foundations** in *HDLH* [OMEd, 2014a];
- **focus on one of 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]; etc.
- Indigenous Early Learning Framework, etc.).

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

This interpretation was informed by the "How Does Learning Happen?" document, as it emphasized *Belonging* as a way of giving importance in creating reciprocal relationships between educators and families, where families are recognized as valuable contributors with unique knowledge, experiences and strength (OMEd, 2014a, p.25). The principle reflects on the exchange of information of Parent A and Educator A. Their conversation demonstrates how parents and educators work together to create a shared understanding and responsibility to Child A's experiences and strengthen the connection between the home and the classroom.

Consider families/caregivers as partners to "strengthen the quality of early years programs by ensuring these programs are centred on the child and family" HDLH (OMEd, 2014b, p.3).

- How does the program demonstrate **family-centred practice**? e.g., centres collaborate with families on the following: (refer to ECE 233). You may want to ask your Mentoring Educator to help you with these questions. Answer each bullet below:

- **Decision making:** (Is it a collaboration between centre and families? If yes, describe the process. Or is it based on solely what the centre feels is right for the child/ren? Describe the reasoning behind this).
- **Planning:** (What plans are in place that demonstrate family centred practice)?
- **Assessment:** (parent's feedback, children's needs met, is the educator effective in their tasks.
- **Service Delivery:** (how is it carried out/implemented)?

According to the observations made, there is no evident interaction related to decision making. However, the collaboration of Parent A, who seems well-informed about the activities in the classroom and Educator A, who appears acknowledging Child A's memory of the string and ice activity indicates an ongoing communication between the school and family. Parent A sharing information about their child to the educator appeared to show their active involvement and full support in their child's development at home and educational settings. It seems that the parent is monitoring Child A's learning and development. Moreover, Educator A's response indicates that they are attentive to the child's memories and learning experiences. The interaction and exchanging of information both the child, parent and educator suggest that the delivery of the program is inclusive and family oriented. By involving the family in discussions about their child's learning experiences, the school ensures that families have the information they need to support their child's development.

- o Identifies appropriate strengths and opportunities for growth to create a sense of **belonging** for family's reference (HDLH?). **You must paraphrase and site the page number from this document.**

Parent A sharing information to Educator A about Child A's previous hands on experience is beneficial in forming a sense of belonging for the family involved. According to OMed (2014a, p. 22), families should be welcomed into the program and be provided with opportunities to participate in a meaningful and comfortable way. In further expanding the sense of belongingness for the family, offering more opportunities to directly contribute to planning like suggesting activities or sharing their child's interest could strengthen the partnership and ensure the program is in accordance with the family values and needs.

FULLY DETAILED, PLANNED RESPONSE (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:

- Give your Responsive Inclusive Planned Experience a title/name,
- What will you do? **Be specific and detailed!** Your plan must show the **step-by-step** process of the experience.
- When will you do it? Why?
- Where will you do it? Why?

Since it is Spring season, I plan to create a "Growing Caterpillar" experiment. In this experience, tissue paper will be provided and Child A will colour it using markers. Then, they will roll it using a marker, glue at the end and remove the tissue on the marker. Add some details to the rolled tissue like dots or lines. Child A then places the rolled tissue on a tray, pouring the water slowly to it. This activity will take place at 10:50 AM or 2:00 PM during their free play. This timing allows educators ample time to prepare and conduct the experiment.

- 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.**

Provided here is a list of materials to be use for the "Growing Caterpillar" experiment:

1. tissue paper
2. coloured markers
3. water
4. spoon and tray

During this activity, the educators will first show how to make the paper caterpillar and how to do the experiment. Then, the children will make their own caterpillar and do the experiment with 4 children seated around a table.

- **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.

This planned response activity aligns to Parent A's sharing information about hands-on activity that Child A talked about. This experience will demonstrate Child A's interest in hands-on activities showing their willingness to engage in learning which is important in their development. Performing an experiment will show Parent A the school's program philosophy in inquiry based learning and holistic development of their child. It emphasizes the importance of hands-on activities that the children will experience and turn out to be a memory to reminisce. This experiment will support the child's learning and development that will foster positive connection and relationship within the family and the centre.

- What role will you, as a co-learner, have in your planned response? **Identify one (1) teaching strategy** 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 describe:

As a co-learner in this activity, one teaching strategy that I focused on is providing provocation to enhance Child A's learning experience. The experiment will provide curiosity on how the simple rolled tissue paper will eventually grow as a caterpillar. This is will also provoke their interest in hands-on activity and will give them the opportunity to explore the materials and make one for themselves.

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

- Belonging,
- Wellbeing,
- Expression or
- Engagement

This inclusive activity will provide additional hands-on activity and learning to the child. It promotes inclusivity by conducting an experiment and encourages the children to share this experience to their family. Children's sense of belonging and security is enhanced when they have to create and explore connections between their home and school

program as outlined in OMed (2014a, p.25). Through this experiment, families will know that their children's interest in hands-on activities are acknowledged and heard.

SIGNATURE REQUIRED HERE FROM MENTORING EDUCATOR, PLAN IS REVIEWED AND APPROVED FOR IMPLEMENTING NEXT PLACEMENT DAY:

Mentoring Educator's Signature: _____

Shuta Kanamal

Date Signed: _____

April 4th / 2025

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

**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 plan?
- What did you learn?
- What are some things you did to present new challenges to the child/children, as you were interacting with them?

My planned response supported my anticipated focus very well as it was based on my anecdotal observation and interpretation as the parent shared their child's experience about hands-on experience they did in the classroom. This experience was a great opportunity to expand their knowledge as did another hands-on activity specifically "Growing Caterpillar Experiment". This experience gave the children provoke their curiosity in doing the experiment. Part of this involved expanding provocation and exploration as they investigated how small caterpillar grow into a big one using the water.

I learned that children are very excited to do the experiment and ignited their curiosity. When I was explaining the experience and pouring the water to the rolled paper towel, the children predicted what will happen by saying, "The caterpillar will become bigger."

EXTENSION:

Describe your second experience:

- Give your second Responsive Inclusive Experience a title/name,
- What is your second experience?
- Describe in detail and step by step instructions,
- Experience focus (linked to interests, strengths, opportunities for growth).
- Role/expectations of the child(ren);
- Role of the educator, what teaching strategy will you use?
- List of new materials/resources;
- Location of experience;
- Arrangement of furniture if applicable;
- Time, duration of your second experience:



(front)



KEEP YOUR MIND HEALTHY AND BODY ACTIVE THROUGH EXPERIMENT (A HANDS-ON ACTIVITY)

EXPERIMENT CONTRIBUTES TO IMPORTANT SKILLS AND DEVELOPMENT

- Children learn to ask questions, make predictions and observe outcomes.
- Children learn to describe what they see, think and wonder.
- It involves group work, collaboration, taking turns and sharing ideas.
- It involves manipulating objects and physical interaction with materials.

It keeps the children engaged and motivated, making learning fun and memorable.

1 Stimulates children's natural curiosity, encouraging them to explore actively with the world around them.

2 Improves hand-eye coordination and enhances larger physical coordination.



SHARING WITH YOU THE EXPERIMENT WE DID
Growing Caterpillar Experiment



- Materials**
- 1. Cut the paper into small squares and cut the paper into strips (about 1/2 inch wide).
 - 2. Roll the end of the cut strips around a pencil to form a spiral.
 - 3. Place the paper "caterpillar" on a flat surface.
 - 4. Make a stack of books and place the caterpillar on top.
 - 5. Use the stack of books to push the paper "caterpillar" up.
 - 6. Observe how the paper "caterpillar" reacts to the weight of the books.

EXPLORE THE IMPORTANCE OF CONDUCTING AN EXPERIMENT

- Learning base for learning**
- Developing problem-solving and critical thinking skills.
 - Learning that mistakes and failures are opportunities for growth.



Do More Experiments at Home

- Watch these videos and follow the instructions.
- Experiment 01: Water Science Experiment for Kids by TheHubLab
- Experiment 02: Simple Paper Airplane Experiment



(back)

In this reflective extension, I created a brochure for all families, outlining the children's learning experiences through hands-on activities, particularly experiments. Included here was the developmental growth they will experience during these engaging tasks. The brochure acts as a helpful resource for parents, explaining the educational benefits and growth opportunities of conducting an experiment like the *growing caterpillar experiment*, which will help them gain a deeper understanding of their child's learning and development. Additionally, as the educator, my role was to provide parents with the information needed to carry out the experiment at home, along with suggestions for other related experiments that further support and extend the learning from the activity. The brochures were placed in the children's communication bags prior to pick-up time at 2:40 p.m. in the kindergarten room.

MENTORING EDUCATOR'S FEEDBACK

A grade of 0 will be given if the initial experience and extension is not implemented to the children in the classroom.

Mentor's Feedback on Initial implementation of the Responsive Inclusive Experience:

- Yes, learner implemented the initial Experience.
- No, learner DID NOT implement the initial Experience.

Mentoring Educator's Signature: Drita

Date: April 4th / 2025

Mentor's Feedback on Extension:

- Yes, learner implemented the Extension.
- No, learner DID NOT implement the Extension.

Mentoring Educator's Signature: Drita

Date: April 4th / 2025

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>.

Ontario Ministry of Education. (2016). The Kindergarten Program – Interim Release. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/kinderprogram.html#description>.

Indigenous Early Learning and Child Care Framework:

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>
<file:///C:/Users/divito/Downloads/Indigenous%20Early%20Learning%20and%20Child%20Care%20Framework.pdf>