

INTENTIONAL RESPONSIVE INCLUSIVE EXPERIENCE: COMMUNITY PLAN

The use of Artificial Intelligence on any aspect of this plan breaches the Faculty of Health Sciences and Wellness' Academic Integrity Policy

Date: November 13, 2025 Learner's Name: Assumption Marie Dumalanta

Learner's ID #: N01670792 Field Advisor's Name: Stacey Marley

Mentoring Educator's Name: Cristina Kiss

Placement Site Name: Alive Montessori and Private School

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

YOUR ANSWERS MUST BE TYPED ON THIS DOCUMENT. USE AS MUCH SPACE AS NEEDED TO ANSWER THE PROMPTS IN EVERY QUESTIONS 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.

What do you see or notice about the community the field placement setting is in?

Use research demographics, ward reports, census data and AQI guidelines (not the checklist), and talk to your Mentoring Educator and your ECE242 Professor to answer the following:

- What type of dwelling (housing is in the community)? I.e., Apartment, homes, townhouses mixed etc.

Alive Montessori is located at 2 Wembley Rd, Toronto, ON M6C 2E9 which is under the Eglinton- Lawrence ward profile. The community's dwelling is mixed mostly single detached houses and apartment buildings.

- What is the dominant socio-cultural identity?

The dominant socio-cultural identity in different factors are as follows: English is mostly spoken language at home, Filipinos are the most recent immigrants and Jewish is the top ethnic or cultural group of the community.

- What is the dominant socio-economic status (income level)? **(Provide a copy of your findings for your Field Advisor to mark).**

According to City of Toronto Ward 8 (Eglinton-Lawrence) Profile of 2021 census, the median household annual income is 97,000\$, the average monthly shelter costs is 1,588\$, 12% unemployment rate, 10% low income total population and 4.4% low income of youth and seniors.

Source: City of Toronto. (2024). *Ward Profile: Eglinton–Lawrence (Ward 8) 2021 Census Profile* (p. 8). Retrieved from <https://www.toronto.ca/wp-content/uploads/2024/01/84e4-CityPlanning-2021-Census-Profile-Ward-8.pdf>

- In what ways does the centre connect with the local community? (e.g., connecting to services, bringing services in and/or taking family/children out into the community). Talk to your Mentoring Educator or director/principal

The centre is connected with the local community by engaging the community especially families to share their language and culture to the children. An example of this is the recent Chinese story reading experience of a Chinese mother and teaching them how to use chopsticks.

Another one is the centre conducted a Nutrition Workshop to families by a Nutritionist, one of the parents about the benefits of eating healthy food.

They also took the family/children out into the community by participating in an event, “Neighbourhood Fun Fair” where there are various activities like magic show, arts/crafts, face painting, bouncy castle, outdoor games, indoor sports activities and much more.

Lastly, they had “Alive Montessori Art Show Fundraiser” and part of the accumulated amount was sent as help for Turkey and Syria.

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 point form

- How does the centre reflect the local community? How do you know, **must give examples from your observation?**

It appears that the centre reflects the community’s multicultural identity by encouraging families to share their home languages and cultural practices, such as the Chinese parent who read a story and taught the children how to use chopsticks.

It seems the centre mirrors the community’s socio-economic diversity through events that are accessible to all families, such as the Neighbourhood Fun Fair.

According to my observation, the centre acknowledges the community’s cultural groups by creating experiences that value diversity, such as cultural storytelling, food-related activities, and inclusive celebrations.

It appears the centre reflects the community’s value of charity and global awareness through its Art Show Fundraiser and donation efforts for Turkey and Syria.

- List of strategies the centre is currently addressing to meet the community strengths and/or needs?

Hosting workshops led by professionals or parents (e.g., the Nutrition Workshop) to support family well-being.

Encouraging cultural sharing to strengthen cultural identity and family engagement.

Participating in community events like the Neighbourhood Fun Fair to build relationships and foster belonging.

Providing opportunities for children to learn about empathy and global citizenship through fundraising and donation initiatives.

Creating inclusive experiences that represent the diverse languages, cultures, and traditions within the community.

Consider **COMMUNITY** as “opportunity to engage with and make contributions to the world around them, children develop a sense of belonging and connectedness to their local community, the natural environment and the larger universe of living things” HDLH [OMEd, 2014a p. 25]

How does the program demonstrate **Community Collaboration** practice? (Refer to ECE 242 Community Collaboration course) You may want to ask your Mentoring Educator to help you with these questions. Answer each bullet below:

- **Planning:** (What plans are in place that demonstrate Community Collaboration practice)?
The centre plans community-oriented experiences such as cultural storytelling sessions, fundraising events, and workshops for families. The program also includes intentional opportunities for children and families to participate in larger community events, demonstrating proactive collaboration. Lastly, educators plan learning opportunities that represent the community's cultural groups and values (e.g., sharing cultural practices, food, and traditions).
- **Assessment:** (parent feedback, children's needs met, is the educator effective in their tasks).
Educators gather informal feedback from families during workshops, drop-off, and pick-up times to evaluate whether experiences meet children's and families' needs. They also observed children's responses and participation during community-based activities to assess engagement and relevance. Educators reflect on the effectiveness of their practices by discussing program decisions with families and the director, ensuring alignment with community strengths and needs.
- **Service Delivery:** (how is it carried out/implemented)?
 - The centre delivers community collaboration by inviting families and community members into the program like a parent as a guest reader and a nutritionist parent leading a session.
 - Services are implemented through regular involvement in local events, giving children direct experiences in their neighbourhood.
 - The centre provides accessible, culturally respectful programming that values each family's contribution.
 - Community-based learning is integrated into everyday routines, stories, and discussions.

FULLY DETAILED, INTENTIONAL RESPONSE INCLUSIVE 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 to ensure that you are meeting their policies and procedures. Have them sign this section before implementing the planned experience the following week.

Complete the following section in point form

Reflect and describe the following:

- Give your Intentional Response a title/name
- What will you do? **Be specific and detailed!** Your plan must show the **step-by-step process** of the experience and list the materials used
- When will you do it? Why?
- Where will you do it? Why

Title: "Sharing is Caring: Learning Kindness Through Community Support"

Step-by-step process:

1. Gather the children for Morning Circle at 10:00 AM in the classroom. Briefly greet them and introduce the word "kindness." Ask the children: "What does being kind mean to you?" Allow each child who wants to respond to share their ideas.
2. Show visual cards with different examples of kindness such as smiling or waving, taking turns, playing together, helping to clean up and sharing toys or food
3. Point to the picture of children sharing and ask: "How do you share your toys with other children?" Encouraging several responses.
4. Read the story "It's Great to Share." Pause during key moments to ask small reflective questions (e.g., "How would you feel in this situation?").

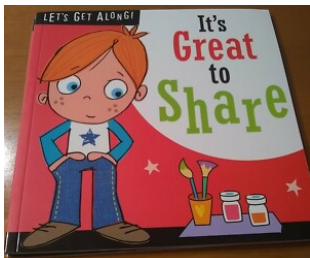
5. Show the children a picture of a hungry person. Ask: "How would you feel if you were hungry and had nothing to eat?" "What can we do to help someone who feels this way?"

6. Introducing the Food Donation Poster I created. Explain that each child will receive the poster (placed in the bag) and that they can help fill the centre's little pantry to support people in need.

7. End the circle by reminding them that even small acts of kindness can make a big difference.

During circle time at 10 in the morning, children are most attentive during morning routines, and circle time is an ideal space for group discussions, shared learning, and introducing community-focused ideas. In the classroom circle time area allows for group interaction, shared visuals, story reading, and a comfortable environment where all children can see the materials and engage equally.

- **Must include at least 1 photo** (before, during, or after) of the experience.



Reflect on the following:

- How does your intentional responsive experience **connect to your observation and interpretation?** Refer to the:
- interests(s), Children showed interest in real community experiences such as cultural sharing, helping others, and participating in events. My plan builds on this interest by introducing kindness and sharing as ways to contribute to the community.
- strength, Based on my interpretation, the centre values empathy, cultural respect, and belonging. The "Sharing is Caring" experience supports this by helping children understand how their actions can positively affect others.

- opportunity for growth you **identified** in your interpretation. The opportunity for growth identified was strengthening children’s awareness of community needs (e.g., hunger, helping others). The food donation poster directly responds to this by connecting classroom learning to real community contributions.

- 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 interests, strengths and opportunity for growth identified in the interpretation.

Name the Teaching Strategy and describe:

Ask complex open-ended questions- Educators use complex open-ended questions to stimulate curiosity, provoke thoughtful discussions, and reflect on acquired knowledge about feelings, events, information, or experiences. These types of questions support problem solving, communication, language, and social interaction skills.

As a co-learner, I will join the children in exploring ideas about kindness and sharing, listening to their experiences, and building on them through conversation. Using complex open-ended questions like “How would you feel if you were hungry?” or “What are different ways we can help others?” encourages deeper thinking, language development, curiosity, and problem-solving. This strategy directly supports the strengths identified in the interpretation where children’s ability to express their ideas and addresses the growth area of understanding empathy and community contribution. It also promotes respectful dialogue and encourages children to view themselves as capable contributors.

- 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 your work and include the page number.**

- Belonging,
- Wellbeing,
- Expression or
- Engagement

According to *How Does Learning Happen* (OMEd, 2014a), children experience belonging when they feel connected to others and recognize their ability to contribute to their world (p. 27). This plan is responsive and inclusive because it allows every child to participate in discussions about kindness and share their own ideas and experiences. The introduction of a community-focused activity which is the Food Donation initiative that gives children a meaningful way to contribute to the centre and the broader community. By involving children in posting the poster and connecting the activity to real community needs, they develop a sense of purpose, responsibility, and membership within the community. The experience honours all children’s backgrounds and encourages them to recognize how their actions can help others, strengthening their connection to the world around them.

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

Mentoring Educator’s Signature: _____

Date signed: November 13, 2025

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

REFLECTION ON EXPERIENCE (What happened?)

This Reflection Experience is based on what happened when you implemented your intentional Responsive Inclusive Experience. What have you learned?

Complete the following section in point form:

Reflect on the following:

- How did your planned response support your anticipated focus of Community Collaboration? Refer to the interests(s), strength and opportunity for growth you identified in your interpretation.

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>