

## Guide for Filling out the Experience Planning Form

You will notice some new headings and changes in language, but the intent of this planning form is the same. By working through this form, you will be internalizing the Reflective Planning Cycle – the foundation for all that we do as Early Childhood Educators. The process of “See→Do→Reflect” is expanded upon with the Nova Scotia Early Curriculum Framework and consists of six parts.

### New Section

**Learning Goals:** Check the area where your experience would most likely fit into.

Well-Being	Discovery and Invention	Language and Communication	Personal and Social Responsibility

This is a new concept for you. Nova Scotia is in the process of adopting an Early Childhood Learning Curriculum Framework. These are the four learning goals that all ECEs in Nova Scotia will be using to guide their programs. This information is new to you so you do not need a comprehensive understanding of the learning goals at this point. Think about the goals when planning your experiences and try to incorporate a strategy.

### The Four Learning Goals of the Nova Scotia Early Learning Curriculum Framework.

The Nova Scotia Early Learning Curriculum Framework document can be accessed by going to this address and clicking the links on the right-hand side of the page. <https://www.ednet.ns.ca/earlyyears/>. It is recommended that you download the entire document as it breaks each goal into learning objectives and strategies. The strategies will give you inspiration for your experiences.

#### The four goals are:

**Well-Being.** Well-being is a holistic concept that focuses on children being happy, confident, and healthy in all aspects of their development. For children, well-being implies that they are loved, respected, protected, and supported by their families and communities.

**Discovery and invention.** Children use a variety of processes such as exploration, collaboration and problem-solving to develop curiosity, persistence, and creativity. Children who are effective learners are transfer and adapt what they have learned from one context to another, and are able to locate and use resources for learning.

**Language and communication.** From birth, children communicate with others using gestures, facial expressions, sounds, language(s), and assisted communications. Educators appreciate that children are social beings who are intrinsically motivated to exchange ideas, thoughts, questions, and feelings, and who use a range of tools and media, including music, dance and drama, to express themselves, connect with others and extend their learning.

**Personal and social responsibility.** From infancy, a child’s relationships and experiences begin to influence the development of a uniquely personal sense of identity. Identity is not fixed at birth, but is shaped by a child’s family and community, interactions with others, culture, language, and experiences. Children who grow and develop in safe, secure, responsive, and consistent environments are more likely to develop the confidence to explore their environment and seek out new experiences. Children who are respected for their ideas, competencies, talents, and aptitudes develop a sense of themselves as competent and capable individual

**Part One: Observe and Listen**

**What** caught your attention? What did you see and hear? Try to be descriptive and objective.

*Take time to really tune into what you are seeing and hearing. Recreate the scene here with factual statements and descriptive language. Refer to the daily Observation Records Assignment for direction on how to record an objective observation.*

**So what...**does it mean for development, interests, relationships? What is the impact and importance of what you noticed? What intrigues and puzzles you? What makes you think?

*Now you can begin to interpret what you saw. You do not have to answer each question that is offered in this section. The questions are just a reference to help your thought process. Focus on one of the questions and really explore that idea.*

**Now what...**can you do with this information? What can you do to extend the experience and/or the learning?

*Here is where you can begin to explore possibilities and ideas. You do not need to have a specific experience idea at this point, just the possibilities and ideas.*

**Part Two: Reflect with Others**

Share your observations and interpretations with your mentor educator. Ask for their feedback. What insight have they given you?

*This is a new section. Why have we inserted it? Educators do not and cannot work in isolation. Collaboration is an important skill to nurture because it enriches your practice and builds a culture of trust and respect. It will also help you reflectively and critically examine your practice. Before you go any further, talk to your mentor educator about what you noticed. They will give you information that will help you make informed decisions about what to do next. Have them initial to confirm that this conversation took place.*

	Mentor Educator's Initials	
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**Part Three: Plan Responses**

Name of Experience:

When will it be carried out:

Where will it be carried out?

How long do you expect it to last?

How many children do you expect?

What materials do you need?

*This section is similar to what you have done in the past, but it has more specific questions for you to consider. Remember that experiences do not have to be a time to sit down at a table. An invitation could last all day.*

How will you invite the children?

How will you open the experience? How might you gain their attention?

What types of questions could you ask? (remember to keep them open-ended)

How is your experience going to support the children's ideas and explorations?

Are there any considerations for safety? Clean-up?

How is the experience going to end? Think about their transition to the next part of their day.

**Part Four: Act**

Describe what happened when you provided the experience. How did you support the children's opportunities for investigation? What did you say and do? Remember this is about you as the educator, not the children. Do not interpret yet.

*This is about what actually happened. Often our plans have to be adjusted because we realize we have forgotten to consider something. Children can always surprise us and may head in an unplanned direction because of their interests or needs. Noticing and documenting what actually happened will help you learn more about the children and yourself as an educator.*

**Part Five: Continued Observation**

How did the children respond to your experience? What did they say and/or do? Was the experience different than what you expected? How was it different or why was it what you expected?

*Here is where you reflect on the children and their involvement. How did they show you they were (or were not) engaged in the experience? Many experiences end up being different than what was planned for so there should be reflection on how and why it was different than what you expected. If you say it went exactly as planned, explain what you had in place to make it successful.*

What does this tell you about the experience? Does it give you any new information about the children's interests, developmental capabilities and relationships?

*You are going to make connections to what you have been learning in your courses in this section. Try to bring in references to theories that you are now aware of. Think about developmental domains (gross motor, fine motor, language, cognitive, social and emotional).*

**Part Six: Next Steps**

If you were to do this experience again, what would you change? If you would not change anything, why do you think it was successful?

*What might you do differently next time? How could you make this experience better for the children and for yourself? Reflect on the types of intentional teaching strategies you used and how you would use them next time. Think about your guidance strategies, choice of materials, the time of day, and location of your activity. Did it help or hinder success?*

Based on your continued observations in part five, what ideas do you have for any future experiences? This is to answer the question "Now What?"

## Checklist of Effective Group Management Skills TO BE FILLED IN BY THE MENTOR EDUCATOR

**Directions:** Observe the student when implementing their experience with the group. Please indicate in the appropriate box if the skill was performed. You will be considering their ability to demonstrate the following skills and strategies.

Key: **Y** = Can perform independently

**S** = Can perform with support

**N** = Not observed

The Experience		Y	S	N
Developmental	<p><i>This is probably the biggest change to the experience planning form.</i></p> <p><i>Experience planning is much more than the actual experience itself. We need to consider group management skills that will help make the experience a success. You will notice that the experience itself only has five considerations. The rest of this checklist is about you and how you manage the experience.</i></p>			
Based on observation				
Engaging children				
Open-ended experience				
An appropriate				
The Student...		Y	S	N
Has shared the	<p><i>Instead of generalized responses, your mentor educator will be able to provide specific and focused feedback. The intention of this checklist is to give the mentor educators guidance so they can look for specific knowledge, skills and attitudes that we expect educators to demonstrate.</i></p>			
Makes sure that				
Has all necessary	<p><i>This will also benefit you in planning your experiences. You will also know what the educators will be looking for so you can better prepare for your experiences. The feedback you receive will give you direction for planning your next experiences.</i></p>			
Asks mentor for				
Gains children's				
Speaks clearly	<p><i>You will see that there is no specific spot for your practicum advisor to comment. They will be providing feedback throughout your planning form so it can be more specific and meaningful for you.</i></p>			
Is enthusiastic				
Responds with				
Keeps their attention				
Observes the details	<p><i>You are going to sign each planning form to confirm that you read through the feedback.</i></p>			
Gives clear and				
Interprets children's	<p><i>Refer to the last page of your experience planning form and become familiar with the skills and strategies that will be observed.</i></p>			
Shows flexibility				
Is asking open-ended ('right' answer)				
Ends the activity with a transition to the next				

**Additional comments and feedback. If there are areas where support was needed, please elaborate.**

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Mentor Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Practicum Advisor Signature: \_\_\_\_\_