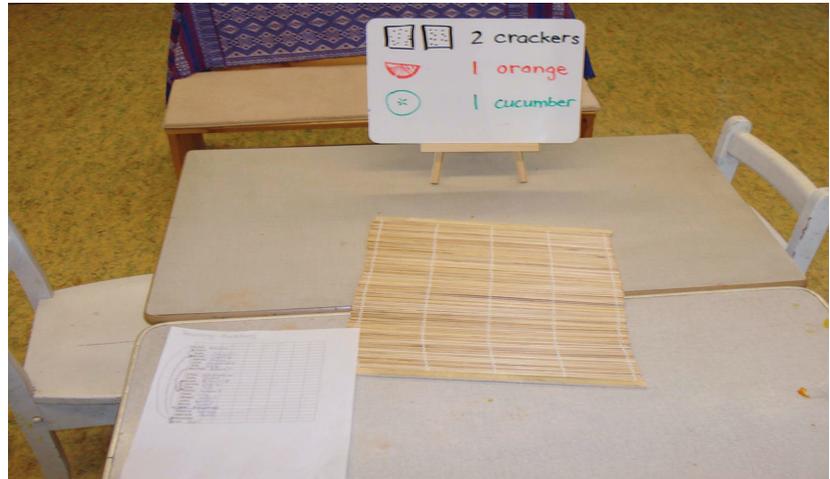


Making Thinking and Learning Visible

Through **Self-Regulation**



Full-Day Early Learning-Kindergarten
Video Viewing Guide

How to Use the Viewing Guide

The video, *Making Thinking and Learning Visible Through Self-Regulation* can be watched in its entirety or in segments. The accompanying questions are intended to provoke thinking and discussion before, during, and after viewing.

The Viewing Guide is designed for differentiated audiences and includes reflective questions for Educators (e.g., Full-Day Early Learning–Kindergarten (FDELK) teams, child care staff, family resource centre staff, other primary teachers), administrators (e.g., principals, child care supervisors) and parents. Administrators and other system leaders have a vital role to play in all aspects of the implementation of FDELK. Engaging administrators and system leaders in reflective discussion will provide educator teams with support in designing programs and learning environments that promote the development of self-regulation skills.

Engaging parents in early learning provides valuable insights and observations that build bridges and relationships between community, home, and school. Insights, perspective, and shared understanding about self-regulation skills, and how they contribute to physical, social, emotional, behavioral, and cognitive competence, will ultimately benefit the children.

Self-Regulation

The abilities of children to regulate their own emotions, behaviours, and attention increase over time with maturation, experience, and responsive relationships. Supporting self-regulation is a central focus of early development because self-regulation skills lead to physical, social, emotional, behavioural, and cognitive competence.

(ELECT, p. 8)

Self-regulation is not about compliance with external authorities – it is about establishing one’s own internal motivation for adapting to, and understanding emotional and social demands. In fact, for many children, requiring compliance undermines their own abilities to self-regulate.

(Charles Pascal, *Every Child, Every Opportunity: Curriculum and Pedagogy for the Early Learning Program*, p. 4)

Self-regulation is central to a child's capacity to learn. It is "a cornerstone of development and a central building block of early learning" (Charles Pascal, *Every Child, Every Opportunity: Curriculum and Pedagogy for the Early Learning Program*, p. 4). The ability to self-regulate, or to set limits for oneself, allows a child to develop the emotional well-being and the habits of mind, such as persistence and curiosity, that are essential for early learning and that set the stage for lifelong learning. Self-regulation involves attention skills, working memory, and cognitive flexibility – qualities that provide the underpinning for essential skills needed throughout life, such as planning and problem-solving skills (ibid., p. 4). Self-regulation allows children to have positive social interactions and sets a pattern of behaviour that will benefit them throughout their lives (*The Full-Day Early Learning–Kindergarten Program (Draft 2010)* p. 7)

Throughout the video, you will hear how Full-Day Early Learning–Kindergarten teams across the province are "rethinking, removing, and repeating" practices in relation to self-regulation.

You will also hear from Dr. Stuart Shanker, Distinguished Research Professor of Psychology and Philosophy, York University. Dr. Shanker is currently serving as Director of the Milton and Ethel Harris Research Initiative (MEHRI) at York University, a privately-funded initiative whose goal is to build on new knowledge of the brain's development, and to help set children (including those with developmental disorders) on the path towards emotional and intellectual health.

Dr. Shanker is also Co-Director of the Council for Human Development and has recently been appointed as the President of the Council for Early Child Development (CECD). In recent years, he has learned a great deal about brain development in a child's first 3 years of life, and believes that an alarming number of children are not receiving the experiences they need. He views the CECD as an excellent opportunity to put science into action for children in communities.

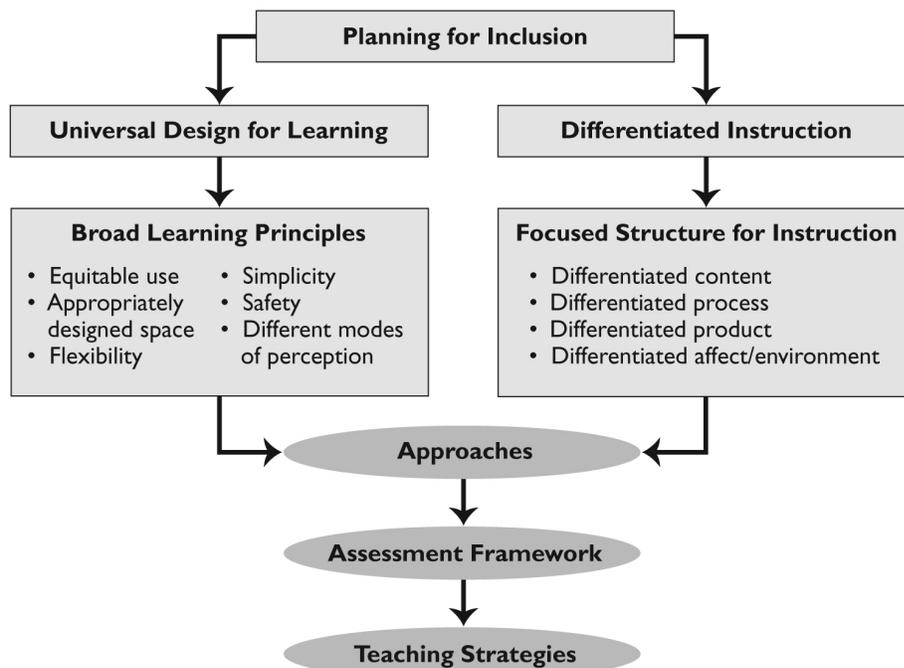
Universal Design for Learning (UDL) and Differentiated Instruction

The following information on UDL is taken from *Learning for All: A Guide to Effective Instruction and Assessment for All Students, Kindergarten to Grade 12*, Ministry of Education, Ontario, 2011, p.11-20. http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf

UDL was inspired by work in architecture on the planning of buildings with a view to accessibility for people with physical disabilities (Turnbull et al., 2002). Architects observed that the added improvements facilitated access for all users, not just people with physical disabilities. An access ramp, for instance, provides a person using a wheelchair with easier access to a building, but it also makes it easier for a parent with a child's stroller, a cyclist, or someone using a walker.

This notion soon found its way into education. Instruction that both responds to the characteristics of a diverse group of students and is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

- Universal Design for Learning (UDL)
- differentiated instruction, and
- the tiered approach to prevention and intervention



Used in combination, *UDL* and *differentiated instruction* enable educators to respond effectively to the strengths and needs of all students. UDL provides educators with broad principles for planning instruction for a diverse group of students, whereas differentiated instruction allows them to address specific skills and difficulties (Raynal & Rieunier, 1998). The two approaches overlap, sharing certain goals and strategies, such as providing a range of instructional strategies, resources, activities, and assessment tools in order to meet the different strengths, needs, readiness, and learning styles or preferences of the students in a class.

The chart below highlights places in this video where connections to UDL can be seen in the practices of the educator teams. You may wish to read the chapter(s) cited before viewing the video, or as part of your follow-up discussions after viewing.

Time	Topic	Connections to <i>Learning for All</i> (Draft 2009)
7:20	Providing children with choices supports self-regulation and differentiates the learning environment	Chapter 2: Instructional Approaches
8:15	How a visual flow of the day supports self-regulation	Chapter 2: Instructional Approaches
15:10	How co-constructing learning supports self-regulation	Chapter 4: Planning Assessment and Instruction
24:40	How co-constructing learning supports self-regulation	Chapter 4: Planning Assessment and Instruction
26:00	Children negotiate the learning environment	Chapter 2: Instructional Approaches
29:00	Co-constructing learning with each other and the children and making the learning visible	Chapter 2: Instructional Approaches/ Chapter 3: Assessment for Learning

Considerations for Viewing

The following considerations are provided to inform and focus your thinking as you view the videos.

Numbers of Children

The groups of children seen in the classrooms may not be representative of the numbers of actual children in the class. Children present in the video had written parental permission to be filmed.

Classroom Space

The space allotted to Kindergarten classes varies from school to school. The classrooms shown represent this variation. The organization of some of the physical environments shown is indicative of the rethinking and removing that has been done.

Resources

The classrooms shown depict a wide variation in resources. The materials and equipment in the classrooms vary based on local contexts and decision making.

Community Partnerships

Many Board teams benefit from community partnerships with organizations such as faculties of education, community colleges, and parent volunteers. Additional adults in the classrooms reflect these partnerships.

Safety

Educators are responsible for ensuring the safety of children, and for encouraging and motivating children to assume responsibility for their own safety and the safety of others. Educators must ensure that children acquire the knowledge and skills needed for safe participation in all learning opportunities both inside the school and in the outdoors. Children must be aware of any required safety procedures and of ways of interacting with each other to ensure that they are not putting themselves or their peers in danger.

Sample Questions for Educator Teams

These sample questions can be used to guide reflection and discussion about self-regulation. You may wish to reference *The Full-Day Early Learning–Kindergarten Program (Draft 2010)* (pages 6-7), which focuses on self-regulation.

Before viewing the video

Think about and discuss the difference between compliance, behaviour management, and self-regulation.

What does self-regulation look like and sound like?

How can educator teams support children’s self-regulation in the learning environment?

While viewing the video

Notice how educator teams are:

- repeating, rethinking, and/or removing existing practices to support self-regulation
- rethinking their roles in supporting self-regulation

After viewing the video

How can educator teams use the principles of UDL/DI as they rethink practices (e.g., the flow of the day, choice of materials, learning space/environment, the educator’s role) to support the development of all children’s self-regulation?

Sample Questions for Administrators

These sample questions can be used to guide reflection and discussion about self-regulation. You may wish to reference *The Full-Day Early Learning-Kindergarten Program (Draft 2010)* (pages 6-7), which focuses on self-regulation.

For additional support, administrators can reference resources from the Ministry's Administrators Leadership Development site at: <http://www.edu.gov.on.ca/eng/policyfunding/leadership/principalsWanttoKnow.html>

Before viewing the video

Think about and discuss the difference between compliance, behaviour management and self-regulation.

What does self-regulation look like and sound like?

While viewing the video

Notice how educator teams are:

- repeating, rethinking, and/or removing existing practices to support self-regulation
- rethinking their roles in supporting self-regulation

After viewing the video

What strategies will you personally use to engage families in discussions about self-regulation?

How will you support your educator team(s) to engage and communicate with parents about self-regulation?

What are the courageous conversations you would facilitate with teams:

- whose practices related to play-based learning are not aligned with practices presented in the video, (e.g., "Reflecting upon your own practices and those practices in the video, what aspect of your current practices are you going to rethink, repeat, and remove?")?
- whose play-based learning practices are aligned with practices presented in the video, (e.g., "Reflecting upon your own practices and those practices in the video, what aspect of your current practices are you going to rethink?")?

Sample Questions for Parents and Community Members

These sample questions can be used to guide reflection and discussion about self-regulation. You may wish to reference *The Full-Day Early Learning-Kindergarten Program (Draft 2010)* (pages 6-7), which focuses on self-regulation.

Before viewing the video

How do you observe your children changing their actions, behaviour, emotions depending on the circumstance (e.g., setting)?

While viewing the video

Note: These elements from the video are not intended to be presented to parents in isolation from a facilitated discussion, as many of the terms may be new to parents (e.g., scaffolding, co-constructing). They are intended as a guide for facilitators working with parents.

Notice how educator teams are:

- repeating, rethinking, and/or removing existing practices to support self-regulation
- rethinking their roles in supporting self-regulation

After viewing the video

In what ways did the video help you to better understand the importance of self-regulation for children's learning?

What aspects of the strategies used by educator teams to support self-regulation might be applicable at home as well as at school (e.g., allowing children to make choices)?

Acknowledgements

The Curriculum and Assessment Policy Branch, Ministry of Education, would like to thank the Full-Day Early Learning–Kindergarten teams, the school administrators, the Board Program Leads, the parents/guardians and the Full-Day Kindergarten children in the following Boards and schools, for allowing us to visit and film in their classrooms, and for sharing their learning with others across the province.

Greater Essex County District School Board
Belle River Public School

Halton Catholic District School Board
St. Luke Elementary School

Halton District School Board
Mohawk Gardens Public School

Hamilton-Wentworth Catholic District School Board
St. Lawrence Elementary School

Hamilton-Wentworth District School Board
Prince of Wales Elementary School

Lakehead District School Board
Westmount Public School

Kenora Catholic District School Board
St. Louis School

Near North District School Board
Marshall Park Public School

Ottawa Catholic District School Board
Our Lady of Wisdom School St. Elizabeth School

Peel District School Board
Marvin Heights Public School

Rainbow District School Board
Landsdowne Public School
Princess Anne Public School

Sudbury Catholic District School Board
St. Raphael School

Toronto District School Board
Pape Avenue Junior Public School

Waterloo Region District School Board
Floradale Public School

