

## RESPONSIVE INCLUSIVE EXPERIENCE: FAMILY

Date: April 21, 2024 Learner's Name: Eliza Ming Hawley Wong  
Learner's ID#: N01582437 Field Advisor's Name: Dianne Palhinha  
Mentoring Educator's Name: Suzana Oliveira  
Placement Site Name: Canely Factory Daycare

### ANECDOTAL OBSERVATION

#### (What did you see? What did you hear?)

Address: WHO? WHEN? WHERE? WHAT?

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 150 words

Complete the anecdotal observation section in paragraph format telling a story by answer the following prompts:

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

During the morning drop-off at the daycare center after the weekend, the parents of Child A and Child B arrived at the same time. As they arrived, my Mentoring Teacher greeted the children and their parents and engaged them in brief conversations about their weekend. The parents of Child A and B mentioned that they went on an Easter Hunt together during the weekend. Child A showed their wristband from the event to other children and my Mentoring Teacher. Child C, who arrived earlier than Child A and B, said they were also at the Easter Hunt with Child A and B. The parents of Child A and B waved and greeted Child C. After that, my Mentoring Teacher said goodbye to the parents and distributed breakfast to Child A and B.

- 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

**Involvement and Collaboration:** The Mentoring Educator was actively involved in the daycare experience by greeting each family warmly during drop-off. They initiated conversations about the family's weekend experiences, listened actively to their responses, and acknowledged their narratives. By doing so, the Educator created opportunities for collaboration, such as when they shared about attending an Easter Hunt together. This collaborative approach fostered a partnership between the Educator and the families, enhancing the daycare experience.

**Styles and Methods of Communication:** The Mentoring Educator utilized effective communication techniques, such as active listening and empathic responding, to establish a strong bond with the family members. By paying close attention and listening attentively, the Educator acknowledged and validated the parents' experiences and perspectives, demonstrating respect and understanding towards them. Additionally, the Educator's empathic responses, like expressing excitement for the Easter Hunt experience, helped create a positive and supportive atmosphere, strengthening the bond between the daycare and families.

- 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.

The daycare center provides a comfortable and secure environment for children. Routines are essential to children's daily lives, providing predictability and stability. Children and parents are greeted each morning when they arrive, and throughout the day, structured activities keep children grounded and comfortable. Traditions are also crucial in daycare centers. By celebrating cultural holidays and sharing greetings in different languages on a board, the daycare center creates experiences that instill a sense of belonging in everyone, regardless of their differences. This helps to create a sense of community, bringing families and daycare staff together.

## 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 paragraph or point form

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

Based on the observation, it appears that the families are interested in fostering connections and social interactions for their children. This is evident from the parents' involvement in the Easter Hunt activity with Child A and Child B. The fact that they mentioned this shared experience during drop-off suggests that they value opportunities for their children to engage with peers outside of the daycare setting. Additionally, Child C's mention of attending the Easter Hunt with Child A and B indicates a desire for socialization and community among the families. This interest in shared experiences and social interactions is further supported by the greetings and brief conversations initiated by the Mentoring Teacher during drop-off, which likely prompted the parents to share their weekend activities.

- How is your interpretation informed by curriculum/professional documents? Choose ones that are applicable to your interpretation and explain your choices in detail (e.g., focus on the Foundations in *HDLH* [OMEd, 2014a]; focus on the Principles in *Excerpts from E.L.E.C.T* [2014b]; focus on the articles in *Think, Feel, Act* [2014c]; focus on the standards in the *Code of Ethics and Standards of Practice* [CECE, 2017]; etc.. Indigenous Early Learning Framework, etc.). **\*Note:** Do not make connections to developmental milestones in this section of the interpretation.

The interpretation has been deeply influenced by the views expressed in OMEd (2014a, p. 7), which emphasizes the competence and expertise of families in shaping their children's learning and development. It highlights the significance of active engagement, recognizing families as competent individuals with a wealth of knowledge and understanding regarding their children's needs and abilities.

OMEd (2014a, p. 7) emphasizes the importance of acknowledging and respecting the expertise of families in shaping their children's educational journey, which is reflected in the interpretation. Furthermore, it emphasizes the importance of family engagement, stressing the necessity of actively involving families in the educational process and ensuring that they feel valued and included in their children's learning experiences. This aspect informs the interpretation by highlighting the significance of establishing strong partnerships between educators and families, where families feel welcomed, respected, and integral to their children's learning.

Additionally, OMEd (2014a, p. 7) focuses on children's engagement in learning and describes it as a state of being involved and focused, emphasizing the need for creating environments where children can explore and learn with their natural curiosity and enthusiasm. This aspect informs the interpretation by highlighting the need for educational settings that foster children's curiosity, creativity, and problem-solving skills, ultimately contributing to their success in school and beyond.

Consider families/caregivers as partners to "strengthen the quality of early years programs by ensuring these programs are centred on the child and family" ELECT (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)?

**Planning:** There is a weekly program based on children's interests, which is displayed on a board. My mentoring teacher and coworker take turns weekly.

**Assessment:** Educators use the HiMama App to communicate with parents, sharing daily photos and videos of children that parents can like or comment on.

- Identifies appropriate strengths and opportunities for growth to create a sense of **belonging** for family's reference (HDLH?).

It is essential to create a strong sense of belonging within families. Acknowledging and celebrating their unique strengths and positive qualities helps cultivate a sense of pride and resilience. Identifying existing support networks or resources can strengthen the family's bond and sense of belonging.

Encouraging open communication and exploration within the family is crucial. Allowing members to share their experiences, perspectives, and aspirations fosters a deeper understanding and connection. Embracing curiosity and enabling family members to explore new interests together enhances their sense of belonging.

Using the family's strengths and resources is key to enhancing their sense of belonging. Building on existing strengths to address challenges and pursue shared goals empowers and supports family members. Connecting them with relevant support services or community resources further enriches their experiences and reinforces their sense of belonging.

Respecting and honouring the diversity and uniqueness of each family member is important. Valuing their culture, language, and social background creates an inclusive environment where everyone feels accepted and respected. Celebrating milestones and achievements, no matter how big or small, reinforces the family's sense of belonging and pride in their shared journey.

## **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:

- What will you do? Be specific and detailed! This section must be described in detail. Your plan must show the step-by-step process of the experience.
- When will you do it? Why?
- Where will you do it? Why?

### **Storytelling: "Stick and Stone" by Beth Ferry and Tom Lichtenheld**

I would like to share my plan for conducting a storytelling session with my students. The story I have chosen is "Stick and Stone" by Beth Ferry and Tom Lichtenheld. This story aligns well with the social-emotional goals of my curriculum and is suitable for the developmental needs of the children in my care. Firstly, I will create a cozy and inviting space in our classroom by arranging chairs in a circle. This will encourage engagement and ensure all children have a clear view of the

storytelling area. At a designated time during our daily routine, during circle time, I will gather the children together and introduce the story "Stick and Stone." I will provide a brief overview of the story and invite the children to listen attentively.

While reading the story aloud, I will use expressive and engaging storytelling techniques to capture the children's attention. I will encourage them to participate by asking questions, predicting what might happen next, and discussing the characters' feelings and actions. After reading the story, I will facilitate a discussion with the children to explore the themes and messages conveyed in "Stick and Stone." I will ask open-ended questions such as: "How did Stick feel when Stone stood up for him?" "What does this story teach us about friendship?" "Have you ever helped a friend like Stone helped Stick?"

I will schedule this storytelling experience during our regular circle time or storytime slot, typically in the morning when children are most alert and engaged. Conducting the activity earlier in the day allows ample time for discussion and reflection and opportunities to integrate the lessons learned into various activities throughout the day.

This experience will take place in our classroom, a familiar and comfortable environment for the children. The classroom provides a safe and supportive space where children can actively engage with the story and participate in discussions without distractions. Additionally, the familiar surroundings help create a sense of continuity and routine, enhancing the children's overall learning experience.

- 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.

**Existing Materials/Environmental Elements from the Anecdotal Observation:**

1. Chairs arranged in a circle for gathering during circle time.
2. Storybooks, including those already available in the Book Centre.

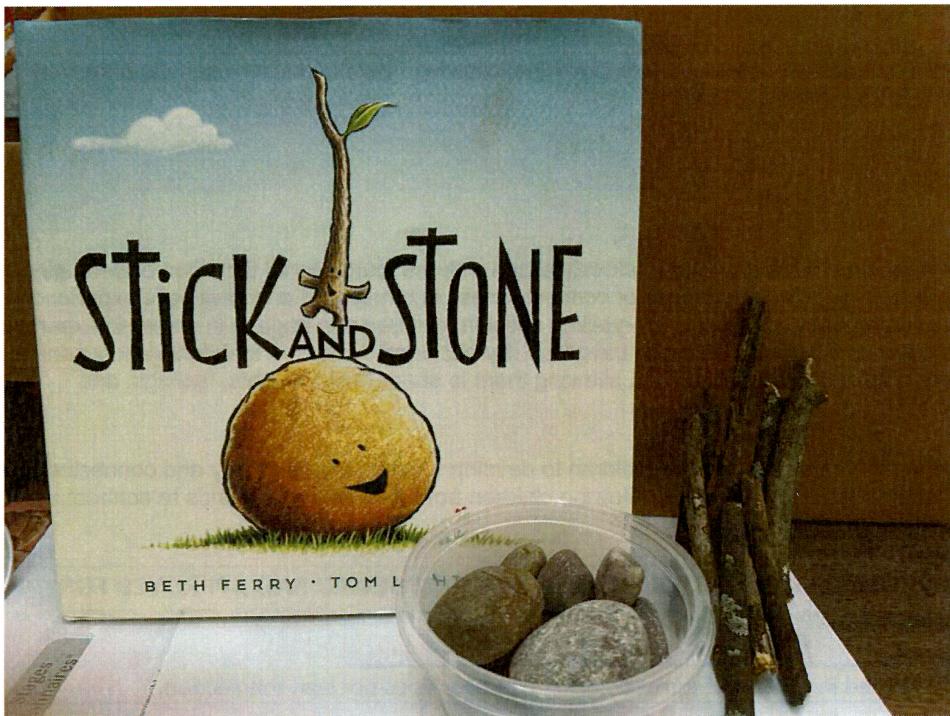
**New Materials/Resources and Environmental Elements for Provocations:**

1. "Stick and Stone" storybook by Beth Ferry and Tom Lichtenheld.
2. Small sticks and stones (safely collected and sanitized).

**Step-by-Step Instructions for Setting Up and Explaining Materials to Children:**

1. Introduce the Story: Gather the children in the Book Centre and introduce "Stick and Stone." Explain that it is a book about friendship and kindness, emphasizing the importance of being good friends to one another.
2. Read Aloud: Read the story aloud to the children, using expressive storytelling techniques to engage their attention and bring the characters to life.
3. Discuss Themes: After reading, facilitate a discussion with the children about the themes and messages of the story, particularly focusing on friendship. Ask open-ended questions to encourage reflection and discussion about what it means to be a good friend and how we can show kindness to others.
4. Encourage Play and Creativity: Provide opportunities for children to engage in dramatic play with props depicting Stick and Stone characters, encouraging them to role-play scenarios demonstrating friendship and kindness. Prompt them to consider how Stick and Stone help each other throughout the story and how they can emulate these behaviours in their own friendships.

- Include a photo 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.

**Interests in Social Interactions and Community Building:** Families prioritize promoting social interactions for their children, as evidenced by their participation in the Easter Hunt activity. The planned storytelling session with "Stick and Stone" aligns with this interest and focuses on friendship, kindness, and collaboration themes. This allows children to explore social interactions and community building, meeting the families' goal of supporting their children's social development.

**Strengths in Family Engagement:** The interpretation highlights the importance of family collaboration in education. The storytelling experience encourages children to reflect on their own experiences and share them with their families. This strengthens the partnership between educators and families and recognizes families' contributions in shaping their children's learning experiences.

**Opportunity for Growth in Social-Emotional Development:** The interpretation identified an opportunity to promote social-emotional development among children. The storytelling session addresses this opportunity by focusing on friendship, empathy, and kindness themes. The response aims to strengthen children's peer relationships and create a nurturing learning environment.

- What role will you, as a co-learner, have in your planned response? **Identify one (1) teaching strategy** you will use and describe how and why you will use it.

I will apply the teaching strategy of "Reflective Interactions" during my storytelling session using the book Stick and Stone by Beth Ferry and Tom Lichtenheld. This strategy involves acknowledging and supporting the children's efforts by providing feedback and encouragement.

I will observe the children's reactions and interactions with the story and materials to implement this strategy. I will then actively acknowledge and affirm their efforts by providing specific feedback, such as commenting on their participation or problem-solving skills. I will also offer words of encouragement to motivate and support the children in their learning journey.

Reflective interactions are important because they validate children's efforts and contributions, which can boost their confidence and sense of competence. They also motivate children to actively engage in learning experiences and foster a growth mindset. Additionally, by strengthening the educator-child relationship, these interactions can create a positive learning environment.

- How is your plan responsive inclusive? **Discuss one (1)** of the following Foundations for Learning from *How Does Learning Happen? HDLH?* (OMEd, 2014a):
  - Belonging,
  - Wellbeing,
  - Expression or
  - Engagement

The planned storytelling session featuring "Stick and Stone" closely aligns with the foundational condition of Belonging. As defined by OMEd (2014a, p. 7), Belonging refers to a sense of connectedness to others and an individual's experiences of being valued as part of a group or community. During the storytelling session, children can engage in a shared experience that fosters a sense of connectedness and belonging among the group. By exploring themes of friendship and kindness, children will form connections with their peers and educators, allowing them to share their thoughts, feelings, and experiences related to the story.

It also provides a supportive and inclusive environment for children to develop a sense of community and connectedness. The themes of friendship and kindness promote inclusivity, allowing children from diverse backgrounds to connect and relate to the story on a personal level.

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

Mentoring Educator's Signature: 

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?

I successfully supported the focus of promoting social interactions, fostering a sense of belonging, and addressing opportunities for growth in social-emotional development through a planned storytelling session with "Stick and Stone." By engaging with themes of friendship and kindness, this activity provided children with opportunities to explore and discuss important social concepts, aligning with their interests and strengths. During the implementation of the storytelling session, the children showed high levels of engagement and enthusiasm. They actively listened to the story, participated in discussions, and demonstrated empathy toward the characters' experiences. The open-ended questions prompted thoughtful reflections and conversations among the children, deepening their understanding of friendship and kindness.

From the implementation, one key takeaway was the importance of providing ample time for discussion and reflection after the storytelling session. Children expressed a desire to share their own experiences related to friendship and kindness, highlighting the theme's relevance to their lives. Additionally, I learned the significance of adapting the pace of the session based on the children's responses, allowing for flexibility and spontaneity in the conversation.

**EXTENSION:**

**Describe your second experience:**

- What is your second experience, describe in detail,
- Experience focus (linked to interests, strengths, opportunities for growth).
- Role/expectations of the child(ren);

- Role of the educator;
- Choices of materials;
- Location of experience;
- Arrangement of furniture;
- Time

### **Making "Friendship Bracelets" and Creating an infographic for parents**

#### **Experience Focus:**

The "Friendship Bracelets" activity is designed to further the social-emotional learning journey that began with the "Stick and Stone" storytelling session. This experience reinforces the themes of friendship, kindness, and collaboration while providing children with a hands-on opportunity to express themselves creatively. By participating in this activity, children will explore empathy and generosity while strengthening their relationships with their peers.

#### **Role/Expectations of the Children:**

Children are expected to take an active part in making friendship bracelets. They will work collaboratively with their peers to decorate slap bracelets with stickers and other materials. Children are encouraged to express their creativity and thoughtfulness while personalizing their bracelets for their friends. Additionally, they are expected to converse about friendship and kindness, sharing their thoughts and feelings with their peers and educators.

#### **Role of the Educator:**

The educator's role is to facilitate the activity and provide support and guidance to the children as required. They will set up the materials, explain the purpose of the activity, and demonstrate how to decorate the bracelets. Throughout the activity, the educator will move about among the children, offering encouragement, leading discussions, and ensuring a positive and inclusive atmosphere. The educator will also facilitate reflection at the end of the activity, allowing children to share their experiences and insights.

#### **Choices of Materials:**

The materials for the activity include slap bracelets in various colors and assorted stickers with friendship-themed designs. These materials were chosen to provide children with the opportunity for creative expression and personalization while ensuring safety and accessibility.

#### **Location of Experience:**

The activity will take place in a designated area within the classroom, preferably with tables where children can comfortably work on their bracelets. This will allow for easy access to materials and promote a focused and collaborative atmosphere.

#### **Arrangement of Furniture:**

Tables and chairs will be arranged to encourage collaboration and communication among the children. Chairs will be positioned around the tables to provide seating during the activity. The educator will ensure that the space is organized and clutter-free to allow for smooth movement and interaction.

#### **Timing:**

The "Friendship Bracelets" activity will be scheduled after nap time. The activity will last approximately 20-30 minutes, giving children enough time to engage in creative expression, collaboration, and discussion. This timing ensures that the activity fits within the daily schedule while providing the children with a meaningful and enriching experience.

#### **Infographic:**

# The Friendship Bracelet



## Storytelling: Stick and Stone

Written by Beth Ferry, Illustrated by Tom Lichtenheld

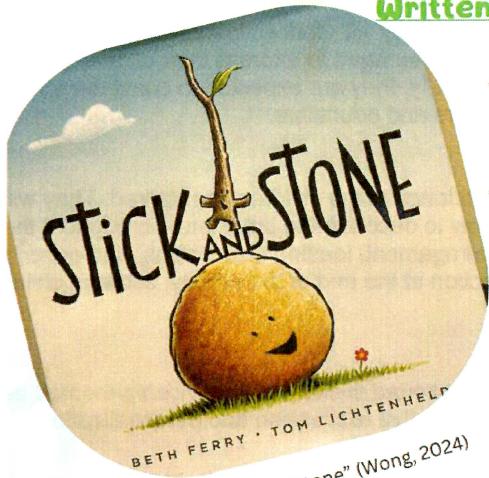


Figure 1  
A Storybook "Stick and Stone" (Wong, 2024)

- Emphasizes the importance of making and helping friends
- Encourages standing up for friends
- Messages of kindness and compassion



Figure 2  
Colourful Slap Bracelets (Wong, 2024)

## Making a Friendship Bracelet

- Make by colourful slaps bracelets and decorate with stickers
- Work collaboratively with peers
- Symbolizing the bond and connection with peers
- A simple gesture that shows love, care, and appreciation

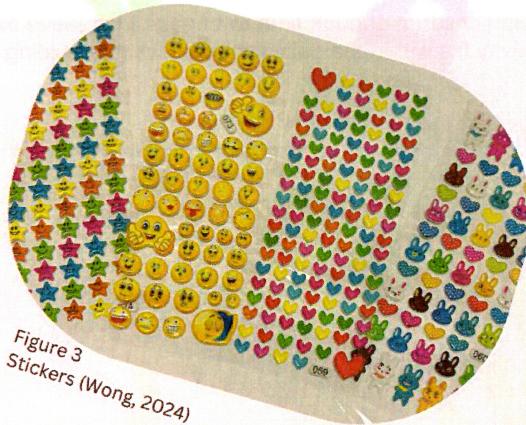


Figure 3  
Stickers (Wong, 2024)

## 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.

An excellent activity the children enjoyed the story. Good open and end it question.

Mentoring Educator's Signature: 

Date: April 2/2024

### Mentor's Feedback on Extension:

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

Great activity the children was conversing with each other while decorating their bracelet and talking about friendship.

Mentoring Educator's Signature: 

Date: April 2/2024

## References

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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>