Appendices

Appendix A: Early Development Instrument (EDI)*

Schools and communities working together for Manitoba's children

What is the EDI?

The EDI

- is a questionnaire completed by Kindergarten teachers that measures Kindergarten children's *readiness for school* across several areas of child development
- measures how a *community* of Kindergarten children is doing compared to children in other communities or provinces
- is never used to assess individual children or to evaluate teachers, schools, or individual programs

Defining *School Readiness*

"The term itself, 'school readiness' is really a shortcut, or a proxy, for a holistic indicator for developmental health, one that covers the main developmental domains, at the same time reflecting outcomes and milestones achieved during the first five years of life within the context of early experiences" (Janus 14).

What is the history of the EDI in Manitoba?

Manitoba began collecting EDI data in 2002–2003, and census-level data has been collected since 2005–2006. Some independent and/or faith-based schools have voluntarily participated in the EDI since its census-level expansion. In partnership with the Manitoba First Nations Education Resource Centre (MFNERC), Healthy Child Manitoba has collected EDI data in some First Nations communities in the province.

Why is the EDI important?

- We need to know how Manitoba's children are doing, so that we can best support healthy child development.
- The EDI is used to help *communities* identify their *strengths* and *needs* so they can best support early childhood development.

How is the EDI collected?

- Once every two years, Kindergarten teachers complete an EDI questionnaire concerning each child in their classroom. This occurs in early spring.
- If parents wish to withdraw their child from the EDI collection, they may do so.

* Source: Healthy Child Manitoba. *Early Development Instrument (EDI).* <www.gov.mb.ca/healthychild/edi/index.html> (17 Mar. 2015). Used with permission.

What information does the EDI provide?

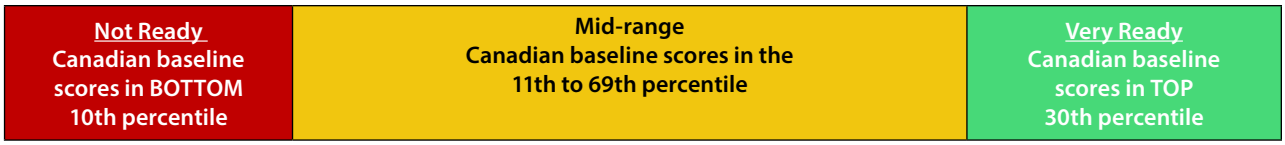
The EDI shows how children are doing in the five areas (domains) of *child development*:

- physical health and well-being
- social competence
- emotional maturity
- language and thinking skills
- communication skills and general knowledge

EDI results provide information about areas of strength and need among a group of children. On the strengths side of EDI results, children who score in the top 30th percentile on at least one domain are referred to as being "Very Ready" for school. Being "Not Ready" is designated as scoring in the bottom 10th percentile on at least one domain of the EDI.

The five EDI domains are further divided into 16 sub-domains that reflect various skills and abilities of children. The sub-domain results signify a marker for developmental expectations. Sub-domain results identify the proportion of children who have met few/none of these developmental expectations (or, children who are considered *vulnerable).*

Illustration: Represents the Canadian baseline sample "ruler" used to establish Manitoba's *Not Ready* and *Very Ready* results:



What is done with the EDI results?

The EDI results are shared with

- *schools and school divisions*, including school boards, school administrators, teachers, and resource workers
- *communities*, including parents, parent-child coalitions, early childhood educators, community members, service providers, and policy makers

How is EDI data used in Manitoba?

The EDI data is used to

- measure progress in early childhood development (ECD)
- understand progress and identify priorities in ECD
- inform community actions regarding ECD

- inform public policy and investments (Manitoba school divisions are supported in their efforts to address the ECD needs of preschool children through the Early Childhood Development Initiative [ECDI] of Manitoba Education and Advanced Learning. Since 2011–2012, additional funding has been provided to help school divisions work with communities on early childhood focused initiatives through the Early Development Instrument Supplement. Some of the funds are targeted to schools with a higher proportion of children in particular need, as determined by EDI data.)
- evaluate population-level effects of ECD investments

The EDI alone cannot tell the whole story of childhood development. Other data (e.g., asset mapping, school performance, parent surveys, and community-level census data) must be used in combination with the EDI.

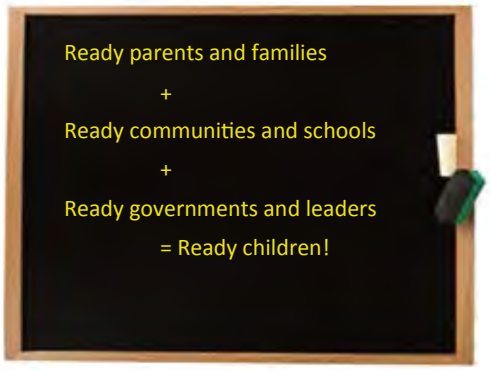
Are our children ready?
Are we ready for our children?

Research tells us that children who begin school ready to learn will have future successes in learning throughout their lives.

So how do we help children get this best start to school?

The answer is what societies have known for generations:

It takes a village to raise a child.



Continue Your Learning

To learn more about the EDI, please see:

Brownell, Marni, Mariette Chartier, Rob Santos, Okechekwu Ekuma, Wendy Au, Joykrishna Sarkar, Leonard MacWilliam, Elaine Burland, Ina Koseva, and Wendy Guenette. *How Are Manitoba's Children Doing?* Winnipeg, MB: Manitoba Centre for Health Policy, October 2012. Available online at <http://mchp-appserv.cpe.umanitoba.ca/reference/mb_kids_report_WEB.pdf> and at <http://mchp-appserv.cpe.umanitoba.ca/deliverablesList.html> (27 Oct. 2014).

Healthy Child Manitoba. *Early Development Instrument (EDI).* <www.gov.mb.ca/healthychild/edi/index.html> (27 Oct. 2014).

———. *Starting Early, Starting Strong: The Early Development Instrument (EDI) Report 2012–2013: Manitoba Provincial Report.* Winnipeg, MB: Healthy Child Manitoba, n.d. Available online at <www.gov.mb.ca/healthychild/edi/edi_1213/edireport_mb_2012_13.pdf> (14 Apr. 2015).

Janus, Magdalena. "Early Development Instrument: An Indicator of Developmental Health at School Entry." *Monograph from the Proceedings of the International Conference on Measuring Early Child Development, Vaudreuil Quebec, April, 2006.* Hamilton, ON: Offord Centre for Child Studies, McMaster University, n.d. Available online at <www.offordcentre.com/readiness/files/PUB.10.2006_Janus.pdf> (15 Apr. 2015).

Manitoba Education and Advanced Learning. *Early Childhood Development Initiative (ECDI).* <www.edu.gov.mb.ca/k12/docs/support/ecdi/index.html> (27 Oct. 2014).

Offord Centre for Child Studies. *Desired School Readiness Outcomes for Students.* 21 May 2009. <www.offordcentre.com/readiness/pubs/2009_05_21_EDI_Subdomains_Handout_EN.pdf> (27 Oct. 2014).

Santos, Rob, Marni Brownell, Okechukwu Ekuma, Teresa Mayer, and Ruth-Ann Soodeen. *The Early Development Instrument (EDI) in Manitoba: Linking Socioeconomic Adversity and Biological Vulnerability at Birth to Children's Outcomes at Age 5.* Winnipeg, MB: Manitoba Centre for Health Policy, May 2012. Available online at <http://mchp-appserv.cpe.umanitoba.ca/reference/MCHP_EDI_Report_WEB.pdf> and at <http://mchp-appserv.cpe.umanitoba.ca/deliverablesList.html> (27 Oct. 2014).

Shaw, Souradet. *Early Development Matters for Manitoba's Children.* A summary of the report *The Early Development Instrument (EDI) in Manitoba: Linking Socioeconomic Adversity and Biological Vulnerability at Birth to Children's Outcomes at Age 5.* Winnipeg, MB: Manitoba Centre for Health Policy, May 2012. Available online at <http://mchp-appserv.cpe.umanitoba.ca/reference/MCHP-EDI_summary_final_WEB.pdf> and at <http://mchp-appserv.cpe.umanitoba.ca/deliverablesList.html> (27 Oct. 2014).

Appendix B: Language Prompts for Movement Patterns to Form Letters*

Teaching suggestions—As you describe the path of movement, stretch your voice to coordinate with the construction of the form.

Example: (h) dow . . . n, up and over
(n) down, up and over

Although the path of movement is the same with both letters, "down" is stretched for the letter *h* to indicate a longer stroke.

A slant down, slant down, across
B down, up around, around
C over, around and open
D down, up, around
E down, across, across, across
F down, across, across
G over, around, across
H down, down, across
I down, across, across
J down, curve
K down, slant in, slant out
L down, across
M down, slant down, slant up, down
N down, slant down, up
O over, around, close
P down, up, around
Q over, around, close, slant out
R down, up, around, slant out
S over, around, curve
T down, across
U down, curve up
V slant down, slant up
W slant down, slant up, slant down, slant up
X slant down, slant across
Y slant down, slant up, down
Z across, slant down, across

a over, around and down
b dow . . . n, up and around
c over, around and open
d over, around, u . . . p and down
e across, over, around and open
f over, dow . . . n, across
g over, around, dow . . . n and curve
h dow . . . n, up and over
i down, dot
j down, curve, dot
k dow . . . n, slant in, slant out
l dow . . . n
m down, up, over, up, over
n down, up, over
o over, around, close
p dow . . . n, up, around
q over, around, down
r down, up, curve
s over, around and curve
t down, across
u down, curve up, down
v slant down, slant up
w slant down, slant up, slant down, slant up
x slant down, slant across
y slant down, slant dow . . . n
z across, slant down, across

* Source: From *Shaping Literate Minds* by Linda J. Dorn and Carla Soffos, copyright © 2001, reproduced with permission of Stenhouse Publishers. www.stenhouse.com

Appendix C: Kindergarten Play Observation Notepad

Learning Strengths	**Challenge Areas** (areas for improvement or enrichment)
Next Steps (for feedback and goal setting)	**Portfolio Items**

Appendix D: A Running Record of _____

Child's Name _____

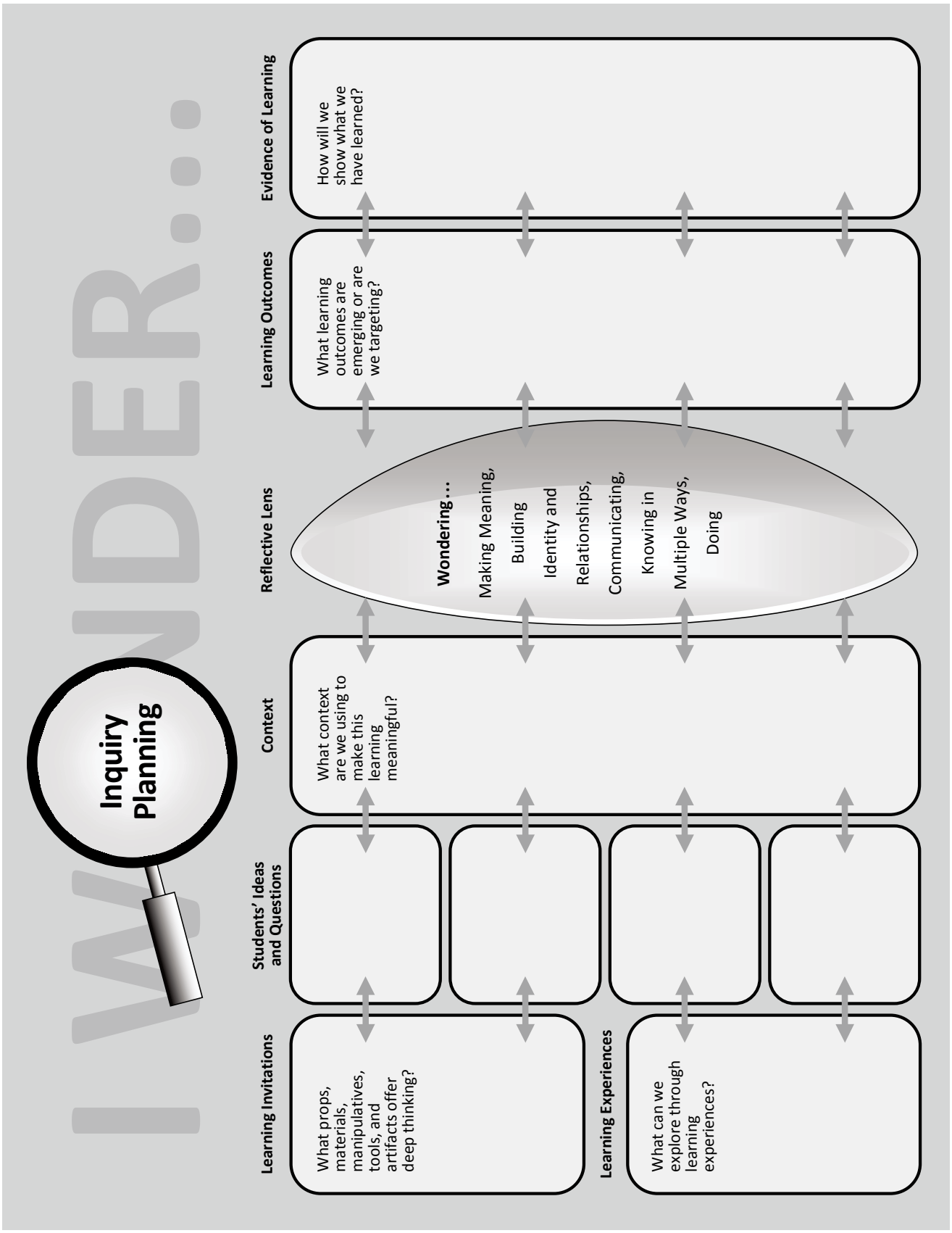
Observer _____ Date of Observation _____

Duration of Observation _____ Location _____

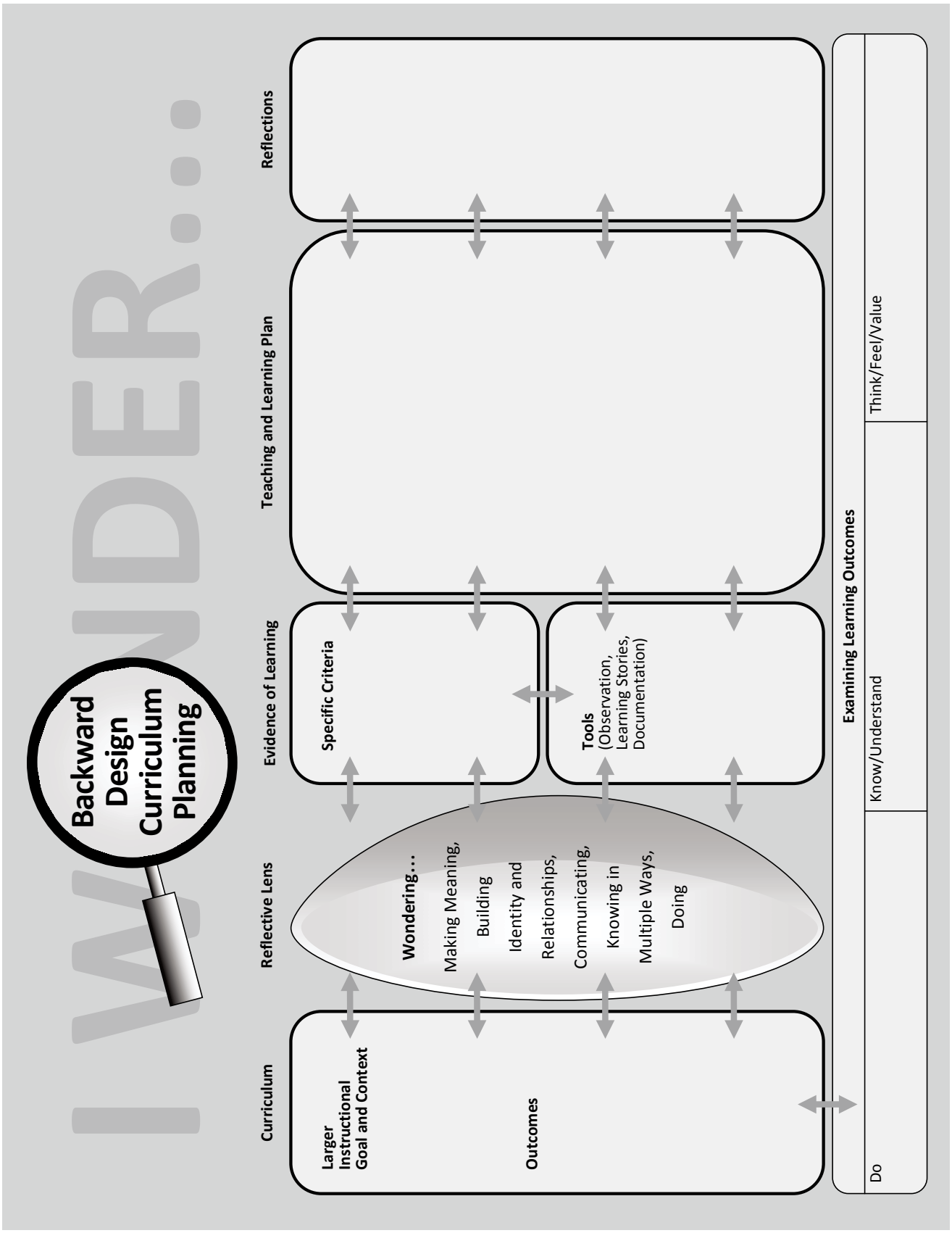
Context _____

Time (5-minute intervals)	Observation Notes	Comments/Reflections/ Interpretations

Appendix E: Inquiry Planning



Appendix F: Backward Design Curriculum Planning



Appendix G: Learning Story*

Observations at (name school) _____

Observations of (name play centre) _____ Date _____

Capture **details** of what you see and hear.

What do you see? (Who, what, when, . . .)	What do you hear? What are the children saying? (Add some direct quotes.)
What learning outcomes are developing/ developed?	What materials did you add to meet the learning outcomes?
How can you further enrich learning at the centre?	

* Used with permission of a Kindergarten teacher.

Appendix H: Student Tracking Sheet

English Language Arts Practices

Students use language for exploration and design.

Date(s)

Possible Contexts

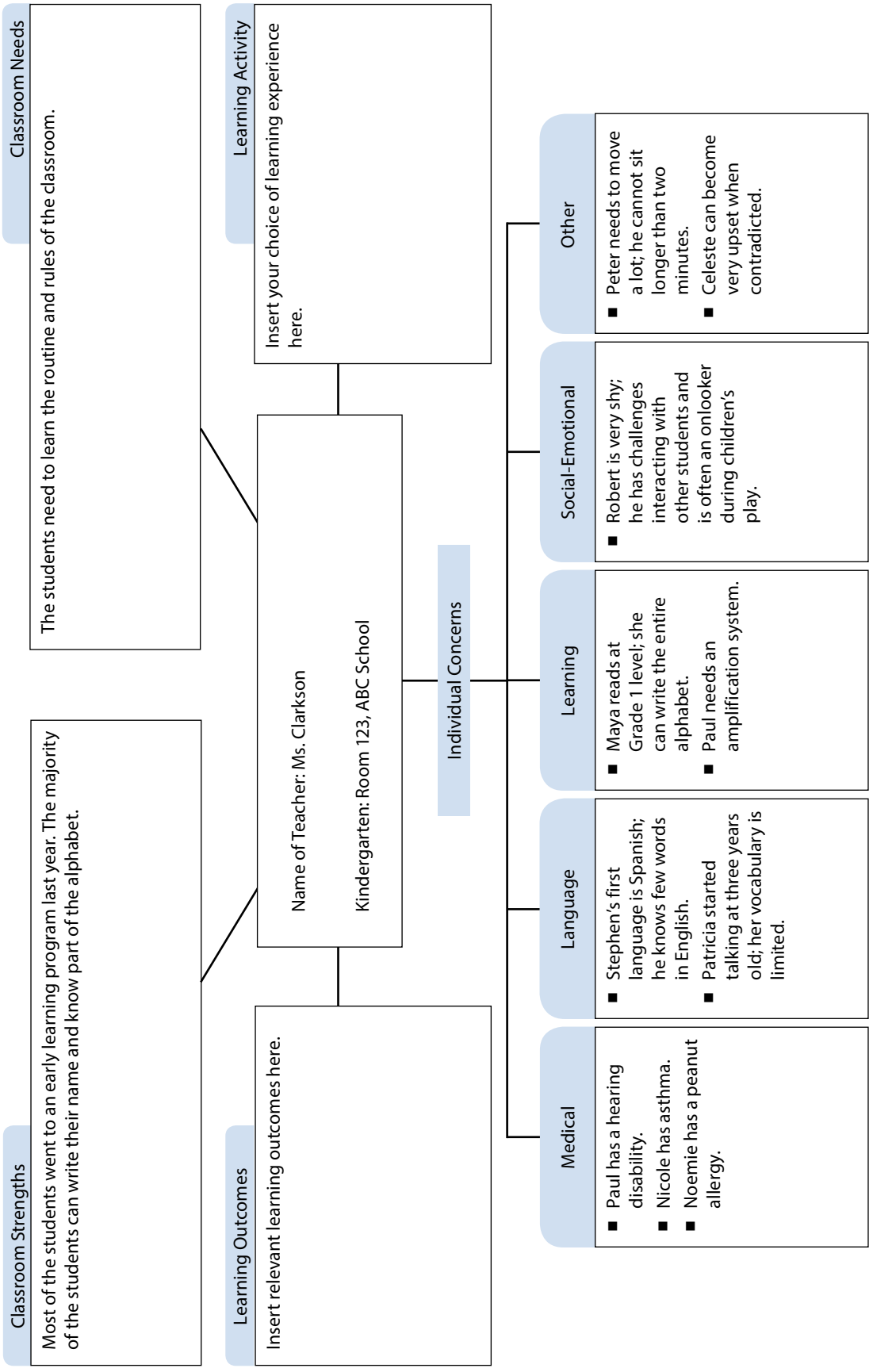
- **Writing Centre:** Children write with a range of materials and paper sizes.
- **Journals:** Children draw and write regularly in their journals.
- **Circle Time:** Children participate in shared and interactive reading.
- **Dramatic Play Centre:** Children make grocery lists or notes, write appointments, write prescriptions, take orders, and so on, as part of their play.
- **Visual Arts Centre:** Children sculpt, paint, draw, and write to represent their ideas. They compose with a scribe.

Level of Development

Not Yet Demonstrated (**NY**), Developing (**D**), Met (**M**)

Names of Children				

Appendix I: Class Profile Recording Form (Sample)



Appendix J: St. James-Assiniboia School Division—Kindergarten Report Card*

ST. JAMES-ASSINIBOIA SCHOOL DIVISION — KINDERGARTEN REPORT CARD 2012-13

School:		**Student:**	
Address:		**MET #:**	
		Grade:	
Phone:		**Homeroom Teacher:**	
Fax:		**Days Absent:**	**Times Late:**
Principal:		**Term:**	
		IEP: ☐	**EAL:** ☐

Our Division's Vision...

St. James-Assiniboia School Division will be a leading and innovative learning community that will enable all students to believe they can succeed in an ever-changing world.

This report describes your child's progress in relation to the curriculum. The report contains information about:

- *What your child is able to do*
- *Areas requiring further attention or development*
- *Next steps*

Kindergarten is a time to spark children's imaginations, develop a love of learning and build their confidence as learners. Young children actively explore and learn about their world through play.

Social Emotional Development

Literacy Development

Numeracy Development

* Source: St. James-Assiniboia School Division—Kindergarten Report Card. Reproduced with permission.

Creative Expression and Artistic Development
Physical Development
Awareness of Self and the Environment

Next year, your child will be in Grade _____ Room _____

_____

Principal

This statement would only appear on the Term 3 report card

ST. JAMES-ASSINIBOIA SCHOOL DIVISION **KINDERGARTEN REPORT CARD**

SUGGESTIONS FOR CATEGORIES

1. **Social and Emotional Development**

   - **Considerate and respectful of others and the environment**
   - **Accepts learning challenges**
   - **Demonstrates active listening behaviour**
   - **Finds ways to resolve conflicts and solve problems**
   - **Works and plays cooperatively with others**
   - **Works independently when necessary**
   - **Demonstrates independence**
   - **Makes choices and carries out plans**
   - **Expresses thoughts and feelings orally**
   - **Shares with others**

2. **Literacy Development**

   - **Communicates effectively by listening and speaking**
   - **Follows directions and responds appropriately to questions**
   - **Contributes to discussions and lessons**
   - **Understands a variety of early literacy concepts (concepts about print, rhyme, patterns, retelling, letter and sound knowledge)**
   - **Shows an interest in writing and attempts to write**
   - **Responds to reading and viewing in a variety of ways, such as discussions, drawing, drama and other mediums**

3. **Numeracy Development**

   - **Communicates effectively by listening and speaking**
   - **Follows directions and responds appropriately to questions**
   - **Contributes to discussions and lessons**
   - **Shows an interest through participation in a variety of mathematical experiences**
   - **Attempts to apply numeracy knowledge and language within classroom situations**

4. **Creative Expression and Artistic Development**

   - **Expresses enthusiasm and appreciation for the arts**
   - **Expresses self through the arts**
   - **Responds to the arts in creative and imaginative ways**

5. **Physical Development**

   - **Demonstrates large muscle control**
   - **Demonstrate small muscle control (such as with a pencil, scissors, small manipulatives)**
   - **Participates in a variety of physical movement experiences**
   - **Considers the safety of self and others**

6. **Awareness of Self and Environment**

   - **Demonstrates interest in learning about the world around herself/himself**
   - **Thinks and talks about their world**
   - **Demonstrates interest in the community and his/her place in it**
   - **Demonstrates curiosity about the world of science**
   - **Understands simple scientific concepts**
   - **Values and respects diversity and the contributions people make to the community**

<<<FOR TEACHER USE ONLY>>>

Appendix K:

Evergreen School Division
Junior Kindergarten
Progress and Celebration Report*

Student Name: _____

School: _____ **Year:** _____

In Junior Kindergarten, your child had opportunities to explore, play and learn alongside other children his/her age. This report offers a glimpse into how this looked for your child this year.

In Junior Kindergarten, I saw your child learning naturally through exploring and questioning the environment and materials. Here are some examples where your child was . . .

a) **curiously exploring his/her interests:**

b) **exploring literacy and numeracy concepts and skills through a variety of materials:**

c) **learning alone, with a partner, or in a small group, tasks that required a reasonable amount of attention to achieve:**

In closing . . .

Junior Kindergarten Instructor's Signature: _____

Principal's Signature: _____

* Source: Evergreen School Division—Junior Kindergarten Progress and Celebration Report. Reproduced with permission.

Appendix L: Resources Supporting Inclusion

Healthy Child Manitoba. *Protocol for Early Childhood Transition to School for Children with Additional Support Needs.* Winnipeg, MB: Healthy Child Manitoba, in press. Will be available online at <www.gov.mb.ca/healthychild/publications/protocol_cwsn.pdf>. Manitoba Education and Advanced Learning is requesting school divisions and preschool agency personnel to use this protocol as they begin the information sharing and collaborative planning for the transition of children with exceptional learning needs into the school system.

———. *Writing an Inclusion Policy: A Guide for Child Care Centres and Homes.* Winnipeg, MB: Healthy Child Manitoba, n.d. Available on the Manitoba Family Services website at <www.gov.mb.ca/fs/childcare/pubs/writing_inclusion_policy_aug_2009_en.pdf> (9 Oct. 2014).
This guide helps licensed early learning and child care centres and licensed family child care providers to develop an inclusion policy. Inclusion means children of all abilities have equal access to and participate meaningfully in child care programs. Kindergarten teachers may appreciate the reflective nature of the guide, which helps early educators to use their inclusion policy in their day-to-day work with children and families.

Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs).* Winnipeg, MB: Manitoba Education, 2010. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/> (9 Oct. 2014).
This practical resource provides student support teams with a foundational student-specific planning process to address the wide range of exceptional learning needs of students throughout their school careers.

———. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at <www.edu.gov.mb.ca/k12/specedu/behaviour/> (9 Oct. 2014).
This document provides schools with information on universal approaches, proactive interventions and strategies, and evidence-based practices when working with students who exhibit challenging behaviours.

Manitoba Education and Advanced Learning. "Manitoba Services for Students Who Are Deaf and Hard of Hearing." *Student Services/Special Education.* <www.edu.gov.mb.ca/k12/specedu/dhh/index.html> (9 Oct. 2014).
A continuum of educational placements is available for Manitoba students who are Deaf and hard of hearing, including placements in neighbourhood schools, cluster schools, and the Manitoba School for the Deaf.

———. "Services for Students Who Are Blind or Visually Impaired." *Student Services/Special Education.* <www.edu.gov.mb.ca/k12/specedu/blind/index.html> (9 Oct. 2014).
Supports and services include direct teaching, consultation for school teams, professional learning opportunities, and resources to help Manitoba families and schools support students who are blind or visually impaired from Kindergarten through Grade 12.

———. *Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools.* Winnipeg, MB: Manitoba Education and Advanced Learning, 2014. Available online at <www.edu.gov.mb.ca/k12/specedu/res_teacher/> (8 Oct. 2014).
This support document is intended for resource teachers and other educators working in an inclusive school environment to address the diverse needs of all students from Kindergarten to Grade 12. It assists resource teachers in supporting appropriate educational programming in Manitoba schools.

Manitoba Education, Citizenship and Youth. *Educators' Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2009. *Available online at* <www.edu.gov.mb.ca/k12/docs/support/dhh_resource/index.html> (9 Oct. 2014).
This guide provides basic information to support educational programming and to help ensure successful school experiences for students who are Deaf and/or hard of hearing.

———. *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. Available online at <www.edu.gov.mb.ca/k12/specedu/aut/index.html> (9 Oct. 2014).
This handbook is intended to be a planning and programming resource for school teams who support students with autism spectrum disorder (ASD).

———. *Working Together: A Handbook for Parents of Children with Special Needs in School.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. Available online at <www.edu.gov.mb.ca/k12/specedu/parent/handbook.html> (9 Oct. 2014).
This handbook highlights the importance of the diverse and changing learning needs of students with special needs, and offers support and encouragement to parents and families of students with special needs. The document describes some of the services and activities that might be used to meet individual student needs at school.

Manitoba Education, Training and Youth. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour.* Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Available online at <www.edu.gov.mb.ca/k12/specedu/beh/index.htm> (9 Oct. 2014).
This planning resource provides support for student services administrators, principals, classroom teachers, resource teachers, school counsellors, clinicians, and other community professionals who assist schools in developing proactive and reactive approaches to behaviour.

———. *Towards Inclusion*: *Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Available online at <www.edu.gov.mb.ca/k12/specedu/fas/index.html> (9 Oct. 2014).
This planning resource is designed to assist educators in meeting the needs of students who are alcohol-affected.

Appendix M: The Principles of Universal Design

Principles*	Examples*	Classroom Examples**
1. Equitable Use The design is useful and marketable to people with diverse abilities.	■ Power doors with sensors at entrances that are convenient for all users ■ Integrated, dispersed, and adaptable seating in assembly areas such as sports arenas and theatres	■ Various seating options are available to all children. ■ Any child is allowed to hold a fidget toy during circle time.
2. Flexibility in Use The design accommodates a wide range of individual preferences and abilities.	■ Scissors designed for right- or left-handed users ■ An automated teller machine (ATM) that has visual, tactile, and audible feedback, a tapered card opening, and a palm rest	■ Children can choose to use a computer drawing application or pastels, crayons, markers, tempera paint, glitter, and glue to make their self-portraits. ■ Many types of puzzles, including those with pegs, are available to children with less refined fine motor control.

3. Simple and Intuitive Use
Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
	■ A moving sidewalk or escalator in a public space
	■ An instruction manual with drawings and no text
		■ Signage is easy to understand.
		  ■ The boys' and girls' washroom doors are easily recognized.
		  ■ A stop sign posted on the door reminds children not to go out in the hallway without their teacher.

4. Perceptible Information
The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
	■ Tactile, visual, and audible cues and instructions on a thermostat
	■ Redundant cueing (e.g., voice communications and signage) in airports, train stations, and subway cars
		■ To help young children predict what learning experience may come next, use multiple means of representation.
		  ■ Share the daily schedule through charts using photographs and words and through individualized social stories.
		  ■ Learning centres have charts that provide three-step visual cues outlining cleanup procedures.
		  ■ Key directions are repeated in an EAL child's home language.

(continued)

* Source: Copyright © 1997 NC State University, The Center for Universal Design (1997). *The Principles of Universal Design, Version 2.0*. Raleigh, NC: North Carolina State University. Compiled by Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden.

** Classroom examples: Developed by Manitoba Education and Advanced Learning.
The Principles of Universal Design were conceived and developed by The Center for Universal Design at North Carolina State University. Use or application of the Principles in any form by an individual or organization is separate and distinct from the Principles and does not constitute or imply acceptance or endorsement by The Center for Universal Design of the use or application.

Principles	Examples	Classroom Examples
5. Tolerance for Error The design minimizes hazards and the adverse consequences of accidental or unintended actions.	■ A double-cut car key easily inserted into a recessed keyhole in either of two ways ■ An "undo" feature in computer software that allows the user to correct mistakes without penalty	■ Developmentally appropriate software used to support children's learning has an "undo" feature. ■ Storybooks created by children have their pages laminated to help children turn the pages. ■ Toys are selected for their durability and use by many children.
6. Low Physical Effort The design can be used efficiently and comfortably and with a minimum of fatigue.	■ Lever or loop handles on doors and faucets ■ Touch lamps operated without a switch	■ Play centres are organized for independent use by children. ■ Materials are displayed to show what choices are available and where to return the materials after their use. ■ All playground areas are accessible.
7. Size and Space for Approach and Use Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.	■ Controls on the front and clear floor space around appliances, mailboxes, dumpsters, and other elements ■ Wide gates at subway stations that accommodate all users	■ The physical layout of the Kindergarten classroom allows children to move around freely. ■ The classroom has space for assistive devices, as required. ■ The teacher is mindful of whether all children have a clear line of sight to see the teacher and any materials displayed.

Appendix N: Strategy for Solving Conflicts*

When conflicts arise, try the following steps.

Strategy for Solving Conflicts

Strategy	Practice
Approach quickly and calmly to stop hurtful or unsafe behaviour right away.	Stay nearby so children know that you are ready to offer help and support.
Acknowledge each child's feelings with a simple description.	"You seem angry."
Gather information from each child involved.	"Let's talk about what happened. Janelle, you tell me first and then it will be Luke's turn to talk."
Identify and state the problem to the children.	"You both want to sit in the same spot at the table."
Brainstorm solutions with the children.	"What ideas do you have to solve this problem? What else can you do?"
Allow children to develop a solution and use it.	"What idea do you choose?"
Follow up by checking back and offering assistance if needed.	"How is your idea working?"

Place this poster in a visible location for the use of other adults in your classroom.

* Source: Manitoba Early Learning and Child Care. "Strategy for Solving Conflict." *Best Practices for Guiding Children's Behaviour.* Winnipeg, MB: Manitoba Early Learning and Child Care, n.d. Poster. Available online at <www.gov.mb.ca/fs/childcare/pubs/behaviourguidancestragies4-poster.pdf> (18 Dec. 2013). Used with permission.

Appendix O: Sample Schedules

Sample Half-Day Schedule

Time*	Activity	Considerations
12:30 p.m.	Arrival, check-in, meeting time	Songs, read-alouds, going over calendar and the plan for the day
12:50	Play time	Child-directed free play and choice of learning (play) centres, project work and inquiries, teacher-led games (children eat snack at the snack table whenever they are hungry)
2:00	Tidy up	
2:05	Independent reading time/ shared book time	Many five-year-olds like to look at books with friends. Reading is a social activity for young children, so many children do not engage in silent reading on their own. Book time is inclusive of all the typical reading behaviours of young children, ranging from flipping through some pages in a book to reading text on a page, to looking at a book with a friend.
2:15	Circle time	Poetry, stories and discussion, reflection, planning for tomorrow
2:30	Outdoor play	In this classroom, the teacher is responsible for meeting physical education/health education goals and uses outdoor time for this purpose.
3:00	Dismissal	Going home time or pickup by early childhood educators

(continued)

* Timing is approximate, allowing the teacher to respond to children and their activities at various points along the way.

Sample Full-Day Schedule

Time*	Activity	Considerations
8:40 a.m.	Student entry	
8:50	Opening exercises	
8:55–9:10	Sign-in and discovery bins	Word work, fine motor tasks, numeracy work, science explorations
9:10–9:30	Morning meeting	Dance/movement, provocations, review of inquiries, review of personal bests
9:30–10:10	Thinking and learning time	Play-based learning, inquiry-based learning, assessments and documentation, self-regulated snack
10:10–10:25	Recess	
10:25–11:00	Thinking and learning time	Library: Day 1 Music: Day 6 Story, literacy mini-lesson, play-based learning, inquiry-based learning, assessments and documentation
11:00–11:40	Various	Gym: Days 1 to 4 Music: Day 5 Thinking and learning time: Day 6
11:40–12:45	Lunch and outdoor time Student entry	
12:45–12:55	Music listening/independent or shared book time	
12:55–1:05	Daily math challenge/printing time	
1:05–1:20	Read-alouds, shared reading and relaxation, literacy mini-lesson	
1:20–2:10	Thinking and learning time	Play-based learning, inquiry-based learning, assessments and documentation, self-regulated snack
2:10–2:25	Recess	
2:25–3:10	Thinking and learning time	Play-based learning, inquiry-based learning, assessments and documentation, self-regulated snack
3:10–3:35	Class meeting	Share orally: best learning moments, discovering and wonderings, blogging, Instagram “photo of the day”
3:40	Dismissal	Going home time or pickup by early childhood educators

* Timing is approximate, allowing the teacher to respond to children and their activities at various points along the way.

Appendix P: Simple Recipes for Children

Tsaibesa's Bannock*

Here's what you will need:

- 1 L (4 cups) all-purpose flour
- 25 mL (2 tablespoons) baking powder
- 5 mL (1 teaspoon) sugar
- 2 mL (½ teaspoon) salt
- 2 mL (½ teaspoon) bacon fat or lard
- 500 mL (2 cups) water or milk

Here's what you have to do:

In a large bowl, mix flour, baking powder, sugar, and salt.

With the help of an adult, in a medium cast-iron frying pan, melt the fat and add the water or milk. Pour the [fat and] water or milk into the flour mixture and mix thoroughly with a fork. If the dough is too dry, add more water.

Then turn the dough out onto a floured . . . counter. Knead it for at least 3 minutes until it feels firm and the fat is evenly blended. Transfer the dough to the frying pan and pat it out to about 2 cm (¾") thickness. Stab it all over with a fork.

With the help of an adult, bake the bannock at 180 degrees Celsius (*350 degrees Fahrenheit*) for 45 minutes to an hour, until it's golden brown.

. . . Spread with butter or strawberry jam and eat it warm.

Notes

- You can substitute whole wheat for white flour.
- You may wish to use oil as an alternative to fat or lard. Be aware that some religions forbid the use of bacon fat/lard.
- You will need the following utensils: large bowl, measuring cup, fork, measuring spoons, and cast-iron frying pan.
- Talk with the children about how the four dry ingredients all look similar. All are white powders. You can taste a tiny bit of each and talk about how they all taste different.
- You may wish to pat the dough to about 1 cm thickness.
- You may want to make an alphabet letter with the dough.
- Use margarine or your favourite jam or topping.

* Source: Indian and Northern Affairs Canada. *Chances Are, It's Aboriginal! A Conversation about Aboriginal Foods*. Ottawa, ON: Minister of Public Works and Government Services Canada, 1998. 4. Available on the Aboriginal Affairs and Northern Development Canada website at <https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_rrds_fd_1302786193164_eng.pdf> (19 Mar. 2015).

Purple Cow Shakes

What you need:

- 1 can frozen grape juice, thawed
- 2 cups vanilla ice cream, softened
- 1 cup milk

Utensils: Jar with lid, or bowl and hand mixer

What to do:

Put all the ingredients into a jar or bowl. Shake or mix until the mixture is a purple cow shake.

Cheese Crispies

What you need (per child):

- 15 mL flour (1 tablespoon)
- 15 mL grated cheese (1 tablespoon)
- 5 mL soft margarine (1 teaspoon)

Utensils: Bowl, cheese grater, cookie sheet, measuring cup, measuring spoons, parchment paper

What to do:

Combine all ingredients in a bowl, and mix well, first in a bowl, and then with fingers. Roll dough into a ball, and then flatten into the chosen shape. Place on cookie sheet. Bake 10 to 12 minutes in a 190°C (375°F) oven. If you use parchment paper on the cookie sheet, cleanup is easier, and you can print each child's name beside "their" crispie.

Basic Biscuits

Each recipe makes 12 biscuits. Double or triple the recipe, as required.

What you need:

- 500 mL flour
- 20 mL baking powder **A**
- 2 mL salt

Each child is responsible for A, B, or C.

- 125 mL shortening **B**
- 175 mL milk **C**

Utensils: Bowl, pastry blender or plastic knives, fork, parchment paper, cheese grater (optional), measuring cups, measuring spoons, baking sheets or muffin tins

What to do:

1. Mix A together.
2. Cut in B. Use a pastry blender or two plastic knives, going in opposite directions.
3. Add C. Blend with fork until evenly moistened.
4. Put dough on floured surface. Form it into a ball. Knead 20 times (approximately). Roll to 1.5 cm thickness. Cut into shapes.
5. Bake approximately 10 minutes at 220°C (425°F) on ungreased baking sheets.

Biscuit Variations

Cheese Biscuits

- Add 175 mL grated cheese after cutting in shortening.

Raisin Biscuits

- Add to A:
  - 60 mL sugar
  - 175 mL raisins
  - Optional: Add 5 mL cinnamon to A.

Fruit Biscuits

- Add to A:
  - 30 mL sugar
  - 5 mL cinnamon
  - 175 mL mixed fruit peel, cut into small pieces

Quick Cinnamon Buns

After rolling out dough, butter it lavishly, cover with brown sugar, sprinkle with cinnamon, and dot with raisins. (Optional: Add chopped nuts or coconut.) Roll into a log. Cut slices 2 cm thick. Lay on greased baking sheets or in muffin tins. Bake 12 to 15 minutes at 200°C (400°F).

Molasses Bran Muffins

Do not over-mix the batter; it should be lumpy. These muffins can also be made into coffee cakes. This recipe makes 1 dozen large muffins.

What you need:

A
- 250 mL whole bran cereal
- 125 mL milk
- 125 mL molasses

B
- 250 mL flour
- 7 mL baking powder
- 5 mL baking soda
- 5 mL salt

C
- 125 mL raisins or chopped dates (or figs)
- 80 mL salad oil
- 1 egg

Each child is responsible for A, B, or C.

Utensils: Bowl, measuring cups, measuring spoons, muffin tins, parchment paper or other muffin liners

What to do:

1. Combine A. Let stand until bran is soft.
2. Combine B. Mix.
3. Add C to A. Beat well.
4. Add A and C to B. Stir until moist.
5. Grease muffin cups (or use paper liners). Fill ⅔ full.
6. Bake 20 to 25 minutes at 200°C (400°F).

Playdough and Oobleck/Cornstarch Magic

Here are two recipes for classroom standards, homemade playdough and oobleck, or cornstarch magic. While the recipes use food items, they are not meant for eating, although they are non-toxic.

Playdough

What you need:

- 2 ½ cups flour plus more for dusting the table during the kneading process
- ½ cup salt
- 2 tablespoons cooking oil
- 1 tablespoon alum (a preservative used in pickles—look for it in the spice aisle at a grocery store) (optional)
- 1½ cups (hot) water
- food colouring
- scent or flavouring (optional)

Utensils: bowl, measuring cup, measuring spoons, cookie cutters, rolling pins

What to do:

- Mix food colouring and scent/flavour into water.
- Mix together flour, salt, and alum.
- Add oil and water.
- Knead the mixture, adding in more flour if it is too sticky, or more water if it is too dry.
- Once the texture is right, divide it up for each child.
- Store the playdough in a plastic bag or container. It should last several weeks if you add alum, or longer if you store it in the fridge. Once it starts to dry out, allow the children to create 3-D figures using other loose parts such as straws, buttons, and so on. Then, it's time to make some more!

Oobleck or Cornstarch Magic

In a large roasting pan with sides, pour in a box of cornstarch. Add a little water. If you use your water table, you will need three or four boxes of cornstarch.

Let the children mix up the cornstarch and water with their fingers. If the material is too stiff to mix, add more water until it's just a little bit stiff. Let it sit for a few moments. The texture should be halfway between liquid and solid. You should be able to pick up the mixture with your fingers in a ball, but it will immediately begin to melt between your fingers.

Add small toys or tools to extend the fun: funnels, measuring cups, wooden spoons, spatulas, or other creative items.

If the mixture dries out, just add a little more water. This can be very messy, so smocks are advised!

When you're all finished with the mixture and are ready to discard it, put it in the compost or trash; do not try to put it down the drain. Or, to save this mixture, let it dry out completely, then put it in a plastic bag or an airtight container for another day.

Appendix Q: The Learning Landscapes: Multiple Ways of Knowing

How do I perceive the world in multiple ways . . .	How do I make meaning . . .	How do I communicate my thinking, understanding, learning . . .	How do I build my identity and my relationships with others, with my community, with Earth . . .	What do I do with what I know . . .

Through:
■ My senses and sensibilities (eyes, hands, ears, heart)
■ Cultural teachings (e.g., Medicine Wheel teaching) and stories (Elders, parents, family)
■ My health and well-being
■ Cultural lenses and identities
  ▪ Gender
  ▪ Age
  ▪ Language(s)
  ▪ Beliefs and values
  ▪ Socio-economic status
  ▪ Ethnic heritage
  ▪ Family history
  ▪ Life experiences
  ▪ Friends
  ▪ Skin colour/body shape/weight
  ▪ Abilities/ disabilities
■ My experiences (prior experiences, events, history)
■ My connections to the land and the Earth
■ The arts (music, visual arts, dance, drama)
■ Symbols
■ Multiple representations (models, 2-D, 3-D)
■ Texts (oral, visual, print, media, instruments, technology)
■ Mental images
	■ Do
	■ Explore
	■ Use metaphors
	■ Identify and recognize bias
	■ Reflect
	■ View and review
	■ Listen and re-listen
	■ Read and reread
	■ Dream, vision
	■ Share stories (traditional, historical, cultural)
	■ Imagine
	■ Represent and re-represent
	■ Inquire (across time, roles, purposes, meaning)
	■ Chart
	■ Test my hypothesis
	■ Ask others (Knowledge Keeper, family member, friend, expert, artist)
	■ Learn through prior experiences
	■ Examine new perspectives
	■ Relate and connect
	■ Ask questions
	■ Engage in conversation (collective discovery)
	■ Create and recreate
	■ Resolve cognitive dissonance
	■ Retell experiences
	■ Determine language, purpose, and audience
	■ Use cueing systems (pragmatic, textual, syntactical, semantic, graphophonic, gestural)
	■ Explore multimedia
	■ Look for and provide evidence
	■ Intuit
	■ Experience emotions and feelings
	■ Move
	■ Take risks
	■ Engage with multiple texts
		■ Represent
		■ Speak
		■ Write
		■ Ask and answer questions (different times, places, social groups, cultures, purposes)
		■ Use multiple and various artistic media, tools, and processes
		■ Share conversations and teachings (with peers, teachers, family members, community members, experts, artists, Elders)
		■ Use a range of oral, print, visual, and multimedia texts
		■ Use language for different purposes (ask, describe, explain, compare, give directions)
		■ Compare/contrast
		■ Classify
		■ Sort
		■ Demonstrate
		■ Make a list
		■ Consider audience
		■ Invent
		■ Use charts and diagrams
		■ Create structures and models
			■ Practise stewardship
			■ Develop positive attitudes
			■ Share
			■ Collaborate
			■ Empathize
			■ Challenge discrimination and inequity
			■ Be part of a sacred circle of life and relate to all with respect
			■ Renew relationships with all life through ceremony
			■ Develop awareness of my cultural lenses and identities
			■ Listen to stories
			■ Experience the land and the Earth
			■ Touch, see, and feel
			■ Listen to my feelings
			■ Use my imagination
			■ Value others' opinions
			■ Think about myself as a reader, writer, representer, viewer, listener, and speaker
			■ Contribute
			■ Belong
			■ Identify cultural lenses and identities
			  ▪ Gender
			  ▪ Age
			  ▪ Language(s)
			  ▪ Beliefs and values
			  ▪ Socio-economic status
			  ▪ Ethnic heritage
			  ▪ Family history
			  ▪ Life experiences
			  ▪ Friends
			  ▪ Skin colour/body shape/ weight
			  ▪ Abilities/disabilities
				■ Problem solve
				■ Plan
				■ Predict
				■ Devise
				■ Defend
				■ Debate
				■ Clarify my thoughts
				■ Modify ideas
				■ Make conclusions based on evidence
				■ Analyze
				■ Compute
				■ Consider others' needs in working and playing together
				■ Interact fairly, respectfully, and sensitively
				■ Make decisions to care for the Earth and protect our collective future
				■ Identify consequences of my actions
				■ Make and share meanings about the world
				■ Express and communicate my personal feelings, beliefs, and attitudes
				■ Understand that there are many perspectives, choices, and points of view
				■ Construct personal interpretations
				■ Connect a concept/skill so that what I know in one sign system (mathematics) can be recast in anther (visual arts) to ensure that I have new questions to ask, and see new facets, understandings, and ways of knowing
				■ Apply to different contexts, purposes, and situations
				■ Give to others
				■ Add to my growing understanding of what my purpose in life is
				■ Apply knowledge to live a good life
				■ Nurture my creativity
				■ Create
				■ Design
				■ Imagine
				■ Decide
				■ Solve

Appendix R: Rich Learning Contexts

Context of Learning	Possible Questions from Learners to Support Inquiry
Personal and Philosophical	
Children look inward, fostering the learning spirit that comes from the heart and mind connection. That learning spirit is revealed through the individual students' reflection on self and life, on their beliefs and values, and on their ways of knowing. Students have opportunities to ■ explore their identity and self-concept as human beings ■ appreciate the multiple social, physical, cultural, and linguistic factors that contribute to an individual's unique identity	■ Who am I? ■ How do my feelings affect what I do? ■ What do I believe? value? ■ What messages are in art? ■ How can I build a positive mathematics identity? ■ What are my gifts, interests, and talents? ■ How are my culture and language part of my unique identity? ■ What power do I have to cause or promote change? ■ What does the future hold for me? ■ What does *healthy* mean? ■ Is moving necessary?
Social, Cultural, and Historical	
Children look outward to examine their relationships with others, their community, and the world. They have opportunities to explore their connections in families, schools, groups, and communities, and to understand the diverse needs and wants of others in current and historical contexts. Students have opportunities to ■ relate positively and responsibly with their parents, other children, and community members ■ discover themselves as individuals and become aware of their potential ■ structure their personality, and gradually increase their autonomy ■ feel accepted and valued by other people, and sense they belong in the setting ■ contribute their ideas, time, and service to the communities in which they live ■ understand their rights and responsibilities as conscientious members of the community	■ How can I connect to my world? ■ What is a friend? ■ Why is community important? ■ What are my responsibilities to myself? my family? my community? ■ What can art communicate about other people, places, and times? ■ How can I show acceptance of other people as they are? ■ What brings people together in a group? ■ How do I know we belong to our families, our school, and our community? ■ Why do we work? What work would I like to do? Why? ■ What are my rights and responsibilities in communities? ■ Do we always cooperate in a game? ■ Do we need the arts in our community? ■ Why are poppies important? ■ Why do people fight? ■ Why do we need to save animals? ■ Why are children hungry in the world? ■ How am I similar to and different from other people?

(continued)

Context of Learning	Possible Questions from Learners to Support Inquiry
Imaginative	
Children wonder and are curious about their worlds and beyond. They use their imagination and intuition to explore alternative worlds and possibilities. Students have opportunities to ■ use their inventiveness and resourcefulness to explore imaginary worlds ■ consider ideas and possibilities ■ solve problems ■ inquire about their environment	■ What can I create? ■ How do I know I have an answer? ■ Who creates art? ■ What if . . . ? ■ How can I represent my ideas? ■ I wonder if . . . ? ■ Why do we tell stories? ■ If I could create a perfect world, what would it look like? ■ How do I foster imaginative ideas of self and others? ■ How can I represent my ideas? ■ How can I solve a problem?
Communicative	
Children have opportunities to explore different methods, forms, and issues related to language, communication, and the mass media. They consider the role of communication in their lives and the technologies and strategies that help people become effective communicators. Children need the skills to interact effectively with others. Students have opportunities to ■ explore different methods and forms of communicating with others ■ communicate what they know with a variety of materials ■ communicate their understandings of their world with confidence and creativity	■ How can I express what I mean in mathematics? in science? ■ How am I influenced by the media? ■ How can I share what I know? ■ How can I communicate my thoughts and feelings to others? ■ Does this work with every number? ■ Why do we need to communicate? ■ How do you communicate with your family, friends, teachers, or people in your school? ■ How are messages created, sent, and received? ■ What special words describe how we feel? ■ Where do words go when we talk? ■ How do I make sense of and communicate with the world? ■ How do I know whether I am being understood?
Environmental and Technological	
Children explore the natural and constructed worlds, including the land, the sky, animals, the sea, space, technologies, and environmental and technological issues in the world. Students have opportunities to ■ explore their environment actively ■ manipulate objects, act out roles, and experiment with various materials ■ investigate nature to come to know their environment ■ engage in open-ended exploration with increasing independence	■ What can I discover about my world? ■ How do I care for the environment? ■ What actions show care and concern for the environment? ■ How does _____ work? ■ How can my community be a good place for me to live? ■ Why do we need plants and animals? ■ How does the natural and technological world affect and shape me? ■ How are artists influenced by their environments?

Appendix S: Elders in the Classroom*

It is the Elders' responsibility to guard sacred knowledge and to maintain the ceremonial oral tradition of knowledge transmission. The Elders bring with them traditional knowledge and perspectives passed down from generation to generation through the oral tradition. The reference to Elders' wisdom has lately been termed *Indigenous knowledge* or *traditional knowledge*. Their traditional knowledge and wisdom will give insight to teachers willing to reshape curriculum, validating First Nations, Métis, and Inuit content and perspectives.

Elder Expectation

When you invite Elders, it is important that you are clear on what you expect from them. If you are asking them to contribute with their knowledge, wisdom, and guidance, then say so. Some Elders may not be familiar with what teachers and curriculum writers are trying to do, so explaining what is required of them is essential to a good working relationship. You want them to contribute First Nations, Métis, or Inuit content and perspectives. The Elders need to feel confident that they will be of assistance. Let them know that you see their role as wisdom keepers and they need to draw upon their personal experience, cultural knowledge, and teachings to contribute to the process. The Elders will share what is acceptable and give caution for what they view as sacred knowledge that is only to be shared in the context of ceremony.

Elders need time to think before they answer. Do not be impatient and feel they are not answering soon enough, as they will answer your questions in time. Some Elders are reflective, philosophical thinkers. They will review holistically what you have asked of them. A concept that you think is simple and straightforward has many different dimensions to First Nations speakers, and they must put the concept into the context of the whole and analyze the dimension of its interrelatedness. Sometimes they translate what you are saying to themselves in their language. They think things out in their mother tongue first and then find the words of closest approximation in English. Not all words and concepts are readily translatable. That is why letting the Elders know what is expected of them beforehand is important because it gives them time to think it over and to find some area of common ground.

Protocol for Inviting Elders

Please note that there are Elders for each of the Aboriginal groups (five distinct language groups of First Nations in Manitoba, Métis, and Inuit). It is important to

* Source: King, Anna-Leah. "Elders in the Classroom." Adapted with permission of the author. Available as appendices to the resources on the following website: Saskatchewan Teachers' Federation."Unit Plans: Science—Secondary Level." Stewart Resources Center. <https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjV/LfyjbyjsxssfEZJZhE4gE=F> (18 Feb. 2015).

identify each of the separate Aboriginal groups—First Nations, Métis, and Inuit—and their respective protocols.

Elders need to be approached in a respectful and traditional way, with consideration for the diversity of belief systems held by individual Elders. Each First Nation has its own protocol and it is important to seek guidance from people who know the Elder you wish to invite. One way of addressing the issue is to allow Elders to take tobacco from a bowl or a pouch of tobacco. In this way the person can accept or decline the tobacco and everyone is respected. Gifts are appropriate for those Elders who do not accept tobacco, and honoraria are used to indicate their service is valued (Manitoba First Nations Education Resource Centre).

Elders can be asked to lead the gatherings with prayer and ceremony. First Nations gatherings always begin with prayer and ceremony. It is entirely appropriate to ask this of them. It may not be what you are familiar with, but you will soon realize the benefits of respecting First Nations protocol and ceremonial practice. The Elders may want to begin with a smudge on the first gathering and offer prayer for the task at hand and the team that has been brought together. The Elders are well aware that any given group put together is there to learn from one another and so blessings towards this endeavour are prayed for. Sometimes, depending on the size of the project, a pipe ceremony may be requested. Each Elder may have a slightly different approach to opening and closing a ceremony. Some may speak for a while. Others will ask you to share so they can become more familiar with everyone. The Elder will take it from there.

Elder Care

Elders do not expect anything, but it would be nice to assign one person to see to their needs. Offer them a comfortable seat and debrief them on the expectations for the gathering. Introduce them to everyone and generally make them feel welcome. See to it that they have water, juice, coffee, or tea. It is good to have a snack for them at coffee break. Invite them to pray over the food before you eat. Allow them to be first in line for lunch or let them know you will serve them. This is an example of First Nations protocol. These are small things, but kind gestures go a long way with Elders. They appreciate when younger people make efforts to lighten their load. These gestures make the Elders feel welcome and cared for in a respectful way.

Gifts

It is appropriate to have a gift of appreciation for the Elders. Even when Elders are paid for their time through an honorarium, some teachers also provide a small gift, such as a basket of teas or jams.