Early Childhood Services 120

2020

New Nouveau
Brunswick

Acknowledgments

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 6.1.

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2   Assessment Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

• Questioning	• Projects and Investigations
• Observation	• Checklists/Rubrics
• Conferences	• Responses to texts/activities
• Demonstrations	• Reflective Journals
• Presentations	• Self and peer assessment
• Role plays	• Career Portfolios
• Technology Applications	• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site here.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school.

3. Subject Specific Guidelines

3.1 Rationale

This course will examine the knowledge, skills, competencies and dispositions required to parent and work with young children. The early years are a crucial time of early learning and development and recognizing the importance of the roles of parents, caregivers and community members in a child's success are paramount. The knowledge and competencies learned in this course will prepare students for entry level jobs in the early learning and child care profession as well as inform them as parents to value the early learning years. Knowledge of social, emotional, physical and cognitive development. Exploration of Employment skills. Skills and competencies: observation, reflection, documentation, purposeful/intentional planning, goal setting, decision making, problem solving, communication, relationship building, conflict resolution. Opportunities to interact with/observe young children in an early learning setting and implement practices that support their growth and development

3.2 Course Description

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility.

 Post-secondary employment opportunities will be researched as well.

3.3 Outcomes

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will explain the legal requirements, ethical conduct and evaluate their role in the early learning field
SCO 1.1	Students will evaluate their capacity as participants in early childhood education and set growth goals.
SCO 1.2	Students will be able to apply legal requirements to assess childcare facilities.

GCO 2	Students will examine the aspects of and influences on the development of young children and apply this to real situations.
SCO 2.1	Students will apply their knowledge of child development to guide how they facilitate the learning of young children.
SCO 2.2	Students will explore the New Brunswick Curriculum Framework for Early Learning and Childcare as a supportive structure that will encourage optimum development of the whole child.

GCO 3	Students will apply leading practices, principles and values from the early learning field to purposefully plan both indoor and outdoor learning environments for the optimal learning, growth and development of young children
SCO 3.1	Students will create an environment that supports multi modal literacies, invites young children to explore and discover and inspires (in them) a zest for living and learning.
SCO 3.2	Students will respond to an authentic problem or question that involves young children.

4.   Curriculum Outcomes

GCO 1:	Students will explain the legal requirements, ethical conduct and evaluate their role in the early learning field
SCO 1.1	**Students will evaluate their capacity as participants in early childhood education and set growth goals.**

Concepts and Content	I Can Statements
Characteristics of an effective early childhood educator/parent/operator Employment requirements of Early Childhood Educator Pathway options for employment Growth goals	I can evaluate my potential in the early learning field I can proof read and improve my resume

Resources

Video:

RESOURCES

Website:

EECD

Teacher Resource site:
https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources

 PPT – The Image of the Educator (Found at sharepoint site above)

http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html

My Blueprint (see links in teacher resources)

Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training professional learning resource sites please email Paul.Michaud@nbed.nb.ca

Document:

Orientation to Early Childhood Education Learning Guides

Poster – The Early Childhood Educator

Operator Manual (section 5)

http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf

SCO 1.2	Students will be able to apply legal requirements to assess childcare facilities.
Concepts and Content	**I Can Statements**
Choosing quality childcare in New Brunswick Awareness of Education and Early Childhood Development sites Inspection Reports' alignment with Operator Manual Diverse and inclusive environments Role of the educator with respect to quality From OECD Starting Strong IV 2015, p. 124 "It is widely acknowledged that the quality of Early Childhood Education staff and their pedagogical activities, interactions and knowledge have a major impact on children's well-being and development"	I can view information of a potential facilities, create questions I would ask, and select a facility that best suits needs (employment, childcare, etc.)

Resources:

Video:	**Website:**	**Document:**
	Digital resource site: https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources	New Brunswick Curriculum Framework for Early Learning and Child Care
	EECD: http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html	Designs for Living and Learning: Transforming Early Childhood Environments
		Orientation to Early Childhood Education Learning Guides
	Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca	Operator Manual http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf
	Parent's guide http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/guide.html	Inspection reports http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/inspection_reports.html

List of facilities
http://www1.gnb.ca/0000/daycarecq/index-e.asp

GCO 2:	Students will examine the aspects of and influences on the development of young children and apply this to real situations.
SCO 2.1	**Students will apply their knowledge of child development to guide how they facilitate the learning of young children.**

Concepts and Content	I Can Statements
Observation techniques to address needs of the child Developmental milestones Portfolio for a child using products such as: observations, photographs, videos, stories, and creations to document interests, passions, and learnings	I can analyze the value of an activity based on observations I can modify my activities to reflect the needs of the children I am working with I can capture significant moments for children and families as evidence of learning

Resources		
Video	**Website**	**Document**
	Website: Teacher Resource Website: https://nbed.sharepoint.com/sites/EarlyChildhood Services110120curriculumandresources EECD http://www2.gnb.ca/content/gnb/en/departments /education/elcc.html Online courses for reference: For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca	Our Youngest Children section from the New Brunswick Curriculum Framework for Early Learning and Child Care Designs for Living and Learning: Transforming Early Childhood Environments Orientation to Early Childhood Education Learning Guides Operator Manual http://www2.gnb.ca/content/dam/gnb/Departme nts/ed/pdf/ELCC/OperatorManualFullTimePartTim eEarlyLearningChildcareCentres.pdf Inspection reports http://www2.gnb.ca/content/gnb/en/departments /education/elcc/content/inspection_reports.html

SCO 2.2	Students will explore the New Brunswick Curriculum Framework for Early Learning and Childcare as a supportive structure that will encourage optimum development of the whole child.
Concepts and Content	**I Can Statements**

Values and Principles of the Framework
Vision, purpose and structure of the four goals for early learning and care
    Well-Being (healthy risk taking, relationships, cultures, physical activity)
    Play and Playfulness (image of the playful child, culture and play)
    Communication and Literacies (making meaning of the world, literate identifies, supporting literacy learning)
    Diversity and Social Responsibility (interdependency, inclusive and equity, finding their voices)
	I can discuss the significance and intent of the four goals of early learning and care
	Well-Being
	I can conceptualize and foster emotional health and positive identities
	I can conceptualize and foster belonging
	I can conceptualize and foster physical health
	Play and Playfulness
	I can conceptualize and foster imagination and creativity
	I can conceptualize and foster playful exploration and problem solving
	I can conceptualize and foster dizzy play
	Communication and Literacies
	I can conceptualize and foster communicative practices
	I can conceptualize and foster multi-modal literacies
	I can conceptualize and foster literate identifies with/in communities
	Diversity and Social Responsibility
	I can conceptualize and foster inclusiveness and equity
	I can conceptualize and foster democratic practices
	I can conceptualize and foster sustainable futures

Resources	

Video:

Website:

EECD

Teacher Resource website:
https://nbed.sharepoint.com/sites/EarlyChildhood Services110120curriculumandresources

http://www2.gnb.ca/content/gnb/en/departments /education/elcc.html

Online courses for reference: For access to the 30hour and 60 hour online early learning teacher

Document:

New Brunswick Curriculum Framework for Early Learning and Child Care~English

Exploring Literacies handbook & Pamphlet:

https://www2.gnb.ca/content/gnb/en/department s/education/elcc/content/exploring_literacies.html

training open professional learning resource sites
please email Paul.Michaud@nbed.nb.ca

GCO 3	Students will apply leading practices, principles and values from the early learning field to purposefully plan both indoor and outdoor learning environments for the optimal learning, growth and development of young children
SCO 3.1	**Students will create an environment that supports multi modal literacies, invites young children to explore and discover and inspires (in them) a zest for living and learning.**

Concepts and Content	I Can Statements
Intentionally plan developmentally appropriate and invitational learning activities that are derived from the New Brunswick Early Child Framework	I can meet New Brunswick Early Child Framework goals while responding to the interests and needs of the child I can design charts, webs, and purposefully plan to reflect a child's interest I can apply the principles of child development to planning curriculum and designing a positive learning environment for young children

Resources

Video	Website	Document
Rethinking the Indoor Early Learning Environment Rethinking the Outdoor Early Learning Environment	EECD: Teacher Resource website: https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca	Our Youngest Children section from the New Brunswick Curriculum Framework for Early Learning and Child Care Designs for Living and Learning: Transforming Early Childhood Environments Introduction to Early Learning and Child Care Curriculum Orientation Learning Guide **Operator Manual** http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf

SCO 3.2	Students will respond to an authentic problem or question that involves young children.

Concepts and Content	I Can Statements
Collaborate with a community partner Contribute to community Engaging problem or question Effective communication (persuasion, clarity, presentation, speaking, listening, etc.) Children as stakeholders	I can identify a "real-world" problem or a question. I can collaborate with stakeholders to develop solutions.

Resources
Collaboration with the District Director of Early Childhood
Collaboration with District Early Childhood Coordinators

Video	Website	Document
	EECD: **Teacher Resource website:** **https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources** http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html **For access to the 30hour and 60 hour online early learning teacher training open professional learning resource sites please email Paul.Michaud@nbed.nb.ca**	**Orientation to Early Childhood Education Learning Guides** **Operator Manual:** http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf

5. Bibliography

Common Content

Universal Design for Learning, Center for Applied Special Technology (CAST) http://www.cast.org/

Nelson, Louis Lord (2014). Design and Deliver: Planning and Teaching Using Universal Design for Learning. 1st Edition, Paul H. Brooks Publishing Co.

Subject Specific

United Nations Department of Public Information. (2019). *The Sustainable Development Goals.* United Nations, S-1018. New York, NY 10017. Retrieved from https://sustainabledevelopment.un.org/sdgs.

United Nations Department of Public Information. (2019). The Sustainable Development Agenda. *Teach SDGs: Assets*. Retrieved from http://www.teachsdgs.org/.

EECD: http://www2.gnb.ca/content/gnb/en/departments/education/elcc.html

New Brunswick Curriculum Framework for Early Learning and Child Care:~English
http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/curriculum.html

New Brunswick Curriculum Framework Professional Support Documents

Designs for Living and Learning: Transforming Early Childhood Environments by Deb Curtis and Margie Carter

Caring Spaces, Learning Places by Jim Greenman

Inspiring Spaces for Young Children by J. Deviney, S. Duncan, S. Harris

Seasons of Play by Rusty Keeler

Loose Parts, Inspiring Play in Young Children by L. Daly, M. Beloglovsky

Really Seeing Children by Deb Curtis

New Brunswick Operator Manual: Full-time and Part-time Early Learning and Childcare Centres

New Brunswick Introduction to Early Learning and Child Care Curriculum Orientation Learning Guide (Online course 30hr)

New Brunswick Orientation to Early Childhood Education Learning Guide (Online course 60hr)

Social Emotional Learning: http://learningsel.com/

Rights of the child: https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf

Human Rights: https://www.chrc-ccdp.gc.ca/eng/content/human-rights-in-canada

Ethical Practices:
https://www.strategicprofitsinc.com/mastercart/Cart/product_details.php?mid=477425671397585447&product_id=166960561398380230&category_id=0

Parent's guide : http://www2.gnb.ca/content/gnb/en/departments/education/elcc/content/guide.html

List of facilities: http://www1.gnb.ca/0000/daycarecq/index-e.asp   Parent Portal gnb website

https://www.simplypsychology.org/maslow.html#:~:text=Needs%20lower%20down%20in%20the,esteem%2C%20and%20self%2Dactualization.

6.   Appendices

6.1 New Brunswick Global Competencies

Critical Thinking and Problem-Solving	Innovation, Creativity, and Entrepreneurship	Self-Awareness and Self-Management
• Engages in an inquiry process to solve problems • Acquires, processes, interprets, synthesizes, and critically analyzes information to make informed decisions (i.e., critical and digital literacy) • Selects strategies, resources, and tools to support their learning, thinking, and problem-solving • Evaluates the effectiveness of their choices • Sees patterns, makes connections, and transfers their learning from one situation to another, including real-world applications • Analyzes the functions and interconnections of social, ecological, and economic systems • Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community • Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects • Formulates and expresses questions to further their understanding, thinking, and problem-solving	• Displays curiosity, identifies opportunities for improvement and learning, and believes in their ability to improve • Views errors as part of the improvement process • Formulates and expresses insightful questions and opinions to generate novel ideas • Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community • Takes risks in their thinking and creating • Discovers through inquiry research, hypothesizing, and experimenting with new strategies or techniques • Seeks and makes use of feedback to clarify understanding, ideas, and products • Enhances concepts, ideas, or products through a creative process	• Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others • Develops a positive identity, sense of self, and purpose from their personal and cultural qualities • Develops and identifies personal, educational, and career goals, opportunities, and pathways • Monitors their progress • Perseveres to overcome challenges • Adapts to change and is resilient in adverse situations • Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others • Manages their holistic well-being (e.g., mental, physical, and spiritual) • Accurately self-assesses their current level of understanding or proficiency • Advocates for support based on their strengths, needs, and how they learn best • Manages their time, environment, and attention, including their focus, concentration, and engagement

Collaboration	Communication	Sustainability and Global Citizenship
• Participates in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity • Learns from and contributes to the learning of others by co-constructing knowledge, meaning, and content • Assumes various roles on the team and respects a diversity of perspectives • Addresses disagreements and manages conflict in a sensitive and constructive manner • Networks with a variety of communities/groups • Appropriately uses an array of technology to work with others • Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people • Demonstrates empathy for others in a variety of contexts	• Expresses themselves using the appropriate communication tools for the intended audience • Creates a positive digital identity • Communicates effectively in French and/or English and/or Mi'kmaq or Wolastoqey through a variety of media and in a variety of contexts • Gains knowledge about a variety of languages beyond their first and additional languages • Recognizes the strong connection between language and ways of knowing the world • Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas	• Understands the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation • Understands Indigenous worldviews, traditions, values, customs, and knowledge • Learns from and with diverse people, develop cross-cultural understanding • Understands the forces that affect individuals and societies • Takes action and makes responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future • Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner • Participates in networks in a safe and socially responsible manner.
Foundation of Literacy and Numeracy		

6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there **materials which can appropriately challenge** readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other **choices** that can be provided in this learning opportunity?	Differentiation models (RAFTs…)	
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?		
Can **movement** be involved?	Quantum techniques	

Grouping and regrouping?	Cooperative learning; team games and tournaments	
Teacher versus non- teacher centered? **Instructional design strategies** –…	web based lesson… project-based, student research based	
Contracts?		
Opportunities for students to **propose variations** to the assignments/projects?	Tic Tac Toe	
Use of **art /music / technology**?	Songs, Videos, URL, YouTube	
Can I use **drama**? Art….	Use of improvisation; Skits; reader's theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Triad Model	
Does the **language level** need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information… SIOP techniques for EL learners; use of alternate texts…	

Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?		
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a **hands-on experience** that we could do to launch this lesson or this learning?		

7.   Resources

Teaching Resources:

Early Childhood Development branch New Brunswick Curriculum Framework for Early Learning and Child Care and other digital support documents are available here: https://nbed.sharepoint.com/sites/EarlyChildhoodServices110120curriculumandresources
This site includes all documents, support materials and Early Childhood Development publications and curated resources for Teaching Early Childhood Services 110 and 120.

New Brunswick Introduction to Early Learning and Child Care Curriculum Orientation Learning Guide

New Brunswick Orientation to Early Childhood Education Learning Guide

Operator Manual
http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf

My Blueprint,

Visit:
myBlueprint.ca/anglophonesouth
myBlueprint.ca/anglophonenorth
myBlueprint.ca/anglophoneeast
myBlueprint.ca/anglophonewest
Click Sign Up
Select your school from the drop-down list
Click Create Account