

## First 1000 Days

Quality Inclusive Early Childhood Education From 0-2;  
Shaping the development of children, families, and society.

- In terms of human development, the importance of Early Childhood Education and Care (ECEC) can't be overstated.
- Research has demonstrated that quality early childhood education and care at this very early age has lasting benefits for infants and their families - especially those from diverse backgrounds or disadvantaged sectors across society.
- Important for ECEC providers to adapt to the needs of and learn to understand backgrounds of children and parents/families.
- How?
  - Infant curriculum I developed in California
    - Maintain optimum ratios of adults to infants (Primary Caregivers)
    - Ongoing training including in the specialist area of infant pedagogy (Curriculum and Documentation)
    - Developing inclusive environments which facilitate low levels of stress and incorporate cultural stimulations/familiarities.

## Optimum ratios of adults to infants

- Adults working with a smaller number of infants, while receiving ongoing training can develop specialised knowledge and skills.
- Are able to keep attuned to the individual developmental progress and needs of young children and their families.
- Attuned adults and quality inclusive environments have shown impact the social, emotional, language, physical and cognitive development of infants.
- Some of these impacts are felt immediately while others emerge later, and all have long term implications for both individuals and society.

## Primary Caregiver

- Small Groups with Optimal Ratios (3-4 infants)
  - Group size and adult child ratios determine the amount of time and attention each caregiver can devote to each child. Infants need individualized care and one-on-one time for interactions and routines.
- Primary Caregiver and Continuity of Care
  - Assigning each child a primary caregiver promotes the caring one-on-one relationships that help babies thrive. The child's security depends as her primary caregiver develops a positive relationship with the family and comes to know their values and wishes for their child.
- Active and Responsive Caregiving to Support Children's Development
  - The active and responsive caregiver takes cues from each child to know when to expand on the child's initiative, when to guide, when to teach and when to intervene.
- Curriculum, Observation and Individualized Programming
  - The 6 weeks - 12 months+ curriculum is based upon a sound understanding of child development and appropriate practices while taking into account the individual needs and temperaments of each child in our care.
- Emerging Language and Literacy
  - The path to literacy begins with conversations between caregivers and young children.

## Tools

## Aim of Curriculum

- Ensure provision of quality ECEC
- Chart development of Infants
- Continual development of skills and knowledge among staff regarding importance of stages in development and of individual care.

**Key Factors (Professionalism)**

- Well defined developmental benchmarks
- Map out linear development (1 leads to 2 leads to 3 leads to ...)
- Structured play and development time
- Collaboration open communication between caregivers & parents

### Tools

**LEARNING TO WALK**  
Children go through several developmental stages before learning to walk, including sitting, crawling, sitting up and standing.

While all children tend to follow the same progression through these stages, no two babies go through them at exactly the same time or exactly the same way. That said, there are still plenty of ways you can help your child along in his journey to walk!

Here are a few tips:

- Sitting on a stool:** When your child is able to sit without help, have her sit on a baby-sized stool so that her back has no support. Be sure an adult is nearby to help and for safety!
- Cruising:** Infants can practice walking by "cruising" back and forth alongside a sofa or short bench. Start your child next to the sofa and let her hold on with one hand as you hold her other hand for balance.
- Crawl and Walk:** As your infant is holding onto furniture while crawling, place a foam ball on the floor next to her feet.
- Assisted Walking:** Stand behind your child, place your hands around his upper arms, and pull him up to a standing position.

SOCIAL-EMOTIONAL DEVELOPMENT DOCUMENTATION		Date of observation	
<b>Skills:</b>	Establishes relationships with other children. Shows the names and uses them to identify people. Expresses the need of play with other children. Shows interest in exploring objects. Recognizes personal and caregiver faces. Responds positively and negatively to touch. Shows interest in exploring objects. Shows interest in exploring people.		
<b>4 month benchmarks (high level):</b>	Shows emerging intention. Can hold attention exclusively language. Expresses eye contact to larger part of group. Responds positively to your voice. Communicates needs through crying, facial and physical expressions. Shows self awareness. Shows interest in exploring people. Recognizes personal caregiver and other people. Responds positively to touch. Shows interest in exploring.		
<b>8 month benchmarks (high level):</b>	Shows and explains emotions. Recognizes a familiar picture. Shows intention.		

### More tools

#### Developmental Activities for Infants

We work with four primary developmental areas within our curriculum in the infant classroom: Cognitive & Linguistic, Physical/Motor, Sensory, and Social-Emotional. We carry out small and large activities to support development in these areas throughout our day across, of course, within the personal care needs of each child. Here following are activities you can choose from to work with in structured activity times.

3-6 months

- Cognitive & Linguistic**
  - Read colorful picture books with individual pictures. They love looking at the bright colors and bold, contrasting patterns while listening to your voice. (nothing too loud)
  - Structured verbal using. Using words to engage infants with what you are doing (anything) an unobscured mirror to the wall or next to the changing table so your baby can see their feet and movements. Place a large mirror box on the wall so they can look at themselves when they are playing on the floor. Your baby won't understand that they are looking at their own reflection, but they will enjoy seeing that person moving their arms and wriggling at them.
  - Provide toys that make music or different sounds, especially those that make noise whenever your baby touches them. They'll learn that the cause and effect of hitting the rattle (this is printing to hear pleasant sounds).
- Sensory**
  - Show your baby how different objects have different sounds by comparing a bell to a rattle or a drum.
  - Give your baby easy-to-clean objects with different textures that they can feel and put things in their mouth.
- Social-Emotional**
  - Enjoy your baby. Play with them. Back in 6-8 months and make them feel heard and

Skills	6 mo. - 9 mo.	12 mo.	Date completed
<b>Walking confidence</b>			
<b>Crawl confidence</b>			
<b>Ball rolling</b>			
<b>Table-top play</b>			
<b>Color and shape</b>			
<b>Object identification</b>			
<b>Object name</b>			
<b>Object location</b>			
<b>Object use</b>			
<b>Object function</b>			
<b>Object name</b>			
<b>Object location</b>			
<b>Object use</b>			
<b>Object function</b>			

### Inclusive developmentally appropriate environments

- Environment must facilitate low levels of stress promote sense of security for infants
- Balance between care and promotion of all forms of development
- Must incorporate cultural stimulations/familiarities
- Staff must have access to all the tools needed for them and for children



### Collaboration with parents

- Always important but critical for infant care and development
- Learn from each other – teach each other
- Only way to create inclusiveness in your classroom is through working with and listening to parents about customs, developmental ideas/practices, and expectations.
- Parents need to feel welcome and as if we are equal partners
- No language barriers
- Parents of multi-ethnic backgrounds often have more communication and connection with society through ECEC centres than other agencies



## Thank you

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