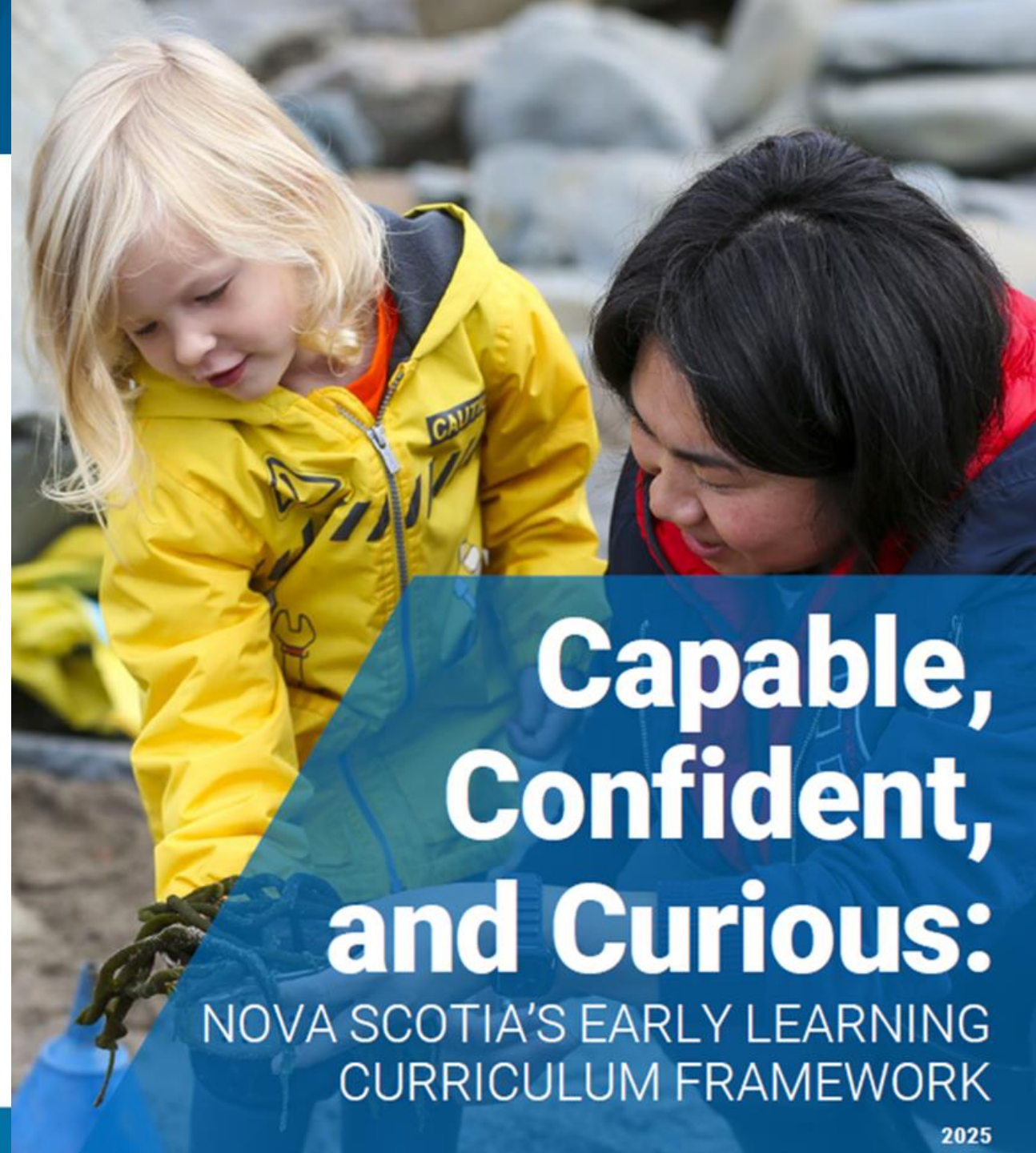


Introduction to Capable, Confident, and Curious

NOVA SCOTIA'S EARLY LEARNING
CURRICULUM FRAMEWORK, 2025

[https://www.ednet.ns.ca/earlyyears/
providers/EarlyLearningFramework.
shtml](https://www.ednet.ns.ca/earlyyears/providers/EarlyLearningFramework.shtml)

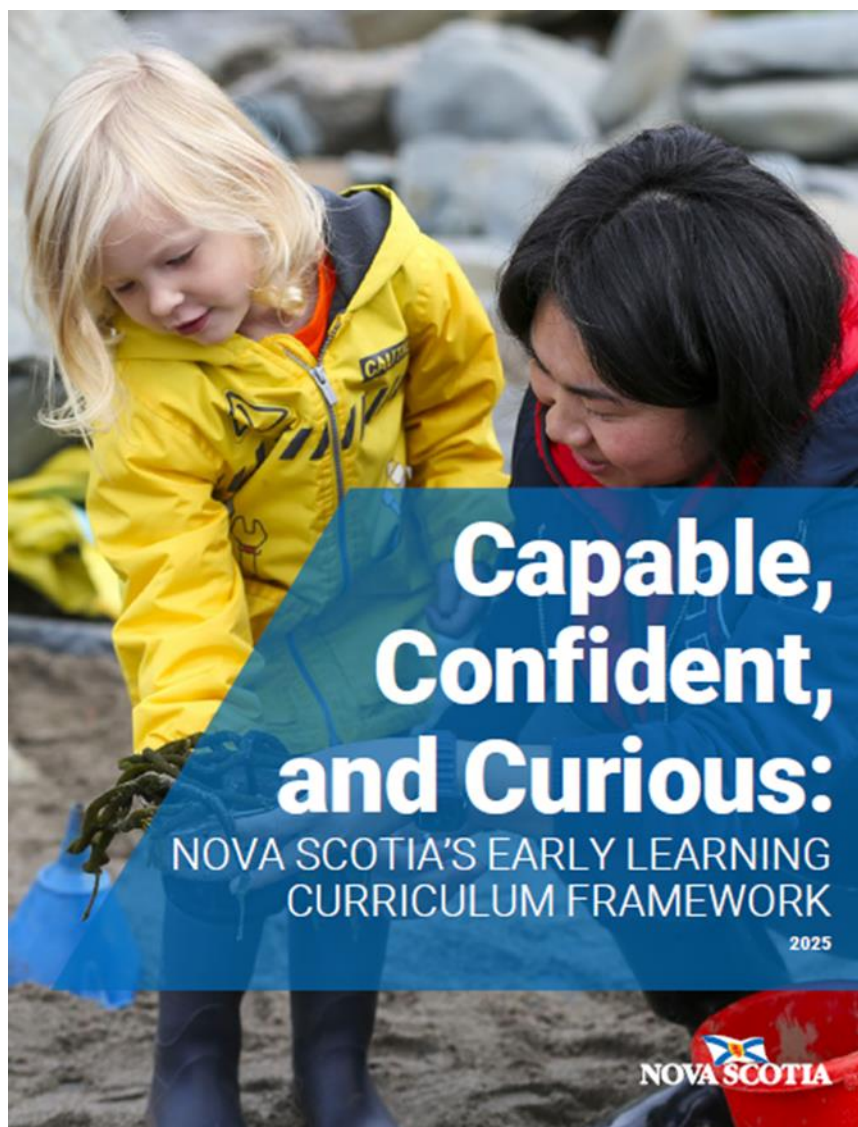


Capable, Confident, and Curious:

NOVA SCOTIA'S EARLY LEARNING
CURRICULUM FRAMEWORK



We would like to begin by acknowledging that the land upon which we work, live, and gather is the traditional territory and ancestral homeland of the Mi'kmaq Nation.



The Department of Education and Early Childhood Development is pleased to release a revised version of **Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework.**

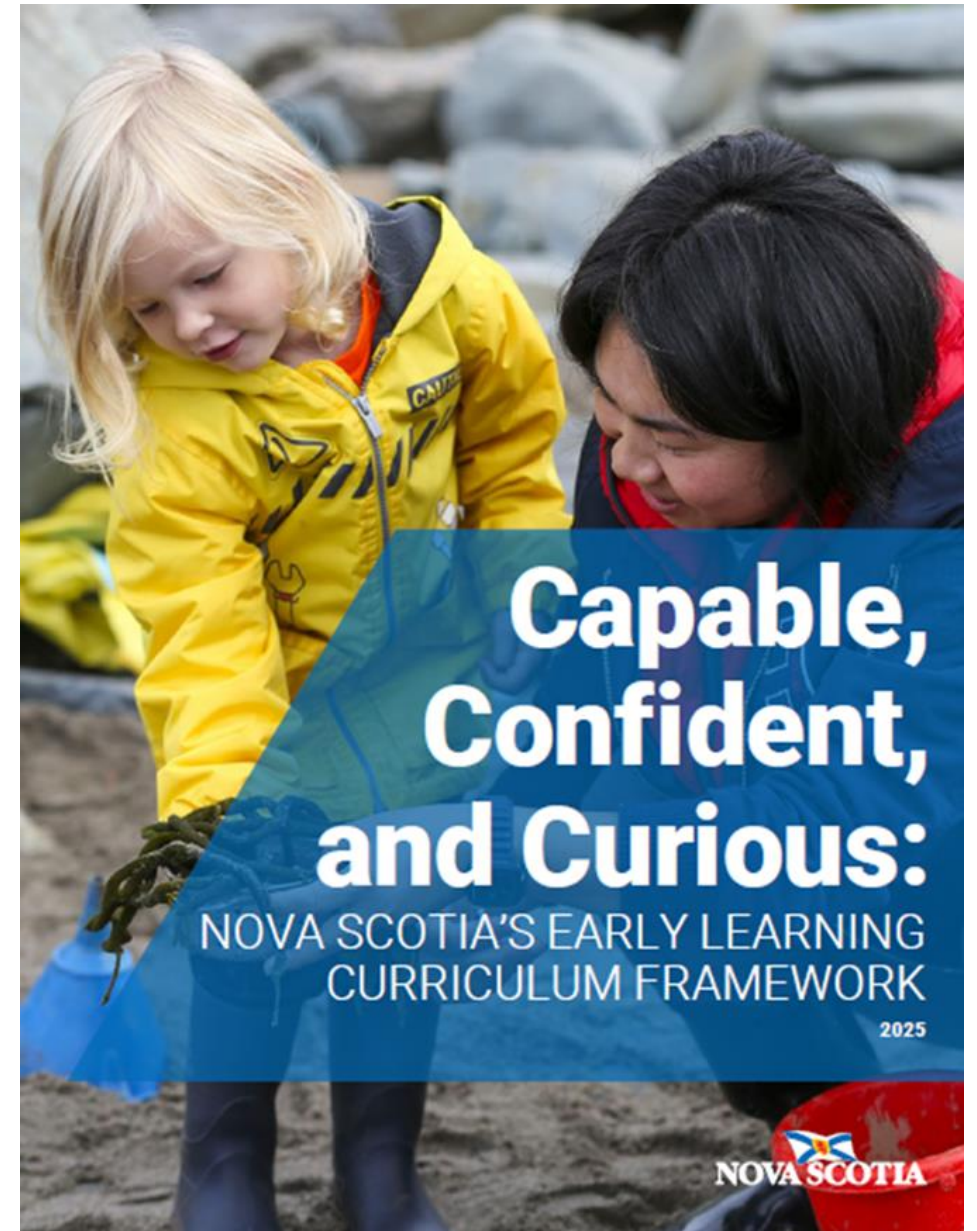
What is the Goal of the Early Learning Curriculum Framework (ELCF)?

To Provide a Foundation for Quality Learning:

- The ELCF serves as a cornerstone for ensuring that all children in early learning and child care programs receive high-quality educational experiences through purposeful actions by educators in collaboration with children, families, and communities.
- The ELCF is designed to inspire conversations, improve communication and provide a common language early learning and child care.

Framework Evolution: Implementation, Feedback, and Equity Focus

- Pilot Phase
- Implementation
- Collaboration and Feedback
- Revised Focus



Who is the Framework for?

- Educators
- Pedagogical leaders
- Administrators of early learning and child care programs
- Children and families

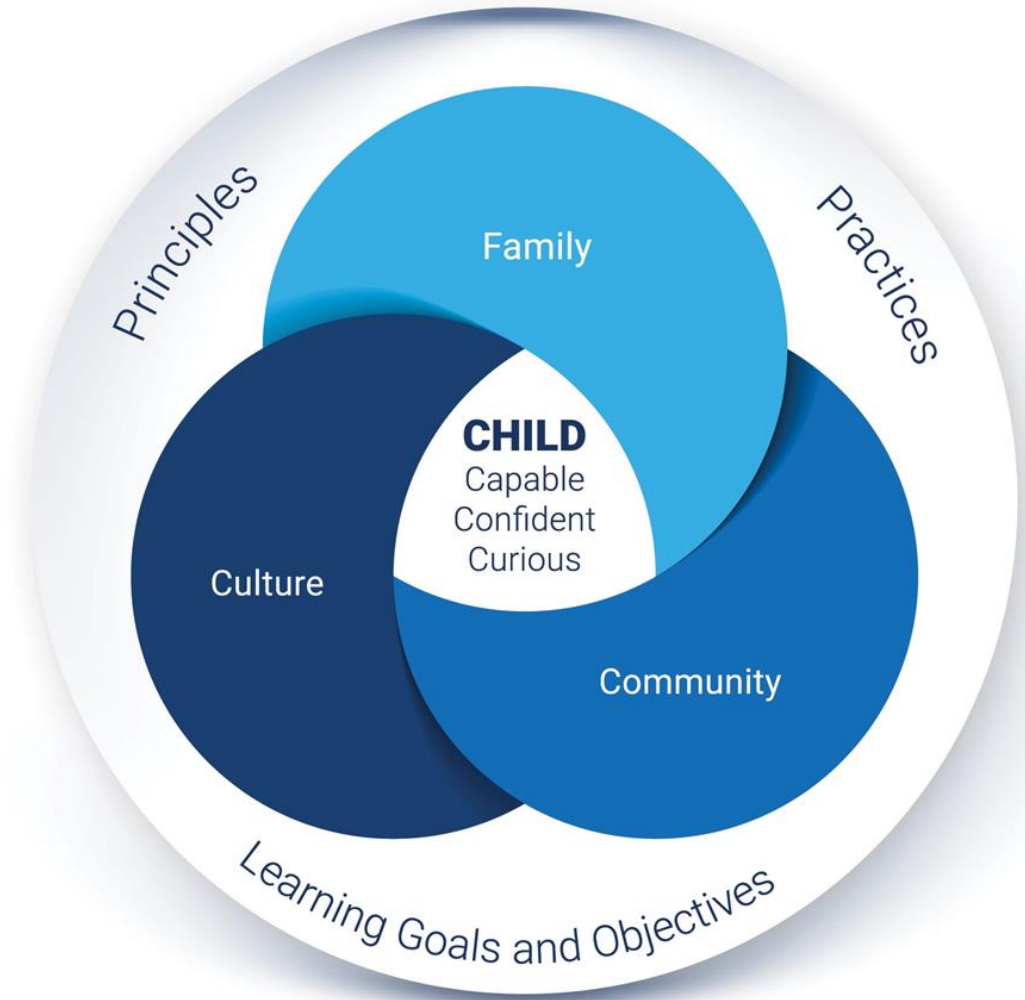


Who are Educators?

Throughout the Framework, the term **educator** refers to adults who work directly with children in early learning and child care programs (early learning and child care centres, family home child care programs, and pre-primary programs) including early childhood educators and care providers.



This revised version of the framework, like the previous framework, describes a vision for children's learning and covers key principles, practices, and learning goals to enhance young children's learning from birth to eight years of age.



In **Nova Scotia**, the **vision for early learning** is for all children to be joyfully engaged in spaces intentionally designed for early learning that support them to flourish as **capable, confident, and curious** individuals.



At the core of this vision is an image of the child rooted in three important characteristics



Capable

Confident

Curious

What has Remained Consistent?

- Principles of Early Learning; Practice in Early Learning; and Learning Goals and Objectives
- Image of the child and a focus on pedagogy
- Reflective Planning Cycle as a tool for educators
- Images are focused on portraying children and educators in Nova Scotia
- Educator's Guide as a support with examples to enhance understanding and application

What are the key changes?



Enhanced and expanded the perspective of Equity, Diversity Inclusion, Accessibility and Anti-Racism (EDIAA)



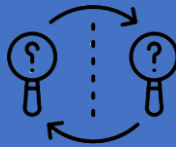
Strengthened Nova Scotia's vision for children's learning



Strengthened the link between the vision of children's learning and the Reflective Planning Cycle



Consistent language and terminology



Reflecting all ELCC program types



Reformatted sections and renamed principles and practices to support reader comprehension



Increased content of the Reflective Planning Cycle as a tool to support children's learning

VISION

All children are joyfully engaged in spaces intentionally designed for early learning that support them to flourish as capable, confident, and curious individuals.

.....

PRINCIPLES

- Holistic Development
- Reciprocal Relationships
- Partnerships with Families and Communities
- Equity, Diversity, Inclusion, Accessibility, and Anti-racism
- Critical Reflection

PRACTICES

- Responsiveness to Children
- Linguistic and Cultural Responsiveness
- Play-Based Learning and Intentionality
- Inclusive Learning Environments
- Authentic Assessment
- Continuity of Learning Experiences

LEARNING GOALS

- Well-being
- Discovery and Invention
- Language and Communication
- Personal and Social Responsibility



Principles

- Holistic Development
- Reciprocal Relationships
- Partnerships with Families and Communities:
- Equity, Diversity, Inclusion, Accessibility, and Anti-racism
- Critical Reflection

Practices

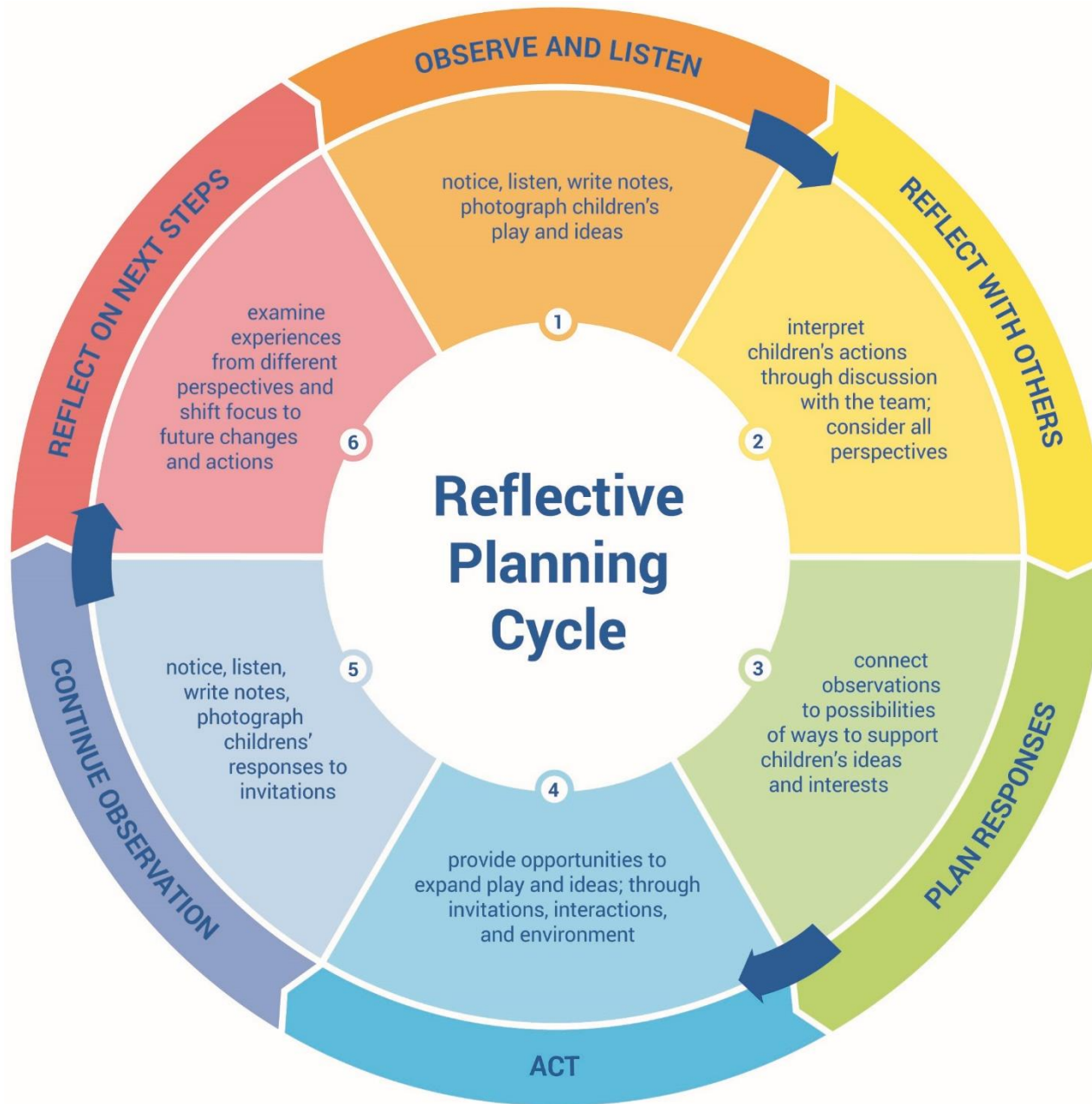
- Responsiveness to Children
- Linguistic and Cultural Responsiveness
- Play-Based Learning and Intentionality
- Inclusive Learning Environments
- Authentic Assessment
- Continuity of Learning Experiences



Learning Goals and Objectives

- Well-being
- Discovery and Invention
- Language and Communication
- Personal and Social responsibility





Reflective Planning Cycle

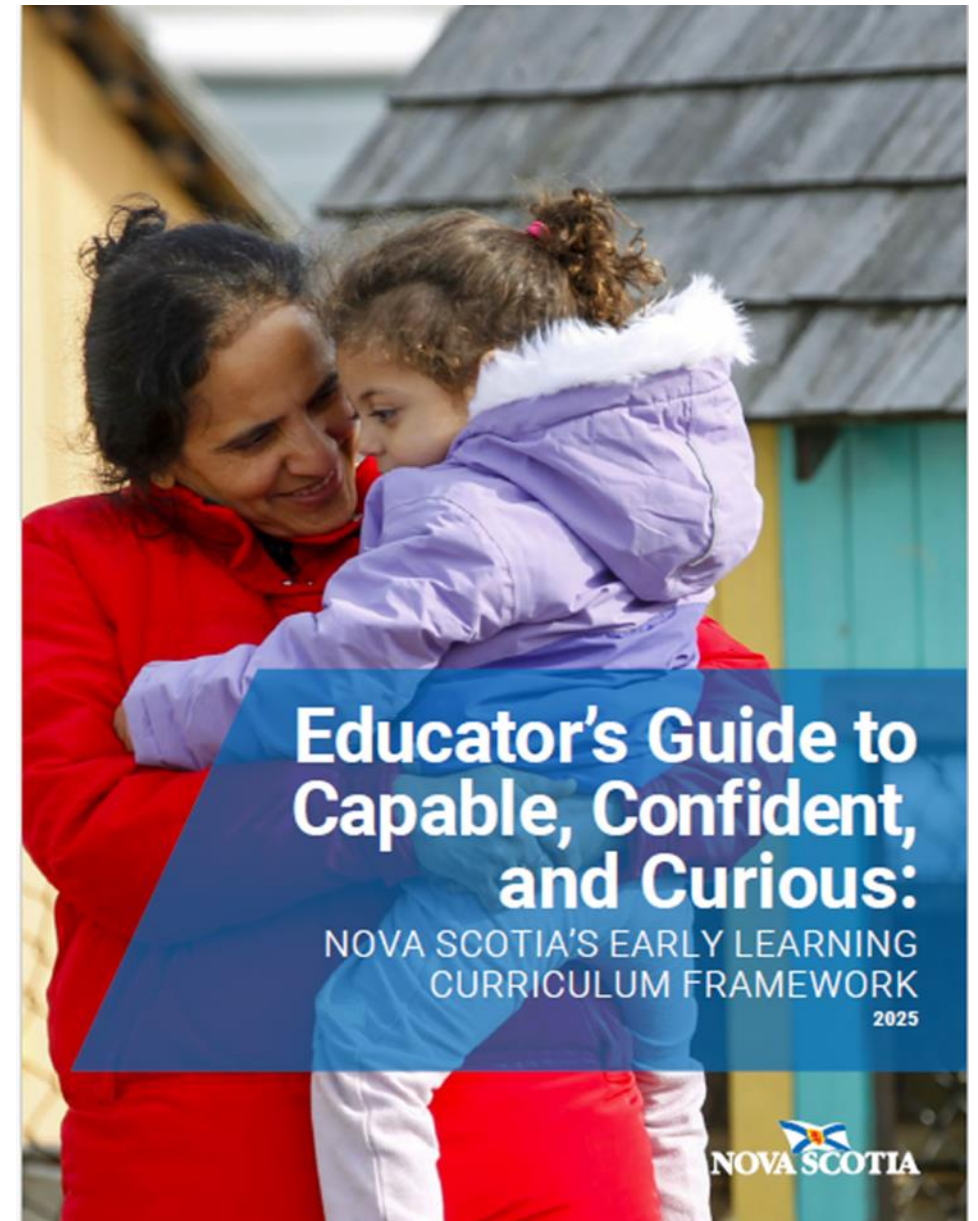
Introduction to the Educator's Guide

Purpose: Support the implementation of Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework.

Focus: Enhances educators' professional growth, judgment, and practice.

Features:

- Interactive tool for deepening understanding and practical application.
- Aims to build educators' professional knowledge, confidence, and curiosity.
- Organized around learning goals, objectives, and strategies to support child development.



Key Features of the Educator's Guide

Goals & Objectives:

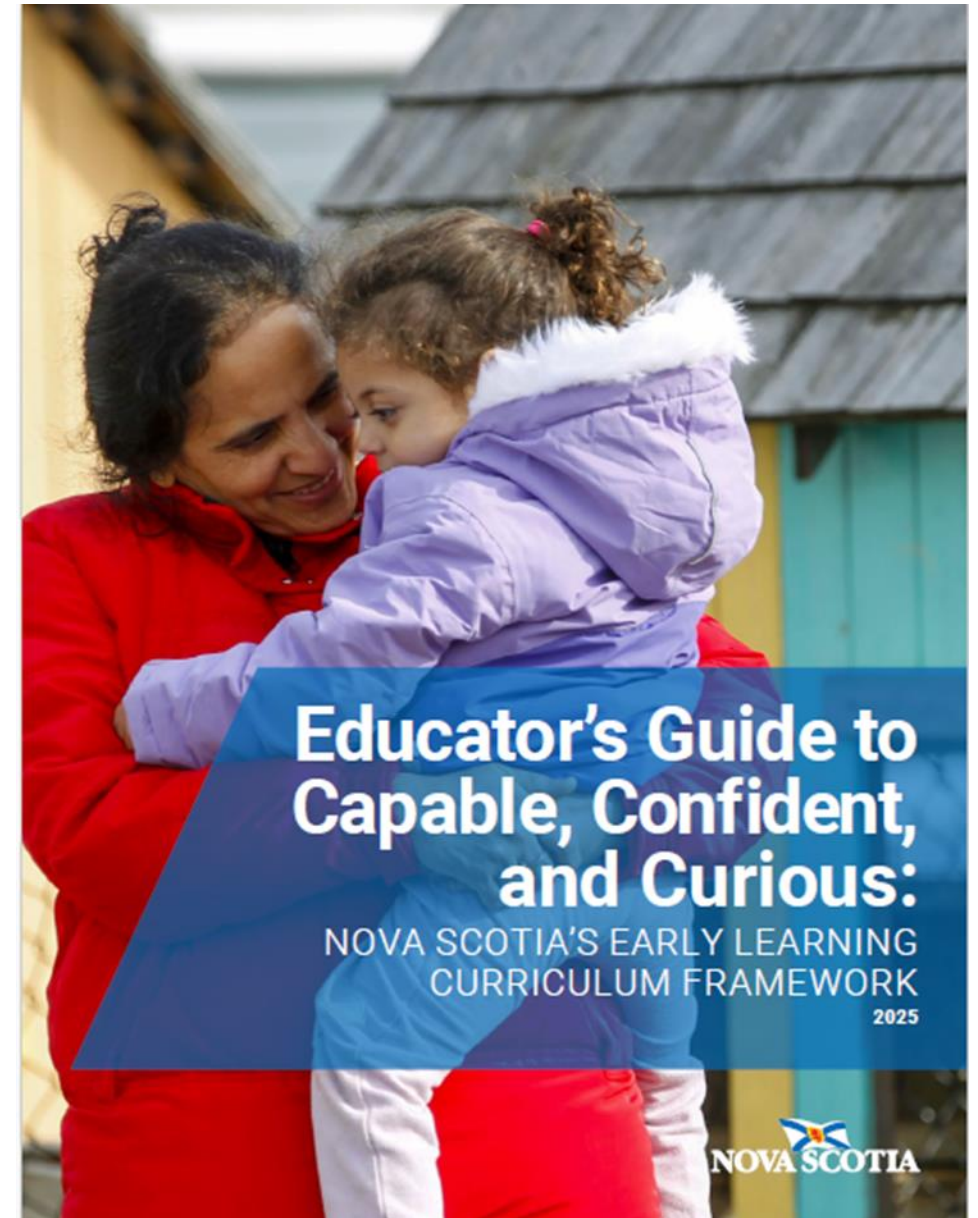
- Well-being
- Discovery and Invention
- Language and Communication
- Personal and Social Responsibility

Strategies: Practical ideas for creating supportive learning environments.

Real-Life Examples: Local examples and documentation of practices.

Reflective Questions: Promote critical reflection and continuous professional growth.

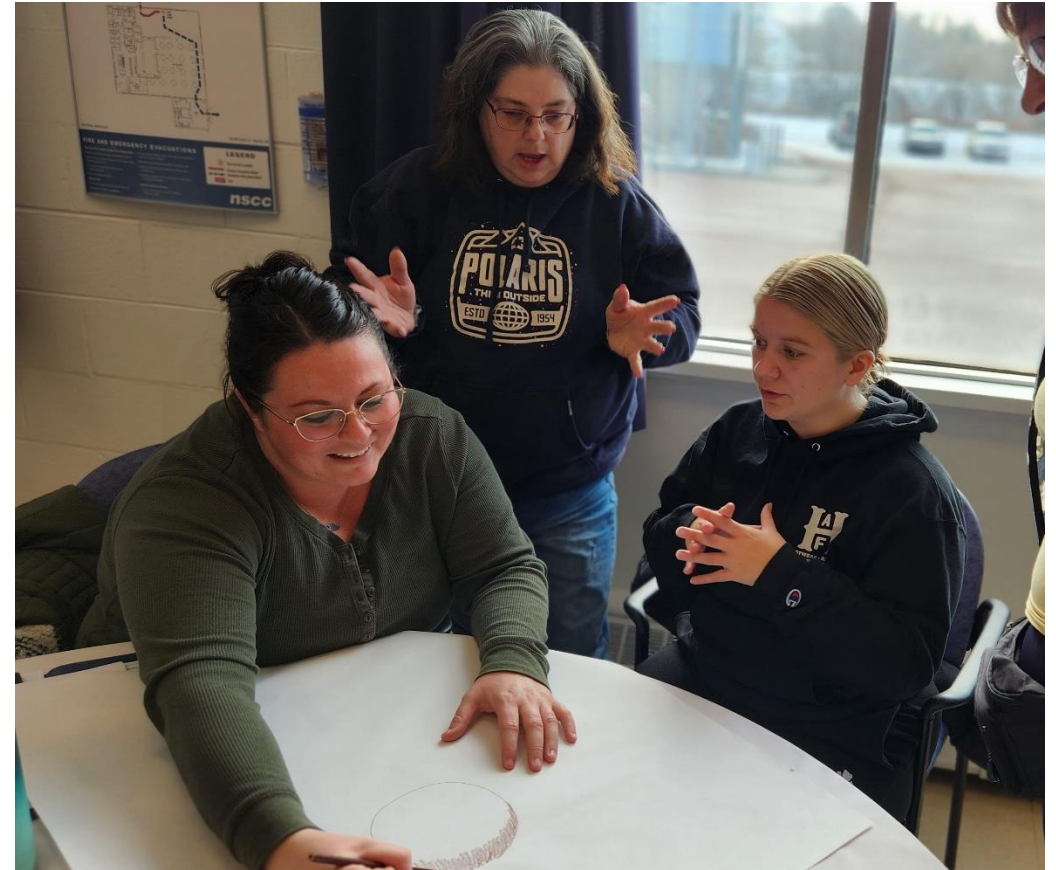
Daily Journal: Track and reflect on your professional journey.



Rollout of ELCF Professional Learning

Beginning in Fall 2024, educators were able to access updated professional learning modules designed to support them to implement Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework.

- Image of the Child
- Pedagogical Leadership
- Connecting Early Learning Principles and Practices
- Connecting Learning Goals, Learning Objectives, and Learning Outcomes
- Inclusive Learning Environments
- Partnering with Families and Communities
- Critical Reflection and The Reflective Planning Cycle
- Authentic Assessment through Pedagogical Documentation



Implementing the Revised Early Learning Curriculum Framework



Revisit ELCC
Program
Philosophy and
Image of the Child



Discuss ELCF
Updates as a Team,
ELCC community,
and share updates
with families



Reflect and Grow
Practices



Review and Revise
Policies

Implementing the Revised Early Learning Curriculum Framework



Revisit ELCC
Program
Philosophy and
Image of the Child

- How does our current program philosophy reflect the principles of Capable, Confident, and Curious?
- In what ways does our program's image of the child align with the updated framework?
- What specific areas in our philosophy or image of the child might need adjustments to better align with the updated framework?
- How can we effectively communicate and integrate any necessary adjustments to our philosophy and image of the child within our team and with families?

Implementing the Revised Early Learning Curriculum Framework



Discuss ELCF
Updates as a
Team, ELCC
Community, and
share updates with
families

- How do the updates to the vision impact our current approach and practices?
- Which changes in the principles are most relevant to our program, and how can we integrate them effectively?
- How will the updated outcomes influence our goals and methods for evaluating success?
- What adjustments need to be made to our existing policies or practices to better align with the updated vision, principles, and outcomes?

Implementing the Revised Early Learning Curriculum Framework



Reflect and Grow
Practices

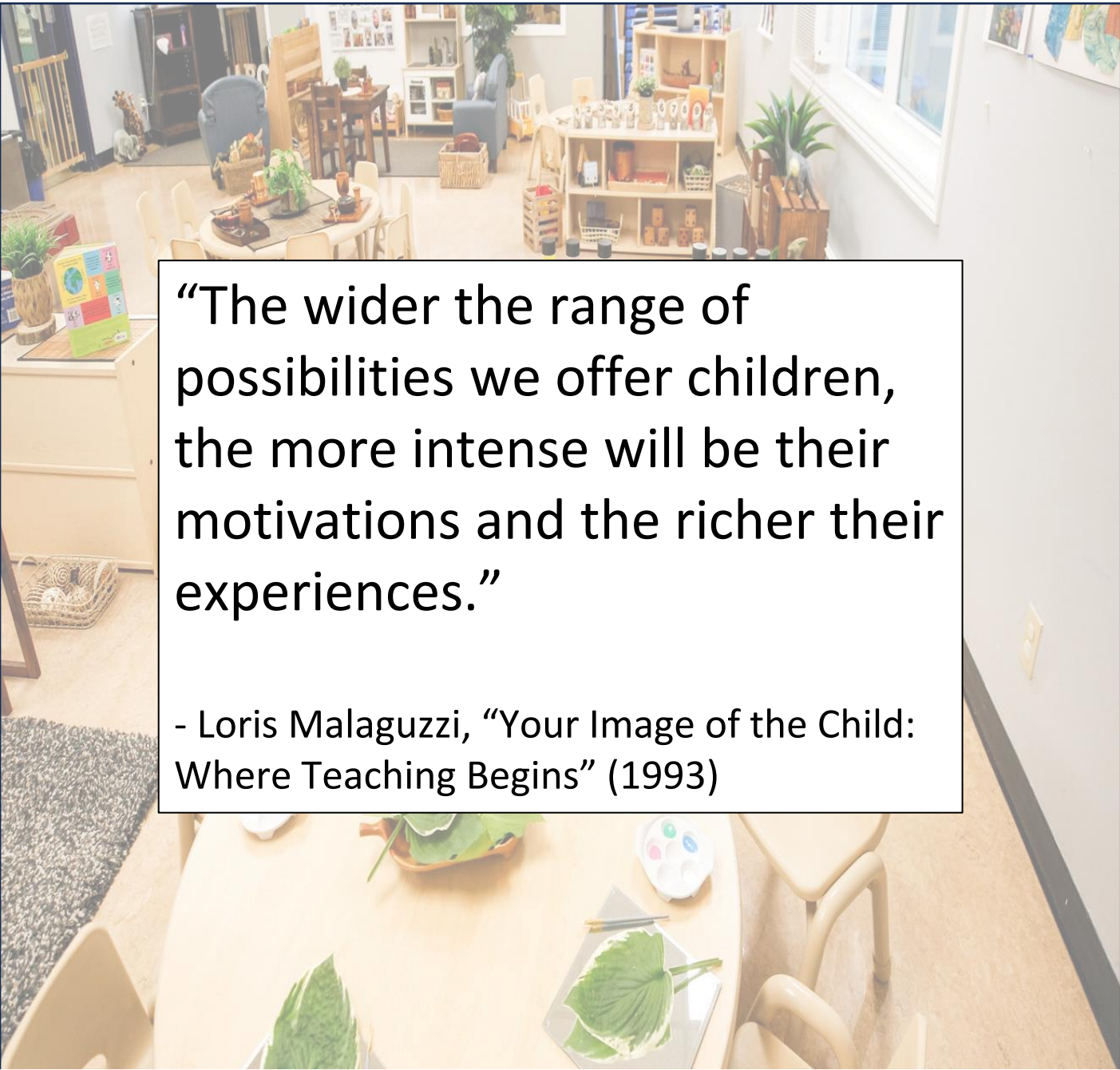
- Which aspects of our current practices best reflect the principles of Capable, Confident, and Curious?
- In what ways are we currently supporting each child's capabilities, confidence, and curiosity?
- What specific strengths and successful practices can we celebrate within our team?
- What areas need improvement to better align with the Capable, Confident, and Curious principles, and how can we address these gaps?

Implementing the Revised Early Learning Curriculum Framework



Review and revise
policies

- How do our current policies align with the new vision, principles, and terminology of the updated ELCF?
- What are the main gaps or discrepancies between our existing policies and the new framework?
- How will revising these policies impact our daily practices and interactions with children and families?
- What support and resources do we need to effectively implement and communicate these policy updates?



“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.”

- Loris Malaguzzi, “Your Image of the Child: Where Teaching Begins” (1993)

Questions?