



Summary

Why do we need to Review and Remind anyway?

- Children learn best through repetition, practice and positive experiences. When educators involve children in the daily review of shared expectations and give children frequent reminders of expected behaviour, children grow in their understanding and confidence to participate as citizens of their classroom community.

What's the Point?

- Supports and nurtures children's sense of safety and security and promotes independence and self-advocacy in children.
- Helps all children, including dual language learners, to understand what is expected.
- Children learn new skills and ideas from repetition and practice. When children participate in the review of shared expectations, it honors their citizenship.

How Do I Do This?

- Use visuals to support verbal reminders and review the expectations.
- Review the shared expectations during a planned small or large group activity. (exp: story time)
- Give reminders prior to starting a new activity. Example, "We are going to walk to the music room, remember to use your quiet voice in the hall."
- Give reminders to individual children to guide children's interactions and prevent conflict.
- Ensure your reminders and review are stated positively, what do you want the children to do?

How will the Children Participate in This Process?

- Involve children in the review of the shared expectations using the visual display, invite children to give examples.

Checklist

Task	Complete?
Educators reflect on their personal values and how they guide their expectations of the children.	
Educators consider the values and vision of the childcare center and how that guides the center's expectations of the children's behavior.	
Educators consider the daily schedule and routines and think about their expectations of the children during each routine and activity.	
Educators have a conversation to reflect on the team's values and expectations to ensure they are consistent and in agreement with each other.	
Educators have conversations with children about classroom expectations and rules. Record children's input.	
Educators develop a short list of clear, simple and positively stated expectations.	
Educators engage families by asking about family's home and cultural values and share your centers' values and expectations and gather feedback – consider using a parent survey.	
Educators use parent feedback to reflect on and review and possibly refine your shared expectations.	

“Learning requires that educators assure children equitable opportunities and fair procedures and processes, while participating in the making, following, questioning and re- working of rules, rituals, and procedures in their everyday world.”

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 112

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

