



Frog Hollow Glossary of Terms

Every program has terms and phrases they use that are specific to their approach.

Recognizing that some of the language we use at Frog Hollow may be unfamiliar to new educators and our families, we have created a glossary of terms.

We hope you'll find it useful.

BC EARLY LEARNING FRAMEWORK:

Intended to guide and support early childhood educators, Strong Start BC facilitators, early years professionals, service providers, communities and governments in providing rich early learning experiences for children from birth to kindergarten. The framework describes in broad terms a vision, principles, and areas of early learning for British Columbia. It is designed to be put into practice in different ways depending on the circumstances of individual children, families, and communities.

CHILD DEVELOPMENT:

The period of physical, cognitive, and social growth that begins at birth and continues through to adulthood

CO-CONSTRUCT:

Learning takes place as children interact with educators and other children as they work together in partnership.

CURRICULUM:

In the early childhood and school age care setting curriculum means all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'. Addresses all aspects of program planning for a given age group, including content, processes, context, and what teachers and children do.

EDUCATORS:

Early childhood or school age practitioners who work directly with children in early childhood or school age care settings.

EMERGENT CURRICULUM:

Allows early childhood educators to gain greater insight into the needs of each individual child and their needs, allowing for thoughtful and customized programming. The flexible and open-ended nature of emergent curriculum lets children and educators alike to explore, answer questions and guide learning in a way that evolves over time.

ENGAGING:

Actively being present with children.

ENVIRONMENT AS A THIRD TEACHER:

A concept derived from the Reggio Emilia approach where particular care and attention to the settings in which children learn. Emphasis is placed on an environment that is inclusive, promotes competence, independent and collaborative exploration as well as learning through play.

HYPOTHESIS:

An educator's questions or wonders usually driven from their observations of children's play, interactions, and explorations.

INTENTIONALITY:

Involves educators being deliberate, purposeful, and thoughtful in their decisions and actions.

INVITATIONS:

Open-ended setups that come from educator's curiosities to see what children would do.

LEARNING FRAMEWORK:

A guide that provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood and school age care settings to develop their own, more detailed curriculum.

LONG TERM PROJECT:

Ongoing project that takes place over a long period of time. Emphasis is placed on the process as opposed to the final product.

LOOSE PARTS:

Materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials.

MULTIPLE PERSPECTIVES:

A characteristic of narration or representation where more than one perspective is represented to a particular audience.

OBSERVATION:

Taking note of details in children's expressions by actively participating and listening in their play and interactions.

ONE HUNDRED LANGUAGES OF CHILDREN:

Derived by Loris Malaguzzi (1920-1994) who was the pedagogical leader of the Reggio Emilia early years philosophy. This was written in recognition of the multitude of ways in which children can express their ideas, thoughts, or feelings.

ORGANIZATIONAL INTENT:

A statement of intentions or goals shared by all programs in the organization.

ORDINARY MOMENT:

May be an anecdotal observation, children's work, collective mind map, photographs that illustrate a process, audio or video tape recordings, or children's voiced ideas. Documenting can range from jotting a few notes, to taking pictures, to capturing a moment on videotape.

PEDAGOGICAL NARRATION:

The process and attitude of observing, recording, and, individually and collectively, interpreting a series of related ordinary moments in your practice.

PEDAGOGY:

Practices that are intended to promote learning. Especially those aspects that involve building and nurturing relationships, curriculum development, and decision-making.

PROVOCATION:

Open-ended and more focused set-ups that come from children's curiosities and for them to test their theories and ideas.

REFLECTIVE PRACTICE:

Thinking deeply about an interest, issue, event, or way of teaching and learning from different perspectives.

RE-LAUNCH:

The process in which educators discuss documentation, reflect collectively, and design paths for possible curriculum.

SCAFFOLD:

Decisions and actions that build on children's existing knowledge and skills to enhance their learning. A scaffold may be an educator, another child, play scenario, or an environment.

TEACHER RESEARCHER:

Investigations of how teaching influences child learning over time in a program or learning community. It is systematic, intentional, contextual, ethical, and above all responsive to the learner's strengths and challenges.