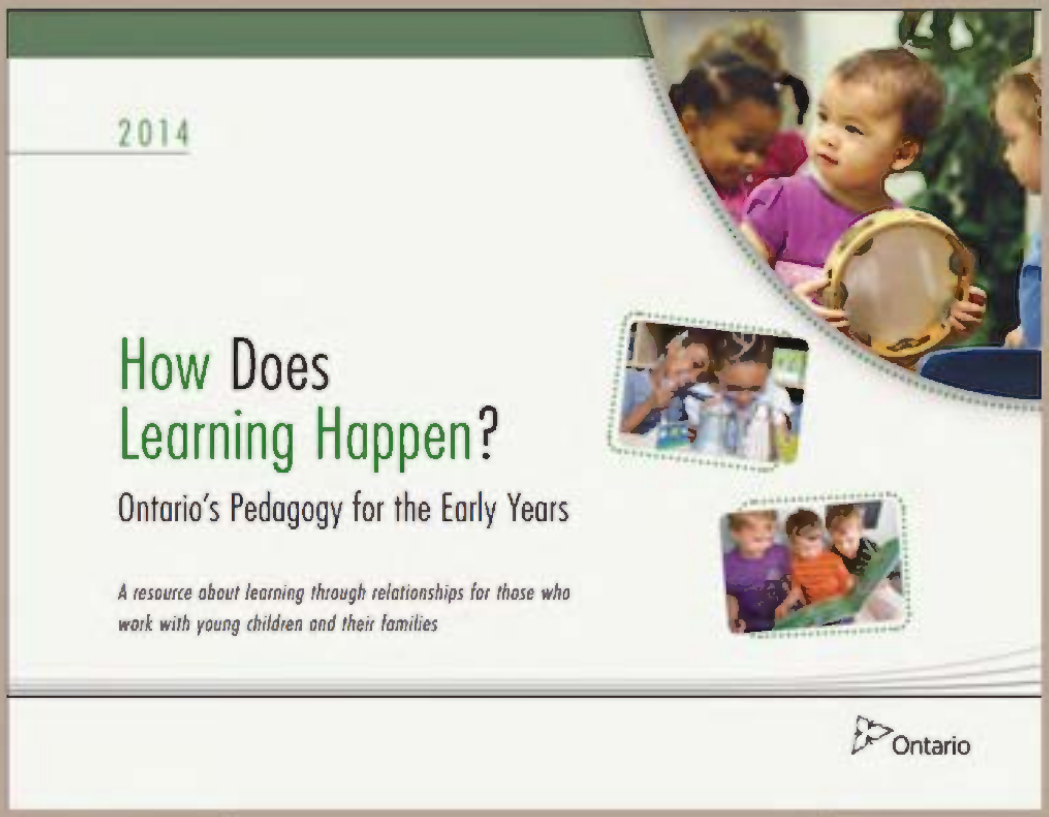
UNDERSTANDING
HOW DOES LEARNING HAPPEN? ONTARIO'S PEDAGOGY FOR THE EARLY YEARS

A Self-Paced Onine Professional Learning Resource.



THRC.CA

Before you begin:

- Give yourself time. This is a self-paced learning opportunity, give time to process and reflect on the information*.
- Pen/pencil
- Co-worker/friend for deeper reflection
- Printer to print activities, reflection pages or the whole book

*At the end of each module, you will find a space to record notes and reflect on your learning. Reflection is an important part of being a Registered Early Childhood Educator (RECE) and supports our ongoing professional growth.

How Does Learning Happen? describes critical reflection as thinking deeply about our practices, experiences, and beliefs to better understand how they influence children's learning and development. Through reflection, educators become more intentional in their work, strengthen their practice, and enhance their ability to support children, families, colleagues, and communities.

Use this space to make connections to your daily practice, explore new ideas, and consider how your learning can support positive outcomes for children and families.

CONTENTS

MODULE 1

INTRODUCTION TO HOW DOES LEARNING HAPPEN?

- LEARNING OUTCOMES
- WHAT IS HOW DOES LEARNING HAPPEN?
- MY KNOWLEDGE AND INSIGHTS

MODULE 2

REFLECTING ON PRACTICE

MODULE 3

VIEWS

- Child
- Family
- Educator
- Community
- Environment

MODULE 4

THE 4 FOUNDATIONS

- Belonging
- Engagement
- Expression
- Well-Being

MODULE 5

PEDAGOGICAL DOCUMENTATION

MODULE 6

RESOURCES

MODULE 1

INTRODUCTION

This self-paced module is designed for those working in the early years sector to deepen their understanding of caring and responsive relationships and their impact on children's learning, development, and well-being. Through reflection and exploration, you will consider how strong, respectful relationships support a sense of belonging, engagement, and positive outcomes for children and families.

You will explore the key elements of caring and responsive relationships, including building trust, fostering meaningful connections, supporting communication, and creating inclusive environments where children and families feel valued and respected. In addition, you will reflect on your current practices and identify opportunities to strengthen relationship-based approaches within your program

Enjoy the journey and learn at your own pace—there's a lot of valuable information to take in. Along the way, you'll have opportunities to pause, reflect, and apply your learning through meaningful activities and practical connections to your everyday work with children, families, and colleagues.

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MODULE 1

LEARNING OUTCOMES

By the end of this module, participants will be able to:

1. Understand the principles of caring and responsive relationships in early learning settings.
2. Recognize the impact of strong relationships on children's development, learning, and well-being.
3. Reflect on their own interactions with children, families, and colleagues.
4. Identify practical strategies to strengthen relationship-based practices.
5. Apply their learning to create more inclusive, responsive, and supportive environments

MODULE 1

HOW DOES LEARNING HAPPEN?

TEST MY KNOWLEDGE

		TRUE	FALSE
1	How Does Learning Happen? is a curriculum with specific activities that educators must follow.	☐	☐
2	The four foundations of How Does Learning Happen? are: Belonging, Well-Being, Engagement, and Expression.	☐	☐
3	The document focuses only on children and does not consider the roles of families, educators, and the environment.	☐	☐
4	Children are viewed as competent, capable of complex thinking, curious, and rich in potential in this document.	☐	☐
5	Observation and documentation are key practices in supporting learning and understanding in early childhood settings.	☐	☐
6	Educators should plan all activities in advance without input from children to ensure a structured learning environment.	☐	☐
7	Relationships are at the heart of early learning and play a foundational role in children's development.	☐	☐
8	The environment is considered the “third teacher” in early learning settings.	☐	☐
9	How Does Learning Happen? promotes a one-size-fits-all approach to teaching and learning.	☐	☐
10	Reflective practice is an important part of how educators implement the pedagogy in their daily work.	☐	☐

Answers on Page: 38

THRC

MODULE 1

MY KNOWLEDGE AND INSIGHTS

At the heart of How Does Learning Happen? is the belief that children and families are competent, capable, and valuable partners in learning. Children's success is strengthened when their voices, ideas, experiences,

Use this space to document what you know about the children and families in your program, and to reflect on how their perspectives inform your decisions, interactions, and learning environment

Reflect:

What I know about/understand about HDLH?

What I would like to learn more about?

MODULE 1

WHAT IS HOW DOES LEARNING HAPPEN?

Ontario created **How Does Learning Happen?** to give early childhood educators a shared guide for supporting young children's learning and development. The framework is based on the idea that children learn best through positive relationships, play, exploration, and everyday experiences. It helps educators create caring, inclusive environments where children feel a sense of belonging, develop healthy well-being, stay actively engaged in learning, and express their thoughts and ideas in different ways. It is also the official pedagogical framework used in Ontario's licensed child-care programs to support high-quality early learning experiences.

What is pedagogy?:
Pedagogy is "the understanding of how learning takes place and the philosophy and practice that support that understanding of learning".

Pedagogy is the art and science of teaching—everything educators do to help children learn in meaningful, developmentally appropriate ways.

Pedagogy inspires professionals working in the early years to:

- Look more carefully at what they do each and every day;
- Think about the "why" of their practice; and
- Understand more deeply how their actions have an impact on children and their families.

REFLECTING ON MY LEARNING

MODULE 2

REFLECTING ON PRACTICE

Reflecting on your practice is an important part of being an Early Childhood Educator. Reflection is a core part of our professional responsibility because it allows us to pause and think about the “why” behind what we do each day. This section will give you the time and space to reflect on your strengths, areas to grow, and the actions you can take to move forward.

Engaging in reflection helps you celebrate what is working well, while also identifying opportunities to deepen your practice. It connects your daily decisions to the values and principles of our profession, ensuring that your work is intentional, responsive, and grounded in pedagogy. Reflecting on practice also supports continuous learning, professional growth, and helps strengthen the relationships you build with children, families, and colleagues.

As an ECE, reflection is not just something extra—it is what allows you to grow as a professional, adapt to children’s needs, and create inclusive, meaningful learning environments. By making reflection a regular part of your practice, you are actively shaping the quality of education and care that children and families experience.

MODULE 2

REFLECTING ON PRACTICE

Use the chart below to self-assess how you build relationships with children, other educators and families, how you support the development of the environment, how you observe, and how you enage with families. ther is space to start with your strengths, where you would like to grow your practice and what actions you will take to grow.

Practice Area	My Strengths	Areas I would Like to Grow	Actions I Will Take
Relationships			
Environments			

MODULE 2

REFLECTING ON PRACTICE

Practice Area	My Strengths	Areas I would Like to Grow	Actions I Will Take
Observation			
Family Engagement			

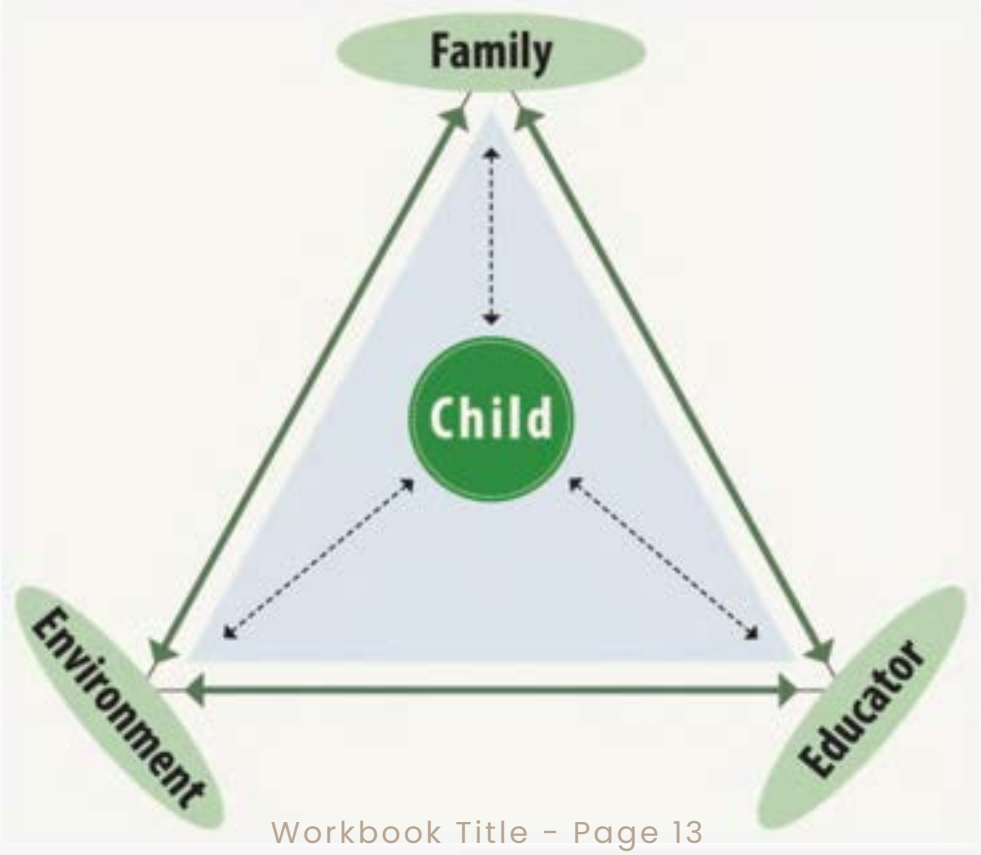
REFLECTING ON MY LEARNING

MODULE 3

VIEWS

This section invites you to reflect on your perspectives of children, families, educators, the environment, and the community. These reflections help identify the values and beliefs that guide your practice and shape your approach as an educator.
Take your time with this section. Meaningful reflection is an ongoing process that encourages deeper self-awareness, professional growth, and a stronger connection to your pedagogical approach.

The ideas you capture here will serve as a compass, guiding and inspiring your decisions, interactions, and learning throughout your journey as an educator



MODULE 3

VIEW OF THE CHILD

Reiew pg 17 of HDLH? for more information

The HDLH? pedagogy views children as:
1) Capable and Competent
2) Curious and Rich in Potential
3) Active Participants in Their Learning

Reflecting on Image of the Child

In what ways might I unintentionally underestimate children's abilities?

Reflecting on Respect and Relationships

Do I view children as active participants in relationships, or primarily as recipients of care?

Reflecting on Diversity and Inclusion

How do I recognize and celebrate each child's uniqueness, culture, and identity?

Reflecting on Play and Learning

Do I see children as co-constructors of knowledge, or do I lean more toward teaching them information?

Reflecting on Professional Practice

In what ways can I challenge myself to see children's capabilities more fully?

MODULE 3

VIEW OF THE FAMILY

Reiew pg 18 of HDLH? for more information

The HDLH pedagogy views the family as:
1) Capable and Competent
2) Curious and Rich in Experience
3) Our relationships with families have a significant impact on the children.

Reflecting on Families as Partners

Do I see families as partners, co-learners, and collaborators? How is this reflected in my daily practice?

Reflecting on Bias and Assumption

How do I ensure that I respect and include diverse family structure, values, and cultures in my program?

Reflecting on Belonging and Inclusion

What opportunities do I create for families to participate in meaningful ways?

Reflecting on Growth and Professional Practice

In what ways can I continue to strengthen my partnership with families?

Reflecting on Communication and Relationships

How do i share children's learning with families in a way that invites convrsation and collaboration, rather than just reporting?

MODULE 3

VIEW OF THE THE EDUCATOR

Reiew pg 19 of HDLH? for more information

The HDLH? pedagogy views the educators as:
1) Multidimensional
2) Warm, responsive, use an inclusive approach
3) Co-learners with families and children

Reflecting on Role and Identity

How confortable am I with not always having the “answers”, but instead learning alongside children and families?

Reflecting on Relationships

How do I respond when my perspectives differ from those of families or colleagues?

Reflecting on Professional Practice

In what ways do I engage in continues professional learning?

Reflecting on Image of the Eduator

Dp I view myself as someone who facilitated learning opportunities or as someone who delivers knowledge?

Reflecting on Growth and Well-Being

How do I nurture my own sense of well-being so I can be present and responsive with children and families?

MODULE 3

VIEW OF THE THE COMMUNITY

Reiew pg 19 of HDLH? for more information

The HDLH? pedagogy views the environment as:
1) where learning takes place
2) the third teacher
3) mirrors the ideas, values, attitudes, and cultures of those who use the space

Reflecting on Community as a Resource

In what ways do I use the community as an extention of the learning envrionment?

Reflecting on Relationships with the Community

Do I see community partners as collaborators, or mainly as service providers? (Resource Consultants. ROCK, ErinOak Kids, etc.)

Reflecting on Inclusion and Diversity

How do I support children in developing respect for differences and a sense of social responsibility?

Reflecting on Children's Sense of Belonging in Community

How do I encourage children to care for and take responsibility for their community and environment?

Reflecting on Profesional Practice

In what ways do i engage families in sharing their community connections with the program?

MODULE 3

VIEW OF THE THE ENVIRONEMNT

Reiew pg 20 of HDLH? for more information

The HDLH? pedagogy views the environment as:
1) where learning takes place
2) the third teacher
3) mirrors the ideas, values, attitudes, and cultures of those who use the space

Reflecting on the Environment as the Third Teacher

In what ways does the environment reflect the belief that children are competent, capable, and curious?

Reflecting on Belonging and Well-Being

In what ways does the environemnt support chiuldren's physical, emotional and mental well-being?

Reflecting on Engagement and Expression

Are children's voices and ideas reflected in the environemnt? (e.g. through documentation, displays, or choice of materials)

Reflecting on Flexibility and Responsiveness

Does the environemnt allow for both quiet, individual space and group collaborative ideas?

Reflecting on My Role as an Educator

What intentional changes could I make to the environemnt to better reflect the principles of How Does Learning Happen?

REFLECTING ON MY LEARNING

MODULE 4

THE 4 FOUNDATIONS

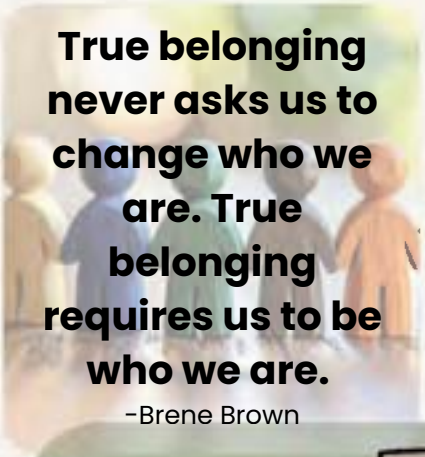
How Does Learning Happen? is structured around four foundational concepts; Belonging, Engagement, Expression, and Well-Being. These foundations are central not only to children's learning and development, but also to the growth of families and educators. This section invites you to take time to reflect on each of the four foundations and to engage in activities that bring them to life, supporting deeper understanding and meaningful practice.

During this module, you'll have the opportunity to reflect and explore activities that support the four foundations. You can find activity descriptions and age group suggestions on page __. Feel free to choose an activity from the list, or create one of your own! Then, use the reflection pages provided to document the process and share your observations.



MODULE 4

Belonging



True belonging never asks us to change who we are. True belonging requires us to be who we are.

-Brene Brown

Refers to a sense of connectedness to others, an individual's experience of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world." - HDLH pg 7

How do I help each child feel welcomed, valued and included every day?

How am I fostering meaningful relationships between children, families, educators and the community?

MODULE 4

Belonging

Choose an activity from the list below, or create your own, according to the age group you work with. Copy the reflection sheet and fill it out as you conduct the activity in the program.



Infant: Family Faces Board: Create a low, accessible photo board that includes family photos, photos of educators and group photos each child in the classroom



Toddler: Create "All About Me" books for each child with pictures of family, pets and favourite toys.
"My Spot in the Room": Create a spot for each child in the classroom. Label their cubby with their photo, create personalized placemats, or personalized pillow/blanket for the cozy space



Preschool: Create a Culture Corner where you rotate materials, artifacts and books from the children's cultures
"Our Classroom Community Quilt": Provide each child with a fabric square or cardboard square. Invite them to decorate it using: Markers or fabric crayons, Photos, Collage materials, Their name (written by educator or child). Assemble all squares into a large "class quilt" displayed at child height.



School Age: "Our Community Agreements (Created Together)": Hold a group meeting and ask children:
"What helps us feel safe and welcome here?", "How do we want to treat one another?", "What makes a community strong?". Work together to co-create 4–6 community agreements. Have each child sign or symbolically "mark" the agreement poster.

MODULE 4

Engagement



Suggests a state of being involved and focised. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. - HDLH Pg. 7

How do I create experience that inspire curiosity, exploration, and inquiry?

Are children actively involved in makeing decisions about their learning experience?

MODULE 4

Engagement

Choose an activity from list below, according to the age group you work with. Copy the reflection sheet and fill it out as you conduct the activity in the program.



Infant: “Sensory Explorer Baskets”: Place simple materials (scarves, textured balls, natural objects) in reachable areas. Rotate baskets to support exploration through touch, sound, and movement.



Toddler: “Cause-and-Effect Discovery Table”: Offer ramps, balls, pop-up toys, and containers. Toddlers experiment with dropping, rolling, filling, dumping—building curiosity and sustained attention.



Preschool: “Invitation to Investigate”: Set up open-ended provocations such as magnifying glasses with natural objects, loose parts with recycled materials, or water play with tubes and containers.



School Age: Talk to the children about what they would like to see and do in the program. Have the children come up with the program plan (with your support)

MODULE 4

Expression



Play is the highest expression of human development in childhod, for it along is the free expression of what is in a child's soul.

-Friedrich Froebel

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words and use of materials, children develop capacities for increasingly complex communication- HDLH Pg. 8

How do I provide multiple opportunities for children to communicate their ideas, thoughts, and feelings?

How do I support chidlren who communicate differently?

MODULE 4

Expression

Choose an activity from list below, according to the age group you work with. Copy the reflection sheet and fill it out as you conduct the activity in the program.



Infant: Place mirrors around the room, label and acknowledge emotions as you see them throughout the day



Toddler: Provide emotion puppets that children can engage with



Preschool: Create a calm corner/ space to support regulation and where children can see and express all of their emotions



School Age: Bring out clay for the children to explore in a creative experience. Provide other materials such as loose parts for the child to use with the clay. provide prompts to spark the children's ideas.

MODULE 4

Well-Being



Well-being addresses the importance of physical and mental health and wellnedd. It incorporated capacities such as selfcare, sense of self, and self-regulation skills.
- HDLH Pg. 7

What opportunities do children have to develop self-regulation skills?

How do I respond to children's emotional needs?

MODULE 4

Well-Being

Choose an activity from list below, according to the age group you work with. Copy the reflection sheet and fill it out as you conduct the activity in the program.



Infant: During different routine of the day, expain what is happening and what you are doing. E.g.- "it's time to change your diaper, I'm going to pick you up and we will go to the change table". Explain what is happening through the routine. This can be used for other routines and transitions as well.



Toddler: have tissues at the children's level so they are able to wipe their nose/ face on their own



Preschool: create a cozy area for children to go when needed. Add in feelings and emotion visuals, soft toys and pillows.



School Age: having the children help plan healthy snacks for the program

Activity **REFLECTION**

The Activity I chose:

My set up of the activity:

What I noticed about the children **before** the activity:

What I noticed about the children **during** the activity:

What I noticed **after** the activity:

How can I **extend** this activity further:

Copy this page as needed

MODULE 4

OTHER QUESTIONS FOR REFLECTION

Belonging:

- In what ways do children see their identities, cultures, languages, and families reflected in the environment?
- Do all children have opportunities to contribute to the classroom community?
- How do I respond when a child appears isolated, excluded, or disconnected?
- What strategies do I use to build trust with families and caregivers?
- How do I create an inclusive environment that celebrates diversity and equity?

Engagement:

- Am I following children's interests and using them to extend learning?
- How often do children have opportunities for open-ended play and discovery?
- What role do I take during children's play: observer, co-learner, or instructor?
- How does the environment encourage critical thinking, problem solving, and creativity?
- How do I document and reflect on children's thinking and learning processes?

Expresion:

- Do children have access to diverse materials and mediums for self-expression?
- How do I listen to and value children's voices and perspectives?
- In what ways do I encourage children to express themselves through art, music, movement, storytelling, and play?
- Are children's ideas visible and documented within the learning environment?
- How do I use conversations and questions to deepen children's thinking and expression?

Well-Being:

- How do I support children's emotional, mental, and physical well-being each day?
- Does the learning environment promote safety, comfort, and healthy risk-taking?
- How do I model healthy relationships and positive communication?
- In what ways do I encourage children's independence and self-confidence?
- How do I ensure that every child feels emotionally safe to express their feelings?

What does Belonging, Engagement, Expression and Well-Being look like, feel like and sound like for educators?

REFLECTING ON MY LEARNING



REFLECTING ON HOW DOES LEARNING HAPPEN

TEST MY KNOWLEDGE #2

1. Scenario:
A child is hesitant to join a group activity but watches from a distance. The educator gently invites the child and offers a role that suits their comfort level.

Question:
Which foundation is most supported in this scenario?
a) Engagement
b) Belonging
c) Expression
d) Well-Being

2. Scenario:
During outdoor play, a child trips and falls. The educator comforts them, checks for injury, and encourages them to try again when ready.

Question:
What foundation is primarily being nurtured?
a) Engagement
b) Expression
c) Well-Being
d) Belonging

3. Scenario:
Children are given open-ended materials like blocks, fabric, and natural items to explore and create freely.

Question:
This approach best supports which foundation?
a) Expression
b) Engagement
c) Belonging
d) Well-Being

4. Scenario:
An educator documents a child's learning through photos and quotes, then shares it with the child and family.

Question:
What foundation is being reinforced through this practice?
a) Engagement
b) Belonging
c) Expression
d) Well-Being

5. Scenario:
A child uses gestures and sounds to communicate. The educator responds by modeling words and encouraging verbal expression.

Question:
Which foundation is most evident here?
a) Expression
b) Engagement
c) Belonging
d) Well-Being

6. Scenario:
Children are involved in planning their daily activities and choosing learning centers.

Question:
This scenario best reflects which foundation?
a) Engagement
b) Expression
c) Belonging
d) Well-Being

7. Scenario:
An educator creates a quiet corner with soft lighting and calming materials for children to self-regulate.

Question:
Which foundation is being supported?
a) Engagement
b) Well-Being
c) Belonging
d) Expression

8. Scenario:
A child shares a story from home, and the educator encourages others to listen and ask questions.

Question:
This scenario promotes which foundation?
a) Expression
b) Engagement
c) Belonging
d) Well-Being

9. Scenario:
Children work together to build a structure, negotiating roles and sharing ideas.

Question:
Which foundation is most evident in this collaborative play?
a) Engagement
b) Belonging
c) Expression
d) Well-Being

10. Scenario:
An educator observes a child's interests and plans future activities based on those observations.

Question:
This practice supports which foundation?
a) Engagement
b) Expression
c) Belonging
d) Well-Being

Answers on Page: 39 & 40

MODULE 5

PEDAGOGICAL DOCUMENTATION

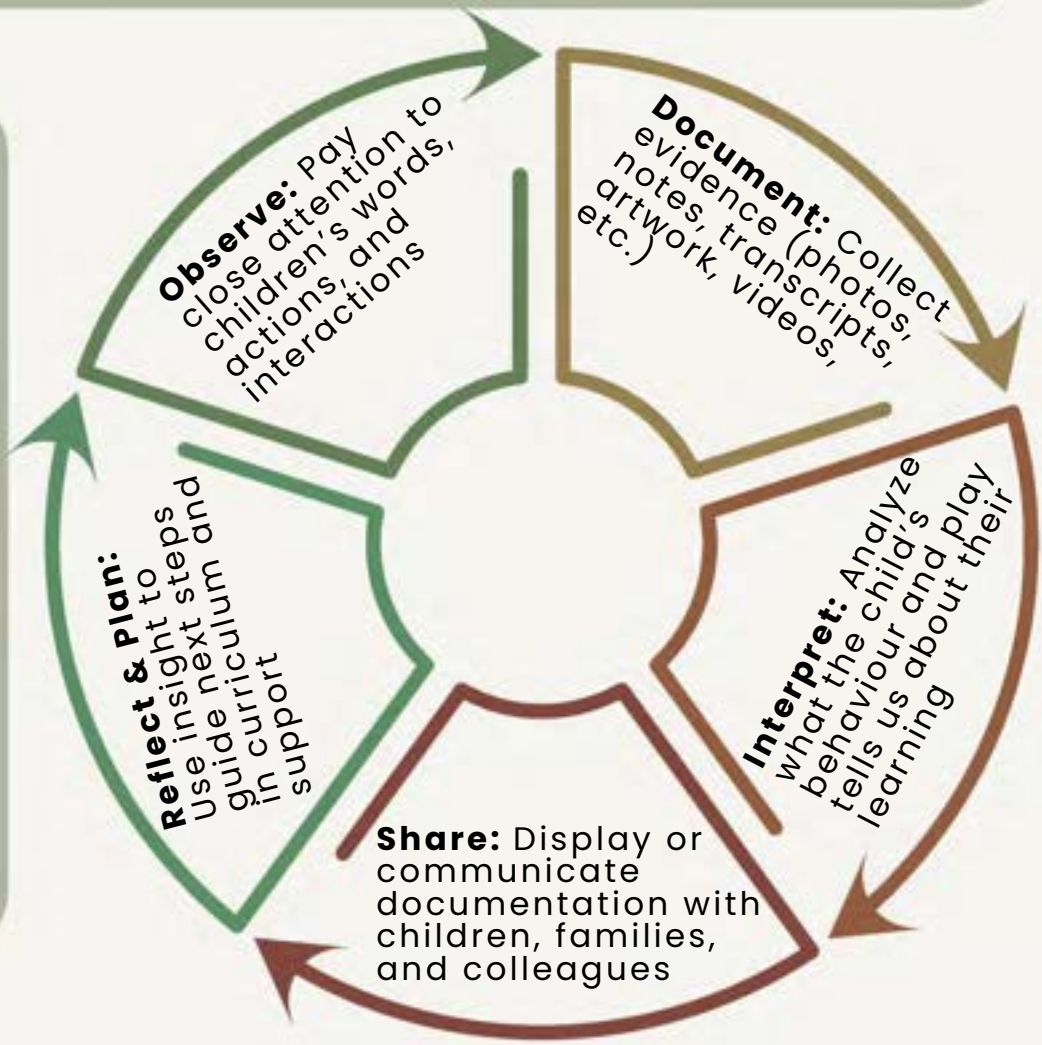
What Is Pedagogical Documentation?

Pedagogical documentation is the intentional process of observing, recording, interpreting, and sharing children's learning experiences to make their thinking and development visible. It supports educators in reflecting on their practice, planning meaningful curriculum, and engaging families and colleagues in the learning journey.

Why It Matters

Pedagogical documentation helps us:

- Understand how children learn
- Reflect on and improve our teaching
- Plan responsive and intentional experiences
- Build stronger relationships with families
- Celebrate each child's unique strengths and progress



Remember:

"Pedagogical documentation is not about what we do—it's about what we see, what we think, and how we respond."
— Inspired by "How Does Learning Happen?" Ontario's Pedagogy for the Early Years

DOCUMENTATION OUTLINE

Activity: Observe a child during free play. Write 3-5 sentences describing what they're doing, what you think they're learning and how you might extend the experience.

Document- What evidence do I have to support the documentation?

☐ Photos ☐ My Own Notes ☐ Transcripts of Conversations ☐ Artwork
☐ Videos ☐ Other:_____

Observe- What is the child doing:

Interpret- What I think they are learning:

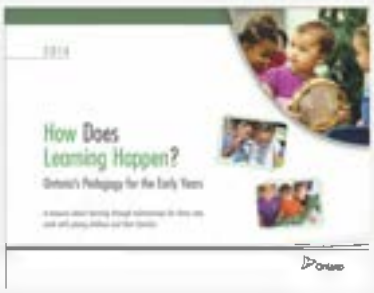
Share- How am I going to share this with the families, children and other educators?

Reflect & Plan- How am I going to extend their experience:

REFLECTING ON MY LEARNING

RESOURCES

@TheHaltonResourceConnection
@TheHaltonResourceConnection
connect@thrc.ca
https://thrc.ca/professionallearning/



HOW DOES LEANRING HAPPEN

Ontario.ca How Does Learning Happen Information Page

This Self-directed professional learning module focused on How Does Learning Happen? Ontario's Pedagogy for the Early Years, can support anyone working in childcare including ECEs in meeting their CPL requirements. This self-directed module offers flexible opportunities to explore current research, strengthen pedagogical approaches, and connect theory to everyday practice. Through reflective exercises, documentation, and goal setting, educators can demonstrate how new learning has influenced their interactions with children, families, and colleagues. This learning can be translated into their CPL portfolio by including reflective summaries, examples of pedagogical documentation, and evidence of changes made to their practice. By linking their professional learning to the principles of How Does Learning Happen?, ECEs can clearly demonstrate their ongoing commitment to professional growth and high-quality early learning experiences.

HOW DOES LEARNING HAPPEN?

TEST MY KNOWLEDGE #1 ANSWER KEY

		TRUE	FALSE
1	How Does Learning Happen? is a curriculum with specific activities that educators must follow.	☐	☑
2	The four foundations of How Does Learning Happen? are: Belonging, Well-Being, Engagement, and Expression.	☑	☐
3	The document focuses only on children and does not consider the roles of families, educators, and the environment.	☐	☑
4	Children are viewed as competent, capable of complex thinking, curious, and rich in potential in this document.	☑	☐
5	Observation and documentation are key practices in supporting learning and understanding in early childhood settings.	☑	☐
6	Educators should plan all activities in advance without input from children to ensure a structured learning environment.	☐	☑
7	Relationships are at the heart of early learning and play a foundational role in children's development.	☑	☐
8	The environment is considered the “third teacher” in early learning settings.	☑	☐
9	How Does Learning Happen? promotes a one-size-fits-all approach to teaching and learning.	☐	☑
10	Reflective practice is an important part of how educators implement the pedagogy in their daily work.	☑	☐

Answers on Page:



TEST MY KNOWLEDGE #2
ANSWER KEY

1. Scenario:
A child is hesitant to join a group activity but watches from a distance. The educator gently invites the child and offers a role that suits their comfort level.
Answer:
b) Belonging
Explanation: The educator is fostering a sense of inclusion and connection, helping the child feel part of the group.

2. Scenario:
During outdoor play, a child trips and falls. The educator comforts them, checks for injury, and encourages them to try again when ready.
Answer:
c) Well-Being
Explanation: The educator is supporting the child's physical and emotional safety, which is central to well-being.

3. Scenario:
Children are given open-ended materials like blocks, fabric, and natural items to explore and create freely.
Answer:
b) Engagement
Explanation: Open-ended materials promote curiosity, problem-solving, and active participation in learning.

4. Scenario:
An educator documents a child's learning through photos and quotes, then shares it with the child and family.
Answer:
b) Belonging
Explanation: Sharing documentation builds relationships and helps children and families feel valued and connected.

5. Scenario:
A child uses gestures and sounds to communicate. The educator responds by modeling words and encouraging verbal expression.
Answer:
a) Expression
Explanation: The educator is supporting the child's ability to communicate in various ways, enhancing their expressive skills.

6. Scenario:
Children are involved in planning their daily activities and choosing learning centers.
Answer:
a) Engagement
Explanation: When children have input into their learning, they are more motivated and actively involved.

7. Scenario:
An educator creates a quiet corner with soft lighting and calming materials for children to self-regulate.
Answer:
b) Well-Being
Explanation: This supports emotional regulation and provides a safe space for children to manage their feelings.

8. Scenario:
A child shares a story from home, and the educator encourages others to listen and ask questions.
Answer:
a) Expression
Explanation: The child is given space to share their thoughts and experiences, promoting communication and confidence.

9. Scenario:
Children work together to build a structure, negotiating roles and sharing ideas.
Answer:
c) Expression
Explanation: Collaborative play encourages children to express ideas, listen to others, and develop social communication.

10. Scenario:
An educator observes a child's interests and plans future activities based on those observations.
Answer:
a) Engagement
Explanation: Tailoring learning to children's interests increases motivation and deepens involvement in learning.



Thank you for taking the time to go through this information. We hope that it supports you in understanding How Does Learning Happen, dive deeper into the importance of this document and ways to support it in your programs.

For more information and further professional learning opportunities please visit THRC's website.