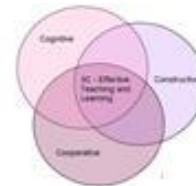


3C Framework for Effective Learning

Nina's Notes for Early Learning



Learning and teaching are two completely different things. They are not the two sides of the same coin! They are two different processes that are often put into the same frame of reference (education) and sometimes even happen in the same physical space (classroom), yet, children learn all the time, everywhere. Ongoing assessment documents students' individual learning process.

Early Childhood Educators' [Pedagogical Knowledge](#) focuses on Learning Process, Instructional Process, and Assessment, emphasizing strong knowledge of child development.

Learning process is about interacting with the learning environment and materials, and acquiring information, which skilled teachers can help transform to knowledge. Teaching is extending the play, supporting students' concept development, and providing more information for students. Ideally, students are led into the learning process and given freedom to choose (within pedagogically appropriate boundaries) how to construct their own knowledge and which learning activities and strategies to use – often this is done by using different activity centers in the classroom. Teachers must know their students well and engage with every student individually.

Instructional Process should not be force-feeding facts to students but helping them to understand bigger entities and how the details connect to the higher-level concepts. People are naturally curious, so learning is a survival skill we all were born with and used freely during the early childhood. When learning is seen as an in-built force within your students, the teacher's job just became much easier in an instant. By remaining as a facilitator for learning and supporting students when they are constructing their own knowledge, the teacher has taken a huge step towards utilizing the learner's autonomy. Helping students to learn requires a dialogue because learning grows in interactions. In Early Learning this means engaging in concept development every time a child shows interest in playing.

Assessment in Early Learning is often quite informal and based on observations. Early Childhood Educators must find time to document students' daily achievements and milestones. Collect and save artwork, writing samples, photos, and descriptions etc. of each child's work in a designated folder/box. Use an observation checklist to document evaluations on-the-go. Then summarize the artifacts assessments, and evaluations, create an individual learning plan (ILP) and communicate with parents.

The three core concepts that help making learning experiences better are:

Cognitive approach – to create the foundation by constancy talking about learning process and how we learn. Tell everyday examples about your own learning, what new did you learn today? What are you planning to learn? Make everyday experiences focus on learning.

Constructive tools – to focus on supporting students' learning process and create the real-life connections they need for their concept development. Talk about language(s) and how things in the classroom environment relate to each other. Emphasize connections. Build on their comments.

Cooperative tools – to guide students' behaviors, discuss the classroom management decisions and help students engage in their learning goals. Children WANT to learn even though they don't know what they should learn. We have a better idea what they need, which is why we use curriculum, to have meaningful entities for explorations. We can also help children by talking about [approximate goals](#) in their development, without comparing their development to other children.