



Observation

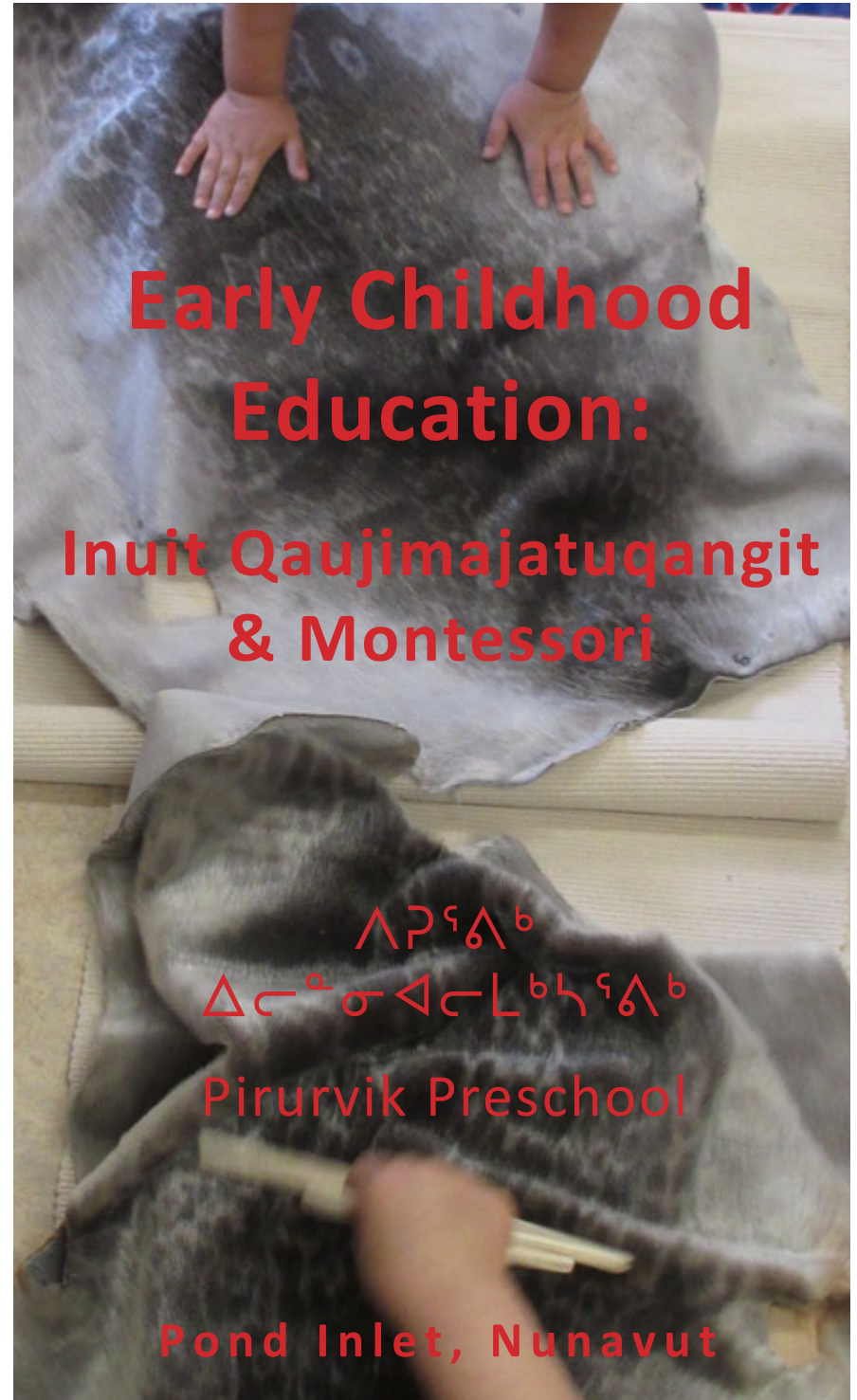
This approach to education recognizes the achievements of each child through careful observation. As reflected in the Inuit Qaujimajatuqangit (IQ) principles, children are recognized as individuals and are left to make decisions for themselves.

Observation is a crucial element in our preschool. The *children* observe the educators deliver lessons on how to appropriately use the materials, and the *educator* then observes the children working with the materials.

Observation allows the educator to get to know the children, seeing how they spend their time in the preschool and which activities they are drawn to. This allows the educator to be able to provide students with what they need as they progress throughout the early stages of development.

Through observation, the educator can **track children's strengths and abilities, and decide how to support children with more activities.** Records are kept on which materials have been presented to each child.

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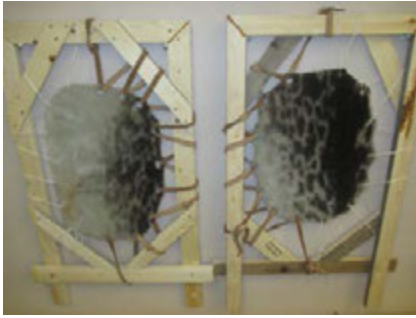


Early Childhood Education: Inuit Qaujimajatuqangit & Montessori

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Pirurvik Preschool

Pond Inlet, Nunavut



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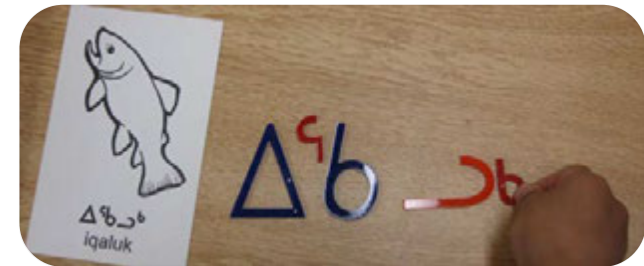
Encouraging Learning

Children learn by making discoveries with the materials **at their own pace**. Children choose which materials they want to work with, and for how long they want to work with them.

All of the materials in the classroom are available to all students **at all times**.

The classroom is structured by five areas of curriculum. It is the responsibility of the educators in the preschool to **encourage students to work in all areas** of the curriculum, but only when the children are ready.

This approach allows for each child to experience the excitement of learning with the materials of their own choice.



Daily Schedule

We have an open-ended schedule, meaning that the day is structured but not within a sense of time, but rather in a sense of space so that children can follow their own interests. The daily schedule consists of **children working independently on activities for most of the time**, and during the last 30 minutes of the day children participate in adult-directed and group activities such as circle time, songs, etc.

Areas of Curriculum



Practical Life Skills

It is important to teach **everyday living skills** so children can become involved in the daily workings of their home. These activities help children with their fine motor skills and build concentration, order and independence, allowing them to do adult work in a child-size environment.



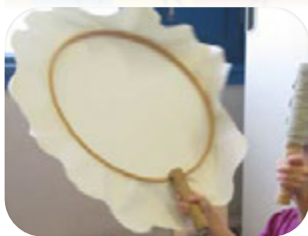
Sensorial Development

Sensorial activities help to refine the five senses through **touch, taste, smell, sight and hearing**. These activities help children to develop their cognitive skills and learn to order and classify impressions by touching, seeing, smelling, tasting and listening. Children learn best when they are able to experiment with as many senses as possible.



Language Acquisition

The language resources and activities help children to **discover language at their own pace** and feel excited about learning. Children develop a love of reading and writing in the early stages, which will continue throughout their education.



Cultural Skills

Cultural activities help children to make the connection between school, home, and their lives in the community. Children benefit by having their **culture validated and celebrated** within the early years of their education.



Mathematics

Hands-on mathematics resources help children to **explore math in concrete ways**. This leads to deeper learning experiences and creates a love of learning, self-directed through problem-solving activities.



IQ-Montessori

The Pirurvik Preschool provides Early Childhood Education that is child centered and based on the Inuit Qaujimajatuqangit principles and is enriched through the use of Montessori materials.



Our goal is to provide a culturally relevant learning experience guided by the **IQ principal Pilimmaksarniq** which allows children to learn at their own pace.

This approach to education is facilitated by the resource rich **Montessori method of learning**.

As seen in other parts of the world and Canada, Montessori is a **student centered approach to learning** that crosses all cultural and pedagogical boundaries.



Both **IQ and Montessori** put the emphasis of learning in the hands of each child by trusting them to know what they need.

This approach to ECE complements the educational values of the community of Pond Inlet as it builds confidence and independence at a critical age of development.



Pilimmaksarniq

We hope to provide children with a lot of opportunities to develop skills in many areas through **observation, mentoring, practice and effort.**

The learning materials are 'hands on' resources and allow for self-directed learning with the educators who act as facilitators by providing the appropriate support when needed.

The educator methodically presents the learning materials to a child when the child is ready. Once the children have observed the presentation of the materials they can then choose to use the materials at their leisure. Children follow their own natural curiosity by choosing topics that interest them.

Students are internally motivated to learn, based on their individual interest in each activity. This experiential approach to learning creates a classroom of engaged and happy children.

Pilimmaksarniq - Montessori

- To allow each child to develop at his or her own rate
- To provide children with opportunities to learn to initiate
- To foster the value of concentration in activities that are engaging for children
- The educators guide the children to respect others and the objects in their environment

IQ Principles



Qanuqtuurniq

In our carefully planned environment, children are given the freedom to access the learning materials at all times once the materials have been presented to them. This helps children to become innovative and resourceful.



Ikajuqtigiinniq

The environment is structured as a space where staff and parents work together for the benefit of the children. We hope to build opportunities for children to develop a strong connection between their lives at home and at preschool.



Tunnganarniq

We work to foster the children's sensitivity to the different abilities of children with special needs and to integrate children with special needs in the classroom for an inclusive environment.



Inuuqatigiitsiarniq

Our preschool provides older children with the opportunity to guide younger children. Respecting the learning journey of others and caring for one another is an important part of our program.