

Using the MN ECIPs in Your Program: Approaches to Learning Domain Participant Guide

(2 hours)

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Session Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: I. Child Development and Learning
- CDA Subject Area: VIII. Understanding the principles of child development and learning

Course Description: Explore the Approaches to Learning domain from the Minnesota Early Learning Standards. Develop specific ideas and activities that can support the development of approaches to learning in a program. It is recommended to take Introduction to the MN ECIPs prior to taking this course.

Learning Objectives

Throughout this training, participants will:

- Describe the purpose and structure of the ECIPs
- Identify indicators of the Approaches to Learning domain in current classroom and indicate how these can be embedded into daily routines and activities
- Develop an action plan that includes at least one new strategy for integrating Approaches to Learning domain into the classroom or program setting

Session Outline

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
A	15 minutes	Welcome/Introductions Objectives Review	Large Group Discussion	
B	30 minutes	Purpose of the ECIPs	Mini-Lecture Large Group Activity	1
C	15 minutes	Overview of Approaches to Learning	Mini-Lecture Large Group Discussion	1
D	45 minutes	Practice and Application	Small Group Activity	2 & 3

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
E	15 minutes	Objectives Review/Closing	Individual Reflection	
	Total Time: 2 hours			

The 8 Domains of the ECIPS

Domain	Components
Approaches to Learning	Curiosity and Inquisitiveness, Attentiveness, Imagination, Processing and Using Information
The Arts	Exploring the Arts, Using the Arts to Express ideas and Emotions
Language, Literacy, and Communication	Receptive Language (Listening and Understanding), Expressive Language (Communicating and Speaking), Emergent Reading, Writing
Mathematics	Number Knowledge, Measurement, Patterns, Geometry and Spatial Thinking, Data Analysis
Physical and Movement Development	Gross Motor, Fine Motor and Self-Care
Scientific Thinking and Exploring	Explore, Discover, Explain
Social & Emotional Development	Self and Emotional Awareness, Self-Regulation, Social Understanding and Relationships
Social Systems	Self-Identity, Family, and Community, Concept of Time, Environment, Geography, and Our Role in Society, Economics: Wants, Needs, and Choices, Technology

Components of Approaches to Learning

- Curiosity and Inquisitiveness - This component reflects children's interest in new experiences and their eagerness to explore the world around them.
- Attentiveness - Attentiveness involves sustaining focus and making deliberate decisions during learning activities.
- Imagination - Imagination includes engaging in symbolic play, originality, and creative expression.

- Processing and Using Information - This involves managing attention, flexible thinking, working memory, and understanding cause and effect.

Scenarios – Match to a component

- Children create elaborate storylines involving superheroes and community helpers.
- During outdoor play, a child notices worms in the soil and asks, 'Why do they live in the dirt?'
- A child recalls steps to wash hands and follows two-step directions.
- A child engages in dramatic play for 8 minutes, ignoring distractions.

Strategy or Activity for each component

- Curiosity and Inquisitiveness –
- Attentiveness –
- Imagination –
- Processing and Using Information –

Resources

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2028 version
 - <https://dcyf.mn.gov/sites/default/files/2025-08/els-ecips-2028.pdf>