



Educational Program

Updated : April 2021

Table of Contents

Mission statement..... 4

Philosophy 4

What Children Deserve 4

Goals of the Educational Program : 5

Emergent curriculum..... 5

Authentic learning experiences 5

Educator Intervention Style..... 6

 Emotional support 6

 Democratic intervention style..... 7

Dimensions of the child's development 7

- Physical and motor dimension 8
- Cognitive dimension 8
- Communication/language dimension 8
- Self-expression and creativity dimension 8
- Emotional dimension..... 8
- Social and moral dimension 8

Executive Functions..... 8

Means, Methods and Educational Material: 9

Adaptation and Organization into Community Life 11

Food & Healthy Lifestyle Protocol 12

Special Dietary Needs 13

Eating Environment..... 13

 Meal Schedules for Children 13

 Pleasant and Healthy Eating Environment for Children 13

 Modeling Healthy Behaviors 13

Physical Activity 13

 Daily Physical Activity for Children 13

 Active Play..... 14

 Role of the educators in active play 14

 Active Play Areas available for children: 14

 Material promoting action and movement at our CPE : 14

Authentic Learning Experiences 15

 Observation of interests/ developmental levels: 15

2

Planning and organization of classroom environment/activities: 15
Educational action in the domains of learning:..... 15
Reflection and feedback within the educational team and with parents: 15
Family Engagement 16
In Conclusion, a quality Child Care Centre is: 17
References..... 18

CPE NARNIA EDUCATIONAL PROGRAM

Mission statement

Narnia provides full day childcare in a safe, healthy and nurturing atmosphere. We recognize children, staff, and parents as active learners and support this with meaningful educational experiences.

Philosophy

Narnia provides opportunities to encourage the social, emotional, physical, cognitive and creative development of the child. Self-help skills and the building of a positive self-concept are emphasized. The program focuses on the philosophy that children develop by interacting with their peers, their environment, and the community at large.

Families are an integral part of the Narnia experience. The administration, educators and parents work together to help each child reach their potential.

What Children Deserve

The following was developed by the Narnia educational team.

- Children deserve to be heard, understood, and accepted as individuals, each having their own personality and rhythm.
 - Children deserve to be safe emotionally and physically.
 - Children deserve the opportunity to experience childhood with all their curiosity and creativity.
 - Children deserve a learning environment and material that reflects their needs, interests and personality.
 - Children deserve a predictable, consistent, calm environment and routine.
 - Children deserve a place where children interact and learn from their peers.
 - Children deserve an educational team who model and teach pro-social skills; who are empathetic, responsive, patient and respectful to all children, families, and each other.
 - Children deserve an educational team who are skilled and knowledgeable in child development theories and approaches.
 - Children deserve an educational team whose members are continuously growing and learning; who are passionate and committed to the field of early childhood education.
-

Goals of the Educational Program :

- to promote positive interactions between educators and children;
- to promote the feeling of emotional security of children
- to organize communal life by establishing a positive climate within the group;
- to organize the classroom environment and equipment in such a way as to optimize learning and the overall development of children;
- to encourage exploration, curiosity, free play and to promote interests & experiences initiated by the children
- to support active play and limit sedentary activities;
- to promote experiences that support the development of healthy eating & lifestyle habits.
- to promote, between parents and persons applying the educational program, continuous communication and constructive interactions centered on children and their development

Emergent curriculum

Emergent curriculum is an approach that focuses on the children's interests, strengths, needs, and lived realities. Educators at CPE Narnia are committed to this belief and use observations of children throughout their day as a tool for constructing meaningful learning opportunities that are in line with the child's specific support of key developmental skills relevant to a specific age group.

Emergent curriculum is the teachers' inquiry into what children know and understand and how that understanding can be stretched and deepened. The process of documentation, taking photos of children in activity, capturing what they say on tape or in notes, collecting sample work such as drawings or clay models, and teacher reflection on this documentation – studying it for what it shows about children's understanding of the world – that leads to the next step in planning. The documentation of emergent curriculum **makes teaching and learning visible** to those both inside and outside the experience.

Authentic learning experiences

Authentic learning experiences is an approach that puts children at the centre of their own learning. Children discover and explore real-life experiences that are important and of interest to them. With educators as facilitators, children develop problem-solving skills through open investigation, projects, community connections, and hands on opportunities.

Authentic Learning Experiences are activities that have been carefully put together by the educators for your children. These activities are about exploration and discovery. Children are

encouraged to explore with their senses, ask questions, test theories, make plans and think deeply.

All Authentic Learning Experiences are created throughout the year using these guiding principles.

Activities are planned relating to what the children already know and what they want to know. They are designed to engage your child's sense of wonder, including:

observations inside and outside

sensory exploration and discovery activities

exploration of a new art medium or new materials

observational painting or drawing

Materials are then gathered with the help of the children. Natural materials are encouraged as they appeal to our senses (colour, texture, smell, taste)

The activities are then set up in a defined work area to help draw the child's attention in.

Educator Intervention Style

CPE Narnia uses a democratic intervention style, which when implemented by the educators, facilitates active learning. The attitude of the educators is a practice based on the belief of balance between guidance requirements, affection and communication (See section 4.1.2).

Emotional support

The educators create a positive and respectful climate within our CPE which fosters an environment for emotional support. We pay special attention to address each child by their first name, ensuring acknowledgement and a sense of belonging. By demonstrating a playful attitude and genuine concern for the children's interests and feelings, the educators foster an emotional bond between themselves and the children, throughout the day.

The educators are sensitive to children's emotions and by observing is able to anticipate and prevent possible difficulties. This sensitivity is a source of emotional security for the children. They feel free to share their ideas and take risks.

The educators take the children's point of view into consideration, is flexible and welcomes their suggestions. Responsibilities are given to the children to encourage autonomy as well as offering choices and allowing the children to initiate activities.

Democratic intervention style

In everyday life, a democratic intervention style means:

- providing children with the opportunity to make choices based on their abilities, such as:
 - which games, toys or materials to use
 - where to go for a walk around the neighborhood
 - which book to read
- It is also a way to allow children to express their negative feelings, needs and objections, by:
 - listening to the child's frustrations with an empathetic ear, letting them explain why they feel angry or jealous, taking their feelings seriously
 - helping them describe and label their feelings with words
 - providing validation, we help them recognize why they reacted, broke a rule or are refusing to cooperate e.g. saying, "Yes, it isn't fun to have to stop playing")
 - giving them simple explanations when they object to decisions
 - staying calm during discussions, despite the event of a conflict
 - regardless of the child's behaviour, never letting them doubt the love you have for them.
- It also means giving children clear and constant support, such as:
 - setting up routines and everyday rules
 - taking note and encouraging positive behaviours and attitudes
 - applauding their progress and successes
 - giving a few short, clear and positive instructions (e.g., "Walk" instead of "Don't run")
 - being constant in applying realistic consequences
 - using courteous language rather than giving orders
 - supporting conflict-resolution among children
- Effects on children
 - increased self-esteem
 - increased social skills
 - increased autonomy
 - assertiveness
 - curiosity and
 - satisfaction

Dimensions of the child's development

The primary focus of the CPE Narnia Educational Program is to promote the overall and harmonious development of the child in all dimensions of his/person person and prepare the child for later stages of development. The educational program is, therefore, aimed at supporting learning in the major areas of child development and their components, namely:

- **Physical and motor dimension:** The child develops their sensory perception through the senses of sight, hearing, touch, smell & taste; fine and gross motor skills; coordination; lateralization as well as body and healthy habits awareness;
- **Cognitive dimension:** The child learns to organize them selves in space and time, to structure their thinking, to reason, to deduce, to understand the world around them and to solve problems;
- **Communication/language dimension:** The child awakens to the cultures that surround him/her and learns to understand oral language and express himself/ herself through verbal language; develops vocabulary and phonological awareness, and develops an interest in reading and writing;
- **Self-expression and creativity dimension:** The child learns to express themselves with their body and enjoys creative activities such as art, singing, dancing & dramatic play;
- **Emotional dimension:** The child learns to build trust with adults other than their parents, to express and control emotions, to experience changes and transitions, to trust and gain confidence in himself/herself and to develop a positive personal and sexual identity;
- **Social and moral dimension:** The child learns to get along with peers, to integrate into a group, to respect differences, to cooperate, to exercise leadership and to take into account the perspective of others before acting.

Executive Functions

At CPE Narnia we offer an encouraging, respectful and positive atmosphere where children have the opportunity to flourish and reach their full potential. "Executive functions represent cognitive flexibility, the set of cognitive processes that allow the individual to regulate intentionally, is involved in behavior management, inhibition, selective or divided attention, working memory, and planning "(Executive Functions, 2018, p. 6)." Executive functions develop at a rapid pace in preschool. The educators, in partnership with the parents or guardians, represent key players in creating an environment favorable to this development "(Executive Functions, 2018, p. 19)." Well stimulated by parents or guardians and educators, the child will be able to improve these skills. At the start of development, the skills are rudimentary and simple. Over time and with experience, they become more complex and more precise, until adulthood. By providing the child with a framework that promotes learning and established routines, supporting play and guiding the child in learning and discoveries, the CPE supports the development of skills related to executive functions "(Executive Functions, 2018, p. 9).

Means, Methods and Educational Material:

At CPE Narnia, the children are divided into three age groups to facilitate the implementation of the developmentally appropriate educational programs. The youngest level is 2 to 3 years. The second age level is the 3 to 4 year olds and the third age level is 4 to 5 year olds.

The educational program is adapted to the age of the children and the time of day, with a daily educational program that is balanced between quiet and active, indoors and outside, individual and group activities, small and large group, while always ensuring the health, safety and well-being of children.

Frequently, when this age level of children is put together in a large group, some inappropriate behaviour is exhibited. Such behaviours, although common and age appropriate, are of concern, as these behaviours can be disruptive as well as being physically, socially or emotionally hurtful to other children in the group. At CPE Narnia our guidance strategy is as follows:

- Ensure that the classroom environment is as effective as possible;
- Use preventative measures and be alert to potential problem situations and re-adjust as required;
- Positively reinforce appropriate behaviour and positive social interactions;
- Teach emotional awareness & age-appropriate social skills through conversations; stories and puppets; recognizing & naming of emotions; and by modeling and encouraging empathy, turn-taking/sharing, and use of words;
- Recognize that due to the immature brain of toddlers & preschoolers, this process of social learning will take time, repetition & consistency to produce lasting results.

Children learn through play and for this reason play is the principle activity and forms the basis of the educational program. Children discover the world through their body and senses. They need to move freely and explore different aspects of their environment at their own pace – for this reason the set-up and contents of the classrooms are of fundamental importance. Each classroom at Narnia has various activity centers: dramatic play area; various construction blocks & toys; sandbox/sensory play area; imaginative play with trains, trucks, animals, people, (etc) and quieter reading corners and large wooden cubes for being alone or with a couple friends.

An age-appropriate schedule for toddlers & preschoolers is built around large blocks of time during which children move freely about the classroom, self-selecting activities in which to engage alone or with others. Shelves contain a variety of table-top toys, pegboards, lacing cards, art materials such as markers & playdough/modeling clay, puzzles, and games which can be accessed by the children. Additionally, educators set up various semi-structured or educator-selected and guided activities which can be chosen by the child during free play: for example, art activities with paint, glue, scissors, stickers or tape; sensory experiences with waterplay or shaving cream; or group games such as bingo or lotto classification or matching games.

During this free play time, the children can do something active or passive, challenging or relaxing. They can deal with the world at their own pace that suits their mood that day, following their own interests and making discoveries themselves. As they choose among activities and playmates, they develop physical, verbal, cognitive, social skills, and practice decision-making. All of this builds their self-esteem and develops their sense of autonomy. Educators act as observers and facilitators in these activity centres and semi-structured activities, guiding all possible learning opportunities

At CPE Narnia, each day begins with free play in a multi-age group setting and as more children arrive, additional rooms are opened. Conversely, at the end of the day, as both children and educators begin to go home, groups are again combined for multi-aged free play. This multi-aged free play allows siblings to be together, and provides learning opportunities for older children to develop empathy and mentor younger ones, while the younger children learn an immense amount from observing and emulating children slightly older than themselves.

For each class, the structured program or teacher-led group time begins with a circle or group gathering -- an opportunity to learn songs & finger plays, play instruments, listen to stories together, dance, do yoga, play games or simply exchange information and reflect on experiences. Circle activities and story-time before nap give the children a sense of belonging and provide an opportunity for the child to express their requests for favourite songs/activities, and later bring the daycare experience home by singing songs or retelling stories he/she may have learned at school.

Children are then served their morning snack. Snacks and mealtime provide a variety of learning opportunities: good hygiene, washing hands and face, nutrition, pro-social skills, science, self-regulation, language, autonomy and many more. All snacks and meals provided respond to the nutritional needs of children 1-5.

Outdoor play and gross motor activities are another vital component of our educational program as children need to move their bodies to expend energy, burn calories and to develop strength, balance, coordination, agility and stamina. Parents often see outdoor or active play as a break in the educational activities of school learning without realizing the essential role of active play in brain development. The brain is wired through movement and sensory input. The two hemispheres of the brain develop and coordinate with each other through activities which utilize bi-lateral movement of the arms and legs in activities such as crawling, climbing, etc. Outdoor play is an essential experience for the children at CPE Narnia and it is scheduled twice daily, weather permitting. Outdoor activities include exploring playground equipment, playing with balls, ribbons, scarves, bubbles, chalk, large trucks, walking tours, as well as seasonal activities like swimming, sledding, and, for the older children, skating & cross-country skiing. The indoor gym is utilized for gross motor activities such as riding tricycles & plasma-cars, climbing of ladders, jumping on mats, cooperative action games, etc. In case of inclement weather and the

gym being busy, gross motor activities are done in the classroom through yoga, dancing, action songs and games.

The children are guided to become more independent through self-help and life skills of dressing/undressing, toilet teaching, and tidying up of toys, blankets, snowsuits, (etc.), all of which are major life-skills that strongly enhance self-esteem by promoting a sense of pride in their accomplishments.

Healthy lifestyle habits are also emphasized, such as the development of proper hand-washing, encouraging the trying of new foods & eating a balanced diet, sickness prevention through coughing into the upper arm and using tissues for the nose. Naptime is an important part of the program that provides the children with the opportunity to learn to relax, unwind & self-regulate. Even if children do not sleep during the nap period, it is important for them to rest their physical and mental selves in order to meet the energy requirements for the rest of the day. Soft music or listening activities are provided and stuffies from home are welcome.

Adaptation and Organization into Community Life

This section addresses the harmonious integration into both life as a group and the larger community and the gradual adjustment to both.

The child primarily needs to feel safe. To facilitate the integration of a new child, we advocate a gradual entry. A smooth integration process will have immediate lasting benefits on the child's sense of security as well as the child's self-esteem. The benefits of progressive entry are based on the belief that the child has time to adjust and feel at ease in their new environment. This period of adaptation reduces the level of stress that the child will inevitably experience. The parent or guardian may take advantage of this period to establish their relationship of trust with the CPE staff, particularly with the educator responsible for their child. The aim is for the child to form a solid relationship with the educators as they witness the collaboration between their parent and the educators and staff at the centre. We empower the child's adaptation to community life by providing the following concrete means.

Concrete Means

- warm welcome of the child and parents or guardians, daily
- child locker identified with their photo and/or name
- photos of the child's family, doudou, at their disposal
- quiet area for the child that feels the need.

We organize enriching and meaningful activities for the child, for example

- walks in the neighborhood

- visits to grocery store, the market and other businesses
- visit to the Library, Post Office
- public sprinklers and splash pads
- visit surrounding parks near the CPE

Food & Healthy Lifestyle Protocol

CPE Narnia believes in creating the healthiest possible environment for the children in our care. Children who eat well and are physically active are healthier and learn better. This policy helps to create an environment that supports healthy behaviors. We are also an environmentally conscious child care center.

The purpose of this policy is to outline the healthy lifestyle practices of CPE Narnia. Our centre builds awareness among educators, food service personnel, and other staff members about the importance of nutrition, physical activity, and environmental protection.

We promote healthy eating habits and a healthy lifestyle. We adhere to the recommendations of “Canada's Food Guide” and the cadre de référence « Gazelle and Pumpkin ». The following are emphasized to the children:

- The importance of eating healthy meals and snacks
- Good nutrition through healthy and safe eating habits
- Water is served during both snack periods and is available throughout the day
- Children are encouraged to drink adequate amounts of water
- CPE Narnia is nut restricted
- CPE Narnia does not serve pork
- Follow food safety principles and rules
- Promote culinary activities with the children
- Use mealtimes as an opportunity for learning about healthy eating
- Show respect for the child’s appetite, rhythm and tastes
- Provide healthy meals and snacks, including plenty of vegetables, fruits, and whole grains, that meet the requirements of Canada’s Food Guide;
- Provide a four-week menu to all parents
- Teach and encourage the principles of recycling
- Active play and outdoor play are important every day
- Encourage children to be active throughout the day, through activities such as music, dance, use of the indoor gym, and imaginary play
- Help the children to develop relaxation techniques
- Provide up to date first aid training to staff

Special Dietary Needs

Our center willingly accommodates children with special dietary needs. With appropriate medical documentation, we modify meals for children with food allergies or other special dietary needs. Parents must provide the appropriate medical statement before we can make any dietary accommodations. A licensed physician must sign this statement if the child has a disability that restricts their diet.

Eating Environment

Meal Schedules for Children

Our meals allow adequate time for all children to eat and socialize. Scheduled mealtimes provide children with at least 15 minutes to eat snack and at least 30 minutes to eat lunch.

Pleasant and Healthy Eating Environment for Children

Our meals and snacks are served in safe, clean and pleasant settings. The eating environment provides children with a relaxed, enjoyable climate. Mealtimes include predictable routines, such as washing hands before coming to the table, assisting with setting plates and utensils and cleaning up after meals (for the older children). Our educators use mealtime as an opportunity to teach nutrition and food concepts. Adults eating with the children encourage social interaction and conversation. They ask questions and talk about nutrition concepts related to the foods being eaten.

Modeling Healthy Behaviors

CPE Narnia recognizes the importance of adults as positive role models for children as they learn to live healthy lives. Our staff members model behaviors for healthy eating, physical activity and positive body image in the presence of children. The educators sit with the children at the table and often eat the same foods as children.

Physical Activity

Daily Physical Activity for Children

We encourage all children to participate in a variety of daily physical activity opportunities that are appropriate for their age, that are fun, stimulating and safe. All of the children are provided with numerous opportunities for physical activity throughout the day. Staff members lead and often participate in active play (e.g., games and activities). We provide an indoor gym with a variety of gross motor equipment and a climbing wall. We also encourage parents to read about the benefits of physical activity for the children at the following web site: <https://haveaballtogether.ca/videos/>

All children are provided indoor and outdoor time (weather permitting) at least twice daily. We expect parents to provide children with appropriate clothing for safe and active outdoor play during all seasons. For example, children should not wear open-toe shoes, sandals or flip-flops to play and

run around in the park or gym. In winter, provide a warm jacket, snowsuit, hat, mittens and boots. In spring and fall, provide a jacket or sweater, and boots and rain jacket on rainy days. In summer, provide light clothing, swimsuit, towel, and hat.

Active Play

- Active play is defined by any activity that engages children to move at low, medium or high intensity
- Outdoor play is a part of the daily routine to ensure the development of the child's gross motor skills
- Adequate time and materials are arranged to facilitate active play that is rich in experience and variety
- Active play and motor development also stimulate the cognitive and social dimensions of the child's development
- Provides a healthy living environment

Role of the educators in active play

- To create a stimulating, functional and safe environment both inside and outside
- Encourage active play through pleasant activities and integrated with challenges
- Offer several opportunities for active play daily
- Help children learn about healthy lifestyle habits and the importance of movement.
- Educators take the children on "adventures" in nature to have fun using their imaginations, in all seasons
- Allow children to explore and experiment on their own allowing access to equipment, and accompany the child in the development of their abilities and skills
- Our large classrooms, mini gym, and outdoor playgrounds allow the child jump, tumble and crawl, among other things, according to their own needs

Active Play Areas available for children:

- Large classrooms suited for movement
- Mini gym
- Neighboring parks

Material promoting action and movement at our CPE :

- water, sand or snow bin (with shovel, bucket, boat, etc.)
- balls, hoops, self-supporting tunnel
- scarves and music to dance
- mats for rolling, crawling, tumbling
- stepping stones to encourage balancing skills
- natural elements and spaces outdoors such as grass, sand, trees, trails, water, insects and animals which provide opportunities for children's development

Authentic Learning Experiences

To ensure the learning program is child centered, relevant to the children's needs, interests and developmental level, the educators follow an educational intervention process of:

Observation of interests/ developmental levels:

Based on our knowledge of child development and the children's interests, we develop our curriculum. While each child and group of children are unique, certain themes are of common interest to preschoolers, such as the changing seasons, transportation & community workers, etc. Each group's activities are guided by the children's areas of interest and individual readiness, expanding each child's knowledge, skills and understanding of him/herself, his/her family, the community, and the world.

Planning and organization of classroom environment/activities:

Based on the observed interest, educators then place relevant books in the book corner as well as provide theme related puzzles, lacing forms, matching games, etc. If the theme is community helpers, the dramatic play area may be changed to a doctor's office, and the sandbox may have construction vehicles added. If the theme is sea life, the playdough can be blue colored and sea life cookie cutters and stampers made available.

Educational action in the domains of learning:

In order to extend the learning experience, theme related art activities, stories and songs will be used by the educators as well as age appropriate activities. These activities will be designed to support the cognitive, social, emotional, physical and creative development of the child. All activities that are presented are developmentally appropriate, that is to say, the resources and activities provide an appropriate challenge to the developmental level of the child. The lessons provide a variety of opportunities for the children to learn in different ways to help ensure that all the children will benefit from the experience. Using a variety of store bought and educator made materials, children experience activities that explore pre-reading, pre-math, science, music, pro-social skills, art, and motor development, to name a few.

Reflection and feedback within the educational team and with parents:

Educators are responsive, engaged and active listeners. The educators observe the reaction of the children to the educational program in order to ascertain what works and what doesn't, as well as the direction of future programming. We also share the learning taking place in each group with parents. CPE Narnia recognizes that parents are the primary educators of their child, and collaboration between parents and the educational team is essential to the harmonious development of the child and the overall quality of the educational program.

Family Engagement

We have implemented a variety of ways to creatively engage families:

- From the first visit to the CPE, parents are informed about the educational plan. Upon registration, parents are provided with a copy of the education plan and are also invited to look up the educational program developed by the Ministère de la Famille— « Accueillir la petite enfance » / "Meeting Early Childhood Needs" on the Ministry website.
- CPE Narnia encourages parents to have informal verbal conversation with an educator at the beginning or end of the day to communicate useful information about the child;
- A white wipe-off information board is posted near each age groups homeroom where the daily activities and special events are listed for each group. In order to keep informed, parents are encouraged to read these white boards daily;
- Class Dojo posts by the educators of photos and information detailing the authentic learning experiences that are occurring in each group...which should ideally be viewed with your child to allow them to reflect and share their personal experiences of the learning occurring at school;
- Visual documentation displays of artwork, photos, posters, etc.;
- Access to developmental milestone charts of the child;
- Resource books for parents;
- Twice yearly—end of November and May-- periodic portraits of each child's progress within the dimensions of development: physical, cognitive, communication/ language, and social/emotional;
- In the case of some children with more particular needs, the collaboration between the parent and the child care centre is extremely important and may also result in the joint development of a plan of action;
- The educators also enthusiastically encourage parent participation by having parents share with their child's class a book, a cultural activity, a musical instrument, or aspects of your career (we have had visits from doctors, dentists, paramedics, etc.);
- Social gatherings facilitating parent exchange/ Annual Parent Workshop;
- Suggestion box posted next to the parent board in the hallway;
- Annual parent satisfaction survey to ensure the families' sentiments are being heard and respected.

In Conclusion, a quality Child Care Centre is:

- The quality of interactions and relationships between staff and children
- The quality of interactions and relationships between staff and parents or guardians
- The quality of the relationships and consistency of interventions within the team
- Well organized environment for children to occupy and explore
- The structure and diversity of activities and experiences offered to the children

References

Ministère de la Famille, Meeting Early Childhood Needs : le programme éducatif des services de garde du Québec, 2007, en ligne : https://www.mfa.gouv.qc.ca/fr/publication/Documents/programme_educatif.pdf

Ministère de la Famille, Gazelle and Pumpkin framework, Last modified : April 26, 2021, online : <https://www.mfa.gouv.qc.ca/fr/publication/Documents/guide-gazelle-pumpkin.pdf>

I. Crowther. Oct. 12 2005. Child Development: A Primer. 1st edition. Top Hat Publishers

C. Copple & s. Bredekamp. NAEYC's Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. 3rd edition. National Association for the Education of Young children

Le Centre de transfert pour la réussite éducative du Québec (CTREQ), Continuum du développement des fonctions exécutives de la petite enfance à l'âge adulte, 2018, en ligne : http://rire.ctreq.qc.ca/wp-content/uploads/2018/10/Fonctions_executives_11oct.pdf

Gouvernement du Québec, Favoriser le développement global des jeunes enfants au Québec, 2014., en ligne : <https://www.mfa.gouv.qc.ca/fr/publication/Documents/Favoriser-le-developpement-global-des-jeunes-enfants-au-quebec.pdf>

Le développement de l'enfant au quotidien De 0 à 6 ans Francine Ferland, 2014 Éditions du CHU Sainte-Justine, en ligne : https://www.editions-chu-sainte-justine.org/media/system/books/document1s/000/000/343/original/Grille_de_d%C3%A9veloppement.pdf

Gouvernement du Québec, Loi sur les services de garde éducatifs à l'enfance, en ligne : <https://legisquebec.gouv.qc.ca/fr/ShowDoc/cs/S-4.1.1>

Site Internet Ministère de la Famille au : <https://www.mfa.gouv.qc.ca/fr/Pages/Index.aspx>

Continuum du développement des fonctions exécutives de la petite enfance à l'âge adulte http://rire.ctreq.qc.ca/wp-content/uploads/2018/10/Fonctions_executives_11oct.pdf

Un Milieu Éducatif Favorable au Jeu Libre et Actif, pour le développement Global des enfants. Guide d'élaboration ou de révision de mesures structurantes. AQCE <http://www.aqcpe.com/content/uploads/2017/10/jeu-actif-guide-delaboration-de-mesures-structurantes.pdf>

Ministère de la Famille, Family, Children's development, Children's freedom of expression, Democratic intervention, December 16, 2016 : https://www.mfa.gouv.qc.ca/en/Famille/developpement_des_enfants/expression-enfant/Pages/intervention-style-democratique.aspx