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Contents

Mission statement.....	4
Philosophy	4
What Children Deserve	4
The fundamental principles.....	5
Goals of the Educational Program:.....	5
The Four dimensions of quality care	6
Emergent curriculum.....	7
Authentic learning experiences.....	7
Emotional support	8
Active and supported learning	8
A schedule adapted to the rhythm of young children	8
Child-initiated play; learning through play	8
Educator Intervention Style.....	9
Democratic intervention style	9
Dimensions of the child's development	10
Physical and motor development.....	10
FINE MOTOR SKILLS	10
GROSS MOTOR SKILLS	10
SENSE OF MOVEMENT / MOVING AT DIFFERENT INTENSITIES	11
THE FIVE SENSES	11
Cognitive Development.....	12
ATTENTION	12
MEMORY	12
SYMBOLIC FUNCTION	13
CATEGORIES AND CONCEPTS	13
REASONING	13
MATHEMATICAL AWARENESS	14
SCIENTIFIC AWARENESS	14
Language development.....	15
PRELINGUISTIC LANGUAGE	15
ORAL LANGUAGE	15
AWAKENING TO READING AND WRITING	16

GRAPHIC DEVELOPMENT	16
Social and emotional development	17
SELF-CONFIDENCE.....	17
SELF-ESTEEM	17
AUTONOMY	18
IDENTITY AWARENESS	18
EMOTIONAL SKILLS	18
SOCIAL SKILLS.....	18
Executive Functions	19
Means, Methods and Educational Material to Promote Development	20
Adaptation and Organization into Community Life	22
The Educational Intervention Process	23
OBSERVATION	23
PLANNING AND ORGANIZATION	23
EDUCATIONAL ACTIVITIES.....	23
REFLECTION-FEEDBACK.....	24
Family Engagement.....	24
Food & Healthy Lifestyle Protocol	25
Special Dietary Needs	25
Eating Environment.....	26
Meal Schedules for Children	26
Pleasant and Healthy Eating Environment for Children	26
Modeling Healthy Behaviors.....	26
Physical Activity	26
Daily Physical Activity for Children	26
Active Play.....	26
Role of the educators in active play.....	27
Active Play Areas available for children:.....	27
Material promoting action and movement at our CPE :.....	27
In Conclusion, a quality Child Care Centre is:	27
References	28

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.

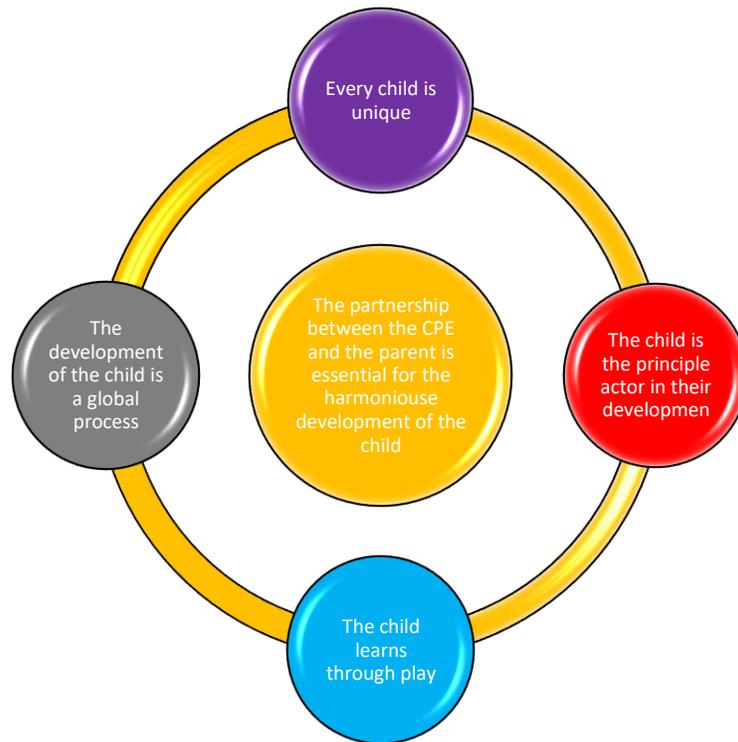
Families are an integral part of the Narnia experience. The administration, educators and parents work together to help each child reach their potential.

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.

The fundamental principles



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

The Four dimensions of quality care

The four dimensions of quality care can be found throughout our education plan over many sections



The quality of interaction between the educators and the children

- Emotional support
- Organization of group life
- Support for learning

The quality of the children's experiences

- Schedule adapted to the children's rhythm
- Educational experiences initiated by the children and supported by the educators
- Stimulating and varied activities
- Routines and transitions

The quality of the layout of the premises and equipment

- Comfortable and warm living space
- Healthy and safe spaces and equipment
- Variety, versatility and accessibility of equipment

Quality of interaction between educators and parents

- Openness and respect for family realities
- Varied means of communication that promote mutual trust
- Creation of a partnership with the parent

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.

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.

Active and supported learning

Children learn through active and guided learning. We respect young children's pace and allow them to explore and learn through play. Educators observe and ask questions to help children's learning experiences evolve and develop.

"Active learning is a process by which the child, by acting directly on objects and interacting with people, ideas, and events, constructs a new understanding of his or her world" (PE, 2019, p.20). Accompanied learning, "while leaving plenty of room for children's choices, decisions and tastes, relies on scaffolding, that is, the active presence of the adult to support the learning they are ready to do, sometimes with a little help" (PE, 2019, p.20).

A schedule adapted to the rhythm of young children

The flow of the day is flexibly modified in keeping with the children's rhythm. The daily schedule is regular and flexible. It allows the children to have time markers, but the duration of the activities can vary according to the children's interests and their rhythm.

Child-initiated play; learning through play

Our program is based on the belief that children build on what they have already learned. Child-initiated play lays the foundation for learning and academic success. Learning begins a process of sharing knowledge between the child and the educator; this interactive method allows children to make discoveries through direct experience. Through play, children learn to interact with others, develop language skills, and recognize and solve problems.

Children learn best when they are focused on achieving their aspirations while being actively supported and challenged by their educators. As children learn to achieve their aspirations, they may experience different kinds of play, such as solitary play, spectator play, parallel play, associative or cooperative play, physical activity, symbolic play, and construction and assembly games that involve simple or complex concepts. Engaging the child's thinking process provides the tools to become independent and the social skills necessary for group living.

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.

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/her 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 development

The child develops sensory perception through the senses (sight, hearing, touch, smell and taste), gross and fine motor skills, coordination, lateralization and body awareness and acquires healthy lifestyle habits.

FINE MOTOR SKILLS

- Fine hand and foot movement
- Dexterity

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE FINE MOTOR SKILLS

Inside we:

- Practice grasping activities
 - pick up objects with our fingers (toys, buttons, etc.)
- Practice dexterity
 - stacking blocks
 - threading small objects
 - buttoning a coat
 - holding a pencil, cutting with scissors, tearing paper.
- Develop hand muscles (play dough)
- Handle small objects (board games with small chips and puzzles)

Outside we:

- Practice grasping and dexterity
 - pick up rocks and leaves
 - play in the sand and snow with small shovels
 - catch balls, kick a ball with our feet
 - drawing with chalk

GROSS MOTOR SKILLS

- Large movements that involve the whole body
- Development of fundamental skills (crawling, walking, running, jumping, throwing, catching)
- Body schema, ability to name, identify and recognize body parts
- Laterality (right, left)

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE GROSS MOTOR SKILLS

Inside we:

- Strengthen muscle tone through play in different positions
- Practice different motor activities:
 - walking, going up and down stairs

- running at varying intensities
- dance and jump

Outside we:

- Practice different motor activities
 - running at high intensity and playing ball
- Climbing and sliding on structures
- Climb a hill in the park
- Play in the water park

SENSE OF MOVEMENT / MOVING AT DIFFERENT INTENSITIES

- Awareness of the body in movement or static state
- Awareness of the body's place in space
- Awareness of motor potential (intensity, agility, flexibility) and expressive potential

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE SENSE OF MOVEMENT/MOVING AT DIFFERENT INTENSITIES

Inside we:

- Create obstacle courses
- Perform movement awareness exercises through yoga

Outside we:

- Plan daily outdoor outings
- Play locomotion games: crawling, walking, running at varying intensities
- Practice movement skills: throwing, catching, hitting
- Play obstacle courses and chase games
- Play at the park on slides and structures

THE FIVE SENSES

- Sensory development: hearing, sight, taste, touch, smell
- Kinesthetic awareness: awareness of body position

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE THE FIVE SENSES

Inside we:

- Smell: Let's explore different smells (food, scented pencils, scented play dough)
- Touch: Handle different textures (wool, paper, cardboard, wood, plastic, metal, sensory tray) and experiment with hot and cold
- Sight: Identify colors using toys, books, posters, "eye spy" game
- Hearing: Let's explore sounds (musical instruments, listening to music, imitating animals, sound recognition games, etc.)
- Taste: Let's discover new foods, taste sweet, salty, bitter and prepare small recipes

Outside we:

- Smell: Let's discover the smells of nature and flowers from the garden
- Touch: Let's handle snow, rain, rough wood, smooth ice, grass, mud, sand, etc.
- Sight: Let's explore the far and near view, the signs and play observation games
- Hearing: Let's listen to the animals (birds, dogs and cats) and identify the sounds of the environment (garbage truck, police siren, fireman, etc.)

- Taste: Let's taste fruits, vegetables and herbs and organize picnics

Cognitive Development

Cognitive development refers to the acquisition of abilities such as memory, attention, reasoning and planning. It is what allows the child to manage his emotions, thoughts and behaviors, in addition to learning to organize himself in space and time, to structure his thoughts, to reason, to deduce, to understand the world around him and to solve problems.

Cognitive development influences physical and motor development and language development, that is, a child's ability to communicate, to understand what is said to him or her and to express himself or herself verbally.

"Cognitive development is how a child acquires knowledge and understands the world around him or her." "The child's actions and reflections prompts the development of thinking and the ability to understand." (EO, 2019, p. 118)

ATTENTION

- Joint attention

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE ATTENTION

Inside we:

- Use color or sounds and an animated voice
- Chat with children during diaper changes and routines
- Share with children (e.g., ask open-ended, interactive questions)
- Play board games
- Set up a quiet spaces
- Planned and directed activities (e.g., yoga)

Outside we:

- Play team games, precision games, and instructional games
- Teach children to pay attention to others through modelling

MEMORY

- Sensory memory: perceived information
- Working memory: information to be reused
- Long-term memory: information to be retained

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE MEMORY

Inside we:

- Adopt predictable rituals, routines and transitions
- Post a schedule as a reference
- Memorize songs with movement
- Look back on a past events or activities

Outside we:

- Repeat instructions for outdoor games and make expectations clear

- Create lasting memories (e.g., a harvest festival, family literacy day)
- Look back on a past outdoor activity

SYMBOLIC FUNCTION

- Mentally representing an object using a symbol
- Drawing as a symbolic representation

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE SYMBOLIC FUNCTION

Inside we:

- Plan various games and workshops:
 - "peek-a-boo" game to develop object permanence
- Practice guided imagery
- Drawing, painting and clay object creation workshops.
- Name the object the child is pointing to
- Practice symbol recognition
- Use written words, pictures, numbers, letters and pictographs

Outside we:

- Play pretend and role play (dramatic play)
- Teach children to recognize street signs

CATEGORIES AND CONCEPTS

- Concepts: abstract representation of an object
- Categories: grouping, classifying, sorting, seriation
- Generalization: same and different

COMPONENTS : AN OVERVIEW OF HOW WE PROMOTE CATEGORIES AND CONCEPTS

Inside we:

- Store toys in bins identified with pictures, words and numbers
- Carry out various concept activities:
 - recognizing similarities and differences
 - comparison
 - classification (by color, size, object, etc.).

Outside we:

- Explore the concept of seasons through games and materials adapted to each season
- Carry out various concept exercises:
 - classification (classification of toys for sand, for snow, toys that roll, etc.).
 - open exploration of an object, a toy in a different context.

REASONING

- Reasoning: making hypothesis, drawing conclusions and solving problems
- Causal reasoning: making connections between cause and effect
- Problem Solving

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE REASONING

Inside we:

- Play sequence and logic games and do puzzles, etc.

- Help children structure their thinking
 - asking open ended and provoking questions
 - highlighting links between cause and effect
 - supporting the development of conclusions based on experience.
- Support children in conflict resolution
- Support the planning of activities identified by children
- Provide feedback on a past activity to evaluate or adapt it

Outside we :

- Support the identification of hypotheses (What will happen if I put the boat on the water? What about the rock?)
- Explore material in different contexts
- Observe how children think about a challenge

MATHEMATICAL AWARENESS

- Numbers: concept of quantity, order, etc.
- Geometric shapes: circle, square, triangle, etc.
- Measurement: larger, smaller, etc.
- Spatial thinking: above, below, up, down, outside, inside, etc.
- Time: before, after, yesterday, today, tomorrow, etc.

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE MATHEMATICAL AWARENESS

Inside we:

- Discuss the usefulness of numbers and figures
- Use mathematical language
 - count out loud objects, steps etc.
 - sing nursery rhymes, including numbers
 - display numbers around the room
 - learning the date of their birthday, their address
- Play varied board games:
 - dice, dominoes, snakes and ladders, etc.
 - cash register, bills, etc.
- Provide measuring equipment (rulers, tapes, etc.)
- Post a measuring tape on the wall for the child to measure himself/herself

Outside we:

- Count steps in movement, number of balls, etc.
- Use fingers to count
- Play various games: hopscotch, running games (1-2-3-go)
- Observe numbers in our environment (e.g., door number, posted price)
- Explore weights in sand games (heavy, light)

SCIENTIFIC AWARENESS

- Scientific approach: make and test hypotheses
- Let the child find the answers to his questions by himself
- To awaken their curiosity

COMPONENTS: AN OVERVIEW OF HOW WE PROMOTE SCIENTIFIC AWARENESS

Inside we:

- Carry out various experimental exercises
 - to make hypotheses
 - to explore the notions of hot and cold with food
 - to explore the notion of weight (what sinks, what floats);
 - to explore the world of colors (mixing colors).
- Provide the children with water and sand trays
- Observe how flowers grow

Outside we:

- Watch the snow melt
- Measure the amount of rain that falls
- Discover nature (e.g., butterflies hatching, ants living)
- Encourage free-form experimentation (e.g., sand and water mix = mud)

Language development

Children learn about the culture around them and learn to understand and speak. They develop vocabulary and phonological awareness and develop an interest in reading and writing.

PRELINGUISTIC LANGUAGE

- Distinguishing the sounds of the mother tongue
- Sound production: crying, laughing, babbling, imitating sounds, chattering
- Sign communication: joint attention and pointing

COMPONENTS: OVERVIEW OF HOW WE PROMOTE PRE-LINGUISTIC LANGUAGE

Inside we:

- Distinguish the sounds of language (ma ma ma for mom)
- Play with sounds (babbling, animal calls, etc.)
- Verbalize what a child is trying to express
- Verbalize our actions (e.g., I'll blow your nose)
- Use sign communication (e.g., hand bye, blow kiss)
- Teach sign language (if needed)
- Discover words used in everyday life
- Encourage children's efforts to be understood

Outside we:

- Verbalize actions performed by children or objects they point to
- Encourage children to use words to name objects
- Acknowledge children's efforts to use speech

ORAL LANGUAGE

- Pre-words and first words: juxtaposition of sounds to name an object
- Phrases: word order, grammar, vocabulary, social use

COMPONENTS: OVERVIEW OF HOW WE PROMOTE ORAL LANGUAGE

Inside we:

- Articulate words using clear intonation, slow speech, short sentences, and exaggerated vowel sounds
- Rephrase and repeat the correct pronunciation of words
- Provide children with books and pictures to help them identify objects
- Enrich children's vocabulary through shared, animated reading
- Use speech posters
- Play a variety of games:
 - talk, sing, rhyme, do finger plays and play with puppets
 - playing board games, word search in our environment.

Outside we:

- Play guessing games
- Identify toys and objects outside
- Use short sentences to give instructions
- Encourage children's efforts to make themselves understood with words

AWAKENING TO READING AND WRITING

- Functions of writing: utility and entertainment
- Phonological awareness: detection of sounds, words, syllables, phonemes
- Alphabetic principle: links between letters, sounds and words
- Spontaneous writing: lines that evoke writing

COMPONENTS: OVERVIEW OF HOW WE PROMOTE READING AND WRITING**Inside we:**

- Set up a reading corner in each room
- Provide the children with a variety of books, picture books and magazines
- Provide children with a well-stocked library
- Add recipe books, grocery store flyers, tractor magazines, cars, etc. in play areas
- Read stories every day
- Explain new words and their synonyms
- Identify lockers with name and picture
- Identify toy bins by word, picture or object
- Play a variety of games (rhyming, letter magnets, pre-writing games)
- Encourage spontaneous writing

Outside we:

- Make books available for outdoor activities
- Read stories at the foot of a tree, on top of the mountain
- Play various games (letters and shapes in the sand)
- Observe the written word outside (e.g., stop sign on street corner, names of local businesses, letters on vehicles, etc.)

GRAPHIC DEVELOPMENT

- Scribbles
- Pre-schematism: first drawings

COMPONENTS : OVERVIEW OF HOW WE PROMOTE GRAPHIC DEVELOPMENT

Inside we:

- Provide children with creative materials (pencil, crayon, markers, etc.)
- Organize drawing and painting workshops
- Stimulate children's creativity, free exploration of drawing
- Explore shapes: circle, square, triangle, etc.
- Do exercises that promote hand-eye coordination

Outside we:

- Make chalk drawings on hard surfaces (e.g., asphalt, wood, etc.)
- Experiment with painting outdoors
- Organize scavenger hunts: children search for objects outside according to their shape: circle, square, rectangle, triangle, etc.

Social and emotional development

Children learn to build trust with adults other than their parents, express and control their emotions, experience change and transition, develop self-confidence and personal and sexual identity. The child learns to get along with peers, to integrate into a group, to respect differences, to cooperate, to exercise leadership and to consider the position of others before acting.

SELF-CONFIDENCE

- Ability to believe in one's skills: "I am capable..."
- Ability to adapt to newness and change

COMPONENTS: OVERVIEW OF HOW WE PROMOTE SELF-CONFIDENCE

Inside we:

- Develop the child's ability to be confident
- Help the child identify his or her strengths
- Teach the child to cope with life's events
- Stimulate creativity to allow for natural development

Outside we:

- Make discoveries through games
- Experiment with different roles within the group (i.e. helpers, collaborators)

SELF-ESTEEM

- Self-perception and recognition of characteristics and differences
- Knowing and developing strengths: "I am good at..."

COMPONENTS: OVERVIEW OF HOW WE PROMOTE SELF-ESTEEM

Inside we:

- Verbalize the child's successes so that they become aware of their strengths
- Encourage efforts and perseverance
- Offer challenges adapted to each child's abilities
- Encourage independent exploration (without adult intervention)

- Highlight children's accomplishments (e.g., by posting on the wall)

Outside we:

- Highlight each child's strengths
- Set up the space to provide appropriate challenges for each child

AUTONOMY

- Make decisions
- Perform tasks to meet their needs

COMPONENTS: OVERVIEW OF HOW WE PROMOTE AUTONOMY

Inside we:

- Allow time to complete a project (e.g., putting on a costume or, for a toddler, using his spoon to eat)
- Give small responsibilities according to individual abilities
- Help children develop their ability to make choices
- Encourage perseverance which leads to independence

Outside we:

- Observe the challenges that the child meets on his or her own
- Encourage the efforts the child practices on the road to autonomy

Encourage the child's initiatives

IDENTITY AWARENESS

- Personal identity: distinct being, physical characteristics, skills, personal traits
- Social identity: family, educational child care group, cultural group

COMPONENTS: OVERVIEW OF HOW WE PROMOTE IDENTITY AWARENESS

Inside we:

- Identify each child's skills, personal traits and preferences
- Share family and family events (e.g., photo)
- Learn about the different cultures of the children in the group (e.g., books about the child's country of origin, etc.)
- Use neutral materials to avoid stereotypical toys
- Encourage a sense of belonging to the group of friends

Outside we:

Role play (i.e. mommy, daddy, occupations)

Emotional and Social Skills

EMOTIONAL SKILLS

- Expression of emotions
- Understanding of emotions
- Regulation of emotions

SOCIAL SKILLS

- Awareness of others
- Rules for living in society
- Peer relationships

- Interpersonal conflict resolution
- Pro-social behaviours

COMPONENTS: OVERVIEW OF HOW WE PROMOTE EMOTIONAL AND SOCIAL SKILLS

Inside we:

- Support emotional awareness and self-regulation
- Read pro-social stories
- Display pictograms to help identify basic emotions
- Mime games about different emotions
- Use materials such as an emotion kit, emotion volcano, cozy corner, comforting object or mindful breath to help children self-regulate their emotions
- Establish rules for group life: greetings, positive communication, polite words, respect for instructions, etc.
- Encourage children to consider the ideas of others
- Alternate games in pairs, teams and large groups
- Support conflict resolution by listening carefully and using various tools (conflict resolution chart, solution cards)

Outside we:

- Support awareness and self-regulation of emotions
- Observe the emotions expressed by each child
- Encourage children to share play ideas and materials
- Encourage spontaneous and free play
- Practice higher intensity group or team games

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 to Promote Development

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.

Children are all unique and each child has different needs, interests, tastes and abilities. They develop at their own pace. Our schedule is 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.

Children are the principal actors in their learning. During 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

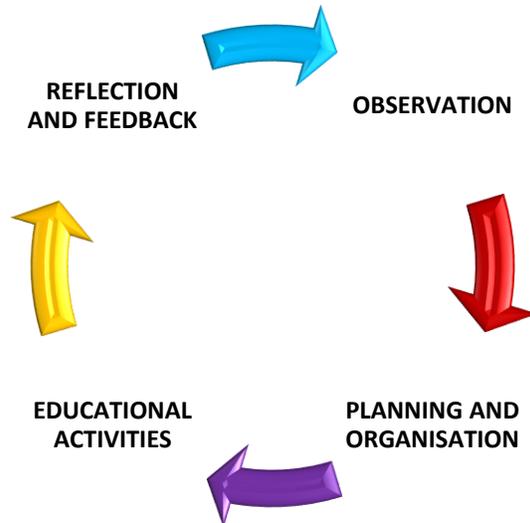
- warm welcome of the child and parents or guardians, daily
- child locker identified with their photo and/or name
- photos of the child's family, doudou, at their disposal
- quiet area for the child that feels the need.

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

The Educational Intervention Process

To ensure that the learning program is child-centered and appropriate to the child's needs, interests and stage of development, educators follow an educational intervention process that focuses on the following elements:



OBSERVATION

Our program is based on our knowledge of children's development and their interests. Although each group of children is unique, there are often popular interests and ideas among preschoolers, some examples may be seasonal changes, transportation, community workers, etc. All group activities focus on the children's areas of interest and individual preferences, thus expanding each child's knowledge, sharpening skills, and teaching them to understand themselves, their families, their communities, and the world around them.

PLANNING AND ORGANIZATION

Depending on the areas of interest, educators place relevant books at the children's disposal and provide various games and activities such as, puzzles, lace cards, matching games and other games based on the children's interests. If, for example an interest is working in the community, we might turn the drama area into a doctor's office or add construction trucks to the sandbox. If the interest is marine life, the play dough may have cookie cutters and stampers of aquatic nature.

EDUCATIONAL ACTIVITIES

Educators use art, stories, songs and other age-appropriate activities to extend the learning experience. These activities are designed to support the child's cognitive, social, emotional, physical and creative development. The resources and activities provide challenges that are appropriate for each stage of children's development. The lessons provide a variety of opportunities for the child to learn in different ways to ensure that children will gain something from the experience. The activities, using materials purchased or made by the educators, explore

various areas of learning: reading and math awareness, science, music, social skills, art, motor skills and more.

REFLECTION-FEEDBACK

Educators are responsive, engaged and have a keen ear. They observe the children's feedback during education activities to assess what is working and what is not working so they can adapt future programming. We also keep parents informed of what is of interest to the children. The Narnia Childcare Centre recognizes that parents are the primary educators of their child and that **collaboration between parents and the team is essential to the child's harmonious development** and the overall quality of the educational program.

Family Engagement

The children benefit from a partnership between the CPE and the parents. The accompaniment of the child in his or her development is a shared between the parents and the CPE.

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 childcare 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

- Annual parent satisfaction survey to ensure the families' sentiments are being heard and respected.

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 a nut free environment
- 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 offered to facilitate active play that is rich in experience and variety
- Active play and motor development also stimulates 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
- steppingstones 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

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

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