

Brighton Children's Centre



How Does Learning Happen Here?

Brighton Children's Centre is licensed by the Ministry of Education. We employ principles and practices according to the Ministry resource "How Does Learning Happen? Ontario's Pedagogy for the Early Years". We believe that children are capable of using competencies they have already mastered to follow their curious nature and discover the world around them. We strive to see the rich potential in every child and offer opportunities for individual growth and development.

Well Being

We are striving to meet our children's health and well-being needs daily. Recently we have returned to family style meal and snack times, where children share in pleasant table conversation about healthy food choices, events of the day and common interests. Children are encouraged to be attentive to their body's cues on hunger and thirst. They are encouraged to use table manners, serve themselves and pass dishes to others at the table. This promotes a sense of belonging in our Centre as well.

We believe that a positive mealtime experience encourages healthy eating habits that last a lifetime!

Children are active learners, opportunities for play that include big body movements are included in our programs both indoors and outdoors to promote healthy growing bodies. Morning and afternoon our children attending all day can be found investigating nature in our own backyard or out for a walk engaging with members of community. Every afternoon as part of our after school programs, children are encouraged to be active in recreational activities both outside in the school yard and indoors in the school gym.

Growing minds and bodies also have a need for quiet spaces to sit and contemplate the very details of the world around them, engage in literature and the arts or just to interact one on

one with another child or adult. An afternoon rest period is essential for our preschoolers to rejuvenate from their very busy mornings interacting with their peers and the environment.

We value the trust parents place in us with what they treasure most – their children. We take their well-being and safety as our most serious business. Daily inspections of our yards, washing and inspecting play materials and close supervision of all children help to ensure their safety. Children's well-being is nurtured by encouraging expression of thoughts and emotions, promoting good eating habits and opportunities to explore how their bodies move in the world around them.

Expression

Everyone deserves to be heard. We all strive to be understood. Our children, parents and staff are building authentic relationships with one another on a daily basis. We strive to make every greeting a positive one for both parents and children. Morning arrival is time to catch up on events of the evening before, share about health concerns or anything that might affect a child's time with us so we are able to respond to their needs throughout the day. At day's end, staff are happy to share anecdotes about individual children's experiences throughout the day. We believe collaboration and communication make the Brighton Children's Centre a place we can be great partners throughout the early years of a child.

We believe children are great communicators too. Although they are often still honing their verbal communication, their ability to understand complex ideas and use other forms of communication to help us understand them better is truly amazing. Allowing children time to express their thoughts, emotions and needs, listening carefully to what they have to say and how they say it, is paramount in our approach to encouraging positive communication and supporting self-regulation. Extended spaces of time are built into our day to allow for engagement in open ended play and interaction with one another. Children who are less rushed are able to regulate their bodies and emotions better. Teachers are also more relaxed and able to support children as they learn these important skills when they have time to build quality relationships with children.

An optimistic approach that encourages responsive relationships that foster self-regulation and children's well-being are valued. Principles of belonging, well-being, expression and engagement guide us in all our interactions with children, families and colleagues.

The use of Corporal punishment of the child; Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room

without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures; Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or Inflicting any bodily harm on children including making children eat or drink against their will never be tolerated at the Brighton Children's Centre.

Engagement

We believe that children are capable of learning the best when they are given encouragement and the opportunity to follow their curiosity about the world around them. Our teachers act as facilitators in children's learning through intentional observation and documentation. By carefully observing children's play, we are able to gain insight into their ideas and what they are curious about. We are able to see what they are capable of and what they may be working toward. Positive learning environments and experiences are created when we listen carefully to what they say with their words and what their body language tells us. Documentation through photos, words and children's creations allows us to capture our observations about children's capabilities and explorations of the world around them. Caring teachers take the time to thoughtfully interpret how their observations inform them about each child, his or her interactions with others and the environment we provide. What we learn from these interpretations informs and guides us in purposeful planning which supports individual learning and development. We aim to create meaningful experiences by intentionally choosing materials that help to scaffold children's learning they are already invested in. We interact with them and share our own curiosity as co-learners in the experiences that are created. We choose to create learning environments where children have access to seek out and obtain for themselves, materials they can use to build on their experiences as they play and explore where their inquisitive minds take them. Children's inquiry and initiative is always guiding and changing our experiences together.

Belonging

We value collaboration between teachers, families, children and community partners. Located in Brighton Public School, we are immersed in community life and are often invited to be a part of events that are taking place. We strive to show the children how we are a part of the community we live in by being present on neighbourhood walks or visiting people and places in our community such as the Fire Hall, Post Office, or Public Library. Community Partners such as the Public Health Unit are involved by providing support services for families. Early dental health has been addressed in this way and we welcome the chance to be a part of that for our families. We collaborate with Five Counties Children's Centre and families at our centre are

able to access extra support for their children. Families are encouraged to participate in Open House Events, Fundraising opportunities, Board of Director positions and special projects. Parents are engaged in pleasant conversation upon arrival in the morning and at the end of the day. Exchanges back and forth regarding the children's time at home and daycare are seen as an integral part of life together here at the Brighton Children's Centre. We believe in working with families and community partners to grow great relationships both individually and as a Centre.

The Brighton Children's Centre supports lifelong learning for everyone. We believe adults that are continuously learning make excellent teachers. Staff are asked to commit time regularly to self-reflection, planning for and seeking opportunities in professional learning that furthers their personal goals. When possible, time off is provided to accommodate attendance at workshops and conferences. Reimbursement of fees to attend are available upon request, as well. Time to collaborate with colleagues is offered on a regular basis at staff meetings and planning time. Discussion with and learning from each other and the children is an ongoing process of development for everyone, every day.

Our staff practice self-reflection as part of regular Reflective Reviews as well as daily planning for the environment and learning opportunities within our centre. Sharing what we learn helps us to better understand how our practices as individuals impact our children and families.

Annual parent surveys and ongoing feedback from families allows us to review and assess how our programs affect children, families and our community. Families are invited to attend our Board of Director's meetings where communication regarding our programs is often shared by parents who volunteer to serve on our Board. Minutes are kept to document points of discussion. Feedback in all forms is viewed as a valuable part of collaboration with families to meet our goals and their expectations.

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