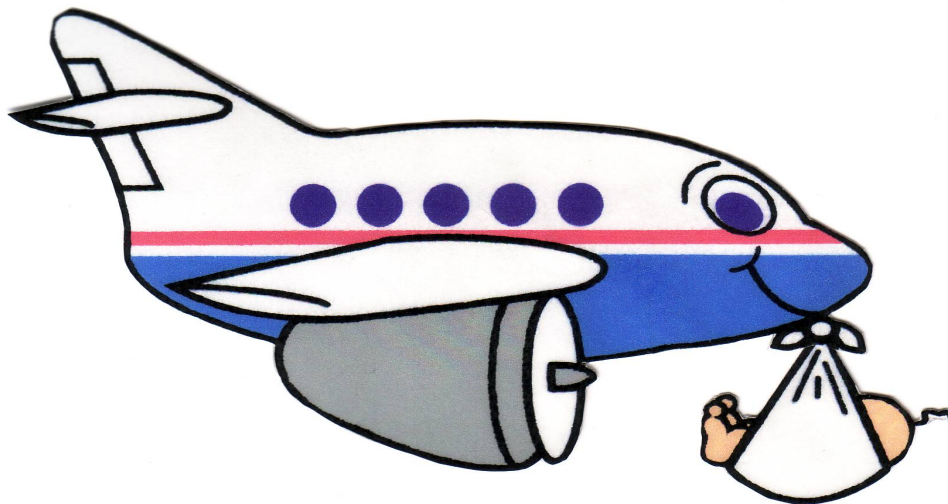


EDUCATIONAL FRAMEWORK

Centre de la petite enfance des employés de
Bombardier Aéronautique (Montréal)



September 2021

Table of Contents

	Pages
HISTORY AND PRESENTATION OF THE CENTER.....	3
ORGANIZATIONAL CHART	4
VALUES	6
EDUCATIONAL PROGRAM AND OUR CPE	12
OUR DEFINITION OF EDUCATIONAL QUALITY	16
DEMOCRATIC INTERVENTION.....	16
PHYSICAL ENVIRONMENT	17
DAILY SCHEDULE	18
HEALTHY HABITS.....	21
PARTNERSHIP WITH FAMILIES	22
RELATIONS BETWEEN ADULTS	24
ANNEX 1.....	25
ANNEX 2.....	29

This document contains the general views, the educational perspectives as well as a portrait of the physical and material organization of the Centre de la Petite Enfance des Employés de Bombardier Aéronautique.

Team participation was essential to when putting together this educational framework. It will be used as a collective reference point, where our common goals, beliefs and values are the basis of our educational curriculum.

HISTORY AND PRESENTATION OF THE CENTER

Since January 23, 1997, the Centre de la Petite Enfance des Employés de Bombardier Aéronautique is a non-profit corporation according to Article III of the Loi sur les Compagnies du Québec. We are a bilingual CPE and our goal is to offer a service where the child will have a stimulating, safe and warm environment. We are also work site daycare, therefore, the schedule and the services offered must respond to the needs of the parents who frequent the centers. The CPE holds a permit for 200 places distributed as follows:

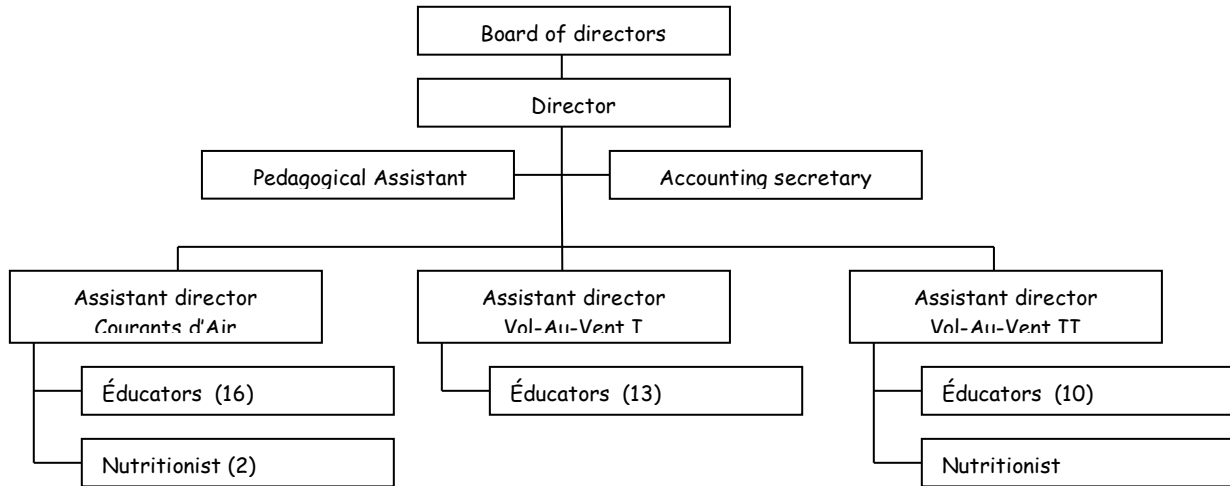
- **Infants** 3 to 18 months : 40 places
- **Children** 18 to 59 months : 160 places

The CPE also accepts children with special needs providing that they can integrate harmoniously in the functioning of the group.

The services are offered from 5h45 to 18h15 in 3 centers, two of which are situated in Ville St-Laurent: Vol-au-Vent I and Vol-au-vent II. Another center, Les Courants D'Air, is situated in Dorval.

At our CPE, we believe that the child must feel at home. The environment provided must be warm and make the child feel accepted. The child must be able to develop his independence, his tenacity, and his socialization skills in a context of mutual respect.

ORGANIZATIONAL CHART



The CPE is managed by a board of directors composed of the majority of parents from the center. Under the authority of the board of directors is the general director who supervises a team of administrators composed of three assistant directors and a pedagogical assistant. The CPE employs an accounting secretary and each center (Vol-au-vent I & II and Les Courants d'Air) provides a nutritional expertise composed of 3 cooks and 2 cook-aids. The educational services are provided by a team of 39 educators. Our ratio of qualified educators exceeds the government standards.

Given the importance of the role of the person in charge of a group and the importance we put on the quality we want to offer, we believe that the educators at the center must possess an education recognized by Ministère de la Famille or pertinent experience.

They must also, at all times, hold a proof of training in emergency first aid and must comply and pass police verification, both must be renewed every 3 years.

Furthermore, to meet our nutritional objectives, we ask that the person responsible for food preparation have a diploma and training in that field such as a D.E.C. in Technique de diététique or equivalent experience.

The person responsible for the administration of the center must have a university diploma in early childhood and/or in administration along with experience or a diploma in another field of discipline.

The field work students who intervene with the children must be at all times supervised by a member of the permanent staff.

VALUES

The following section describes the values privileged within our work place. These values guide our interventions with the children and their parents as well as exchanges between colleagues.

At the Centre de la Petite Enfance des Employés de Bombardier Aéronautique, we value:

- RESPECT:**
1. of one self
 2. of Others
 3. of the Environment

SELF RESPECT

General Objective:

- Have the child become aware that he is a unique being and develops at his own rhythm.

Specific Objectives:

- Respect the child for who he is and not for what we would want him to be.
- Enable the child to feel, identify and understand his physical and emotional needs.
- Allow the child to affirm their own characteristics at each age and each stage of development.

Means:

- Show a good knowledge of the specific needs of each child.
- Recommend intervention methods appropriate to the stage of development and temperament of each child.
- Sensitize the child in regards to his personal hygiene and his diet via routine activities.
- Offer activities adapted to the needs, interests and capacities of each child in order to promote the enrichment of their abilities.

RESPECT OF OTHERS

General Objective:

- Have children be conscious that they are a social being and that they are developing within a group of peers whom also having needs.

Specific Objectives:

- Promote diversity and multiculturalism through a rich and nurturing environment.
- Bring children to respect differences.
- Become a role model and allow them to development social values.
- Through daily experiences, guide the child toward tolerant, non-racist and non-sexist views.

Means:

- Encourage interactions with peers.
- Create situations that encourage helping others.
- Promote exchanges of experiences and ideas through circle time.
- Allow the integration of children with special needs in the group.
- Bring children to understand the feelings of others by reminding them of their own experiences.
- Create a harmonious environment within the center.
- Never encourage or accept behaviours and words that are sexist, racist or that imply economic, social, cultural, or religious prejudices.

RESPECT AND KNOWLEDGE OF THE ENVIRONNEMENT

General Objective:

- Bring the child to be aware of and respect his environment.

Specific Objectives:

- Allow the child to explore the outdoor and indoor environment of our center.
- Establish rules that bring the child to respect the environment.
- Sensitize the child to respect materials and the physical environment.

Means:

- Visit another group.
- Explore the neighborhood (Vol-au-Vent only).
- Visit all areas of the center through daily activities: playground, gross motor room, library, and kitchen.
- Propose activities related to nature and the environment (simple and adapted to age group).
- Put emphases on recycling and reusing material.
- Get the children accustomed to putting waste in the garbage.
- Put materials back in their proper place.
- Keep the center clean and healthy (air quality, cleanliness of classes, strict hygiene standards).
- Garden projects.

COMMUNICATION

General Objective:

- Bring children to express their needs, their expectations and their emotions in a way that respects their peers, the adults and the environment.

Specific Objectives:

- Encourage talking about feelings.
- Respect the emotions of the child (ex: sadness, anger, love, fear, etc....)
- Create an environment where communication and expression of emotion is accepted and encouraged.

Means:

- Speak and exchange with the child, and describe the situation.
- Use stories, nursery rhymes, and puppets to increase the exploration of language and create situations that put into play various emotions.
- Redirect children who present aggressive behaviours towards positive and energetic alternatives.
- Show children alternative ways of expressing aggressive emotions.
- Keep parents informed (web site, info CPE, internal communication).
- Daily exchanges between parents and educators through the agenda.
- Favour dialogue and exchanges between members of the staff (meetings, consultations, 'I' messages, resolution of conflicts in a positive manner through the code de vie.

SHARING AND COOPERATION

General Objective:

Promote sharing, cooperation and mutual help.

Specific Objectives:

- Encourage participation and avoid competition.
- Entrust responsibilities that contribute to the well-being of the group and emphasize them.
- Encourage the child to help his peers.

Means

- Intervene in a democratic manner (active listening)
- Play games where everyone participates.
- Instill the notion of taking turns.
- Invite children to exchange and share.
- Ask children to help their peers: Do you want to hold his hand? , Can you help him construct his building?
- Plan common projects and put them on display: murals, group art, etc.
- Encourage staff participation in various committees.

PROFESSIONALISM

General Objective:

- Maintain a high level of competence in the accomplishment of our daily tasks.

Specific Objectives:

- Hire qualified and reliable staff.
- Maintain healthy work relations.
- Ensure that the beliefs and values are known and shared by all the staff, regardless of their hierarchal position, thus favouring confidence, a sense of belonging, cooperation and coherence between the facilities and comprehension between colleagues.

Means:

- Ensure a follow up with new employees.
- Proceed with periodical evaluations of the employees.
- Target the need for workshops (individual and group)
- Put into application a «code de vie» within the work team.
- Believe in an open communication with the staff in order to create a feeling of belonging and team work with the organization.

EDUCATIONAL PROGRAM AND OUR CPE

The CPE is above all a home away from home for the child. While being welcoming and warm, our environment must be structured and stimulating to promote the optimal development of all children. In our opinion, the development of the child is comprehensive. The child learns from everything and at every moment of their day. Although we consider certain learning as essential for the optimal development of the latter, we are convinced that the child must first be motivated to get involved in an activity. The adult must therefore stimulate the child, offer them a wide range of activities promoting the different aspects of their development and be attentive to their ideas.

With this in mind, our educational platform is a reference guide for parents and staff. It is based on the Minister's Educational Program "Accueillir la Petite Enfance", and gives us the means to apply with all participants of the CPE. The learning objectives are aimed at the overall development of each child through these areas:

- Physical and motor
- Cognitive
- Language
- Social and emotional

These spheres are established by respecting 5 basic principles:

- The partnership between the childcare center and the parents is essential to the harmonious development of the child
- Every child is unique
- Child development is a comprehensive and integrated process
- The child is the principal actor of their development
- The child learns through play



Référence : Accueillir la Petite Enfance

1. The partnership between the educational center and the parents is essential to the harmonious development of the child

This means that the parent knows their child best. We must respect this and work collaboratively with parents to achieve common goals for their children. This collaboration and sharing of information is more than just a greeting in the morning or evening, a little dialogue about the weekend or the day before. It is therefore a contribution to the knowledge of child development that will promote their overall evolution.

We need to listen effectively, communicate and make parents feel welcome and appreciated as well as reassured. We must demonstrate that their opinions, questions and concerns are important.

Above all, the parent must feel comfortable asking questions and feel comfortable when discussing their child's development without judgement. They need to feel that their children are in a safe, nurturing and stimulating environment when they are left with us at the center.

When parents and educators work together, it promotes the child's well-being, learning and development. When parents share the in-depth knowledge they have of their child with the educator, this creates a positive path to their overall development.

2. The child learns through play;

Play is essential and is part of children's full-time work. It is their fundamental right and their way of discovering the world around them. It is the way they develop and acquire skills, to be creative and to take risks. They learn to follow the rules, problem solve and negotiate. Play teaches children their limits, allowing them to reach their full potential.

Children must learn to play in order to develop life skills and the capacity to reflect, as these are skills they need to become members of society. This is the time for them to learn all these functions through the following spheres of development: language, social and emotional, cognitive, physical and motor development.

Our schedule is predictable to ensure safety and routine, but flexible enough to promote creativity and leave room for the child to grow. There are moments of child-initiated play as well as activities proposed by the educators, however all moments of the day are learning opportunities.

Educators encourage and promote learning without stereotyping.

They make sure that learning is a process and is not based on a final product.

Through the eyes of a child (individuality), not everything is the same. Children learn differently and we need to respect this individual development.

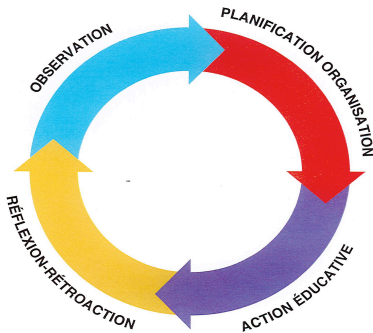
Educators must accompany the child's learning and engage in their play. They should ask the children open-ended questions and give them time to answer. This is the way the world makes sense to them.

Here at our center, we also implement learning opportunities through different educational activities within our program, such as our Pacific Path program, our fire safety awareness program, and our music program (please see our leaflet on the services offered at the center).

3. Each child is unique;

Each child is an individual, each child has their own tastes, their own pace of development and their own needs. It is essential for us to understand this and respect them individually as well as a part of a group. In order to develop the strengths of each child and encourage them to express their needs, the educators will need to observe them. Observation is essential to understand their needs and plan activities that will allow them to learn and build self-esteem. The educators base the daily activities according to the modalities of the educational intervention proposed in "*Accueillir la Petite Enfance*"

- Le processus de l'intervention éducative



4. The child is the principal actor of their development;

Children learn from their environment by exploring, observing, interacting, imitating and listening. It is therefore the role of the educator to encourage, guide and accompany them towards autonomy. This is why one of the main roles of educators is to respect and support their choices.

Children develop an understanding of themselves through their interactions with events, materials, and other people. They also develop their own perspectives and ideas. They need the support and encouragement to keep making their decisions and growing this way.

5. Child development is a comprehensive and integrated process;

Global development occurs simultaneously in the child across all spheres of development (physical and motor, social and emotional, language, cognitive).

Depending on the child's fields of interest, the activities in which they engage and the environment in which they grow up, these domains are nevertheless involved to varying degrees in the child's development.

Each experience, notably through its richness, has the potential to lead young children to discover sensory perceptions, ways of moving, feelings, interactions, questions, reflections, and new ways of expressing themselves, which deserve to be explored.

« Accueillir la Petite Enfance »

OUR DEFINITION OF EDUCATIONAL QUALITY

At CPE des Employés de Bombardier Aéronautique, our priority is the development of the child. In our opinion, only a quality environment can succeed in meeting the child's different needs. This is why we are motivated by individual and collective values. The staff continuously attends workshops to further their knowledge on educational quality. We advocate positive democratic interventions and effective communication among all participants.

DEMOCRATIC INTERVENTION

In accordance with the educational program "Accueillir la Petite Enfance", we favor democratic intervention in our daily interactions with the children. Democratic intervention promotes the sharing of power between children and the educator, by allowing the children to make decisions that concern them. It means creating relationships where everyone has the opportunity to express their needs and negotiate solutions. Both the child and the adult have important roles to play in decision making. The process of democratic intervention also implements consistency and flexibility, while leaving room for positive criticism and questioning.

For us, it is therefore a question of guiding the child in their learning by providing them with boundaries. For this to happen, we establish clear guidelines, adapted to the age of the children and known by everyone, which promotes consistency from one group to another. To learn new skills, we believe that it is better for children to experiment than to have experiences imposed on them. This is why we support them through all their discoveries and let them progress at their own pace. Finally, the word democracy also appeals to the notion of equality, we ensure that all children are aware of rules (e.g. tidying up, politeness, and cleanliness) by setting an example as adults.

PHYSICAL ENVIRONMENT

The indoor environment

The layout of a room greatly influences the learning and well-being of children. It is for this reason that it must be adapted to the age of the children and prioritize the accessibility of the material in order to encourage exploration and autonomy. The material chosen should be non-discriminatory from stereotypes (Guide: "Do Books and Toys have a gender?") Furniture and shelves are used to divide the space by creating corners or activity centers (e.g., block corners, symbolic games or quiet games). This layout minimizes distractions and helps children focus on individual tasks as well as encourages conversation and collaborative work between children.

**It is to be noted that television is used uniquely for the fire prevention program "Play Safe! Be Safe!"*

The indoor environment

Playing outside is essential for children's development. Outdoor play is complementary to indoor activities. To maintain good health, children should play outside as often as possible, at least once a day (weather permitting). Outside, tricycles, ball or sand games are all activities that promote motor development.

Ratios

Adult/child ratios must be respected at all times:

Children from 3 to 18 months (infants):	1 adult for 5 infants
Children from 18 to 24 months (toddlers):	1 adult for 8 children
Children from 24 months to months:	1 adult for 8 children
Children from 48 months to 59 months:	1 adult for 10 children

DAILY SCHEDULE

It is important to have a daily schedule. This establishes a safe environment for children and helps the day run smoothly. In addition, the schedule allows children to integrate notions such as time and space. It is important to diversify the types of activities according to the daily schedule in order to balance calm moments and active periods within the group.

HORAIRE TYPE D'UNE JOURNÉE 18 MOIS ET PLUS

5 h 45 to 8 h 15	Arrival and breakfast. Free play in multi-age groups.
8 h 15 to 9 h 00	Free play activities
9 h 00 to 9h15	Snack
9 h 15 to 9 h 30	Routine activities (hygiene).
9 h 30 to 10 h 00	Activities: initiated by the child or educator, in a group or solitary play.
10 h 00 to 11 h 00	Outdoor activities or gross motor activities indoors and transition activities and meal preparation.
11 h 00 to 11 h 45	Lunch
11 h 45 to 12 h 30	Routine activities (hygiene).
12 h 30 to 13 h 00	Relaxation activities, reading, quiet games
13 h 00 to 15 h 00	Nap and quiet games.
15 h 00 to 15 h 15	Snack
15 h 15 to 15 h 30	Routine activities (hygiene).
15 h 30 to 18 h 15	Departure. Free play in multi-age groups

TYPICAL DAILY SCHEDULE

Infants

The nursery is open from 5:45 a.m. to 6:15 p.m.

The infants are offered breakfast, two snacks and a lunch.

The schedule is flexible and respects the rhythm of each child. It is the educators' responsibility to offer children stimulating activities that meet the needs of each individual. They must provide for outdoor and indoor activities. Following a predictable routine provides the children with a sense of security, as well as positioning them in time.

Routine activities (diaper changes, hygiene, etc.) meet each child's needs and aims to maintain good health.

STRUCTURATION OF DIFFERENT MOMENTS OF THE DAY

Routines and transitions

A routine evokes constancy, because every day certain situations are repeated in a well-ordered sequence. The day's curriculum should take into account periods of routine and transition such as hygiene periods, group activities or outdoor activities.

Personal hygiene

Diaper changing, meal preparation and handwashing routines allow the child to learn positively how to take care of their body and develop healthy lifestyle habits.

Child initiated activities

There are moments throughout the day when children can make their own choices in a well-organized environment. They are encouraged to actively and spontaneously explore their environment. The child can choose an activity, the time that is spent on the activity, and the friends they want to include. This type of play should be encouraged in all age groups.

Children need time to observe others, use their imagination and ask questions. It is a time to learn concepts, skills and tasks, as well as, development of their capacity to take initiatives while exercising their creativity

Proposed activities

There are daily activities proposed by the educators. These activities are planned based on the interests and abilities of the children and are open ended activities (no final product). The plans for these activities are presented to the parents via the programming board.

Special activities and physical fitness days

The center has a committee composed of educators from each center, the pedagogical assistant and one of the cooks. The committee plans special, educational and physical activities (the importance of being active) for children of all age groups.

Educational outings

There are 2 outings planned with children in groups 2 to 4 years old. Apple picking in September and Sugar Shack in March.

4 year old outings

In order to prepare the children for school life, educational outings are planned monthly for groups of 4 year olds. These outings also allow children aged 4-5 to have fun in an educational and safe manner. There are numerous advantages to these outings. They aim to allow these older children to feel independent and stand out from the younger children. In addition, they allow children to develop their open-mindedness, while preparing them for the world around them. Furthermore, it is possible for children, during these outings, to exceed their limits and increase their self-confidence, all this while promoting team spirit.

During these outings, children have the opportunity to take the school bus. It is an important part of the transition from the world of early childhood to the world of school. Taking the bus is a privilege. What do children learn by taking the bus? First, they need to make sure they are ready and dressed when the bus arrives. They need to know the bus safety rules; we need to stay sitting, we don't shout, we don't push. All these are concepts they learn through our Pacific Path Program.

Getting on the bus teaches our children independence and responsibility. (Mom and dad are not invited to attend these excursions). They are responsible for their own backpack, coat, hat, etc. And when they return to the center, they are even responsible for the material they received during this outing. These are valuable lessons that can be learned while having fun.

HEALTHY HABITS

Gazelle and Pumpkin

Gazelle and Pumpkin is a reference framework, published by the Minister of Families, which aims to promote the overall development of children aged 0-5 through healthy eating, active play and motor development in educational childcare services. It is with this program that we can create environments that will allow them to enjoy, from an early age, healthy eating habits and exercise.

Educators integrate gross motor activities from the Mini Gigote teaching kit into their weekly planning, which promotes the physical development of young children. This program allows children to move every day through activities while having the pleasure of being active.

Meals

The meals offered by the CPE are prepared on site daily and meet the recommendations of Canada's Food Guide. Our 5 week menu pays particular attention to the quality of the food served, the presentation and the service of these meals. We also ensure a strict follow-up of food allergies and dietary restrictions.

The objectives are :

- 1) Adopt a positive attitude towards food and an open mind when new foods are introduced;
- 2) Promote a relaxed and pleasant atmosphere during mealtime
- 3) Help the child recognize their hunger and satiety;
- 4) Encourages the child to taste all foods, but does not force them; avoid making negative comments or criticisms;

To achieve these goals, educators must portion meals with the group. This allows each child to choose what they want to eat and the desired portion. This eliminates waste and allows children to recognize their hunger level and satiety signals. All foods must be offered to children, including dessert (dessert has nutritious value).

Our menus are seasonal: autumn/winter and spring/summer. We recommend fresh products and nothing is fried. The educators, as well as the cook, work together with the parents of babies in the nursery to safely introduce the new foods.

For more information, refer to our food policy "Eating Is Magic" This document is given at the time of registration.

Naptime

Sleep plays an important role in the development of young children. In order for children to grow, they need a period of rest during the day at the CPE. The need for sleep and duration vary from child to child. Children may fall asleep on their own with the aid of a soothing item from home, such as a stuffed toy, blanket or pacifier, if necessary. The educator is also available to help the child fall asleep by rubbing their back, if the child needs it. If a child does not fall asleep within the first 30 minutes, they are offered quiet activities that encourage relaxation for the rest of the naptime.

Approximate duration of nap for young children

Age (approximate)	Sieste
3 to 6 months	3 to 4 per day
6 to 18 months	2 per day (approximately 3.5 h)
18 months up to 3 or 4 years	1 per day (approximately 2.5 h)
4 to 6 years	Rest period or nap according to the needs of the children

« Accueillir la Petite Enfance »

PARTNERSHIP WITH FAMILIES

For us, it is essential to build professional relationships with each family focused on the development of their children. The educational staff is invited to maintain good communication with the families who attend the center and to respect the different values and methods regarding the education of the children.

Communication with parents

The educators acknowledge the parents as the primary caregiver. Given that the child spends a large amount of time each day at the center, we value open communication with parents.

Two parent-teacher meetings take place throughout the year. The first is held in September where the educators present their curriculum. It is also at this time that the cooks meet the new parents of the nursery in order to explain the philosophy toward food at the CPE.

Programming board

This board can be found on the wall outside of each room and is filled out on a weekly basis. Both the educator directed and routine activities are recorded for the parents to view.

Agenda

The electronic agenda is an essential tool to support communication between the educator and the parent. The agenda contains important information about your child's daily routine at the center, such as: sleep, meals, and activities, as well as a personal anecdote.

Educational Profile

The educational profile must contain, among other things, periodic portraits of the child's development according to the four areas of development: physical and motor, cognitive, language, social and emotional.

The periodic portrait

The periodic portrait gives an overview of the global development of the child. It thus facilitates exchanges with the parents and makes it possible to see if the child displays any difficulties. The portrait also makes it possible to set up appropriate educational interventions and plan activities according to the observations collected. A periodic portrait must be completed and given to parents in December and June of each year.

The CPE's involvement in the community

In order to promote continuous development, the CPE participates in consultation groups in the regions of its centers (Dorval and Saint-Laurent) which promotes any new developments in the field of early childhood. The CPE also participates in the meetings with the Regroupement des CPE de la Montérégie, a proactive group in terms of early childhood education, and is also a member of the AQCPE, a source of early childhood renewal.

RELATIONS BETWEEN ADULTS

At the center, we favor listening, implication and participation of each individual. At all times and in all respects, staff members are encouraged to communicate with each other regardless of the work carried out within the team. Management staff favors transparency in communications and discussions.

To facilitate our interpersonal relationships, the team of each installation has adopted a code of conduct. It sets a foundation for our communications and guides our conflict resolution process.

Finally, the entire team (the three centers) meets annually (approximately three times a year) in order to share information, for training and for discussions.

For us, it is important to create a climate of trust with all families and staff of the CPE. This atmosphere of confidence allows the children to establish a trusting relationship.

ANNEX 1

Developmental objectives for children 18 months and over.

COGNITIVE DEVELOPMENT	
The center encourages and stimulates language Development.	<p>Methods:</p> <ul style="list-style-type: none"> • The adults listen and speak to the children. • The adults use adequate vocabulary. • They offer activities that encourage communication; puppet theatre, circle time, etc.
The center promotes bilingualism.	<p>Methods:</p> <ul style="list-style-type: none"> • The educators are bilingual. • The daily activities are offered in English and French.
The center promotes the development of school learning prerequisites.	<p>Methods:</p> <ul style="list-style-type: none"> • The adult answers children's questions concerning the everyday world. • Materials are made available to the children to stimulate creativity, promote basic learning (colours, textures, shape, etc.) • The adult encourages the child and stimulates their curiosity; the educator questions and guides the child's thinking.
The center promotes curiosity and the spontaneous expression of the children.	<p>Methods:</p> <ul style="list-style-type: none"> • The adult asks open-ended questions and accepts the expression of new solutions. • Free play allows the children to choose and experiment, to set objectives and obtain them. • The educators encourage those children who are less curious to participate in the activities.

PHYSICAL & MOTOR DEVELOPMENT

<p>The center promotes health.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • To provide quality menus that respect the Canadian Food Guide. • To respect the need to rest for the children by integrating rest periods and relaxation techniques. • To establish and put into application hygiene policies and the prevention of illness. • Exterior play is daily when weather permits.
<p>The center promotes fine motor development.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • Art materials and lacing activities are accessible to the children. • The educators offer activities that encourage the use of fingers; painting, colouring, crumpled paper, etc.
<p>The center promotes gross motor development.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • Children have access to sufficient space and organized space. • It provides material that encourages gross motor: balls, hoops, tunnels, jumping ropes, outdoor structures, etc. • The educator offers cooperative play time, activities that use the whole body, example, a creative dance course can be offered.

SOCIAL-EMOTIONAL DEVELOPMENT

<p>It is important that the children learn to solve their conflicts on their own, to know how to defend them.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • The adult encourages the child to use their words to solve their problems. • They accompany the children concerned in the steps to solve their conflicts. • They do not decide for them. • Compromise and mutual agreement are favoured.
<p>It is important that children know how to show affection, tenderness.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • The adult shows tenderness and affection towards the children and the adults with whom they work. • The children have access to dolls in order to reproduce behaviours of 'taking care'. • It is recommended that the child bring a favourite item from home (stuffed toy, blanket).
<p>It is important that children respect differences (race, ethnics, religions, handicaps).</p>	<p>Methods:</p> <ul style="list-style-type: none"> • The center chooses their staff in a way that reflects multiculturalism of the environment • The toys offered give a realistic image of the environment (dark skinned dolls, Asian, etc.) • The center respects religious convictions of the families (special menus, holidays, etc.)
<p>The center does not accept sexist attitudes or behaviours.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • Tasks are assigned without regard for the sex. • The games and activities are offered to everyone. • The adults use language and adopt non-sexist attitudes.

LANGUAGE DEVELOPMENT

<p>The center promotes language development.</p>	<p>Methods:</p> <ul style="list-style-type: none">• The educators stimulate and encourage using words, various sounds and short sentences to communicate.• A sufficient time is given to every child to allow for one on one interaction.• Activities and games are planned to allow the child to develop his/her vocabulary.• Simple words and sentences are used to explain activities and routines.• Songs and stories are adapted to the various age groups.
<p>The center encourages communication.</p>	<p>Methods:</p> <ul style="list-style-type: none">• The educators encourage the use of words to express feelings and emotions between every child and their peers.• The tone of voice expresses equally their emotions. Nevertheless, they must preserve an open atmosphere and never scream or excessively raise their voice.

ANNEX 2

The developmental objectives specific to infants: the objectives are almost the same as for the older children but are carried out more specifically in the following ways:

SOCIAL-EMOTIONAL DEVELOPMENT	
<p>The center favours the expression of respect and affection.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • The educators interact frequently with the children both verbally and non-verbally by talking to them softly and taking them in their arms. • The non-verbal messages to the infants correspond with their verbal messages (ex.: words of affection are followed by a hug) • The personnel do not make fun of the children, they treat them with respect. • The personnel considers situations also from the point of view of the children.
<p>The center favours personalized contact.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • The educators devote time to each child during routine activities or play. • They respond to their needs without discrimination. • They maintain eye contact with each child during privileged activities.
<p>The center encourages the development of self esteem and confidence.</p>	<p>Methods:</p> <ul style="list-style-type: none"> • The personnel comforts immediately the infant in distress by taking them in her arms and if she cannot intervene immediately, talks softly.

COGNITIVE DEVELOPMENT

The center promotes cognitive development.

Means:

- The center puts at the disposition of the infants toys and material that allows for classing and sorting objects.
- This allows the infant to also identify their attributes (colour, size, texture).
- These safe objects allow the manipulation and identification of components of their environment.
- Statements are given to allow the infant to situate himself in time. Ex.: "Soon, we will eat."
- Mobiles and illustrations of all sorts are hung that stimulate the infant visually and auditory.

PHYSICAL & MOTOR DEVELOPMENT

The center promotes motor development.

Means:

- The space is arranged in a way that allows the infant to crawl and walk safely.
- The security of the little one is ensured (those who cannot move about alone).
- Toys are offered to the infants in order to encourage walking.

DÉVELOPPEMENT LANGAGIER

The center promotes language acquisition.	Means : <ul style="list-style-type: none">• The staff stimulates, supports and encourages the expression of sounds, words and short sentences by the child; Il consacre un temps suffisant à ses échanges avec l'enfant;• He plans and animates activities allowing the child to acquire new words;• He explains in simple words what he does (need for child safety and vocabulary acquisition);• He sings nursery rhymes and songs adapted to the age group.
The centre promotes communication.	Means : <ul style="list-style-type: none">• Staff use words to reflect the child's feelings, emotions and their own;• The tone of voice also expresses his emotions. However, he must preserve the climate of openness and never shout or raise the tone excessively.