

CHARACTERISTICS SOUGHT IN A EDUCATIONAL PROGRAM



The purpose of this document is to give you guidelines and inspiration relating to the characteristics of your educational program. It's content is drawn from the MFA's Educational Program and reflects its general orientations. Additional information, taken from other cited sources has also been included due to its significance in relation to your role as early childcare providers.

The various sections of the following document, the headers, the order of presentation and the structure serve as an example. The goal is to personalize your program, so it represents you and what characterizes your daycare. You can formulate the content however it feels right to you. You may choose to blend some sections together or elaborate more or less on certain aspects. The basis to start from is the MFA's educational program, but the means to achieve it's objectives are individual to each provider. You may also be inspired by other sources or similar programs.

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1. GENERAL INFORMATION

1. Presentation :

- You, your family, why you chose this occupation, etc.
- Your educational background
- Your experience

2. THE BENEFITS OF OPTING FOR A HOME FAMILY DAYCARE

- ✓ Family environment that promotes and respects the individual learning pace of every child.
- ✓ The stable presence of the same person with the child promotes a sense of emotional security.
- ✓ Strong and lasting bonds of attachment that promote the child's self-esteem.
- ✓ A multi-age learning environment rich in learning for both younger and older children.
- ✓ A climate of mutual aid, tolerance and acceptance between younger and older children.
- ✓ The child has several years of stability ahead to acquire the necessary skills before entering school.
- ✓ A close and privileged relationship between the parents and the home daycare provider.
- ✓ Brothers and sisters growing up together.
- ✓ A small environment that supports the integration of children with special needs.¹

3. YOUR MISSION / YOUR GOALS

The threefold mission of Quebec's educational childcare services :

- ✓ Seeing to the wellbeing, health and safety of the children entrusted to you.
- ✓ Offering an environment likely to stimulate their development on all levels, from birth to school.
- ✓ Preventing the subsequent appearance of learning, behavioural or social integration problems.²

¹ «Guide de soutien à la rédaction d'un programme Éducatif en milieu familial», a collaboration of these following Coordinating Offices : La Trotinette Carottée, Ahuntsic, Saint-Léonard, Gros Bec, Mtl Métropolitain. 2019. Traduit par Geneviève Mercier, BC Familigarde de Lasalle.

² «Meeting Early Childhood Needs», Quebec's educational program for childcare services (update), MFA, 2007.

You can also state your own goals if you like. Here are a few examples :

- Getting involved in the neighbourhood
- Respect the environment
- Having fun
- Preparing children for school transition
- Etc.

4. YOUR VALUES

The **values** you choose are the ones **that characterize your daycare**. You can choose from a variety, as long as they represent you. Not only should you describe them but also, mention **why they are important to you** and **what you do specifically to convey these values to the children** of your daycare. You can talk about being a role model for children and explain what you do to translate these values into daily gestures with children.

For example :

| | |
|-------------|---------------|
| Love | Collaboration |
| Respect | Honesty |
| Autonomy | Openness |
| Tolerance | Generosity |
| Cooperation | Justice |
| Solidarity | Patience |
| Self-esteem | Equality |

5. THE FOUR DIMENSIONS OF EDUCATIONAL QUALITY

(1) The quality of interactions between you and the parents :

How do you plan to foster partnership and cooperation with the parents ?

What kind of relationship do you want to have with your families?

What are your preferred ways to establish optimal communication with parents ?

Examples:

- ✓ Partnership
- ✓ Developmental profile (2x/year)
- ✓ Means of communication (verbal, written, email, texting, agendas, communication board, etc.)
- ✓ Special Events

(2) The quality of the interactions between you and the children :

What type of relationship do you want to establish with each child ?

What means will you use to establish a positive relationship with each child ?

Take inspiration from the following theoretical foundations :

- ✓ Attachment and significant relationships
- ✓ Humanism
- ✓ Democratic Intervention
- ✓ Active and accompanied learning

(3) The quality of the experiences offered to the children (routines, transitions, activities) :

How will you ensure that the experiences you offer are enriching and challenging for the children, as well as adapted to their development, their interests, their needs, and their abilities ?

Experiences are the moments shared with the children that make up your day :

- ✓ *Routines and transitions: What are routines and transitions? Why are they important? What you do to facilitate these moments ?*
- ✓ *Activities: What type of activities do you offer children?*

You can demonstrate the activities of your program in a chart. This allows you to include all dimensions of development and the interventions and materials your plan to offer.

The dimensions of early childhood development

| Areas of development | Child's actions | Materials and games |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical and Motor | <p>Fine motor skills: Draw, thread, cut out paint.</p> <p>Gross motor skills: Walk, crawl, run, jump, climb.</p> <p>Abilities to develop: Agility, tone, coordination, balance, autonomy.</p> | <p>Sensory tray (water, sand, rice, etc.). Balls, blocks of various sizes, hoops, trampoline, tunnel.</p> <p>Large vehicles to ride, push or pull. Material to stack.</p> <p>Embedding material. Arts and crafts. Modeling pastes.</p> |
| Language | <p>Put words on your actions. Assimilate vocabulary, imitate, speak, ask questions, tell stories, express your thoughts.</p> | <p>Posters, photo albums, pictures, sound toys, books, puppets, boards.</p> <p>Symbolic play material: figurines, characters, dolls, costumes, play kitchen set, food, animals, dinosaurs, etc.</p> |
| Cognitive | <p>Classify, serialize, assemble, disassemble, fill, empty, transfer. Assess a situation. Solve problems. Make decisions. Develop your creativity.</p> | <p>Blocks. Puzzles. Embedding games. Sequence games. Threading games. Rules games. Logic games. Classifying games. Lotto games. Memory games. Search and find games.</p> |

| | | |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social and Emotional | <p>Recognize emotions. Express emotions. Develop empathy. Resolve conflicts. Cooperate, share, respect others, wait your turn, assert yourself.</p> | <p>Accessories representing living environments. Relaxation materials (quiet corner, cushions, blankets, books, plush toys, etc.). Symbolic game material (dolls, costumes, mirrors, figurines, puppets, etc.). Thematic books (social skills and emotions).</p> |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(4) The quality of your layout and materials :

You can present the layout in your daycare in the form of a chart adapted to the reality of your environment. Your material must be accessible, in sufficient quantity, diversified and of good quality. Adding pictures of your layout and materials to your educational program is also a good idea.

Example:

| Play areas | Materials and games |
|----------------------------------------------------|---------------------|
| Symbolic play | |
| Construction | |
| Relaxation | |
| Gross motor | |
| Multipurpose (table games, arts and crafts) | |

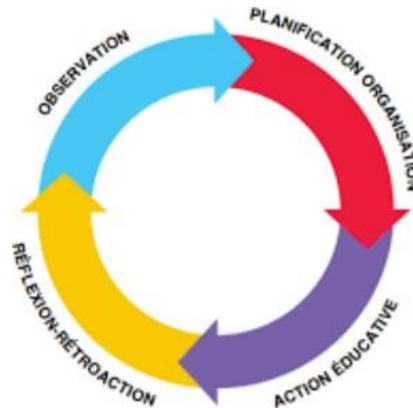
6. THE BASIC PRINCIPLES OF THE MFA EDUCATIONAL PROGRAM

Provide a brief explanation of the following principles (1 or 2 sentences):

- Partnership with the parents is essential for the child's harmonious development
- Every child is unique
- Children learn through play
- The child is the main actor of his development
- Development is a global and integrated process

7. THE PROCESS OF EDUCATIONAL INTERVENTION

Mention the fact that you observe children to determine their needs, interests, abilities, etc. That you plan your activities and interventions based on these observations, and that you evaluate your practices in order to improve yourself.



(1) Observation :

Informs of each child individually in regards to :

- ✓ His preferences
- ✓ His needs
- ✓ His abilities

- ✓ His current and becoming development.
- ✓ Must be planned in order to record objective and relevant observations in writing, which will allow a judicious analysis and interpretation.

(2) Planning and organizing :

- ✓ To set educational intentions that allow children to be supported, according to their needs.
- ✓ To plan educational actions which guide interactions with children.
- ✓ To organize the material.
- ✓ To prepare the physical environment so that every moment of life in the educational childcare service takes place harmoniously.
- ✓ To set educational intentions favoring partnership with parents.

(3) Educational action :

- ✓ To implement the educational actions planned in the previous step.
- ✓ Is executed conscientiously and intentionally, since it is based on observation and planning.
- ✓ Takes place, as in the previous stages, with regard to the four components of educational quality.

(4) Reflection and feedback :

- ✓ To evaluate each educational action and validate its relevance.
- ✓ To critically reflect on the previous stages of the educational intervention process.
- ✓ To continuously improve the quality of the educational services offered to children and their families.
- ✓

8. PROMOTION OF HEALTHY EATING AND LIFESTYLE

How do you promote healthy lifestyle habits through these various elements? :

- ✓ Motor and outdoor play
- ✓ Nutrition
- ✓ Rest and Sleep

9. SCHOOL TRANSITION

With recent developments relating to the government's project to increase preschool classes, it is more important than ever that you educate parents about the central role of quality educational daycares in preparing children towards a smooth transition to school.

In quality educational home daycares you find :

- Daycare providers with significant knowledge of the foundations of early childhood development.
- Daycare providers with the ability to detect difficulties relating to the dimensions of early childhood development, from 0 to 5 years old.
- Daycare providers with the ability to adapt their educational actions to the unique nature of every child, including those who present challenges and/or special needs.
- Daycare providers who benefit from support of pedagogical consultants and/or other professionals or specialized personnel, depending on the needs of the children.

In quality educational home daycare, the children have the opportunity to :

Develop understanding of the world around them :

- By observing, exploring and manipulating, the children will discover their environment and gain new knowledge.

Explore their senses and motor skills :

- Adopting healthy lifestyle habits
- Moving safely and handling objects accurately
- Developing the ability to regain a state of calm when required

Discover and develop their personality :

- Getting to know themselves

- Developing assertiveness
- Developing positive self-esteem
- Taking initiatives
- Taking on responsibilities

Develop the ability to relate with others :

- Share games and ideas
- Open up to others
- Developing social and emotional skills that promote harmonious relationships with other children and adults.

Develop the ability to communicate :

- Speaking within a group setting
- Telling a story
- Using the right words to express thoughts
- Organizing their ideas
- Developing interest for literacy

Develop perseverance :

- Developing the ability to complete an activity or a project.³

10. PARTNERS AND RESOURCES

You can list the resources of your Coordinating office.

- Your agents
- The activities and workshops offered by the coordinating office .
- The resources offered by the coordinating office such as pedagogical material, reference books, toys, games.

You can also name the resources you use in your neighbourhood (activities offered by the municipality, library, community organizations, neighbourhood school, etc.)

11. CONCLUSION

³ La rentrée préscolaire « Vers l'école avec toi », Guide pratique pour les parents. CSDM, 2017.