



Newcomer Family Resource Network

Childcare Workers' Manual
For
Newcomer Children and Their Families



We Believe in Children

CHILDCARE WORKERS SET THE STAGE FOR PLAY BY PROVIDING:

- Time (routines)
- Space (room arrangement)
- Materials
- Experiences
- An ever-changing variety of materials based on the needs and interests of the children



***AFTER THE STAGE IS SET,
WE FOLLOW THE CHILD'S LEAD***

Table of Contents

1. Acknowledgements	3
2. Introduction	4
3. Childcare Worker Qualities	5
4. Philosophy and Common Set of Beliefs	6
5. Honouring Children’s Experiences and Understanding Trauma	8
6. Transition into the Childcare Program	10
7. Positive Discipline	11
8. Snacks	16
9. Program and Centres	18
10. Adult-Child Interaction	20
11. Routines	22

Appendices One

A. Rhymes in English	24
B. Rhymes in Other Languages	37
C. Reading with Children	43
D. Story telling	45
E. Developmentally Appropriate Children’s Activities	47
F. Recipes	52
G. Routine Signs	56
H. Resources	64
I. References	69

Appendices Two

A. Hygiene	72
B. Illness	73
C. Food Safety	74
D. Reporting Abuse Protocol	75
E. General Safety for Infants – sleeping and shaking	76
F. Inclusion Statement	77



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Mosaic – Newcomers Family Resource Network

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1. Introduction

Mosaic –Newcomer Family Resource Network childcare programs provide onsite childcare for parents who are learning English and for parents involved in Mosaic’s parenting and family literacy programs. This gives Mosaic a unique opportunity to provide quality programming for children of newcomer parents.

In order to achieve success, it is important that all Mosaic childcare workers:

- Recognize their important role of interacting with the children.
- Respect each child as a unique human being.
- Respect the cultural norms of different families.
- Understand the variety of needs of each child in the program based on their age and stage of development and on their life experiences as newcomer children.
- Establish and maintain good communication with the parents.
- Work as a team with other childcare workers and staff at Mosaic.
- Become familiar with this manual and use it as a guide in order to provide consistency throughout Mosaic’s programs.

In Mosaic childcare programs, childcare workers pay special attention to noticing the strengths and needs of each individual child and parent and meet their needs to the best of their ability. When special concerns come up, childcare workers will consult other childcare workers and staff in order to meet these needs. It is not the childcare workers responsibility to teach parents how to parent. Rather the childcare Workers guide by example and refer parents for supports when they request it.

This guide is designed to assist childcare workers in developing and providing programs that nurture and develop each child’s potential in a way that is respectful of each child’s unique being



2. Childcare Worker Qualities

- Genuinely enjoy children
- Speak kindly and clearly with children
- Know how to make children feel safe and welcome
- Know how to help children and Moms separate in a gradual way
- Be aware of the needs of all children
- Know how to listen to children
- Know how to talk to children and really connect with them
- Be a friend to the children
- Play with the children (not just supervise them)
- Appreciate and understand children's energy and need for physical activity
- Understand how to help children transition from one activity to another
- Be patient, calm and responsible
- Treat children the way we would want someone to treat our own children
- Have a sense of humour
- Be enthusiastic
- Let children know that you want to be with them
- Be aware of what is happening and what is needed
- See the big picture

3. Philosophy and Common Set of Beliefs

- All children are different and have different needs
- Mosaic supports the successful settlement of newcomer children by helping to ease transition to school and other social and recreational opportunities in their communities
- Every child is an individual and every child is special
- All children are at different stages of physical, social, emotional and cognitive development
- All children are capable of learning
- Childcare workers need to “take the moment” and move with the child
- Children need to feel safety, security and trust
- Children deserve to be listened to by any adult who is caring for them
- Children need to be loved but not spoiled
- Children respond positively to expectations and predictable daily routines
- Children learn through play
- Children need to know the limits
- Children can understand and learn from appropriate discipline
- Children need and generally respond positively to be touched
- Children’s permission needs to be asked before they are touched

- Children need to be treated equally but not necessarily the same
- Children learn by example so good role modeling is important
- Children are often smarter than we think
- Children need to be expected to talk, to do things for themselves as much as possible and be independent

4. Honouring Children's Experiences and Understanding Trauma

We all hope for happy children. Unfortunately many of the children at Mosaic childcare programs have experienced trauma and stress in their lives.

- Trauma is not an event. It is the body's reaction to the event and occurs in the nervous system.
- Causes of trauma can be physical injury or emotional shock.
- Anxiety and shock are especially strong for children, even when they are not the direct victims.

There are two types of trauma:

- **Physical** – The body's response to serious injury or the threat of it
- **Mental/Emotional** – Frightening thoughts/painful feelings

What kinds of events may have caused trauma and stress for the children in your care?

- War, violence, death, loss
- Refugee camps
- Lack of basic needs: food, clothing or shelter
- Numerous moves
- Families who are preoccupied with basic needs so little or no time is left for nurturing the children
- Lack of attachment to or bonding with one adult

Unborn children, newborns and children under three (3) are at the most risk for trauma and stress, even though they do not consciously remember it, due to their underdeveloped nervous, motor and perceptual systems.

What happens in the body when we experience trauma?

- **Fight** – Fighting is normal in a child's development but for a traumatized child, it is often their first reaction to a perceived threat
- **Flight** – When danger is perceived, a traumatized child might run or hide
- **Freeze** – If fight or flight are not possible, a traumatized child might freeze
 - This is particularly common in children. The body appears still but physically the body is fully charged to escape. The excess energy and need to escape or fight remains and must be used up. This can only happen with a safe adult.

Mental and Emotional Trauma can cause:

- Strong feelings (about the past, triggered in the present) of fear, helplessness and terror. Feelings cause the behaviours (the child acts as if the past is occurring in the present)
- Extreme behaviours such as withdrawal or detachment; lack of concentration; irritability; aggression; or hyper vigilance (being intensely watchful for more stressful events)

Symptoms of Trauma:

- Sleep disturbances (nightmares, night terrors or sleep avoidance)
- Flashbacks
- Eating issues
- Headaches, tummy aches, tiredness
- Difficulty separating from their safe person or object

It is vital for childcare workers to support children through transition to the childcare room because:

- Separation from parents can easily re-traumatize children, as their only security is the parent
- The child must begin to trust another adult before separating from the parent
- When children and families have been traumatized, flashbacks or a re-experience can occur by exposure to reminders and anniversaries or when children are aware of their parents' grief. The body remembers trauma through its senses though there may be no conscious memory, just a physical response.

How does a childcare worker recognize a trauma response?

- **Physical Symptoms**
 - Heart rate goes up
 - Sweating
- **Fight**
 - Behaving dangerously or aggressively
- **Flight**
 - Hiding or running away
- **Freeze**
 - Refusing to participate
 - Silence
 - Seeming numb emotionally
 - Showing little reaction

If a child resists an activity, there is a reason.

It is important to stop the activity immediately or don't force the child to be involved.

5. Transition into the Childcare Program

Gradual transition is important for the most positive adjustment of the child. It is the policy of Mosaic to give children and parents time to adjust and feel comfortable in the program before they separate. When children are new, parents will be expected to spend the first day with their child in the childcare room. Childcare workers will learn the child's name, their parents' names, find out what the child enjoys and what helps them feel safe and happy.

During the first week of the program, most children will still require that their parent stay with them for 10-20 minutes to help them feel safe and get involved in an activity. Childcare workers will actively help with this transition time in order to form a relationship with the child and gain the trust of the parent.

Childcare workers will:

- Greet the child and parent at the door by name each day
- Orient the parents to the CNC staff, the physical space and the program
- Parents are required to sign in and out each day
- The CNC Lead is available to communicate with parents
- Wear nametags to help parents remember the childcare workers' names
- Put nametags on children (masking tape on the child's back)
- Try to learn one or two words in the child's home language
- Speak to the child and parent in their home language if the childcare worker is able to do this
- Explain the daily routine to the parents
- Respond to any questions and give information that will reassure the parent that the child will be well cared for in a safe, friendly comfortable environment
- Explain to the parents that they will be called to change their child's diaper when necessary

Some suggestions for providing a welcoming atmosphere for families:

- Put up welcome signs in all the different languages of the families
- Post the daily routine where parents and children can see it
- Provide parents with a list of things they can donate to the program, such as recyclable material to be used for crafts



6. Positive Discipline

Mosaic uses Positive Discipline in Everyday Parenting, by Dr Joan Durrant as a base for our discipline policy. A hard copy of this resource is located in each child care location. An online version can be downloaded free at:

<http://resourcecentre.savethechildren.se/library/positive-discipline-everyday-parenting-third-edition>

Positive Discipline is based on what has been learned from research about healthy child development and effective parenting, and on child rights principles.

Positive Discipline is:

- helping children develop self-control over time
- communicating clearly
- respecting children and earning their respect
- teaching children how to make good decisions
- building children's skills and confidence
- teaching children respect for other people's feelings

Positive Discipline is not:

- letting children do whatever they want
- having no rules
- quick reactions to situations
- punishments other than hitting and shouting

The Positive Discipline Framework involves the following steps:

- Identifying long term goals for the child
- Providing warmth and structure
- Understanding how children think and feel at each age and stage
- Problem solving with the child

The tools that are used for positive discipline are warmth and structure

What is warmth?

- Making sure the child feels safe
- Making sure the child feels loved no matter what
- Showing love in words and actions
- Thinking about how the child thinks at this age
- Thinking about how the child feels at this age

What is Structure?

- Giving clear guidelines for behaviour
- Clearly explaining your reasons
- Supporting and helping the child to succeed
- Being a positive role model
- Encouraging the child's own thoughts and ideas
- Problem solving together

What characteristics would a childcare worker have in order to be a warm and safe person for a child?

- Smiling
- Calm
- Soft voice
- Gentle
- Playful
- Engaging
- Good eye contact

Things to think about when playing with children:

- Respectfully notice children's needs before a problem arises
- Distract when possible, especially with younger children
- Provide protection and security
- Provide warmth

How can childcare workers sooth a traumatized child?

- Sit quietly by the child
- Talk gently
- Sing familiar songs
- Reassure them that they are not alone.
- Remind them that Mom is close by and will return
- Provide a cozy spot
- Pick up ball and roll it to them

Parents should be encouraged to speak to their children in their own language as much as possible.

- Prepare the parent for what to say to the child.
- Invite the parent to be a partner, not a punisher.
- Help the parent explain the following to the child:
 - Why the child is there

- Why the parent has to leave
- That the parent will return
- That childcare workers are safe people
- Where the child can go if he or she feel scared or upset (to a cozy corner, for example)

Transition or safety objects are often helpful to children.

- These may include a stuffed toy, doll or fantasy character.
- These objects are especially consoling when the parent goes to class or at nap time if the child feels alone.
- A child's safe object needs to be respected by the other children.

Avoid TV, videos, and violent play, including guns and weapons.

- Serotonin is a chemical in the brain that makes us feel good
- Serotonin levels are decreased by fighting, violence, high stress, and watching TV
- Serotonin levels are increased by positive touch and feeling like one belongs to a social group

How to handle aggressive behaviour:

- Make sure the children are not hurting themselves or others
- Use hand signals
- Use a soft, firm voice
- Use your body as a barrier
- Get down to their level
- If aggression continues, get behind and pick them up and take them to the cozy corner

Provide an appropriate outlet for the child's angry feelings by helping the child to:

- Squish and pound play dough or clay
- Pound a pillow
- Put their angry feelings into a picture
- Tear up the picture
- Blow their angry feelings into a balloon
- Take deep breaths
- Close their eyes
- Get their body moving
- Do a silly/angry dance with you

Time Out:

- Time Out is **not** used in Mosaic childcare programs.
- Timeout can be modeled by adults but should never be imposed on children.

- Choosing to take a personal timeout gives an adult or a child an opportunity to calm down, feel safe and regulate feelings
- When children witness adults regulating their own feelings by taking some quiet time to themselves they may start to model this behaviour

Time In

- Often children need time in rather than time out
- An adult with whom the child feels safe stays in a quiet space with the child
- The adult comforts the child when the child indicates he/she is ready to be comforted
- The adult engages in a calming activity with the child, such as quiet singing, deep breathing, reading a book, cuddling, or gentle talking
- Use lots of repetitive, interactive rhymes, songs and stories
- These rhymes can be invaluable when a child is unhappy or doing something wrong and needs distracting
- Once the child is calm and ready to have a conversation the adult can help the child problem solve

Positive Discipline: Dos

The most effective ways to manage children's behaviour are:

- Build a positive relationship between the child and at least one person who is caring for the child
- Use clear, calm language when speaking to children
- Actively listen to what the children say
- Establish predictable routines
- Provide a developmentally appropriate playful learning environment
- Have reasonable age appropriate expectations of the children
- Be sure the children understand the expectations
- Use logical consequences whenever possible to deal with misbehaviour

Positive Discipline: Don'ts

- Never yell at a child
- Never threaten a child
- Never hit or hurt a child
- Never shame a child
- Never spank, shake or shove a child
- Never belittle or make degrading remarks to a child
- Never use denial of normal comforts (food, toileting)
- Never isolate or confine a child in any room

NOTE: Mosaic's website <http://www.mosaicnet.ca/> also contains information on positive parenting which can be used as a resource to help childcare workers understand cultural aspects of parenting and discipline.

Supervision of Children

- All Mosaic CNC staff will meet the employment standards set by the CNC requirements.
- All Mosaic CNC staff are encouraged to take ongoing workshops/courses to provide the best programming and supervision possible.
- Supervision of the children is provided in a manner that is appropriate to each child's age and abilities as well as consideration of the child's ability to communicate and their familiarity with their environment
- All Mosaic CNC staff must be aware of the number of children in their care and communicate to each other when leaving the room. No child should be in a room alone without a CNC staff.
- When leaving the program site with children, CNC staff must take along a first aid kit.

What should a childcare worker do if a parent is inappropriate with their children, other parent's children or with childcare staff?

Appropriate interactions are modeled by childcare workers and other staff throughout the program. Modeling talking tools sets the tone for the program. Disrespectful comments and verbal put downs are not tolerated in Mosaic programs. Physical punishment and put downs of the children would also not be tolerated.

However, newcomers often come from countries where yelling and physical force is used to solve problems. It is important for childcare workers to be non-judgmental and to have some skills in respectfully communicating the program's expectations with the parents. It is also very important that everyone feels heard. If the situation cannot be calmed down through respectful communication, then the family program coordinator would be called upon. It would not be the responsibility of the childcare worker to handle difficult situations with parents. The family program coordinator would handle this situation and, if needed, refer the parent to resources such as Mosaic parenting programs, Aurora Family Therapy Centre or Immigrant Woman's counseling. The family programs coordinator would have these resources readily available when needed.

7. Snacks

By Shiva Shariati
B.Sc. (Nutrition)

Providing snacks for children in a childcare program like ours just covers a small part of their daily nutrient needs, but still it is important to choose the most nutritious snack for children in your care. Snacks are nutritious and meet the Canada Food Guide requirements for the appropriate age.

Respect is given to any known restrictions of food due to allergies, medical conditions and religious beliefs. Parents provide information about any food restrictions on their childcare registration sheet. Drinking water is available at all times when child requests.

Snacks for children between 6 months and 2 years old:

It is better to let parents choose snacks for children between 6 months and 2 years old. Food with high sugar or salt content should be avoided. The food given in this age should fit with the child's ability to eat or digest the food.

Snacks for children over 2 years old:

- Unsalted, whole grain crackers
- Low sugar cookies
- Whole grain cereals
- Milk
- Cheese, plain yogurt, fruit-flavoured yogurt
- Fruits such as banana, peeled soft apple, peeled ripe pears
- Water
- Cooked carrot, sweet potatoes, butternut squash, cucumber

Foods to avoid include popcorn, whole grapes, raisins, hard uncooked vegetables such as carrots and unpeeled fruits, all of which are choking hazards.

Names of some cereals and cookies which contain low amounts of sugar and salt:

- Multigrain cheerios (GM)
- Whole grain cheerios(GM)
- Toasted OAT Os (PC)
- Life 100% whole grain (Quaker)
- Life multigrain (Quaker)
- Shredded wheat (no salt, no sugar, spoon size POST)
- Corn bran squares (Quaker)
- Snack crackers original (no name)
- Premium plus unsalted crackers (Christie)
- Premium plus unsalted cracker whole wheat (Christie)
- Digestive biscuits (McVities)
- Teddy Grahams Honey (Christie)
- Arrow root biscuits (Christie)
- Arrowroot (PC) less sugar

Ideally, we should restrict treats and give lots of nutritious foods. Foods high in added sugar, saturated fat and calories cause children to feel full and then they do not eat nutritious food. Eating too much of this type of food can result in obesity.

Important facts about juice:

Many health organizations suggest juice in a child's diet should be limited to one half cup a day. The reason for this limitation is the high calorie and high sugar content of fruit juice which may contribute to dental caries or obesity. Health Canada considers one half a cup of fruit juice as one serving of fruit but suggests having vegetables and fruits rather than juice. If children drink juice, clean their teeth after having juice to prevent dental caries.

Important facts about water:

Water is calorie free and should be used regularly to prevent dehydration, especially for active children and during hot weather. For the purpose of our program, water should be used instead of juice. If juice is used occasionally it should be diluted with water.

Important facts about milk:

Milk should be part of children's diets to provide protein and calcium for rapid bone formation.

8. Programs and Centres

Childcare workers will:

- Make safety a priority
- Provide culturally diverse materials and activities
- Provide a predictable routine
- Provide as much choice as possible
- Provide a lot of interactive activities
- Provide a lot of sensory activities
- Provide a lot of movement activities
- Provide a variety of arts and crafts materials and encourage children to experiment with this material
- Avoid doing things for children that the child can begin to learn to do for themselves
- Avoid adult-produced arts and crafts activities
- Avoid focusing on end products that all look alike
- Avoid overly focusing on traditionally Canadian or Christian celebrations (e.g. Halloween, Christmas, Easter)
- Recognize celebrations from all cultures
- Avoid TV and videos
- Avoid Barbie dolls and other toys related to TV or stereotypes
- Avoid toys with batteries
- Avoid violent play, including guns and weapons
- Monitor noise levels
- Avoid coloring books and coloring pages provide gross motor movement activities, by providing opportunities for children to have active free play, recreational activities chosen by the children and led by the staff. Staff program plans allow each child to receive a min. of 30 min. of physical activity if receiving care for more than 2 hours.
- Toys are diverse and reflect inclusion and avoid stereotypes



Why Mosaic does not use colouring books or colouring pages:

1. It would be like teaching a child to speak and then telling them exactly what they had to say.
2. When children are ready to learn to colour within the lines, it needs to be the lines of their own drawing.
3. Coloring books present poor images when children could and should be looking at real objects when they draw.
4. Giving children colouring books gives them the message that their own drawings aren't good enough.

9. Adult-Child Interaction

Mosaic Childcare rooms emphasize oral language development.

- Language develops naturally in an environment where children have experiences about which they want to communicate and when they have an attentive partner engaging with them.
- Young children learn to communicate when childcare workers sit and talk with them.
- Children will share their ideas when they feel the childcare worker is interested.
- Children will become familiar with language patterns through experiences with rhymes, songs, books and conversations.

It is important for childcare workers to:

- Allow the child to lead the play.
- Avoid direct teaching such as “What colour is that?” or “How many blocks do you have?” These types of questions feel like a test to children and discourage language development. Instead, childcare workers can say “I notice that you have a red ball...?” or “I think you have three blocks...?” Gentle comments such as these with a pause at the end invite children to participate in the conversation and facilitate their language development.
- Encourage the child to experiment with her/his ideas. The child’s ideas are never “wrong” (unless of course they are hitting or hurting someone or damaging material).

Childcare workers are encouraged to become familiar with the talking tools listed below, as children will talk more if you:

- Look at their faces
- Wait a few seconds before you reply to what are say
- Take only one speaking turn at a time
- Show you are listening
- Talk about what they are doing
- Talk about what you are doing
- Talk about what they want to talk about
- Talk about what you see
- Use new words
- Repeat new words often
- Repeat all or part of their sentences in question form
- Repeat their sentences and add to them

- Help them by starting their sentences or filling in difficult words
- Model correct sentence form
- Respond to their feelings
- Ask appropriate questions
- Avoid criticizing them
- Avoid pressuring them to talk
- Avoid interrupting them
- Avoid changing topics quickly

(*Talk! Talk! Talk!: Tools to Facilitate Language* (p. 29), by N. Muir, K. Gerylo, M. Gompf, T. Burke, P. Lumsden, and S. McCaig, 2000, Austin, TX: PRO-ED. Copyright 2000 by PRO-ED, Inc, p. 29)

NOTE: A copy of *Talk! Talk! Talk!: Tools to Facilitate Language* is located at each Mosaic Child care location.

NOTE: Mosaic's website <http://www.mosaicnet.ca/> contains information on speaking activities which could be used to practice interactive language with children.



10. Routines

Routines provide comfort and a sense of security to young children.

- When children know what happens next, their anxiety and worry is reduced and they learn to trust the childcare workers.

Routines help children predict what will happen next.

- When children can predict what is happening they feel a sense of control over their environment.

Routines reduce power struggle and behaviour problems.

- “I know you want a snack, but remember that we always clean up our toys before we eat.”

Routines help children learn positive life skills.

- When children learn the routine of washing their hands before they eat, they learn to be healthy.
- When children learn the routine of putting toys away before taking out another toy, they learn to be organized.
- When children learn the routine of looking both ways before they cross the street, they learn to be safe.

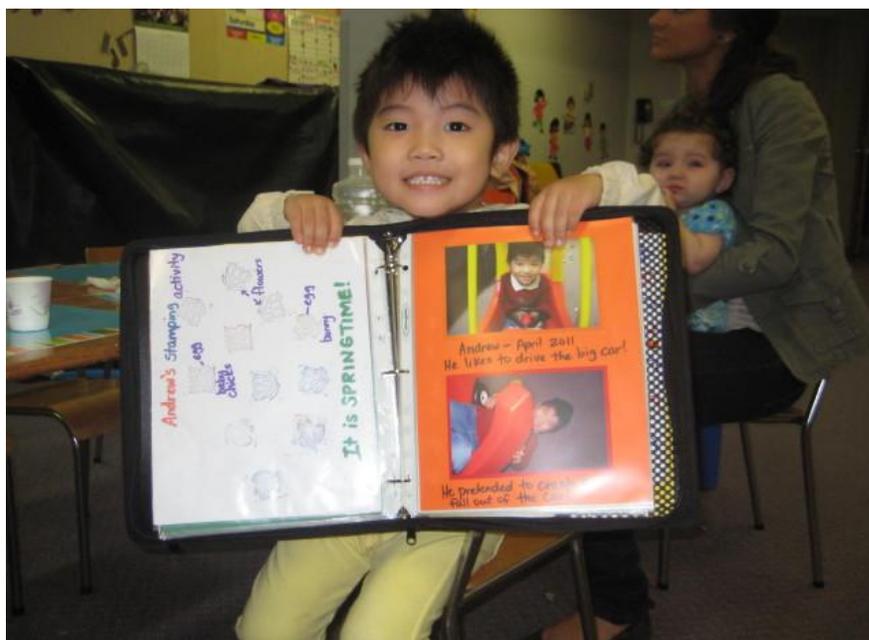
Routines help children become contributing members of the community.

- When children are taught routines of greetings, polite and interactive conversation, helping others and turn taking, they learn positive social skills.

Routines help children with transitions.

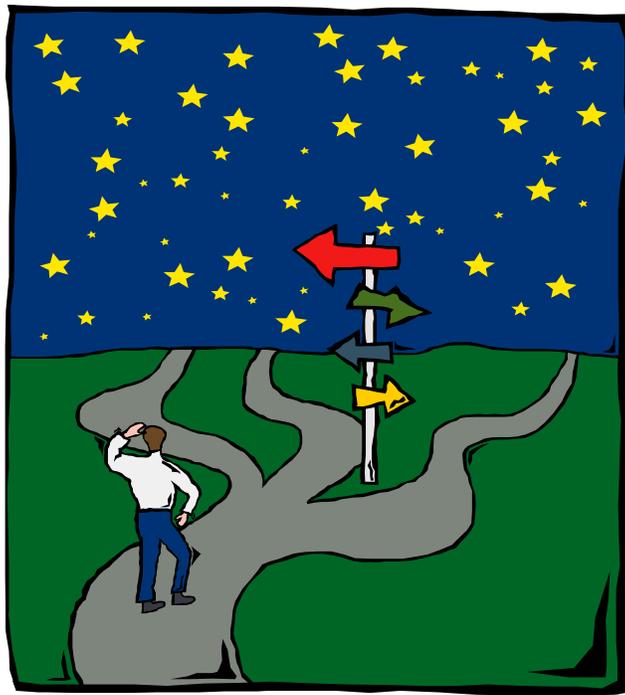
- When childcare workers follow a consistent routine with five minute warnings and rituals like a cleanup song, children learn to cooperate.

Routine cards can be found in Appendix G of this document. These are intended to be used by the childcare workers with the children. They are changed on a daily basis based on the routine of the day. They are displayed at eye level for the children so they children can begin to understand that print has meaning and they learn to “read” about their day. Childcare workers will also show the parents where to look for the routine and encourage them to look at it. This will give the parents an idea of what their child is going to be doing and also provide the parent with conversation topic to use with their child after the program.



APPENDIX A

RHYMES IN ENGLISH

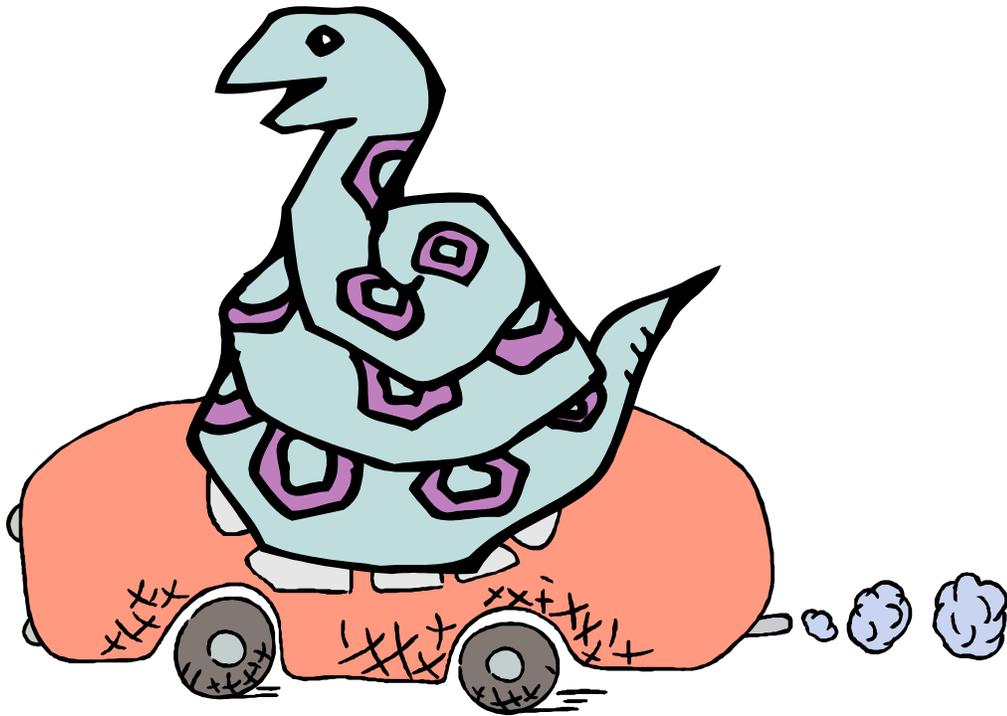


A Smooth Road

**A smooth road, a smooth road,
A smooth road, a smooth road,**

**A bumpy road, a bumpy road,
A bumpy road, a bumpy road,**

**A rough road, a rough road,
A rough road, a rough road,**



A Snake

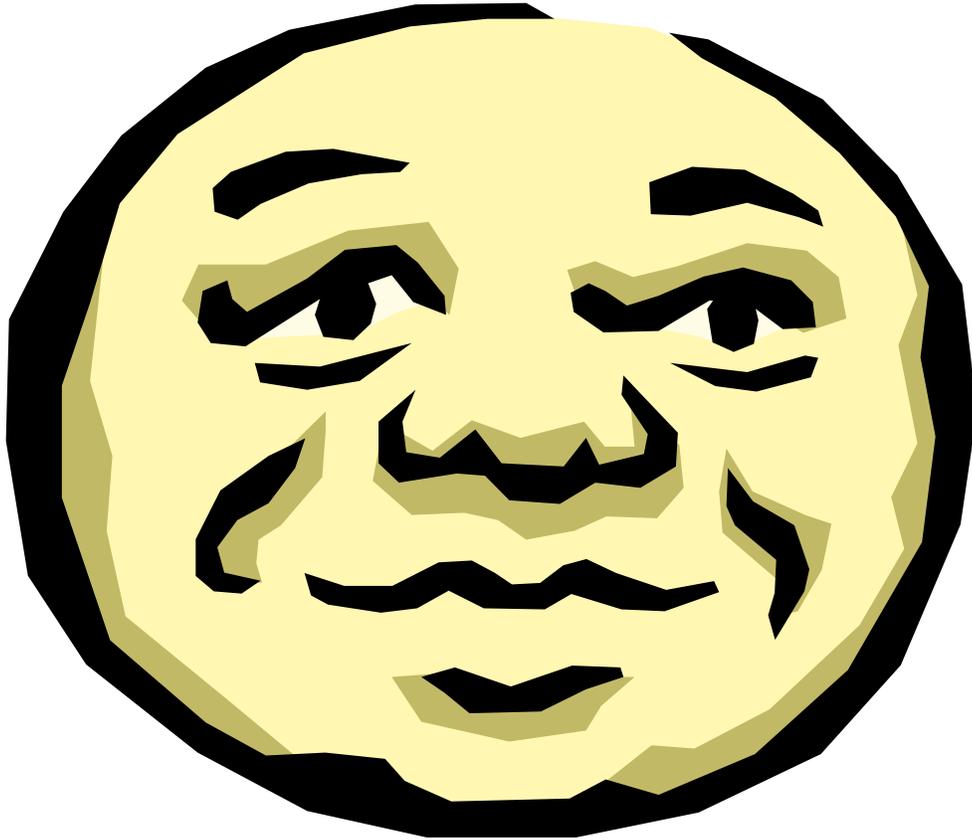
I saw a snake the other day,
Driving in a funny way.
She was long and she was thin
And she didn't have a chin.

WHAT?

DIDN'T HAVE A CHIN?

Not a speck!

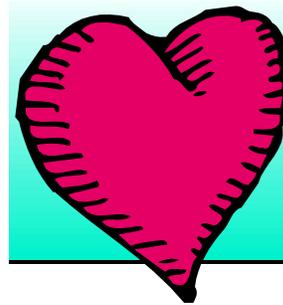
**But she had lots and lots and
lots of neck.**



The Moon

The moon is round
As round can be,
Two eyes,
A nose,
And a mouth
Like me.

I Have a Little Heart

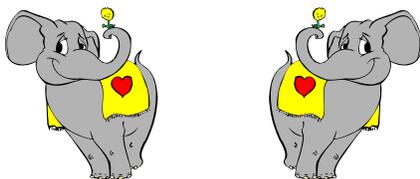


I have a little heart that goes
Thump, Thump, Thump.

It keeps on beating when I
Jump, Jump, Jump



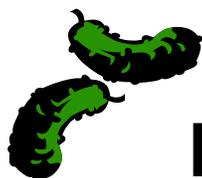
I get a special feeling when I
Look at you



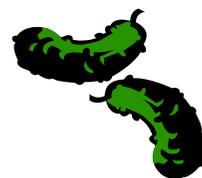
It makes me want to give you a
kiss or two.



Pizza Pickle



Pizza, pickle pumpernickel,



My little girl (boy) should
have a tickle.



One for her (his) toes,



And one for her (his) nose,



And one for her (his) tummy



Where the hotdog goes.





Three Brown Bears

**Three brown bears,
Three brown bears.**

Look at their beds.

Look at their chairs.

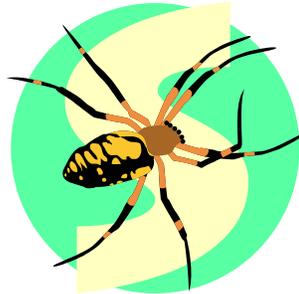
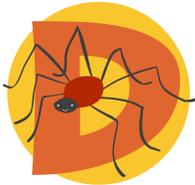
Mama cooks porridge in a big black pot.

Papa's porridge is much too hot.

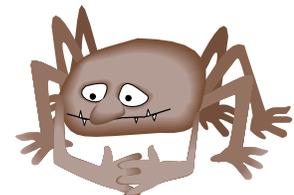
Baby always cries a lot.

**Three brown bears,
Three brown bears.**

Criss Cross Apple Sauce

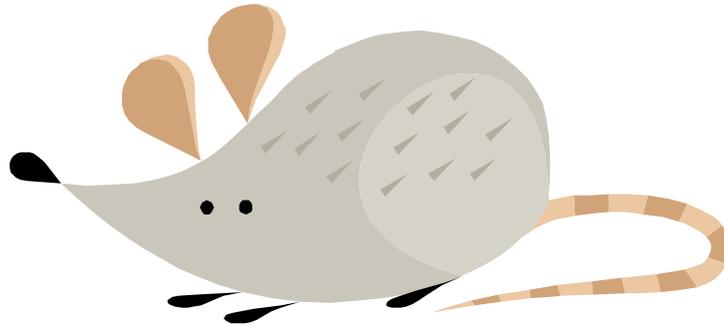


**Crisscross
Applesauce
Spiders crawling
Up your back.
One here, one there
Spiders crawling in your hair.
Tight squeeze
Cool breeze
Now you've got
*The shivers***



Little Mouse

Round about
Round about
Goes the little mousie.



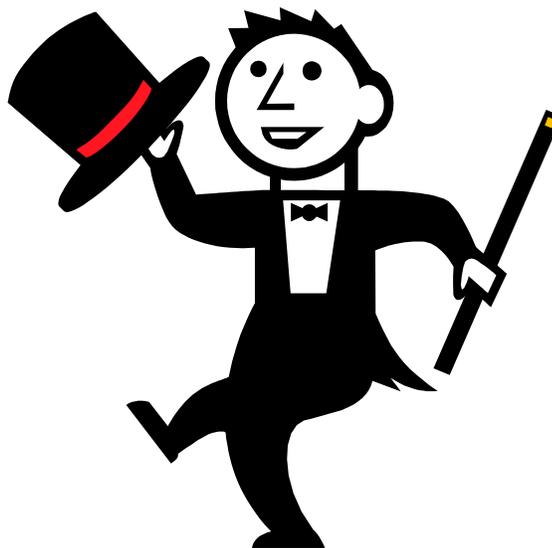
Up a bit
Up a bit
Into his little housie.



Charlie Chaplin

Charlie Chaplin went to
France
To teach the ladies how to
dance.

First he did the rumba,
Then he did the kicks,
Then he did the samba,
And then he did the splits!



Wee Little Tot



When I was just a wee little tot
I used to play
with my mom's soup pot.
Bang went the pot!
Crash went the lid!
"Ouch!" said my Mom,
"You're a noisy kid!"



Bananas Unite



**Pick, bananas, pick pick bananas
Pick, bananas, pick pick bananas**

**Peel, bananas, peel peel bananas
Peel, bananas, peel peel bananas**

**Smash, bananas, smash smash bananas
Smash, bananas, smash smash bananas**

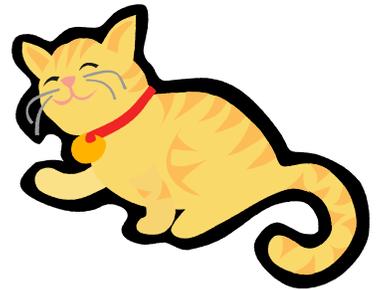
**Eat, bananas, eat eat bananas
Eat, bananas, eat eat bananas**

**Go, bananas, go go bananas
Go, bananas, go go bananas**

Goooo bananas

Once There was a Little Cat

Once there was a little cat,
A baby cat, a little cat.
Once there was a little cat,
“Mew” she fell asleep.



Once there was a little dog
A baby dog, a little dog.
Once there was a little dog,
“Woof” he fell asleep.



Once there was a little girl,
A baby girl, a little girl.
Once there was a little girl,
“Shhhh” she fell asleep.



Once there was a little boy,
A baby boy, a little boy.
Once there was a little boy,
“Yawn” he fell asleep.



**APPENDIX
B**

**RHYMES
IN
OTHER LANGUAGES**

Persian Nursery Rhyme

Contributed by Elizabeth Lofti

Ye Toop Daram Ghel Gheliye

Sorkho, Sefido, Aabiyeh.

Mizanam Zamin Hava Mireh,

Nemidooni Ta Koja Mireh

Man In Toop Ro Nadashtam

Mashghamo Khoob Neveshtam

Babam Behem Eidy Daad

Ye Toopeh Ghel Gheli Daad

English translation

I have a ball that's round and it rolls

It's red, white and blue

I bounce it on the ground, it goes in the air

You can't imagine how far up in the air

I didn't have this ball at first

But I did my homework well

My father rewarded me for my work

He gave me a really rolling ball



A Romanian Rhyme

Contributed by Gabriela Mihaila

(When you say the rhyme, play with the child's fingers one at the time)



Asta merge cu vitelul

(playing with the child's thumb)

Asta merge cu purcelul

(playing with the child's index finger)

Asta duce oile

(playing with the child's middle finger)

Asta mulge caprele

(playing with the child's ring finger)

Si-asta zice: "Da-mi si mie, da-mi si

mie, ca si mama ti-a dat tie".

(playing with the child's little finger).

English Translation

This one takes care of the calf (playing with the child's thumb)

This one takes care of the little pig (playing with the child's index finger)

This one shepherds the sheep (playing with the child's middle finger)

This one milks the goats (playing with the child's ring finger)

And this one says: "Give me some, give me some, as my mother also gave you"

(playing with the child's little finger).

A Romanian Rhyme

Contributed by Gabriela Mihaila

Urca mata pe perete (walk your fingers on your child's tummy and chest)
Si te trage de...ureche! (play with your child's ear)

Urca mata pe plafon (walk your fingers on your child's tummy and chest)
Si apasa pe...buton! (gently press your child's nose)



English Translation

The cat goes up on the wall
And it pulls you by...the ear!
The cat goes up on the ceiling
And it pushes the...button!

A Children's Song in Spanish

Contributed by Laura De la Rosa

Saco una manito, la hago bailar,



la cierro, la abro



y la vuelvo a guardar.

Saco la otra manito, la hago bailar,



la cierro, la abro

y la vuelvo a guardar.

Saco las dos manitos,

las hago bailar,

las cierro, las abro,

y las vuelvo a guardar.

English translation:

I put a little hand out,
I make it dance,
I close it, I open it,
and I put it back again.
I put the other little hand out,
I make it dance,
I close it, I open it,
and I put it back again.
I put the two little hands out, I
make them dance,
I close them, I open them,
and I put them back again.

Odda Tree



Oddaa galma sima gadaa
Mukka seena qabu
Yaa waajjra adaa
See jaladhaa yaa odaa
Seenan kee maa badaa
Waajjra abbaa gadaa
See jaladha yaa odaa

- Oroma language by Sifo

APPENDIX C

READING WITH CHILDREN

Reading Aloud

Make time for reading with children daily.



Because of the variety of ages of children in Mosaic's childcare programs reading aloud will likely happen more often with small groups of children rather than the whole group.

Things to do when reading aloud with children:

- **Read the book yourself before reading it to children**
- **Get the children's attention before reading**
- **Rhymes or songs can be used to help focus children's attention**
- **Show the children the front cover of the book and asked them what they think the book is about.**
- **Read the title of the story and ask again what they think the book is about.**
- **When children give a response ask them for their reason for their answer.**
- **Read the title, the author's name and the illustrator's name**
- **Use your fingers to point to the words as you read them.**
- **Explain what the author and illustrator do.**
- **Read the story with facial and voice expression.**
- **Change your voice for different characters.**
- **After reading ask questions that encourage the children to recall what they have heard.**

APPENDIX D

STORYTELLING

Interactive Storytelling

Storytelling is one of the oldest art forms. It is a way of passing on cultural beliefs, values, and traditions from one generation to another. It was also once a common form of entertainment.

Many cultures today still have a rich storytelling tradition.



Basic Rules of Storytelling

- Choose a story you enjoy
- If you are new to storytelling try telling a very familiar story (e.g. Goldilocks and the three bears)
- Don't try to memorize it
- Read it enough times to feel familiar with the storyline
- Remember storytelling is informal.
- Oral stories change every time you tell them
- Visualize the story
- Have a clear beginning, middle and end in mind
- Practice
- Think about how to personalize the story to involve the children
- Add a repetitive chant or a rhyme where the children can join in
- Encourage the children to help you tell the story

APPENDIX E

Developmentally Appropriate Children's Activities

TEMPLATE

Child Activity: _____

New words to target:

- _____ *
- _____ *
- _____ *

Listening and talking tools to practice:

- _____
- _____
- _____

Materials needed:

- _____
- _____
- _____
- _____

Describe the Activity:

- _____
- _____
- _____

Make comments like:

- _____
- _____

Follow up:

- _____

(Avoid asking questions requiring only a yes/no answer)

Child Activity: Rainbow Stew

New words to target:

- Colors
- Mix
- Squish
- * Smudge
- * Rub
- * Feel

Listening and talking tools to practice:

- Talk about what they are doing
- Talk about what you are doing
- Don't ask questions

Materials needed:

- 1/3 cup sugar
- 4 cups cold water
- 1 cup cornstarch
- Mix together and heat in a pot until thick

Describe the Activity:

- Divide into 3 bowls and add red, yellow and blue food colouring
- Children put teaspoons of colours into Ziplock bags and squish to mix
- Children experience the magic of mixing primary colours to make secondary colours

Make comments like:

- You are putting red in your stew.....?
- I think the colour is changing.....?
- I am going to squish some colours in a bag just like you....?
- I think I'll rub the bag with my fingers to see what happens.

Follow up:

- Try adding sparkles before the children handle it.

(Avoid asking questions requiring only a yes/no answer)

Children's Activity: Sensory Play with Cornstarch Clay

New words to target:

- Squeeze
- Pull
- Roll
- * Push
- * Mould
- * Stick

Listening and Talking Tools to practice:

- Take one speaking turn at a time
- Show you are listening

Materials needed

- Book "Incy Wincy Spider" by Katie George
- Cornstarch clay (see p' _____ for recipe)
- Pipe cleaners
- Non toxic markers
- Feathers
- Googly eyes

Describe the activity

- Read the book with the children
- Talk about spiders
- Repeat "Criss Cross Apple Sauce"
- Sing "Incy Wincy Spider"
- After looking at pictures of spiders give the children some cornstarch (children may or may not choose to make a spider)
- Have pipe cleaners, googly eyes, feathers, etc available
- Engage with the children in their play. (.
- Finished products can be air dried if desired

Make comments like

- "You're squeezing the clay....."
- "It looks to me like you are making a bug....."
- "I wonder if you like bugs?....."
- "I am noticing that you are smiling....."

Follow up

- Children can colour their creations with markers
- Take a group digital photo (if you have permission)

(Avoid asking questions requiring only a yes/no answer)

Child Activity: Playdough

New words to target:

- Squish
 - Little bit
 - Big piece
- * colour names (red blue yellow, green, orange purple, brown black)

Listening and talking tools to practice:

- Take only one speaking turn at a time
- Avoid criticizing or correcting them

Materials needed: (Make the play dough before the session)

- 2 cups water
- 2 cups flour
- 1 cup salt
- 2 teaspoons cream of tartar
- 1 tablespoons cooking oil
- Several drops of food colouring (ideally you would have red, blue and yellow playdough so the children can experiment with mixing the colours to make new colours)
- Pour all ingredients into a pot
- Stir with a wooden spoon over low heat until mixture thickens
- Knead until mixture is not sticky
- Allow mixture to cool before placing in an air tight container

Describe the Activity:

- Invite children to join you at a table
- The 3 colors of playdough are available on the table
- Children are encouraged to tell you what colour of playdough they want to use and how much.
- Children might choose a little bit of each colour and experiment with squishing them together to make a new colours
- Encourage children to experience the feel touch and smell of the playdough
- Sit with them and join their play modeling the things you can do with the playdough
- Avoid modeling making a finished product that is too difficult for the children to replicate

Make comments like:

- I'm squishing my playdough
- You have a little bit of red play dough.
- You mixed red and yellow..... Now your playdough is.... green...

Follow up:

- Add rolling pins, popsicle sticks and other items to use with the playdough

(Avoid asking questions requiring only a yes/no answer)

APPENDIX F

RECIPES

RECIPES

Rainbow Stew

1/3 cup sugar

4 cups cold water

1 cup cornstarch

Mix together and heat in a pot until thick

1. Divide into 3 bowls and add red, yellow and blue food colouring.
2. Children put teaspoons of colours into Ziplock bags and squish to mix.
3. Children experience the magic of mixing primary colours to make secondary colours.

Play Dough

2 cups water

2 cups flour

1 cup salt

2 teaspoons cream of tartar

1 tablespoons cooking oil

Several drops of food colouring

1. Pour all ingredients into a pot.
2. Stir with a wooden spoon over low heat until mixture thickens.
3. Knead until mixture is not sticky.
4. Allow mixture to cool before placing in an air tight container.

Bubbles

4 litres of water

1 cup of Dawn or Joy dish detergent

Small bottle of glycerine –available at pharmacies

1. Mix together the night before.
2. Pour a small amount into shallow containers
3. Use store bought bubble wands or make them with wire or pipe cleaners.

Finger Paint

16 cups water

2 cups cornstarch

4 cups Ivory Snow soap

$\frac{3}{4}$ cup white sugar

Paint or food colour

1. Cook cornstarch and water together until mixture forms a paste. (15 minutes)
2. Stir the mixture until the soap and sugar are dissolved.
3. If the mixture is lumpy use an electric mixer or blender to mix further.
4. The mixture will be thin when hot, but thicken as it cools. The mixture should be the consistency of lemon pie filling. Add the powdered paint to colour,

How to use it:

Drop the mixture by tablespoons onto a glossy paper. Let the children mix colours, write their name or draw pictures with their picture.

The pictures must lay flat to dry. Let dry overnight.

Cornstarch Clay Recipe

1 cup cornstarch
2 cups salt
1 1/3 cup water

1. Put salt and 2/3 cup water in a pot and bring to a boil.
2. Mix cornstarch with remaining water and stir well.
3. Blend these two mixtures together over heat until thick.
4. Knead into clay.
5. Makes 3 cups.

Finished products can be air dried or baked at 300 degrees until dry and hard.
(approximately 1 hour)

Silly Putty

1 tsp glue
1 tsp water
1 tsp borax
Food colouring

1. Stir ingredients into a sauce pan
2. Add colour and borax
3. Stir until solid
4. Let dry
5. Store in a plastic bag.

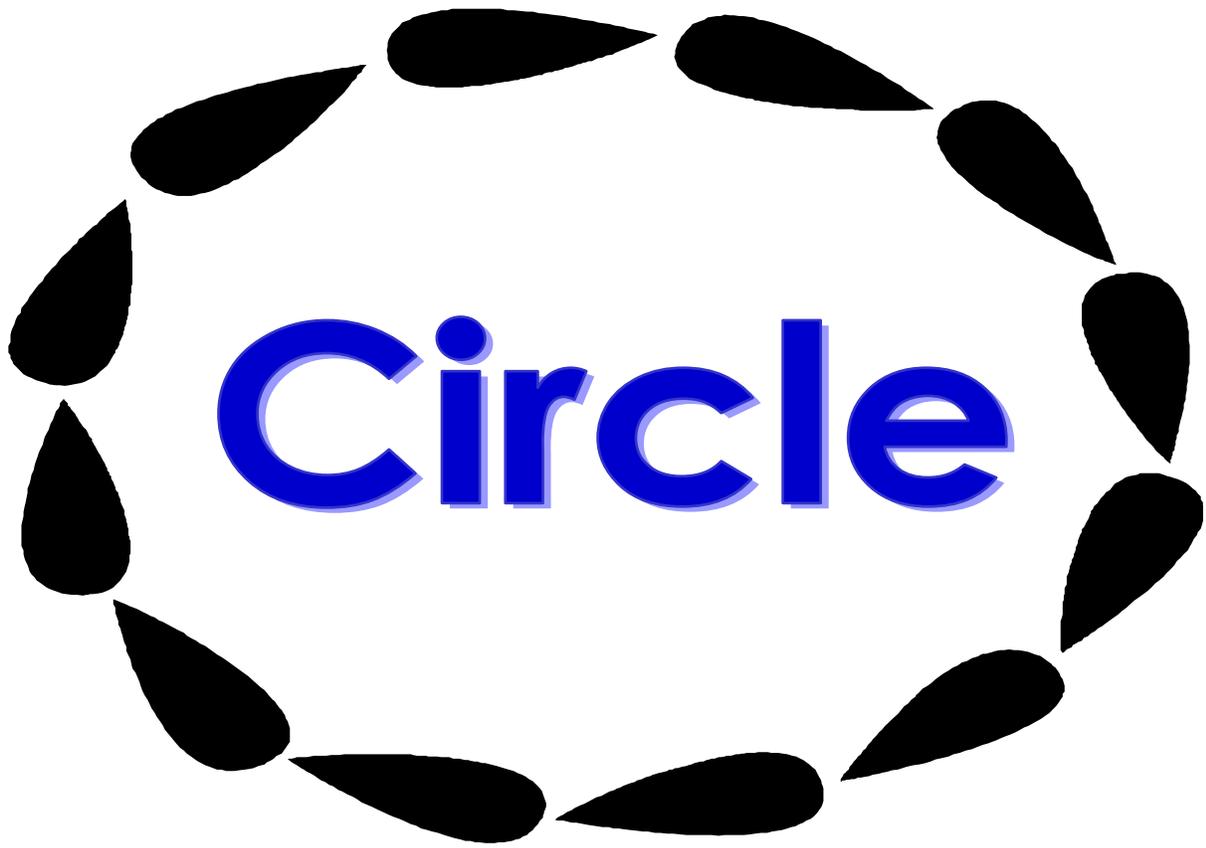
How to use:

This rubber like substance works just like the store bought silly putty. Try throwing and bouncing it.

NOTE: Adults must handle and stir in borax liquid.

APPENDIX G

ROUTINE SIGNS



Mail
Names



Clean Up

Get
a
Book



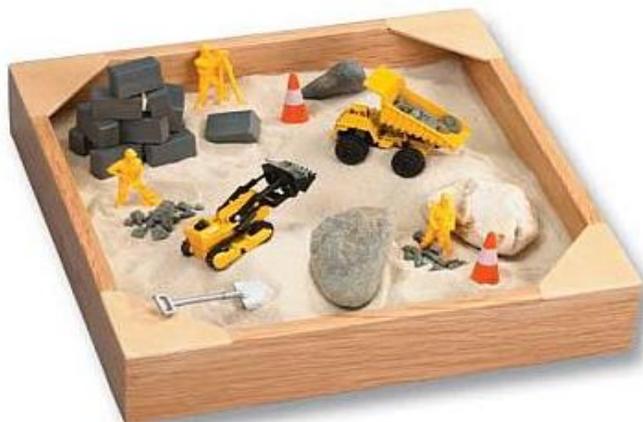
Surprise



Computer



Sand play



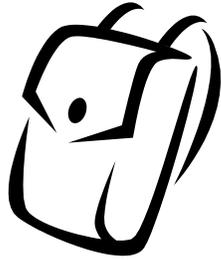
Cooking



Painting



Book Bags



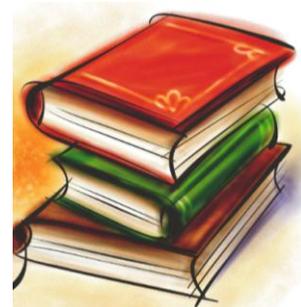
Book Buddies



Gym



Library



Bubbles



Play dough



APPENDIX H

RESOURCES



Why Mosaic does not give children colouring sheets or books.

1. It would be like teaching a child to speak and then telling them exactly what they had to say.
2. When children are ready to learn to colour within the lines it needs to be the lines of their own drawing.
3. Coloring books present poor images when children could and should be looking at real objects when they draw.
4. Giving children colouring books gives them the message that their own drawings aren't good enough.



We want children to believe in their own ability to draw and colour.

Safe Cleaning in our Child Care Rooms



Toy Cleaner

32 oz/950 ml spray bottle
1/2 cup white vinegar
2 teaspoons of Borax
Boiling water
1/4 cup liquid dish soap

Mix vinegar and borax with hot water to just below the top of the bottle
Add liquid dish soap to mixture.

Floor Cleaner

1 cup liquid detergent
1 cup white vinegar
7.5 litres of warm water
1 cup of borax

Mix liquid detergent, white vinegar and warm water. Use mop or sponge

Mould and Mildew Cleaner

1/2 cup of white vinegar
1/2 cup of borax
Warm water

Dissolve vinegar with borax in warm water. Mix fresh for each use.

Safe Cleaning

Made Simple

Commercial cleaning products can be harmful to your health, expensive and take up a lot of space. Consider trying some of these safe, inexpensive and accessible alternatives.

All-Purpose Cleaning Spray

You will need:

- ◆ 32 oz/950 ml spray bottle
- ◆ ¼ cup of white vinegar
- ◆ 2 teaspoons of borax
- ◆ boiling water
- ◆ ¼ cup of liquid dish soap

Mix vinegar and borax with hot water to just below the 32 oz/950 ml line. Add liquid dish soap to mixture. Let dissolve.

You will need:

- ◆ baking soda
- ◆ white vinegar
- ◆ toilet brush

Sprinkle baking soda into the toilet bowl.

Drizzle with white vinegar.

Scour with a toilet brush.

You will need:

- ◆ ½ cup of baking soda
- ◆ 1 cup of white vinegar
- ◆ 2 cups of boiling water

Dissolve baking soda and vinegar in boiling water. Pour solution down the drain. Continue to flush with hot tap water until the drain unclogs.

The Super 7 Ingredients

for homemade cleaning products

- ◆ Baking Soda
- ◆ Borax
- ◆ Canola or Olive Oil
- ◆ Cornstarch
- ◆ Lemon Juice
- ◆ Liquid dish soap
- ◆ White Vinegar

Mould & Mildew Cleaner

You will need:

- ◆ ½ cup of white vinegar
- ◆ ½ cup of borax
- ◆ Warm water

Dissolve vinegar with borax in warm water. Mix fresh for each use.

Streak-Free Window Spray

You will need:

- ◆ 2 teaspoons of white vinegar
- ◆ 1 litre of warm water

Mix white vinegar with warm water and use linen towel or soft cloth to clean.

OR

You will need:

- ◆ ½ cup of cornstarch
- ◆ 2 litres of warm water

Mix cornstarch with warm water. Apply with a sponge. Wipe with an absorbent cloth or towel.

TIP: *Clean windows when they are cool to the touch. Your windows and glass will be streak-free.*

You will need:

- ◆ ½ of a lemon
- ◆ borax

Rub the area to be cleaned with half a lemon dipped in borax. Repeat if necessary. Rinse and dry with a soft cloth.

You will need:

- ◆ ¼ cup of white vinegar
- ◆ 4 litres of water

Mix vinegar with water. This removes most dirt without scrubbing.

Room Deodorizer

You will need:

- ◆ 1 pkg of baking soda

Baking soda in an open container will absorb odors in enclosed spaces. You can also simmer water and cinnamon or other spices in a pot on the stove.

Floor Cleaner

You will need:

- ◆ 1 cup of liquid detergent
- ◆ 1 cup of white vinegar
- ◆ 7 ½ litres of warm water
- ◆ 1 cup of borax (optional)

Mix liquid detergent, distilled white vinegar and warm water. Use mop or sponge. For odors and extra dirt removal add 1 cup of borax.

TIP: *Only use this mixture on floors that can be cleaned with detergents.*

Resource developed by the
Children's Health & Environment
Partnership of Manitoba
www.childrensenvironment.ca

APPENDIX

I

REFERENCES

REFERENCES

Books:

Muir N., Gerylo K., Gompf M., Burke, T., Lumsden P., and McCaig, S. *Talk! Talk! Talk!: Tools to Facilitate Language* 2000, Austin, TX: PRO-ED. Copyright 2000 by PRO-ED, Inc.

Websites

<http://www.mosaicnet.ca/> Information on positive discipline

<http://cmascanada.ca/> Childcare for Newcomer Children Requirements and other resources

NOTE: A copy of *Talk! Talk! Talk!: Tools to Facilitate Language* is located at each Mosaic Child centre location.

APPENDIX TWO

POLICIES

MOSAIC CHILDCARE HYGIENE POLICY

Hand washing

Hand washing with soap and water is the best and easiest thing to do to maintain a healthy environment

Everyone should wash their hands:

- Before eating and before feeding children
- Before cooking or preparing food
- Before brushing teeth
- After changing a diaper (note: Mosaic staff are not responsible for changing diapers. Diapers are the parent's responsibility)
- After using the toilet
- After handling anything dirty
- After petting an animal
- After wiping their nose – or anyone else's nose – or sneezing or coughing into their hand

Hand Sanitizer

If soap and water are not readily available, Mosaic uses a non-alcohol, child safe hand sanitizer

Teaching Children to Wash Their Hands

As well as washing children's hands, Mosaic staff members help toddlers wash their own hands

Washing Toddlers' Hands

Provide a sturdy stool

1. *Wet* hands with warm running water
2. *Scrub* with soap for 5 to 10 seconds
3. *Rinse* under running water for 5 to 10 seconds
4. *Dry* hands with a towel

MOSAIC CHILDCARE ILLNESS POLICY

When should a parent keep their child at home – In general, children should stay home when they don't feel well enough to participate in normal daily activities and lack sufficient alertness to learn or play (Mayo Clinic)

Kids should stay home when they experience:

- Vomiting
- A temperature of 38.5° C
- Severe coughing or difficulty breathing
- Repeated bouts of diarrhea for at least one day
- Persistent stomachache
- Open sores on mouth
- A skin rash or red eyes from an undetermined cause
- Head lice or scabies
- Known contagious conditions such as strep throat, chicken pox etc.

Parents should be advised to take their child to the doctor if their child shows any of these symptoms:

- A temperature of 38.5° C
- A hard time breathing
- Keeps rubbing or pulling her ear
- Fewer wet diapers than normal or dark yellow, smelly pee
- Poop is different from usual – could be very runny or liquid, or very hard and dry
- A cough that lasts for several days
- Diaper rash that is red and peeling or has sores in it
- Cries a lot more than usual, or sounds different when crying
- Sleepy all the time, it is hard to wake him up
- No interest in eating, drinking or playing
- Not alert

The top four infectious illnesses that keep children home are:

1. Cold
2. Stomach Flu
3. Pink Eye
4. Strep Throat

Administering Medication

In all cases, Mosaic staff will not administer medication. Only parents or caregivers will administer medications.

Sources:

Loving Care 1 to 3 Years, Government of Nova Scotia, 2012,
http://www.novascotia.ca/hpp/publications/09047_LC1to3YearsBook_En.pdf
When Should You Keep Your Child Home From School or Daycare? Mayo Clinic, 2013,
<http://newsnetwork.mayoclinic.org/discussion/when-should-you-keep-your-child-home-sick-from-school-or-daycare-mayo-expert-offers-tips>

MOSAIC CHILDCARE FOOD SAFETY PRACTICES

Food borne illnesses result from eating foods that contain enough harmful microorganisms or toxins.

Food borne illness is often mistaken as a viral illness, like the 24-hour flu.

- For those at high risk - infants and young children, pregnant women, older adults and people with weakened immune systems – food borne illness can result in very serious health problems, such as kidney failure.
- All foods, including fruits and vegetables, have the potential to cause illness since microorganisms can exist on all surfaces.

Food Safety:

There are **4 EASY steps** you can take to eliminate harmful bacteria and greatly reduce the risk of food borne illness.

1. **Clean** - wash hands and surfaces often
 2. **Chill** - refrigerate or freeze foods promptly
 3. **Separate** - keep raw meat/poultry/seafood and their juices separate from one another and other foods
 4. **Cook** - cook foods to proper temperatures
- **Wash your hands** after you cough or sneeze, use the phone, use the restroom, take out the garbage or handle dirty dishes.
 - Wash your hands for 20 seconds – that's two choruses of "Happy Birthday". Use a clean cloth or paper towels to dry.
 - **Always wash hands, utensils, cutting boards and surfaces when switching tasks, such as handling raw meat/poultry/seafood and preparing vegetables.**
 - Mix 1 tsp (5 mL) bleach with 3 cups (750 mL) water to sanitize drains, cutting boards, taps, sinks, counter tops, sponges, pot scrubbers and fridge door handles. Store your bleach solution in a labelled spray bottle.

Clean: Wash hands and surfaces often.

Proper hand washing may eliminate nearly half of all cases of food borne illness.

- Wash sponges with hot soapy water after every use. Change sponges, dishcloths, aprons and towels **often** -machine wash in hot water. Replace sponges every few weeks.
- **Wash all fruits and vegetables, including those that you peel or cut, like melons, oranges or cucumbers.**

Source : <http://www.canfightbac.org>

MOSAIC CHILDCARE CHILD ABUSE PROTOCOL

In the event of suspected child abuse all employees of the Mosaic Family Newcomers Resource Network are required to follow the following procedures.

1. All childcare employees are required to inform the Childcare lead of any suspected child abuse, ie: injuries/observations/disclosures
2. The Childcare lead will document and report any abuse suspicions to the Child and Family Services for review. The childcare staff will sign any documentation filled out alongside the childcare lead on the Mosaic Childcare Incident Reports.
3. The Childcare lead will report any abuse suspicions to the Mosaic Childcare Coordinator for review and filing.
4. The reported abuse is to be filed in a private area for further reference if required.
5. In the Childcare lead's absence the staff must assume responsibility to report to child and family services, inform the childcare lead upon return to center and file in a private area for further reference if required.
6. Any reported or suspected abuse allegations are under the private policy act, as per the policy set forth by Mosaic Family Newcomer Resource Network.

The emergency line is (204) 945-6964. If you suspect that a child is in immediate danger, call 911.

MOSAIC CHILDCARE GENERAL SAFETY FOR INFANTS

CARING FOR CHILDREN AGES 6 MONTHS – 12 MONTHS

SAFE SLEEPING

Sudden Infant Death (SIDS)

SIDS is LESS LIKELY to happen when:

- Babies sleep on their back
- Babies live in a smoke-free home
- Babies are breastfed
- Babies are not too hot
- The crib has a firm mattress. There should be NO pillows, comforters, stuffed toys, or bumper pads in the crib.
- A knitted or crocheted blanket is best for babies to sleep with

Do not let a child fall asleep with a bottle or sippy cup – this can cause ear infection, tooth decay and choking.

Never shake, spank, or yell at a baby. Shaking can hurt or kill a baby.

MOSAIC CHILDCARE INCLUSION STATEMENT

Accessibility

We accept and welcome children of all abilities and nationalities. We structure our day to ensure that our program and its centers allow for each child to fully reach their developmental potential. We make changes to our daily routine to meet the needs and capabilities of each child by ensuring our learning centres can be reached by the children to allow free access and options for choice. We make sure our areas are accessible to all the children by making sure our chairs are the appropriate size, our shelves are easy to reach to access toys and learning material. We use stools to reach areas that are higher like our sinks and drying paper with the supervision of childcare staff. We ensure that all areas and activities allow for each child to use their capabilities to their fullest and allow children to make choices during their day.

Communication and Observation

We value open communication between all children and their caregivers during our time in the Mosaic Childcare program. We believe in this open communication to ensure all supports are in place prior to each child's start with our program and to offer alternate play programs, resources and play and learning opportunities within our community to help the transition as newcomers to Canada. We promote a positive learning environment by gathering any information and reviewing it with our staff from parents or other caregivers /professionals, respecting the privacy policy, to make sure we have a learning environment that meets the developmental capabilities and needs of all children in our care. This allows us to adapt equipment or have professionals come to our program and help us create an environment that focuses on the abilities of all children. Most important to us is the parent input into the decisions made for each child to ensure a positive and creative and successful learning experience. This helps promote a positive learning environment that is safe for all children and that they can move freely through and make choices based on their interests, needs and abilities.

Diversity

Our goal for the children with additional support within our childcare programs are to provide a learning experience that can be carried out during play experiences with peers and adults. We provide opportunities for all children to engage and develop relationships with others through socializing and acquiring language in free play, routines of our day and learning specific areas. We believe each child deserves an experience and learning environment that promotes growth in all areas of his or her development and best meets the needs of each child and their family and additional supports and resources with in their community to help them integrate into a new culture.

Respect

We respect and value input to and from parents on a daily basis by speaking to them about their child's day and to acknowledge their input into their child's day and offer support to each family and their child's unique learning experience. We build relationships with each family by not only speaking individually to them about their child's day and accomplishments but also by encouraging them to look for additional programs to further their experience and foster new friendships and relationships.

We acknowledge and respect all children and their families and their cultural diversity and we value input of all the children's families to develop the program to meet each child's developmental capability as well as cultural celebrations and traditions.

Adaptability

We observe the children's play and identify their abilities and needs so as to offer a variety of developmentally appropriate areas to allow for large group or small group exploration of centres and ideas. We adjust our program to allow each child the optimal environment to learn by shortening activities when needed and expanding ideas when curiosity is expressed. We encourage children to explore all areas of the room independently. We recognize and provide an area where all children can spend some quality time alone and relax.

Qualified Staff

Our staff meets the specific requirements of professional development set forth by CNCR and is diligent in attending conferences or workshops when available to ensure they are providing the latest in child developmental programming to ensure all children's developmental needs and abilities are enhanced and met. All staff have completed a first aid course, have their current criminal and child abuse checks. Staff members also attend weekly meetings with childcare leads to discuss center requirements and evaluate the current programs as well as Mosaic orientation and monthly meetings provided by Mosaic Staff.

Official and Signed documents required by all CNC staff members and kept on file:

- Confidentiality Agreement
- First Aid training including treatment for life-threatening illnesses such as anaphylaxis allergies
- Clear Child Abuse Registry Check
- Clear Criminal Record Search
- All CNC staff must read and sign the behavior management policy and be able to demonstrate a clear understanding of the principles of Positive Discipline.