

### ***Our influences and approach***

What your child learns during the Early Years is influenced by the philosophies held by the adults surrounding them. At London Bridge, we are inspired by the schools in Reggio Emilia, Italy, along with "*How Does Learning Happen: Ontario's pedagogy for the early years*". Our approach to curriculum is emergent, play-based and focuses on children's natural inquiries.

Every employee plays an important role in upholding the following "*Image of the Child*" statement, whether cook, administrator, custodian, educator, or director:

**We believe in the competencies of all children. We view every child as being full of potential and believe that all children have a natural desire to learn and make meaning of their world. We believe that children have the right to live fully in their childhood – not to be rushed through it.**



### ***We support positive and responsive interactions.***

Building relationships are at the core of everything we do, and we focus on strengths and respect individual needs. Families know their child best through regular interactions they provide us with invaluable insight. By working together, and valuing the ideas of children, we build communities that honour our youngest citizens.

### ***We focus on feelings and empathy.***

We understand that children learn to regulate their feelings, behaviours and emotions by watching the adults in their lives. Educators acknowledge children's powerful feelings and strong emotions and help them learn socially acceptable ways of dealing with them. We help children know what to do, and avoid putting the focus on what not to do. Children are encouraged to identify their

feelings and recognize the impact of their choices on others.

### ***We foster exploration, play and inquiry.***

Play is the complex work of childhood. We observe learning unfold as children explore environments provisioned with loose parts that offer limitless possibilities. Children are asked open-ended questions and their actions are named, helping them build vocabulary and give value to their work.

### ***We promote a child's well-being.***

To balance the diverse health, safety, nutrition, physical and emotional needs of children we make decisions that are influenced by a child's age, temperament, ability, along with individual family situations. We stay current on best practices and regulations in the Early Years, whether in our kitchens, playgrounds or classrooms.



### ***Children initiate experiences, and adults support them.***

Children are given opportunities to build on their ideas, and doing so requires Educators to be present and engaged. Supporting a child is a delicate dance that takes into consideration the environment, the child's disposition, developmental stage, and the emotional climate. As adults we are curious, and we focus on the natural inquisitiveness shown by children.

### ***Environments and experiences are thoughtfully planned.***

A responsive schedule is offered and takes into consideration individual needs of children. Learning happens throughout the day, and consists of indoor and outdoor play, meal breaks, rest, and quiet time. Our environments are designed to welcome creativity, problem solving and social interactions. Educators and children act as researchers who work alongside each other, learning something new every day. Time is given to Educators each week to plan, document, study and reflect on all the learning happening inside their room.

### ***Communication & engagement with families is ongoing and crucial.***

We work together with families to understand diverse perspectives and come to a shared understanding about decisions made on behalf of children. Communication is both cooperative and collaborative. Regular engagement happens

via formal and informal documentation, surveys, conversations and special events.

### ***Local partners are welcomed into our centres to offer support & guidance.***

We work in partnership with therapists, resource teachers and local school boards, who specialize in speech, language, autism and other special needs. This approach allows us to better support the development of the whole child.

### ***Staff are continuous, reflective professional learners.***

Growing children deserve growing adults, and this belief fuels our financial support for ongoing professional learning for all staff. We offer a comprehensive professional learning program where employees choose from diverse opportunities, with options led by our artist-in residence and mentor directors. This commitment to professional learning helps deepen understanding of our own practices, fosters innovation and strengthens the profession.

### ***We evolve our processes.***

Our approach to early learning is not static, and through reflection comes evolution. By studying our work with others we make discoveries, leading to thoughtful changes in our practice. Each London Bridge Centre archives their initiatives, reflections and plans in a portfolio, reviewing it bi-annually with Educators.