



ACTIVITIES AND ROUTINES

WHAT IS DIFFERENT?

The focus is on supporting the newcomer children in your care. This requirement asks you to consider the child's experiences to help him/her make positive transitions and to support his/her settlement needs, as appropriate. It also requires that you actively respond to the changing interests and activities of the children's, and keep parents informed about the activities their child will experience.

The new requirements build on the NLCR but are broader and more comprehensive. Instead of having a single "written plan of daily routines and activities," you are asked to develop both a "written program plan" (3-3.b and c) and a "schedule of daily routines" (3-3.d). The new requirements also include separate provisions for children under 19 months of age (3-3.e and f) and for children with special needs (3-3.g. and h).

WHY IS IT IMPORTANT?

CIC-funded services are designed to promote newcomer settlement. With a much greater emphasis on quality care designed to meet the unique needs of newcomer children and their families, the CNC Requirements provide details as to how you can help them settle and prepare for life in Canada. Every child is different, and newcomer children can have varying cultural backgrounds, languages, experiences, and expectations. It's important to take into account all of these needs and recognize that no one approach will work with all children. Overall, improved programming will better support newcomer families by giving them access to better care for their children.

Of key importance is the requirement to develop a program plan of activities for the children that is separate from the schedule of routines. In developing this plan, you need to consider the needs, interests and abilities of the children and must be flexible when these change. This plan provides a framework of goals and objectives within which you can pursue the emerging interests of the children.

When planning for children under 19 months, you are now required to consult with parents and develop both activities and routines that meet the needs of individual children, and to report to parents at pick-up time. When providing Long Term Care, you must also keep a written record of the child's experiences and use that record when you are implementing new activities and routines.

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IMPLEMENTATION

Before developing your program plan and schedule of routines, consider the type of CNC you are offering and the children participating in your program.

Long Term Care

If you are providing Long Term CNC, you can expect to have the same children over the same period of time every day. You can establish a regular schedule of routines that is unlikely to change from day to day. When planning activities to offer within that schedule, you can tailor them to meet the changing interests and abilities of the children and what you have learned about their earlier experiences.

Short Term Care

If you are providing Short Term CNC, you will need to develop a schedule of routines that is appropriate to the length of the Short Term session you are offering. That schedule will be different, for example, if you are offering care for a short period of time (e.g. one hour) or for a longer period (e.g. a full-day workshop). As you gain experience providing Short Term CNC, you will learn which schedule is most appropriate for the length of the session you are providing. If you operate a Short Term CNC program in a permanent location, where children are coming and going for short periods of time, you may need a different schedule. When developing these schedules it is important to consider the needs and abilities your staff.

When providing Short Term CNC, you will need a different approach to activity planning. Since children are likely to be present for short periods of time, on a one-time basis, your first aim will be to ensure that they have a positive experience. You may need to provide several ongoing activities at once - a quiet book corner for those who just want to sit, and more active play materials for those who want to get involved.

Combined Care

When you are providing Combined CNC, you have the additional challenge of serving children who are present for very different reasons and who will benefit from your programming in very different ways. Your first goal in a combined program will be to ensure that all children have a satisfying experience. Your schedule of routines and program plans must be flexible so that you can respond to changing needs and circumstances.

The Program Plan

Consider the distinct needs of newcomer children and develop a plan to ensure activities and



routines reflect a child-centred approach.

What is A Child-Centred Approach?

When CNC staff take on the role of active observer, watching and responding to how play develops rather than directing play, the results can be amazing! Children become more comfortable in the space, more creative, and communication skills are enhanced. Child-centered learning offers children the opportunity to explore and play in ways that complement their various learning styles. The benefits of child-centered or individualized planning are easy to see – especially for children who are new to Canada.

- Children are given a warm and welcoming environment full of open-ended activities that encourage exploration, growth and learning.
- Children get fully involved in activities and actively explore their environments at their own pace.
- They are allowed the freedom to think, experience, feel, explore, question and communicate.
- They can feel proud when they can do things for themselves and enjoy playing and learning with others.
- Children's past experiences and developed skills are acknowledged and supported.

When providing Long Term CNC, child-centered planning is an ongoing process that continues throughout a child's participation in CNC programs. To effectively individualize activities, teachers must remember to:

- Use multiple sources of information, including talking to parent, ongoing observations, and results from standardized screening and evaluation instruments, to learn about needs, interests, abilities, culture, home language and life experiences.
- Develop a partnership with each family to share information about a child's culture, life experiences, skills, needs, interests and abilities, as well as plan how to encourage growth and development at home and in the CNC program.
- Plan ways to address individual needs through all aspects of the curriculum—the learning environment, daily routine, and interactions.
- Document children's work using a variety of strategies, including observation, information from parents and examples of children's work.



SUPPORTING DOCUMENTS

WEB RESOURCES

- Child Centered Planning: Individualizing for Success - <http://www.angelfire.com/pa/ecedirectory/>
- The Importance of Child-Centered Learning: A Student-Focused Approach to Education - <http://rebecca-sue.suite101.com/the-importance-of-childcentered-learning-a132590#ixzz1ZZCmMTJV>

REQUIREMENTS

3-3 PROGRAMMING FOR CHILDREN

Overview

- a. Whenever CNC is provided, activities and routines
 2. Are suited to the length of time children participate in a CNC session.
 3. Are appropriate to the age and abilities of the participating children, taking into account variations in cultural understandings of developmental milestones, as well as the past experiences of the children, including experiences of separation and trauma.
 4. Address the physical, emotional, social and intellectual needs of the children.
 5. Encourage respect for the values customs and traditions of other cultures.
 6. Support social inclusion and help children make positive transitions.
 7. Address other settlement needs, as appropriate.

Activities

- b. When providing care, CNC staff
 3. Develop and follow a written program plan of activities for the children.
 4. Post or otherwise make the program plan available to parents.
- c. When providing long term care, CNC staff ensure that the program plan includes experiences



that reflect the changing interests and abilities of the children.

Routines

- d. When providing care, CNC staff
 - 5. Develop and follow a consistent schedule of daily routines.
 - 6. Post or otherwise make the daily schedule available to parents.

CNC for children under Nineteen (19) Months of Age

- e. When providing care to a child under nineteen (19) months of age, CNC staff
 - 6. Discuss the child's routines and activities with a parent on arrival and use information provided by the parent and observation of the child's developmental levels and interests to implement activities and routines that meet the needs of the individual child.
 - 7. Report to parents at pick up time about the child's experiences while receiving CNC, including the times the child slept and how long, what the child ate or drank, times of diaper changes and any other information relevant to the child's development.
- f. When providing long term care to a child under nineteen (19) months of age, CNC staff keep a written record of the child's experiences reported to parents in section 3-3.e.2, and use that record when implementing activities and routines that meet the needs of the child.

CNC for Children with Special Needs

- g. When a child has an individual program plan, developed in consultation with professionals to meet the special needs of the child, CNC staff work in partnership with the parent and other professionals, as necessary, to implement activities and routines that accommodate that plan.
- h. When, in spite of best efforts, the ISO finds that it does not have the resources or expertise to meet the special needs of a child, CNC staff help parents locate more appropriate care and support in the community.

3-4 Language

The CNC environment and activities reflect the importance of dual language learning and to the extent possible, support home language maintenance while helping a child acquire a new language.