



Kinder College ELC

Preschool Program Module (2.5–5 years)

(Revised: March 26, 2026)

1. Program Snapshot

- **Age Group:** 2.5–5 years
- **Ratio (Ontario):** 1:8
- **Group Size:** 24
- **Key Focus:** Self-regulation, social skills, independence

Key Risks

- Peer conflict
- Exclusion/social dynamics
- Climbing/risk-taking
- Transitions and waiting

2. Emotional Development

A. Development (Why this happens)

Preschoolers are in **Initiative vs. Guilt**.

- Developing **self-regulation**, but still inconsistent
- Increased ability to **express emotions with language**
- Strong need for **belonging and peer relationships**
- Beginning to understand **rules and fairness**

B. What You Will See

- Friendship conflicts (“you’re not my friend”)
- Arguing, negotiating
- Difficulty with losing or fairness
- Testing rules and boundaries
- Big emotions despite verbal ability

 These reflect **developing social and emotional skills**

C. What Educators Must Do (Centre Standard)

Support Self-Regulation

- Coach calming strategies
- Encourage children to use words

Guide Social Skills

- Support problem-solving
- Teach turn-taking and empathy

Encourage Initiative

- Allow children to lead and try
- Avoid over-correcting

Set Clear Expectations

- Be consistent with rules
- Explain the “why”

3. Emergent Curriculum in Practice (Preschool Program)

At Kinder College, children are viewed as **capable, competent, curious, and rich in potential.**

Educators:

- Observe children’s interests, ideas, and interactions
- Respond by adapting materials, environment, and experiences
- Extend learning through conversation, play, and projects

What This Looks Like with Preschoolers

- Interest in building → extend into group construction projects

- Interest in dramatic play → add props, roles, storytelling
- Conflict → support problem-solving and communication

👉 Learning develops through **play, inquiry, and social interaction**

The Four Foundations in Action

Belonging

- Build relationships and group identity

Well-being

- Support emotional regulation and confidence

Engagement

- Encourage deeper exploration and inquiry

Expression

- Promote communication through language, art, and play

Key Reminder for Staff

“Children can express themselves — but still need help managing emotions.”

4. Communication & Guidance (Centre Standard)

How We Speak to Children

At Kinder College, educators:

- Get down to the child’s **eye level**
- Use a **calm, respectful tone**

- Speak directly to the child — not across the room

Positive Language Approach

We use language that **guides behaviour**, not controls it.

Examples

- ❌ “No standing on chairs”
- ✅ “Chairs are for sitting”
- ❌ “Stop running”
- ✅ “Use walking feet inside”
- ❌ “Don’t grab”
- ✅ “Ask for a turn”
- ❌ “No yelling”
- ✅ “Use a quiet voice inside”

Why This Matters

- Builds respect and connection
- Helps children understand expectations
- Supports self-regulation and communication
- Reduces power struggles

Key Reminder for Staff

“Say what you want children to do.”

5. Daily Practice Checklist

Arrival

- Encourage independence (sign-in, choices)
- Engage in conversation

During Play

- Observe interests and themes
- Extend with materials and questions
- Support group play

Interactions

- Coach problem-solving
- Encourage communication
- Reinforce expectations

Routines

- Involve children in routines
- Provide clear expectations
- Encourage independence

Reflection

- What social dynamics did I notice?

What can I extend tomorrow?

6. Key Risk Moments

- Peer conflict
- Group dynamics/exclusion
- Competitive situations
- Transitions and waiting

👉 Challenges arise when **social expectations exceed emotional capacity**

7. Health & Safety Essentials

- Supervision during active play
- Safe use of materials
- Hand hygiene
- Monitoring group interactions

8. Quick Reminders for Staff

“Coach, don’t control”

“Children need guidance, not perfection”

“Consistency builds confidence”

“Relationships drive behaviour”

Final Thought

“Your role is to guide children in becoming capable members of a group.”

