



# **Kinder College ELC**

## **Toddler Program Module (18 months–2.5 years)**

(Revised: March 26, 2026)

# 1. Program Snapshot

- **Age Group:** 18 months–2.5 years
- **Ratio (Ontario):** 1:5
- **Group Size:** 15
- **Key Focus:** Autonomy, co-regulation, emerging self-control

## Key Risks

- Biting / hitting
- Transitions (high emotional load)
- Climbing/falls
- Peer conflict

# 2. Emotional Development

## A. Development (Why this happens)

Toddlers are in **Autonomy vs. Shame and Doubt**.

- Strong need for **independence and control**
- **Impulsivity is high** — act before thinking
- **Self-regulation is emerging but limited**
- Still require **co-regulation from educators**

## B. What You Will See

- Tantrums (especially during transitions)
- Saying “no” / refusing direction
- Biting, hitting, pushing
- Difficulty sharing
- Strong frustration reactions

 These are **developmentally expected behaviours**

## C. What Educators Must Do (Centre Standard)

### Support Autonomy

- Offer simple choices
- Allow safe independence

### Co-Regulation

- Stay calm during emotional outbursts
- Help label feelings

### Set Clear Limits

- “I won’t let you hit”
- Be consistent and predictable

### Model Behaviour

- Calm tone
- Show appropriate emotional responses

## 3. Emergent Curriculum in Practice (Toddler Program)

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

Educators:

- Observe interests, behaviours, and emotional cues
- Respond through materials, environment, and interaction
- Extend learning through play and repetition

## What This Looks Like with Toddlers

- Interest in water → add pouring, scooping materials
- Conflict over toys → support turn-taking and language
- Repetitive play → provide similar materials to extend learning

 Learning develops through **play, exploration, and interaction**

## The Four Foundations in Action

### Belonging

- Secure relationships and consistent responses

### Well-being

- Support co-regulation during big emotions

### Engagement

- Hands-on, interest-based play

### Expression

- Support emerging language and emotional expression

## Key Reminder for Staff


“Behaviour is communication — and an opportunity for learning.”

## 4. Communication & Guidance (Centre Standard)

### How We Speak to Children

At Kinder College, educators:

- Get down to the child's **eye level** when speaking
- Use a **calm, respectful tone**
- Speak **to the child**, not across the room









 This builds connection, understanding, and respect.

### Positive Language Approach

We use **positive, guiding language** instead of reactive language.

Instead of telling children what *not* to do, we tell them what *to do*.

### Examples

-  “No standing on chairs”  
 “Chairs are for sitting”
-  “Stop running”  
 “Use walking feet inside”
-  “Don't throw toys”  
 “Toys stay on the floor”
-  “No yelling”  
 “Use a quiet voice inside”

### Why This Matters

- Helps children understand expectations clearly
- Reduces power struggles

- Supports **language development and self-regulation**
- Aligns with **respectful, responsive caregiving**

### **Key Reminder for Staff**

“Say what you want children to do — not what you don’t want.”

## **5. Daily Practice Checklist**

### **Arrival**

- Offer simple choices
- Support separation with routine

### **During Play**

- Observe before intervening
- Extend play with materials
- Follow child interests

### **Interactions**

- Support co-regulation
- Label emotions
- Set clear, calm limits

### **Routines**

- Give transition warnings

- Offer choices
- Maintain predictable structure

### Reflection

- What triggered behaviours today?
- What can I adjust tomorrow?

## 6. Key Risk Moments

- Transitions
- Peer conflict
- Fatigue/hunger
- Overstimulating environments

 Behaviour escalates when **demands exceed regulation ability**

## 7. Health & Safety Essentials

- Supervision during climbing/exploration
- Hand hygiene
- Safe eating practices
- Close monitoring during peer interactions

## 8. Quick Reminders for Staff

“Toddlers need guidance, not punishment”

“Co-regulation teaches self-regulation”

“Consistency reduces behaviour challenges”

“Connection comes before correction”

## **Final Thought**

“Your response to behaviour teaches more than the behaviour itself.”