“Our vision is that all children will grow to their fullest potential with dignity, a sense of self-worth, and a zest for living and learning… children are confident, active learners whose learning, growth, and development are profoundly influenced by the quality of their relationships with people and their interactions with places and things.”

- from the NB Curriculum Framework for Early Learning and Childcare
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Welcome

We are very excited that you have selected the UNB Children’s Centre for your child. We look forward to working with you in supporting your child’s learning and relationships.

The UNB Children’s Centre serves as a demonstration classroom for UNB education students, UNB nursing students, New Brunswick Community College and the Atlantic Business College students. Our educators work with these students and UNB Professors to plan, evaluate, and document your child’s learning. Your child will encounter a range of educators from UNB, colleges, other childcare programs, families, and the greater community.

Families are invited to contribute in various ways throughout the year. Examples from the past include: helping children with a bake sale, reading a favourite book to the children, going on field trips, for a sleigh ride or to pick apples, sharing a special talent or hobby with the children, hosting a field trip at mom or dad’s place of work, or contributing to improvements and care of our playground. Each of these examples is possible but others may arise as we come to know you and the children’s interests. Whenever possible we like to connect children’s curiosities to local talent in the community. For example, if the children show a keen interest in bugs, we invite an entomologist in to share knowledge and answer the children’s questions. This means children and adults are learning together.

Our Dean, Ann Sherman, a committed early childhood educator herself, becomes a very special friend to the children over the year. She enjoys reading to them, planning science activities for the children to explore and friendly conversation as she passes the classroom. As a supporter of the UNB Children’s Centre, Dean Sherman contributes financially to educators’ salaries, technology tools for the children and educators, and playground improvements. We are very appreciative of her continued support.
Our Approach

We use the New Brunswick Curriculum Framework for Early Learning and Child Care – English (http://www.gnb.ca/0000/ECHDPE/curriculum-e.asp) to plan curriculum.

We develop curriculum out of the interests, passions, and strengths of children, their families, and teachers, as well as seasonal and cultural events.

Our classroom is a flexible environment where playful exploration, problem solving, and creativity are encouraged and purposefully planned. Children’s literacies and literate identities are valued and supported.

We believe that children are active learners who are influenced by their relationships. We take care to cultivate responsive relationships.

It is our intention to welcome children and adults alike. We invite you to visit the classroom and participate in activities or contribute in other ways. Please help us include your families’ experiences into our program.
Celebrating Learning

We create bulletin board displays that document the ongoing learning in our classroom. Our displays include curriculum webs, children’s questions or theories, artifacts made by the children, observations made by the educators, and books, poems, letters, or songs. Educators listen carefully for your child’s interests and learning. They encourage other children and adults to respond to your child’s work by inviting questions and responses. In this way, children’s thinking, representations, and plans are valued, deepened and celebrated. Some of this learning is documented through individual and small group learning stories for each child in our classroom. These stories are compiled in a binder for each child. You are welcome to read your child’s binder on site or at home. These portfolios, read and reread by children and their families, act as a meaningful literacy document. We welcome your feedback, questions, and insights. In the past, some families have found their child’s portfolio to be a helpful way to introduce their child to their kindergarten teacher.

We maintain an outdoor garden!
Our Program

As you look around the classroom, you will notice many learning areas for children to engage in meaningful play activities. These areas include a house corner, a block corner, a reading corner, an art area, and a science area, as well as manipulative materials, painting easels, and games that are intended to develop numeracies and literacies. Our program includes regular physical activities. Children spend a portion of each day outdoors or at the South Gym just behind Marshall d'Avray Hall.

This year our morning program will be providing a more outdoor focused experience for the children using both our outdoor play space and natural areas on campus.

Cultivating Wonder and Participation in the Outdoors

Our outdoor program means we venture outside in all weather! To address the concern that young children are increasingly alienated from the natural environment, the morning program will be using the wild areas on campus and our outdoor play space to connect, wonder, inspire, explore, take joy in and care for nature. We will be moving many areas of our indoor program outside. The children will become involved in dramatic play, music, storytelling, art, nature study, journaling, building activities, water and sand play, gardening and other learning activities in the outdoors. We are discovering that this environment offers a more relaxed experience to support long periods of concentration in children's learning.

Your child's enjoyment and participation in the outdoors is dependent upon weather proof clothing. Durable rainwear (boots, rain pants, and raincoat) and warm winter clothing (boots, snow pants, coat, hat and mittens) keep children dry and happy. Mittens are preferable to gloves as they are easier for children to put on and they are warmer. A waterproof layer over warm fleece mittens is ideal. It is important that the clothing is easy for the children to put on themselves as they learn to dress independently.

It is important that children have extra mitts, socks, and pants for those weather days that are very moist. If your child is participating in the full day program extra outdoor clothing will guarantee your child is warm and dry all day. We will help parents keep track of weather forecasts to decide what type of outdoor clothing will be required each day.

Please keep in mind that clothing can be purchased from second hand stores. Because excellent outdoor clothing is crucial, we are keen to help assist families with acquiring these items if necessary.
Literate Play and Playfulness

Children, like all of us, have many identities: they are systematic observers, imitators, listeners, speakers, readers, authors, illustrators, inventors, scientists, actors, performers, dancers, builders, musicians, and artists. While creating and using texts with children, educators raise questions to explore multiple interpretations, assumptions, and questions. Educators will work alongside your child to explore, encourage, and develop these identities, and to help your child ask questions that will help them shape their own unique identities within the social and cultural life of this community.

Educators strive to recognize and respect children’s opinions, encouraging creative thought and helping children expand their ideas wherever possible and appropriate, and will document these experiences to share with families.

Educators aim to maximize the potential of play for your child’s learning, which includes extending and exploring new opportunities based on your child’s interests. Children’s play is rich in story.

Their storying of their world provides educators with many opportunities to teach literacy skills connected to children’s questions, passions and experiences. Some examples include reading and discussing books, poems, songs, maps, signs, recipes, graphs, and charts. Educators encourage children to learn to spell their names and other meaningful words, they record children’s story telling, they engage children in conversations about their art making and construction, support children’s creation of puppet shows, plays and games. Educators bring a wide range of texts into the classroom and outdoor spaces for children to explore.
Field Trips

Field trips are scheduled regularly to extend classroom investigations and enhance the children’s awareness of and involvement in the community. We welcome you to join us during our outings, and we will notify you in advance. You will be advised of any trip fees. Depending on the location of the field trip, the mode of transportation will vary from car pool, chartered bus, or public transportation.

Snack and Lunch

Snack time provides multiple opportunities for making friends and learning social graces. The children, with assistance of their teachers, prepare a nutritious snack in the classroom. Preparing and serving food is a valuable learning experience, as it incorporates opportunities for counting, matching, and reading. The sharing of food is an important social experience. The cost for daily snacks is included in the fees. Occasionally we ask for contributions from home to support bake sale fundraisers.

For full day children, parents must pack a lunch for their child, while keeping in mind that there is no fridge or microwave available. The use of cold packs and thermoses is encouraged. If hot lunches are preferred, parents might consider using a wide mouthed thermos to keep hot food warm.

Our Routine

Classroom routines may vary to accommodate the activities (guest speakers, field trips, special events, etc.) and tone of the classroom. The following is an outline of a typical day.

<table>
<thead>
<tr>
<th>Morning Program</th>
<th>Cultivating Wonder and Participation in the Outdoors</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>Arrival time: Children wash their hands, sign in, put on their name tag, read notices, and revisit documentation with families.</td>
</tr>
<tr>
<td>8:30 – 9:15</td>
<td>Flexible exploration and representation time including block play, dramatic play, painting, mark-making, reading, small world play, sand play, water play, play dough, plasticine, planting, surveys, and a range of purposely planned small group activities.</td>
</tr>
<tr>
<td>9:15 – 9:30</td>
<td>Group meeting: reading books, read aloud, poetry, songs, story telling, discussions, drama, musical instruments, revisiting children’s work, guest speaker presentations, group writing, etc.</td>
</tr>
<tr>
<td>9:30 – 9:45</td>
<td>Snack time: Sharing food and stories, a focus on conversation with each other.</td>
</tr>
<tr>
<td>9:45 – 11:30</td>
<td>Outside time: Using our outdoor space and natural areas on campus to continue learning through exploration of the natural world, gardening, building, art, dramatic play, mark-making, and other learning opportunities. Alternative – gym time.</td>
</tr>
<tr>
<td>11:30 – 11:45</td>
<td>Pick up time for the morning only program.</td>
</tr>
<tr>
<td>11:45 – 1:00</td>
<td>Lunch for full day children.</td>
</tr>
</tbody>
</table>
## Afternoon Program
### Literate Play and Playfulness

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 1:15</td>
<td>Arrival time for afternoon children: children sign in, put on their name-tag, read notices, and wash their hands.</td>
</tr>
<tr>
<td>1:15 – 2:30</td>
<td>Outside time: using our outdoor space and natural areas on campus to continue learning through exploration of the natural world, gardening, building, art, dramatic play, mark-making, and other learning opportunities. Alternative – gym time.</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Snack: sharing food and stories, a focus on conversations with each other.</td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>Group meeting: reading books, read aloud, poetry, songs, story telling, discussions, drama, musical instruments, revisiting children’s work, guest speaker presentations, group writing, etc.</td>
</tr>
<tr>
<td>3:30 – 4:15</td>
<td>Flexible exploration and representation time including block play, dramatic play, painting, mark-making, reading, small world play, sand play, water play, play dough, plasticine, painting, surveys, and a range of purposely planned small group activities.</td>
</tr>
<tr>
<td>4:15 – 4:45</td>
<td>Table top activities (puzzles, games, small manipulatives) Pick up time.</td>
</tr>
</tbody>
</table>

### Playground
We have completed the first phase of our playground renovations—a newly renovated playground for outdoor play—thanks to the collective work of our 2012-2013 parent advisory committee, educators, Early Childhood Centre, the Dean’s office, and community organization, businesses and families.

There will be additional opportunities for family involvement in upcoming phases as we complete this project. When we are outdoors, we monitor the children and the weather closely. Unlike most playgrounds around schools where winds will affect the temperature adversely, we have a brick wall on three sides of the south-facing playground, which provides some shelter from the wind.
Participating Together in Every Day Life

Respecting materials and spaces, expressing emotions, and encountering and negotiating differences occur as part of everyday life. We consider disagreements to be teaching-learning experiences providing both children and adults opportunities to solve problems and negotiate differences and frustrations.

When disagreements arise, we listen carefully to each child, encouraging children to listen to each other and identify with each other’s feelings. We invite and we work with children to create solutions and reflect with children on how our solutions are working. We respect and model the privacy needed to work through social disagreements. We help children to reflect on the consequences of their actions and offer other choices. There may be occasions when we ask for family support during relational negotiations.

Parent-Educator Communication

The early childhood educators will communicate with families in numerous ways, including our white boards, through email, through our Wikispace, and through our Twitter feed.

Please discuss items that might intrigue or puzzle you with your child’s teachers as they arise. If you need a focused, uninterrupted conversation, it may be useful to set a meeting time outside the hours during which your child normally attends the program.
Health and Wellness

The co-directors and educators are legally responsible to advise the local office of Early Childhood Services of any suspected case of child abuse or neglect. Any person suspecting child abuse or neglect shall report the incident at once to the co-directors or teacher and together they will contact the department. A written record containing date of referral and related dates of incidents and circumstances contributing to the case will be maintained.

In the unlikely event of an evacuation, our emergency location will be located at the Wu Conference Centre where upon arrival parents will be immediately contacted to pick up their children.

In the event that your child is sick and needs medication, please send the medication in the original prescription bottle or package. Health regulations require that a medical log be completed and signed by you in order for us to administer any medication. We are unable to administer medication without its original labels.

Please help us keep your child’s medical/personal files up-to-date. If there is any change of address, telephone numbers, etc., please advise the teachers.

For health and wellness of all staff and children, sick children and staff/volunteers should stay at home. Please call the classroom phone number at 452-6068 to report your child’s symptoms. It would be best to keep your child home if he or she is not well enough to go outside to play.

Health regulations require that:
- Children and adults wash their hands for 30 seconds upon arrival in our classroom
- Children and adults wash their hands when returning to the classroom from outdoor excursions.
- Parents complete the Return After Exclusion form upon each child’s return to our classroom after illness
Additional Information

Please use the university parking spaces around Marshall d’Avray Hall when coming to the building. Remember to put your parking pass (provided by us) in your window. A parent or designated person must bring your child to the classroom and pick him/her up from the classroom. This ensures the child's safety in and around the Faculty of Education and provides the opportunity for parent/teacher communication on a daily basis.

Children are permitted to leave only with designated people as stated in writing by the parent or guardian unless the teacher or administrator is notified.

If you are unable to pick up your child, please notify the classroom teacher (452-6068). We will then be expecting one of the people on your emergency list to pick up your child.

Please label your child’s clothing and belongings and bring a full change of clothes just in case. We ask that your child have a change of shoes for inside the building. We also recommend sunscreen and a sun hat in the summer, extra mittens in the winter, and extra socks in the summer. Please know that since lockers are shared between the morning and afternoon program, they must be cleaned out each day. There will be shelf space available in an additional hallway cabinet for morning and afternoon children to leave a spare change of clothes. Children who are attending for the full day will have a locker to themselves.

A special note on clothing: Children work hard with paint, clay, sand, water, mud, markers – a wide range of materials that are both exciting and messy. It is best that your child is dressed in clothes that support your child’s full investigation in their learning.

If your child has an accident while at our classroom our procedure is to administer first aid, call home and let you know. We take extra care to touch base with your child following the accident to ensure that they are ok. Please let us know directly if you have any concerns or helpful insights.
Hours of Operation, Admission, and Fees

Our Children’s Centre operates a **morning program from 8:00 – 11:45** and an **afternoon program from 1:00 – 4:45** Mondays through Fridays from September to June. We follow the Anglophone West school district with regards to holidays. Our Children’s Centre is closed:

- December holiday season
- March break
- Statutory holiday
- Any time the Anglophone West schools district (Fredericton region) close for storm days. We will inform you through email and Twitter of these closures.

To support regular professional growth opportunities for our educators, maintaining the quality of the program, we have scheduled three professional development (PD) days that are coordinated with the Anglophone West school district. Typically these days involve attending or presenting at conferences, visiting other centres, hosting other educators and/or preparation of joint projects across the two classes.

Admission to the UNB Children’s Centre is on a first come, first serve basis. Under the guidelines of the Department of Education and Early Childhood we have space for 20, four year olds in each program (morning and afternoon). A $50.00 non refundable deposit is required to confirm your child’s spot.

Enrolment procedure:

- The Centre will contact families on the wait list by Feb 1st for a non refundable deposit to be paid by March 1. If payment is not received, the child will be placed back onto the wait list.
- Once the deposit has been received, families will be required to pay a half month tuition fee to be paid by June 1st. This fee is to be credited to the following June tuition payment.

The monthly fee is **$280.00 for the half day program** and **$560.00 for the full day program**. Payment can be made by either post dated cheques made payable to the Early Childhood Centre or by credit card (Visa or Mastercard). We accept Day Care Assistance.

A one-month written notice is required when withdrawing your children from the program.

A penalty of half a month’s fees in lieu of notice will be charged is this notification is not received.

Full fees are required for absences due to illness, family vacations, etc. As long as your child is enrolled in the program, you are required to pay the fee. Year end receipts will be issued for tax purposes.
Contact Information

Early Childhood Centre – Office:

Phone – 506-453-5024
Fax – 506-458-7841
Email – eccentre@unb.ca
Website – www.unbf.ca/education/ecc

Co-D Director/Administrator – Pam Whitty
Phone – 506-447–3113
Email – whitty@unb.ca

UNB Children’s Centre – Classroom
Phone – 506-452-6068

Morning Class Educators
Lead Teacher/Administrator - Jill Bateman – gbatema1@unb.ca
Co-Lead – Candace Mersereau – c.mersereau@unb.ca

Afternoon Class Educators
Lead Teacher/Administrator - Rachael Hankinson – r.hankinson@unb.ca
Co-Lead – Elizabeth McArthur – emcarthur5@gmail.com

Alternate Administrator:
Ann Sherman, Dean – shermana@unb.ca

UNB Children’s Centre Advisory Group:
Pam Whitty, Faculty, Early Childhood Centre, Faculty of Education
Ann Sherman, Dean, Faculty of Education
Sherry Rose, Faculty, Faculty of Education
Kimberly Sauve, Past and Future Parent Representative

We require two additional representatives from 2014-2015, please let us know if you are interested.
Acknowledgements

Staff and children at the UNB Children’s Centre would like to thank the following businesses for their contributions that went towards making the redesigned playground a wonderful new addition to our outdoor program: (in no specific order)

- Scotiabank®: Cash donation
- TD: Outdoor clothing
- The Home Depot: Building supplies
- Castle Wilkins Building Supplies Ltd.: Building supplies
- UNB: Building supplies (Faculty of Education)
- Early Childhood Centre: Building supplies
- Quarry: Mentors for John Howard
- John Howard Labour: Building supplies
- John Howard (Physical Plant): Building supplies
- WM: Dumpster
- Canadian Tire: Rope supplies
- Speedy Glass: Glass cutting service
- Glenn Group Landscape Architects: Building supplies
- Scott's Nursery Ltd.: Building supplies

The teachers, children & families raised additional funds through a coin drive and summer basket raffle. Families and university students also helped the centre staff with the demolition. Everyone’s input and support has made this renovation space possible. The legacy of their efforts will be enjoyed by children, long into the future.
Every child in Canada and around the world from birth to 18 has rights. Rights are what you should have or be able to do to survive, thrive and meet your full potential. All rights are equally important and are connected to each other. You are born with these rights, and no one can take them away.

UNICEF Canada wants to support you and your school as you explore rights, respect and responsibility for yourself and others here and around the world. UNICEF Canada’s Rights Respecting Schools (RRS) initiative uses the United Nations Convention on the Rights of the Child (the Convention) to make sure everyone feels included and respected. It includes giving you meaningful opportunities to voice opinions about your school, and to make it the best school it can be!

THE CONVENTION ON THE RIGHTS OF THE CHILD
in child friendly language

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