

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PROGRAM

Policy Name EARLY YEARS

604

Board Approved: September 24, 2019 Reviewed: June 4, 2019
 October 27, 2015 October 5, 2015 Review By: December 2024
 April 20, 2010 January 25, 2010
 March 12, 1999 April 2004

1.0 POLICY

~~The early years are recognized as being critically important in supporting children's holistic development and in attaining the mission and values of the Board.~~ Early years programs play an important role in supporting children's learning, development, health, and well-being. This Policy provides forward-thinking principles and commitments that guide system planning, implementation and improvement across a range of early years programs for children from birth to age 12. These include child care in schools, child and family programs, Full Day Kindergarten (FDK), elementary education, and before-and-after-school programs.

How Does Learning

Happen? Ontario's Pedagogy for the Early Years, 2014, and Growing Success: The Kindergarten Addendum, 2016.

Education Act: Legislative Changes

Subsection 170 (1) of the Act has been amended to include the following paragraph:

- Collaboration with municipalities



5.0 POLICY

5.1 Programs and Pedagogy

At Superior-Greenstone District School Board we believe:

- 5.1.1 Children are born learners, curious and capable, and important contributors in their learning. By planning responsive, inclusive and engaging programs, educators will capitalize on children's development in the early years;
- 5.1.2 Every child must always be seen, listened to and respected. Considering their age and maturity, a child's views can provide a valuable perspective to support child-centered decision-making, programming and pedagogy;
- 5.1.3 Recognizing that children have diversity of early years experiences and abilities, educators will collaborate to meet their unique needs within their local school as much as possible;
- 5.1.4 As children transition to school it is understood that schools must be ready for children, rather than children being ready for school. In consideration of the various transitions children experience in the early years, educators must put children's needs first and be thoughtful in planning and implementing more seamless transitions;
- 5.1.5 Children's language, culture, abilities, beliefs and experiences offer a rich opportunity to enhance their own, their peers, and their educator's learning;
- 5.1.6 Intentional play and inquiry are interconnected pedagogical approaches and are essential for children's learning from their pre-school experiences, and throughout elementary and secondary programs;
- 5.1.7 Learning environments will be thoughtfully co-created to engage children in a range of culturally reflective and responsive literacy and numeracy experiences;

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6.0 REFERENCE DOCUMENTS

Legislation

- Child Care and Early Years Act
- Education Act
- PPM 11: Early Identification of Children's Learning Needs

Ministry of Education Documents

- How Does Learning Happen? Ontario's pedagogy for the Early Years (2014)
 - The Ontario Early Years Child & Family Centres Guidelines (2015)
 - The Kindergarten Program (2016)
 - Growing Success: Kindergarten Addendum (2016)
 - The Renewed Ontario Early Years Policy Framework (2017)
 - Before-and After-School Programs – Kindergarten – Grade 6: Policies and Guidelines for School Boards (2017)
 - Policy/Program Memoranda: B6 and B9 Child Care Capital Policies (2016-2017)
 - The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples (2017)
 - Working Together in a Shared Space (2023-2024)
 - Ontario Early Years Leadership Guidance Document (2023)
 - Supporting All Children to Attend Kindergarten in Ontario's Publicly Funded Schools (2023)
 - Principal Leadership in the Early Years (2023)
 - Bill 98, Better Schools and Student Outcomes Act, 2023