

Understanding of children as competent, curious, capable of complex thinking and rich in potential

Well-Being #1 – Nurturing Healthy Development

Learning Outcome: Educators will reflect on how they promote well being presently and identify new ways to nurture children’s healthy development.

Materials Required:

- A copy of the Well-Being planning chart (page 3 of this booklet)
- A copy of [“How Does Learning Happen?”](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Review the planning chart (page 3 of this booklet).
2. Complete the section titled “Today I Do.”
3. Read pages 29 to 31 of “How Does Learning Happen?”
4. Complete the “Tomorrow I Will” section of the chart.
5. Share with the group, if applicable.
6. Take time to reflect on the “Points to ponder for pedagogical leaders.”

Possible Questions for Reflection during Activity:

How does nurturing healthy development increase the quality of the program?

Points to Ponder for Pedagogical Leaders:

Do current practices in the program support the goals and expectations outlined in “How Does Learning Happen?” Reflect on examples to incorporate these goals into current practices.

What improvements are needed to ensure that the type of meals/snacks and the eating environment reflect the goals for children?

How does the program incorporate a range of activities from vigorous physical play to quiet times?

Well-Being #1 Chart

Nurturing Healthy Development

Consider additional ways you can nurture children’s healthy development...

	Diversity, Equity, and Inclusion	Environmental	Physical	Individual
My current practices that nurture children’s healthy development (Today I do)				
Read pages 29 to 31 HDLH				
Tomorrow I will				

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Well-Being #2 – Promoting Independence

Learning Outcome: Educators will reflect on how they foster children’s independence during daily routine experiences.

Educators will examine ways to promote children’s well-being in the outdoor environment.

Materials Required:

- A copy of [“How Does Learning Happen?”](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Review Karyn Callaghan’s video: [“Taking Risks, Building Confidence”](https://www.youtube.com/watch?v=WXBxg6bkHI0)
(<https://www.youtube.com/watch?v=WXBxg6bkHI0>)
2. Reflect on the following:
 - What is your view of well-being in the context of this video?

- How do these messages apply to all age groups?

- How do you engage with children? Are your interactions responsive and positive?

- How do you support the development of self-regulation skills?

- What daily routines engage the children and promote the development of self-help skills?

- How do you make these experiences and interactions meaningful to each child, based on their unique abilities, interests and life experiences?

Possible Questions for Reflection during Activity:

What changes to the routines and environment is needed to ensure that meal and snack times reflect the self-help goals for children?

How do you make these changes?

What is your role in the implementation of these changes?

Points to Ponder for Pedagogical Leaders:

How do you, as the pedagogical leader, ensure these changes are embraced?

For educators struggling to find ways to provide children with opportunities to be independent, what small changes can you suggest and model to demonstrate it is possible?

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Well-Being #3 – Promoting Well-Being in Outdoor Environments

Learning Outcome: Educators will examine the ways to promote children’s well-being in the outdoor environment.

Materials Required:

- Well-Being #3 photos copied below on page 11
- Hold this session outdoors **or** in view of the outdoors, **or** provide photos of the program’s outdoor space or physical play space
- A copy of [“How Does Learning Happen?”](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Study the photos (page 11) and review the following questions:
 - Do you think these children feel a sense of well-being?
 - Why do you think this?

2. What are some other ways you have observed children demonstrating a sense of well-being?

3. Compare these observations with your own outdoor/physical play spaces utilizing the actual space or photos.

Possible Questions for Reflection during Activity:

How are you going to use the information that was identified during the above activity?

In your outdoor or physical play space, how do you provide opportunities for the following:

- Problem-solving

- Imagination

Well-Being #3 – Photos



- How is the environment arranged to support calm, alert and happy children and adults?

- What input do the children have on the arrangement of the environment?

Possible Questions for Reflection during Activity:

What changes can be made to reduce stress for all who use the space?

Does the program focus on educators managing children's behaviour or does it support children's developing self-regulation capabilities?

What does that look like?

Do changes need to happen?

Identify changes you can make in the program starting tomorrow.

Points to Ponder for Pedagogical Leaders:

How can you connect with other community partners to support mental health and well-being for children and families?

How can you assist the team to focus on supporting children's developing self-regulation capacities, if applicable?

Sources of Stress for Young Children

Internal stressors include:

- Hunger
- Pain
- Sensitivity to noise or light
- Temperature change
- Crowding (social density)
- Fatigue
- Over or under stimulation from the physical environment

External stressors include:

- Separation from family
- Change in family composition
- Exposure to arguing and interpersonal conflict
- Exposure to violence
- Experiencing the aggression of others (bullying)
- Loss of important personal property or a pet
- Exposure to excessive expectations for accomplishment
- Hurrying
- Disorganization in a child's daily life events

Reference:

Jewett, L., & Peterson, K. Stress and young children. ERIC/EECE Digests, December 2002.

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Well-Being #5 – Reflecting on Children’s Well-Being

Learning Outcome: Educators will reflect on how early learning environments impact children’s physical and mental health and well-being.

Materials Required:

- Template: “Well-Being – Reflection” on page 18 of this booklet
- A copy of “[How Does Learning Happen?](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)”
(<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>)

Activity:

1. Review the “Well-Being – Reflection” on page 18 of this booklet
 - Complete the Reflection. These reflections will be reviewed in a future inquiry.
2. Refer to page 29 of “How Does Learning Happen?” and read the greyed text box outlining “**Goal for children**” and “**Program expectation**”
 - Review the questions for reflection listed below
 - Discuss as a group as time permits, if applicable.
3. As a pedagogical leader, take time to reflect on the “Points to ponder for pedagogical leaders”

Possible Questions for Reflection during Activity:

- Review some of the current practices utilized in the program to support a sense of well-being.
- Reflect on additional ways that you can support a sense of well-being in your daily practices.
- Explore community services that support educators in the program.
- Explore community services that support families.

Points to Ponder for Pedagogical Leaders:

How do you or the team demonstrate an understanding of a sense of well-being on children's learning?

Does the team support self-regulation as opposed to educators' "managing" children?
What does that look like?

How do you create a sense of well-being among team members, if applicable?

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Well-Being #6 Think, Feel, Act – Empowering Children in the Middle Years (2018)

Learning Outcome: Educators will explore helpful strategies to build resilience, self-regulation and well-being.

Strengthening Children’s Resilience and Mental Health by Laura Lynne Armstrong, PhD., CPsych., pg. 25

(<https://files.ontario.ca/edu-think-feel-act-empowering-children-in-the-middle-years-en-2021-01-29.pdf>)

Materials Required:

- Copy of the above document.

Activity:

1. Distribute the article to the team approximately one week prior to the session.
2. Read the article.

Reflection Questions from the Article:

1. Review the questions for reflection on page nine of the article.
2. Determine three gaps in the environment that you or each educational team will change in the next month.
3. Reflect upon how these changes have enhanced the program and benefited the children within the program.

Additional Extensions:

1. Utilize the four resilience activities with the children in the “[Building Games for Kids in Primary School](https://positivepsychologyprogram.com/resilience-activities-worksheets/#kids-resilience) (positivepsychologyprogram.com/resilience-activities-worksheets/#kids-resilience)

Well-Being Reflection

Personal Reflection

Please document your personal beliefs on the following:

- How is a child's learning impacted by their sense of well-being?
- How do you assist children to have a strong sense of self?
- How do you show children that you value their unique identity?
- How do you know when a child feels a sense of well-being?