Wellesley Cooperative Preschool

Introduction

Welcome to Wellesley Co-operative Preschool! We are pleased to partner with you in creating a warm, inclusive, and engaging learning environment for your child. We are a half-day preschool program operating Tuesday through Friday from 8:30 a.m. to 12:00 p.m., with families having the option to register for either two or four days per week. Our play-based program is designed to nurture curiosity, creativity, and social growth through meaningful hands-on experiences. Each day, children enjoy a healthy snack, opportunities for outdoor play, and a variety of thoughtfully planned activities that support all areas of development. We welcome children ages 2.5 to 6 years, with up to three spaces available in each class for younger children between 2 and 2.5 years of age. We look forward to building strong partnerships with families as we support your child's early learning journey.

Our Program Statement

Welcome to Wellesley Cooperative Preschool!

Wellesley Cooperative Preschool's program is guided by **How Does Learning Happen? Ontario's Pedagogy for the Early Years** and the **Minister of Education's Policy Statement on Programming and Pedagogy**. We view children as **competent, capable, curious, and rich in potential**, and recognize families and educators as partners in learning.

Our Philosophy

Children learn best through **play, exploration, inquiry, and relationships**. Our play-based program supports the **whole child**, including physical, social-emotional, cognitive, communication, and self-help development. Learning is both **child-initiated and adult-supported**, with educators and families co-learning alongside children.

Our Cooperative Model

Wellesley Cooperative Preschool is a **non-profit, parent-run cooperative**. Families actively participate in the program, strengthening relationships, building community, and supporting children's sense of belonging. Parents, educators, volunteers, and students are all valued members of the teaching team.

Program Goals and Approaches

Our program strives to:

1. Goal: Promote children's health, safety, nutrition, well-being, and self-regulation

Approaches:

Children's **health** is supported through daily hand hygiene routines, illness monitoring, sanitization practices, and regular opportunities for active play and outdoor physical activity.
A strong commitment to **safety** is maintained by ensuring active supervision at all times, completing daily indoor and outdoor safety inspections, and following established emergency and licensing procedures.

Healthy **nutrition** is encouraged by providing a daily snack that includes foods from at least two food groups in accordance with Canada's Food Guide, while accommodating documented dietary needs and allergies.

Emotional and physical **well-being** is nurtured through predictable routines, supportive relationships, outdoor play, and environments designed to promote a sense of security and belonging. A quiet space is available for children who need a calm place to rest, relax, or take a break throughout the morning.

The development of **self-regulation** is fostered by educators who model calm behaviour, teach emotional literacy, provide co-regulation strategies, and tailor supports to individual developmental needs.

2. Goal: To foster positive relationships and communication among children, families, educators, volunteers, and students

Approaches:

Respectful **relationships among children** are encouraged through guided social interactions, collaborative play opportunities, and support with conflict resolution.

Strong **relationships with families** are built through open daily communication, shared documentation of learning, and opportunities for participation within the cooperative model.

Professional **relationships among educators, volunteers, and students** are supported through orientation processes, clear role expectations, mentorship, and ongoing teamwork.

Clear and responsive **communication** is modeled and practiced with both children and adults to ensure that all members of the preschool community feel acknowledged and valued.

3. Goal: To support children's play, exploration, and inquiry.
Approaches:

Meaningful **play** experiences are provided through extended periods of uninterrupted, child-directed activity using open-ended materials.

Opportunities for **exploration** are created by designing engaging indoor and outdoor environments that invite hands-on discovery and sensory learning.

Children's natural **inquiry** is extended when educators observe emerging interests, document learning, ask open-ended questions, and plan experiences that deepen understanding.

4. Goal: To provide inclusive, child-initiated and adult-supported learning experiences.
Approaches:

An inclusive learning environment is established by adapting materials, strategies, and experiences to reflect diverse identities, abilities, and family backgrounds, including implementing individualized plans where required.

Support for child-initiated learning is demonstrated when educators follow children's interests and ideas, allowing them to influence the direction of play and programming.

Intentional adult-supported learning occurs as educators scaffold development, introduce new concepts, model skills, and extend learning in response to observed needs and strengths.

5. Goal: To engage families, community partners, and educators in ongoing collaboration and professional learning.
Approaches:

Active **family engagement** is encouraged through participation in the cooperative model, classroom involvement, and shared decision-making opportunities.

Collaboration with **community partners** occurs when local agencies and resource professionals are invited to support children, families, and educators as appropriate.

Ongoing **professional learning** for educators, volunteers, and students is supported through orientation, policy review, reflective practice discussions, and access to professional development opportunities

6. Goal: To reflect on and evaluate program effectiveness.

Approaches:

Continuous **reflection** is embedded in practice through observation, documentation, and intentional planning cycles.

Regular **evaluation of program effectiveness** takes place through team discussions, family feedback, and ongoing review of practices to ensure alignment with stated goals and Ministry requirements.