

AURORA CHILDREN'S CENTRE, CARDINAL CARTER CHILDCARE CENTRE & EAST GWILLIMBURY CHILDREN'S CENTRE

Program Statement and Implementation Policy

Date Policy and Procedures Established: January 2017

Date Policy and Procedures Updated: June 7, 2021

PROGRAM STATEMENT:

“HOW DOES LEARNING HAPPEN? ONTARIO’S PEDAGOGY FOR THE EARLY YEARS (2014)” is a document to be used for the purpose of guiding licensed childcare programs. This professional learning resource will support early year’s programs and will inspire critical reflection and discussion among the staff, the children and their families. (Minister’s Policy Statement on Programming & Pedagogy, made under the Child Care and Early Years Act, sub’section 55 (3),2014)

Aurora Children’s Centre, Inc. including Cardinal Carter Childcare Centre & East Gwillimbury Children’s Centre (herein after referred to as “ACC/CC” or the “Centre”) will use this resource guideline to strengthen the quality of our programs and ensure high quality and enriching experiences that lead to positive outcomes in relation to the children’s learning, development, health and safety, nutrition and well-being through play based learning. Our program provides learning opportunities both indoors and outdoors.

We see children as competent individuals, capable of complex thinking, curious and rich in potential and we will value and build on their strengths and abilities. We will encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

We see families as experts who know their children better than anyone and have important information to share with us. We will foster the engagement and ongoing communication with parents about the program and their children.

We see our educators as knowledgeable, reflective, resourceful and rich in experience and we value the experiences and environments created for the children. We will provide child-initiated and adult supported experiences. The Centre will support staff with continuous professional development.

Community Partners involvement is also essential to maintaining a supportive, nurturing and educational environment.

We will use documentation through observation, planning, reflecting and evaluation and use this as a tool to...

- Communicate to families and other professionals about the children’s learning and progress/well-being and development using Bulletin Board displays and photographs, reflective journals, videos, portfolios, and the

children's work. This will capture the rich experiences and learning that occur daily.

ACC/CC will review the program statement annually, or at any time when the program statement is modified.

Implementation of ACC/CC's Goals

General

- This policy applies to all staff, including students and volunteers.
- This policy is designed to focus on learning and development through relationships, particularly the relationships between children, families and educators, as outlined in the Ontario Government's "How does learning happen: Ontario's pedagogy for the early years"
 - < <https://www.ontario.ca/page/how-does-learning-happen-ontarios-pedagogy-early-years>> •
- This policy is designed to focus on how a child's environment and early experiences shape their early childhood development, as outlined in the Ontario Government's "Think, feel, act: lessons from research about young children"
 - < <https://www.ontario.ca/page/think-feel-act-lessons-research-about-young-children>>

OUR GOALS:

A. Promote the health, safety, nutrition and well-being of the children; and

Approach: Provide a safe and clean environment, provide nutritional lunch and snacks in accordance to Canada's food guide and remove any environmental issues that may cause any undue stress to the child.

Implementation:

- Posted weekly lunch and snack schedule that meets all Canada's Food Guide requirements •
- Age appropriate toys & equipment
- Sleep room checks and Playground checks ensuring a safe environment
- Allergies posted & anaphylaxis plan
- Role model & ensure proper hand washing
- Clean and disinfecting is done in accordance to Public Health Regulations

B. Support positive and responsive interactions among the children, parents, child care providers and staff; and

Approach: All employees will be mindful and respectful, supportive and attentive in their interactions.

Implementation:

- Greet parents and children (mornings and evenings)

- *Provided daily feedback about the child's day*
- *Listen and respond in a respectful, non-judgemental manner*
- *Words used appropriately for each age*
- *Positive reinforcement – eye contact- physical comfort-verbal encouragement*
- *Supportive to staff whenever help/assistance is needed*
- *Down to the children's level and be part of the children interaction and involvement*

C. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate; and

Approach: *All employees will encourage the children to use expressive language and support the children in self-regulating by offering strategies*

Implementation:

- *Gently remind children to use their words to communicate their feelings or needs, giving them examples when they are struggling to find the words (say 'mine please', say 'no thank you')*
- *Provide quiet areas (retreat to calm down)*
- *Role model language and behaviour*
- *Careful observation & scanning*
- *Labelling emotions*

D. Foster the children's exploration, play and inquiry; and

Approach: *Early Childhood Educators will provide a variety of activities rich in content; providing the children with an assortment of loose parts (tiles, ribbon, blankets, baskets) to support play and inquiry.*

Implementation:

- *While introducing new ideas and concepts, we will follow the children's lead of inquiry to broaden & further their exploration.*
- *Provide the children with open-ended materials that allows them to explore their own ideas •*
Ensure ample time to play
- *Provide a variety of toys & loose parts (rotate as needed)*
- *Be observant of interests and provide for those interests through varying materials*

E. Provide child-initiated and adult supported experiences; and

Approach: *Through observation and taking note of what the children's areas of interest are, employees will support these interests with opportunities for exploration and inquiry.*

Implementation:

- Write down observations, conversations, do research together, explore ideas and then implement •
Use of computer to do research when predictions and questions arise
- Invite parent to send in things that the children use at home-toy share day, holiday and special celebrations •
Provide activities directly related to the children's interests (games, books, etc.)
- Documentation: photos, videos, log books, displays

F. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported; and

Approach: All employees will ensure that a variety of learning opportunities which support the individual child are offered. Opportunities will encompass all styles of learning and materials, and modified when necessary.

Implementation:

- Give lots of choices to the children to go through the materials and learning opportunities. • If an individual needs additional guidance, assistance or modification to the activity, we as staff encourage and help if necessary
- Observing children and putting out materials that are of the children's interest.
- Gather information from parents/caregivers about each child's likes/dislikes/needs through conversations and questionnaires

G. Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the unique needs of the children receiving child care:

Approach: Our program will offer both indoor and outdoor play opportunities and everyone is provided a rest or quiet time. The individual needs of the children are given consideration.

Implementation:

- Quiet activity bags and books are offered to children who do not sleep at rest time
- Remain flexible with scheduled times
- Implementing both group and individual learning opportunities

H. Foster the engagement of and ongoing communication with parents about the program and their children; and

Approach: All employees will communicate with families through verbal or written communication. Parent will be encouraged to share their ideas.

Implementation:

- *Meet & greet (face to face)*
- *Phone calls*
- *Emails*
- *Questionnaires*
- *Displays/documentation*
- *Calendars*
- *Communication journals/Log book that documents any information the parents or other family members shares with us.*
- *Questionnaires for input (family traditions/celebrations)*

I. Involve local community partners and allow those partners to support the children, their families and staff; and

Approach: *Employees will research and connect with our local community in a manner that will be beneficial to the children, their families and our staff. (resources, donations and support)*

Implementation:

- *We can ask for loose parts materials/donations etc.*
- *Making visits to neighborhood communities i.e. Senior's home, Aurora Legion*
- *Inviting community members to the centre (librarian, police officer, dentist)*
- *Classes offered through our daily program – Zumba, Signing, Library visits*
- *Trips and excursions*
- *Set up donations drive at holiday time and brought to local charity*

J. Establish unacceptable actions or practices that would contravene the program statement and prohibited practices; and

Approach: *Employees will be informed of prohibited actions that contravene the program statement*

Implementation:

- *Orientation and regular ongoing training on prohibited practices*
- *Inform staff of the proper strategies for handling situations including discouragement of the use of harsh language and "time-outs"*

K. Ensure staff are informed on reporting duties; and

Approach: *Ensure all staff recognize their duties to report suspected abuse or neglect to the local Children's Aid Society and possible professional misconduct to the College of Early Childhood Educators, College of Teachers, and/or College of Social Workers and Social Service Workers, as applicable.*

Implementation:

- Post relevant information in accessible locations
- Provide training at orientation and on an ongoing basis

L. Support staff, home childcare providers or others who interact with the children at a childcare centre or home child care premises in relation to continuous professional learning; and

Approach: *All employees will be given opportunities to participate in workshops and other professional development activities to expand their knowledge and enhance their skills.*

Implementation:

- Off-site workshops
- Speakers and workshops brought in to the centre
- First aid & CPR, Health & Safety
- Reading articles on line
- Keeping updated with the College of ECE
- Exchanging knowledge and experience with co-workers/people working in ECE field

M. Document and review the impact of the strategies set out in clauses (a) to (l) on the children and the families.

Approach: *The Supervisor will observe staff and provide feedback using a Monitoring check list.*

Implementation:

- Read & sign off on Supervisor feedback
- Participate in yearly evaluation
- Complete self evaluations
- Yearly evaluation and feedback given by the Supervisor (verbal meeting and written observations provided to the staff and goals are discussed for the upcoming year on how to further improve.
- Check list will be reviewed yearly

