

CARDINAL LEGER CHILD CARE CENTRE PROGRAM STATEMENT

This Program Statement document captures the philosophy and goals that guide our program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies and the practices to implement, monitor and evaluate those action plans and continually improve our performance.

Philosophy:

Cardinal Leger Child Care Centre (CLCCC) provides activities and experiences to children using “How Does Learning Happen” and “Early Learning Framework” as the framework to guide programming and pedagogy. How Does Learning Happen reflects the province’s view of children as competent, capable, curious and rich in potential. It is grounded in current research in early child development and provides a positive framework to support children and families.

CLCCC respects the individual differences in social, emotional, intellectual, physical and cultural backgrounds. We monitor each child’s development formally and informally as we go through the day. We believe that each child deserves to receive the support necessary, from educators and community resources, to participate regardless of ability, gender or cultural background and that these diverse needs should be reflected in the program and environment.

We aim to provide a warm, stimulating, child-centred learning environment that encourages the child to socialize. We recognize that each child needs to play and work at his/her own developmental level. Our environment fosters active learning through stimulating experiences that are warm and secure. Our program promotes supportive relationships among the children in our care, their families, our students, volunteers and educators. We are committed to modeling personal and professional integrity by practicing open and respectful communication and maintaining collaborative working relationships.

We will attempt to incorporate into the program, activities, which will make use of the natural environment by participating in nature walks and observations, to instill our children a love and respect for nature.

We believe that children develop best as individuals in a social setting. We encourage children to demonstrate their feelings and needs through interaction and cooperation with peers and with adults. Children are taught to recognize that their actions have consequences. Furthermore, they are taught skills, including self-regulation, that help them to resolve conflicts with minimal adult intervention. We also want children to understand and have respect for themselves, their peers, their educators and their environment.

The centre has a commitment to foster the foundational conditions that are important for children to grow and flourish: 1) Belonging - a sense of connectedness to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

2) Well-Being – the importance of physical and mental health and wellness; incorporates capacities such as self-care, sense of health and self-regulation.

3) Engagement – a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged thus helping them to develop skills such as problem solving, creative thinking and innovating.

4) Expression – to be heard as well as to listen; through their bodies, words and use of material, children develop increasingly complex communication.

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Strategies and Plans of Action:

1. To provide child-initiated and adult-supported experiences.

- Allow time and choice for explorations both indoors and outdoors covering all developmental areas
- Asking open ended questions with children
- Collaborating for children to express their ideas
- Bringing the inside activities outside and outside activities inside
- Plan activities that are child initiated and driven
- Provide a supportive learning environment based on the children's interests and skills
- Materials will be offered without expectations as the children complete the task/experience

2. To encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

- Create connections between children
- Follow their lead in play, get down on the children's level
- Being respectful
- Role model, encourage, reinforce and praise positive communication
- Support children through difficulties through behaviour management strategies, acknowledging and labeling emotions

3. To plan for and create a positive learning environment and experiences in which each child's learning and development will be supported.

- Allowing and encouraging independence
- Activities will be based on the children's interest and skills following their lead
- Activities and learning environments will be accessible
- Educators will encourage and support children through their interactions through role modeling

4. To promote an environment which is healthy, safe and supports the general well-being of the children.

- All educators are trained in standard first aid and infant CPR level C
- All educators have up-to-date immunizations
- All educators must have a vulnerable sector check (VSC) or offence declaration (OD) as required under the Regulation no later than 15 days after the anniversary date of the previous VSC or OD
- Practicing monthly fire drills
- Playgrounds inspected daily, monthly, seasonally and annually
- Having appropriate child size furniture, equipment (both indoors and outdoors), utensils etc. all safe and in good repair
- Being aware/planning for meals/culturally diverse/food restrictions/allergies following Canada's Food Guide with a safe food preparation area
- Displays will be inclusive and changed regularly to reflect children's interests/work
- Comply with all Public health procedures and practices i.e. toy cleaning, hand washing, glove use, hand sanitizing, toileting and diapering maintained
- Ensure supervision of the whole environment and safety for all through environment checks reporting any unsafe materials/equipment to the Director

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- Provide safe risk taking to build self confidence and self worth
- 5. To support positive and responsive interactions among the children, parents and educators.**
- Greeting children and parents warmly
 - Building authentic, meaningful relationships with children and families
 - Learning about family's cultures/languages
 - Become genuinely immersed/involved with the growth and well being of the children
 - Encouraging families to spend time in their child's room regularly and planning events annually that facilitate parent/child activities in the classroom
 - Provide ongoing communication with parents through positive daily feedback verbally, HiMama daily entries, informal meetings, pictorial displays etc.
 - Provide or have available resources connecting with children's developmental age/stage
 - Making connections between home and school through established relationships
 - Communicating with other educators to ensure consistency with children and families
 - Being aware of children's needs
 - Listening to and respecting parents' requests and if applicable discussing strategies with parents that meet the child, family and program's needs whenever possible
- 6. To foster the children's exploration, play and inquiry.**
- Let the children lead in their learning journey
 - Allowing time for children to finish their play
 - Provide an intentional plan for learning experiences that promotes on-going opportunities and growth
 - Plan activities based on their interests, skills and observed interests
 - Actively listen to the children
 - Scaffold learning opportunities into other areas
 - Be a co-constructor of learning and play
 - Encourage problem solving
- 7. To incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and consider the individual needs of the children receiving care.**
- Time is planned for indoor/outdoor play as well as active play, rest and quiet time daily
 - Allow natural lighting to illuminate playrooms as much as possible
 - Parental requests received will be accommodated to the best of our abilities
- 8. To foster the engagement of and ongoing communication with parents about the program and their children.**
- Ensuring parents are up to date with their child's daily routines by making daily entries and sending reports home to parents daily through HiMama
 - Encourage parents to respond to observations shared in HiMama
 - Visual Early Learning Framework displays will be changed seasonally incorporating all the children
 - Program plans are posted and have a section listing observations and skills of children

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- Monthly goals for each group are posted in their respective rooms along with notices of any special events/visitors
 - Social events are planned throughout the year to include parent involvement
 - Parents are encouraged to participate in the program in any way they are comfortable i.e. reading a book, teaching a language, singing a song etc.
- 9. To involve local community partners and allow those partners to support the children, their families and educators.**
- Welcome parents and other visitors into the classroom
 - Collaborate with community partners i.e. Early Years Centres, Cardinal Leger Catholic School, Special Needs Resource Consultant, Speech and Language, Community Colleges, Consultants, Ministry of Education Specialists, Toronto Children's Services Consultants, Public Health, AQI Personnel, Ministry of Labour etc.
 - Have resources available to parents
- 10. To support educators who interact with the children in relation to continuous professional learning.**
- Educators will have annual performance reviews based on the Centre's Program Statement
 - Educators must maintain the membership with the College of ECE's and remain in good standing
 - Educators will mentor new employees and students at the Centre
 - Educators are encouraged and the Centre will cover the cost for Professional Development (workshops, visits to other agencies etc.)
 - Courses and workshops will be taken based on each educator's professional learning plan or through goals set at an annual performance review
- 11. Promote an environment which ensures good nutrition and safe food preparation.**
- Being aware/planning for meals, food restrictions, allergies following Canada's Food Guide with a safe food preparation area
 - Provide a well balanced and culturally diverse menu rotating from Spring/Summer to Fall/Winter using seasonally available foods
 - Educators will be encouraged to have their Food Handlers Certificate
- 12. To document and review the impact of the strategies set out in the program goals on the children and their families.**
- Through monthly staff meetings, annual performance reviews, Board meetings, parent feedback

Plans of Action:

The Plans of Action in each of these topic areas are the means to execute our strategies:

Daily written and visual schedule; program plan; learning experiences; indoor physical environment; displays; art and sensory; books, language and literacy; music and accessories; physical play learning experiences; cognitive and manipulative; science and nature; blocks and

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construction; pretend play; care practices; meals and snack time; cots and bedding; health and safety; toys & play equipment hygiene; transitions and attendance verification; positive atmosphere; supervision of children; fostering children's independence; development of self-esteem; behaviour guidance; communication and extending children's learning; menu and/or snack adaptations; food substitutions; preparation, handling and transportation of food; health and safety kitchen and/or food preparation area; connecting and collaborating with local community and institutions; outdoor playground environment