

AURORA CHILDREN'S CENTRE PROGRAM STATEMENT IMPLEMENTATION POLICY

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, subsection 55 (3),2014)

Aurora Children’s Centre, Inc. and Cardinal Carter Childcare Centre (a division of Aurora Children’s 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.

Aurora Children’s Centre, Inc. will review the program statement annually, or at any time when the program statement is modified.

[More information can be found at http://www.edu.gov.on.ca/childcare/pedagogy.html](http://www.edu.gov.on.ca/childcare/pedagogy.html)

Implementation of 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 with Canada's food guide and remove any environmental issues that may cause any undue stress to the child.

- 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.

- 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 (*I don't like that, Would you like to play?*) and support the children in self-regulating by offering strategies (*deep breathing, playing with their favourite activity, going for a walk*).

- 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.

- 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.

- 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.

- g. Incorporate indoor and outdoor play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care; and

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.

- 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.

- 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)

- j. Support staff, home child care providers or others who interact with the children at a child care 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.

- k. Document and review the impact of the strategies set out in clauses (a) to (j) of subsection 46 (3) on the children and the families.

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