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MISSION STATEMENT for PLAINS RD CHILD CARE

Plains Rd Child Care (PRCC) is committed to providing quality early learning and care programs, that will promote optimal development and provide experiences and opportunities that will support to the children in our care and their families.

PHILOSOPHY for PLAINS RD CHILD CARE

PRCC is a not-for-profit charitable organization, and is run by a volunteer, parent Board of Directors, committed to promoting a supportive and family oriented environment in which the program is an extension of both the home and community. We believe that learning is an integral part of every day in a child's life. Therefore, the partnership between the child care, home, school and the community is essential in order to promote optimal development and to meet the needs of the whole child.

The play-based program focus at PRCC recognizes and values each child's individual and unique pattern of interests, capabilities and aspirations. Our anti-bias and inclusive programs support and promote diversity and equity to respect each child's abilities, sense of autonomy, self-identity, and self-esteem, and further promotes self-respect as well as respect for others. These qualities are nurtured in a healthy, safe and inclusive environment that will foster each child's ability to achieve their optimal physical, social, emotional, and intellectual development. The environment at PRCC is one that strives to promote self-confidence and a sense of security so each child may excel and explore their surroundings at their own individual pace and developmental level in order to maximize his/her full potential. The age appropriate activities and programs created and implemented by our trained and experienced educators and are also designed to meet the changing needs of the individual child, by encouraging the child to learn through their interactions within a stimulating environment. We strive to promote and respect multiculturalism and diversity of individuals and families and to ensure that these are reflected and embedded in the day-to-day culture of the Centre.

Parental involvement and partnership is recognized to be key to the success of all aspects of our programs and services at PRCC. We ensure that parents are significant constituents in the development and delivery aspects of the services offered at our Centre. Parents are welcome and encouraged to attend monthly Board of Directors meetings, social events as well as making crucial contributions to program planning and implementation. Most importantly, parents are the most valuable source of information and sharing in respect to the children we serve.

PROGRAM STATEMENT for PLAINS RD CHILD CARE

PRCC offers a learning environment and programs that are consistent with the Ministry of Education (MoEd) policies, pedagogy, and curriculum guidelines as outlined in the following MoEd documents:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Ontario Early Years Framework
- Ontario Early Learning Framework
- Think Feel Act: Lessons from Research About Young Children
- Early Learning for Every Child Today (ELECT)

Also aligned with Ontario's Pedagogy for the Early Years document, "How Does Learning Happen", the children at PRCC are viewed as **competent, capable of complex thinking, curious, and rich in potential**. Learning and development happen within the context of relationships among children, families, educators and their environments and are organized around the foundations of **belonging, well-being, engagement and expression**. In order for children to be able to develop, grow and flourish to their optimal and full potential, our goals for the children include that each and every child:

- has a sense of **belonging** and connectivity to others; are valued and able to contribute to all aspects of their world, including within individual or group relationships, the community and the natural world;
- is developing a sense of self, physical and mental health and **well-being**, incorporating capacities such as self-care, sense of self, and self-regulation skills;

- is an active and fully **engaged** learner who is able and encouraged to explore the world around them with their natural curiosity and exuberance, to promote development of skills such as problem solving, and creative and innovative thinking; and
- is provided with opportunities that support and foster the many ways in which each child may **express** themselves and communicate (to be heard as well as to listen), and the many 'voices' with which they may choose to articulate their ideas, and the variety of 'languages' they may use to communicate will be encouraged, fostered, and supported.

In the Ministry of Education's, "How Does Learning Happen" document, early years curriculum is defined as the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child (pg.15). The **EMERGENT curriculum model** incorporated at PRCC supports this ideology and approach to ensure the content of learning is focused on supporting the development of strategies, dispositions, and skills for life-long learning through play and inquiry. The philosophy around emergent curriculum follows the Centre's play-based approach and requires the collaborative work of children, teachers and parents. Emergent curriculum supports children to construct and direct their own learning process. The teachers at PRCC observe children as they interact in the environment, with each other, and with their teacher's throughout the day. These observations are documented, which may include recording conversations, taking photographs, or taking notes of interactions and experiences as they occur. The documented observations will help to identify children's interests and developmental progress, which will guide the teachers to plan future activities. These documented observations are shared with all teachers in the program and guide the ongoing planning of activities throughout each day. As such, the curriculum at PRCC is driven by the children, supported by the adults, and focuses on play based learning which allows children to take the lead and initiative in the program and focus on their own interests through the intentional observation, interactions and engagement with the children and adults in the environment. An essential component of the planning process is also parental input and suggestions to ensure that our programs reflect not only observations made at the Centre, but are also an accurate reflection of the children's family, beliefs, culture, language and community experiences as well to ensure that we are able to provide inclusive programming for all children.

The **ELECT document** is a guide used to support curriculum and pedagogy in Ontario's early childhood settings, which includes child care centre's, kindergarten classrooms, and other family support programs and early intervention services. The ELECT document provides a resource to the educators and outlines a continuum of development to understand the sequence of development for children in each of the age groups. It features a continuum of developmental skills and a shared language that will support early childhood practitioners and caregivers as they work together across early childhood settings. The ELECT document is used by the educators at PRCC to support the emergent curriculum and planning process to ensure that the children's development and interests are incorporated and clearly identified in the planning process. Children's individual development is monitored through the use of the *Nipissing District Developmental Screen*. The **Nipissing District Developmental Screen** is a developmental screening tool designed to be completed by a parent and/or caregiver, and provides a snapshot of a child's development in the following developmental areas: vision, hearing, emotional, fine motor, gross motor, social, self-help, communication, and learning and thinking. The screens coincide with key developmental stages from one month up to age six years.

It is our goal at PRCC to provide a nurturing learning environment in which **children** are viewed as competent, capable, curious and rich in potential and where each child's optimal development is fostered and supported. **Families** are valued and engaged, and recognized as the experts who know their children better than anyone else and have important information to share. **Educators** are knowledgeable, reflective, resourceful and rich in experience and the experiences and environments they create for children are valued. The goals and expectations for the program and educators at PRCC is to provide the best experiences and outcomes for children, families, and educators which includes an environment and program that :

- cultivates authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them;
- will nurture children's healthy development and support their growing sense of self;
- provides an environment and experiences to engage children in active, creative and meaningful exploration, play and inquiry; and
- will foster communication and expression in all forms.

On a daily basis, children are offered a rich variety of learning experiences and activities including:

- language, literacy, numeracy
- nature, science and technology
- construction, blocks and design
- drama, music and movement
- creative and sensory
- cognitive and manipulative

As well as:

- opportunities for physical activity and active outdoor play
- opportunities for rest, quiet and individual play
- social experiences in large and small groups

Consistent with the Minister's policy statement, PRCC incorporates the following goals and approaches in order to meet each of the following requirements outlined in CCEYA (Child Care Early Years Act), as follows:

a) Goal: promote the health, safety, nutrition of the children.

Health and Safety:

- ✓ Keeping children safe and healthy is a priority for the staff at PRCC
- ✓ All materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff.
- ✓ Health and safety resources on topics that are relevant to the children and families at the centre are provided
- ✓ Compliance with Toronto Public Health (TPH) procedures are practiced in regards to: toy and equipment washing, hand hygiene, hand washing, diapering, and toileting, which are supported in the centre's *Health and Wellness, and Sanitary Policy and Procedures*.
- ✓ The most recent TPH information and instruction posters are posted throughout the centre and reviewed with staff, students and volunteers regularly to ensure ongoing compliance.
- ✓ Cribs, cots and bedding, toys and equipment are cleaned, sanitized and hygienically maintained as per requirements (daily or weekly or as needed).
- ✓ Educators are aware of the number, names and location of children that are in care. Attendance records are accurately maintained throughout the day, to record all arrival and departure times, as well as written verification after all staff and child transitions.
- ✓ Daily health checks are performed and documented on each child each day at arrival to ensure the health and well being of each child at the time of arrival.
- ✓ Ratios requirements are met and at times exceeded at times throughout the day, each day.

Nutrition:

- ✓ All food served at PRCC is provided by a leading catering company known for their child-friendly, healthy, and nutritious menus, food and snack items. Four week seasonal menus are designed by qualified nutritionists and registered dieticians that meet or exceed the guidelines set out in the Child Care Early Years Act, as well as the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", and "Canada's Food Guide to Healthy Eating Guidelines", as well as City of Toronto Assessment for Quality Improvement Requirements.
- ✓ The menu selections offered provide variety as well as reflect the cultural diversity and preferences of the families and children enrolled in the Centre. Children are provided with nutritious hot lunches, as well as morning and (2) afternoon snacks with milk and/or water. Menus and/or changes are posted on the *Menu Board* outside the kitchen. Meals and snacks are healthy and nutritional, and each meal includes at least four food groups, and snacks at least 2 (typically 3) food groups.
- ✓ PRCC is a nut-free environment as is the catering company. Children's food restrictions and/or allergy lists are posted in each classroom and play areas the children may occupy, the office, kitchen, and all food serving areas, and are updated annually (anaphylactic allergies and plans in particular). Allergies, religious and dietary restrictions are accommodated through the catering company, and allergy-free meals are prepared in a separate area by a Red Seal Chef.
- ✓ To ensure good nutrition and safe food preparation, we will meet and/or exceed expectations established for: meal and menu planning, menu and/or snack adaptations, food substitutions, food handling and preparation, and health and safety of kitchen and/or food preparation areas.
- ✓ In order to meet children's individual needs, special dietary and feeding arrangements are provided by parents at enrollment and any time a change may occur.
- ✓ Meal times support a 'family style' setting where staff will sit with the children and provide opportunities for children to: develop a positive attitude toward a variety of foods; serve themselves to enhance self help skills; develop and enhance socialization skills, self-regulation, and language skills. Children and educators sit together during meal and snack times, which are always positive learning experiences that promote social interactions and self-help skills. The educators will encourage children to have a healthy understanding and respect for food and eating. This time is used to engage and develop relationships with all of the children.
- ✓ Age and developmentally appropriate utensils, dishes and furnishings are provided to enable safe, and successful eating times.

b) Goal: support positive and responsive interactions among children, parents, child care providers and staff.

- ✓ Consistent with research, theory and practice, we recognize and strive to achieve high-quality early learning programs by establishing positive, responsive relationships with children and their families.

- ✓ Educators are available, sensitive, responsive and caring to the children and families, in order to foster trusting and open relationships, to ensure effective communication to best meet the needs of the children and their families.
- ✓ Children and parents are valued as individuals and as active contributors with their own interests and points of view and families are engaged to support the children within the context of their family and community and bring with them their diverse social, cultural and linguistic approaches that may be incorporated into our programs and services.
- ✓ The environment is one that is inclusive, respectful, and positive in order to foster positive, equitable and collaborative relationships.
- ✓ Parents and educators are encouraged to communicate daily to share observations, interactions, documentation and/or reflections.
- ✓ Individual portfolios are maintained, updated monthly and accessible and available to parents at all times.
- ✓ Monthly newsletters are distributed to share information regarding program planning and activities.
- ✓ Educators foster a friendly, welcoming, environment, with an 'open door' policy to encourage and welcome parents to engage in the program with their children.
- ✓ All parents attend a registration orientation to review the Centre policies, procedures, practices and explore opportunities for involvement.

c) **Goal: encourage the children to interact and communicate in a positive way and support their ability to self-regulate.**

- ✓ Our educators promote a positive and supportive approach in all interactions with the children, their peers and/or other adults (such as parents or visitors) in the room in order to role-model appropriate social skills throughout the day to support the children's learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36).
- ✓ Our educators follow the cues of children and provide interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35).
- ✓ Educators will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment.
- ✓ Children engage in small group transitions and experiences in order to support self help skills around self-dressing and preparing for outdoors or their transition from outdoors to indoors, walking independently and/or with partners, all which enhance self-regulation.
- ✓ Interactions with children foster self-esteem. Children are supported and encouraged as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25).
- ✓ Educators model appropriate and positive strategies, communication, behaviour, praise, encouragement, and reinforcement to celebrate desired outcomes.
- ✓ Daily schedules provide both the consistency and flexibility required to promote a learning environment to meet the changing needs and moods of each child each day.
- ✓ Educators engage with children in their play and exploration to demonstrate, model and reinforce: social skills, problem solving, understanding cause and effect relationships with each other and in the environment.
- ✓ The staff are monitored regularly to ensure guidance strategies meet expectations around best practices, incorporate recommended strategies into their day to day guidance routines, and foster children's self regulation throughout each day.

d) **Goal: foster the children's exploration, play and inquiry.**

- ✓ Supportive relationships and quality learning experiences support children's learning, development, health and well being. We believe that children succeed in programs that focus on active learning through exploration, play and inquiry, where they and their families are valued as active participants and contributors.
- ✓ Children are viewed as competent, capable, and curious and are supported in a learning environment that will build on their strengths and abilities.
- ✓ Play equipment, furnishings, and learning environments are developmentally-appropriate and safe for children that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences.

- ✓ Play areas and room designs will promote exploration and inquiry. Play materials will foster opportunities for complex thinking and creativity.
 - ✓ The emergent curriculum approach supports children to construct and direct their own learning process that is supported by the adults, and focuses on play based learning which allows children to take the lead and initiative in the program and focus on their own interests through the intentional observation, interactions and engagement with the children and adults in the environment.
 - ✓ Documented observations of children's interaction in the environment, with each other and with the educators and parents will help to identify children's interests and developmental progress, which will guide the teachers to plan future activities.
 - ✓ Programs and schedules are flexible and offer a variety of activities and experiences to accommodate individual learning styles, development, age, and preferences.
- e) **Goal: provide child-initiated and adult supported experiences.**
- ✓ Children are encouraged to be fully engaged in the program, to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them.
 - ✓ Planned and/or documented experiences reflect the children's development, interests and skills. Children are active learners and are participants in program development.
 - ✓ Educator's use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment.
 - ✓ A weekly program plan is posted to demonstrate an intentional plan for learning experiences that children will be exposed to, that promotes the on-going learning opportunities and developmental growth for all children enrolled in the program.
 - ✓ Daily plans and experiences provide opportunity for independent exploration through different mediums.
 - ✓ The daily schedule reflects the children's development and needs and allows for the time to complete/extend the creative process.
 - ✓ Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation.
 - ✓ Children are provided and will engage in a variety of experiences each day including: nature, science and technology; construction, blocks and design; opportunities for physical activity and active outdoor play; drama, music and movement; creative and sensory; cognitive and manipulative; opportunities for rest, quiet and individual play; and, social experiences in large and small groups.
- f) **Goal: plan for and create positive learning environments and experiences in which each child's learning and development will be supported.**
- ✓ Our educator's "gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained shared thinking", through interactions with the children on a daily basis (HDLH, pg 35).
 - ✓ Educators practice developmentally appropriate and individualized strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41).
 - ✓ Educators balance verbal/non-verbal interactions with children and further support them to provide experiences and opportunities to assist in extending the learning with all children.
 - ✓ Children are supported and encouraged to play and educators will role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41).
 - ✓ Pedagogical documentation is used as a means to: value children's experiences and include their perspectives in the planning process; make children's learning and understanding of the world around them visible to the children; be a process for educators, parents and children to co-plan and better understand the planning process; and, as a means to communicate and share ideas and perspectives.
 - ✓ Documentation strategies include: individual program plans, individual portfolios, webs to document observations and goals, use of Nippissing and Ages and Stages developmental screens, and speech and language screening.
 - ✓ Daily schedules and routines are prepared and posted which allows for consistency, promotes self-regulation, and minimizes negative behaviors which ultimately promotes and supports the general well-being of all children.
 - ✓ A visual environment is created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being.
 - ✓ Educators will expose children to various materials and accessories to promote natural opportunities for the development.

- ✓ Our educators create engaging environments and experiences to foster children's learning and development.

g) Goal: incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day and give consideration to the individual needs of the children receiving care.

- ✓ We promote daily active physical play and learning experiences for children for a minimum of 2 hours each day (one hour in the morning and one hour in the afternoon). "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30).
- ✓ We ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through active play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls, bikes/wheeled toys, and outdoor/gross motor equipment is in good condition and accessible to children.
- ✓ Promoting an appreciation, understanding and respect of the environment, nature and living things, is embedded in the day to day culture of the program, both indoors and outdoors.
- ✓ Daily sleep and/or rest periods are provided to each child who attends the child care.
- ✓ Parents are engaged for guidance in sleep routines and preferences as appropriate.
- ✓ Upon enrollment parents are consulted in respect to their child's sleeping arrangements/preferences and then at any other appropriate time, such as transitions between programs or rooms or upon parent's requests.
- ✓ Sleep preferences are documented on the registration forms upon enrolment and then changes can be provided to staff and will be kept in each child's individual portfolio moving forward.
- ✓ Staff review and are knowledgeable about each child's Sleep Preference Form. Staff support each child in establishing a rest routine.
- ✓ Sleeping children are regularly monitored and observations or changes to sleep patterns are documented and communicated regularly with parents.
- ✓ Recognizing that all children have unique needs, we are committed to working in partnership with parents (as well as health care professionals) to meet the developmental and educational needs of all children within our centre, including children with special needs. We endeavour to accept and serve all children regardless of the level or type of abilities and/or disabilities, and to provide all reasonable modifications so that all children can participate in the programs and services.
- ✓ Individual Support plans will be developed in order to promote an inclusive program for all children and in order to support the child while in care. PRCC will accommodate individualized plans of each child with special needs which may include medical, physical, developmental needs or supports that a child may require while in care.

h) Goal: foster the engagement of and ongoing communication with parents about the program and their children.

- ✓ Educators will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Educators will share with, and encourage families to be active participants in their child's care environment.
- ✓ Our educators are reflective practitioners who are committed to learn about each child using various strategies. They listen, observe, document, and discuss with others, the families in particular, to understand each child as a unique individual and to better understand how the child makes meaning through their interactions and experiences with others and in the world around them.
- ✓ Our educators will reflect and consider their own practices and approaches and the impacts they have on children, families, and others.
- ✓ Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being.
- ✓ Educators and parents operate as a team in order to foster connections between home and the Centre.
- ✓ Enrolment packages and registration orientation with families provide opportunities for parents input and to share information about their family and child in regards to health, culture, preferences and schedules, to name a few.
- ✓ Parents and educators communicate on a daily basis about children's activities, health, observations and any changes to regular routines or demeanor.
- ✓ Parents and educators may communicate, and share information and observations in the children's portfolio are which are accessible and available at all times.
- ✓ Special events are planned at least annually to invite families into the centre (which may include activities such as: Fun Fair, Annual General and/or board meetings, various celebrations, concerts/performances, open houses, parent workshops, etc.).
- ✓ Displays and photographs of the children will reflect both home/families and child care/programs.
- ✓ Children's individual and group observations, interests, preferences, developmental screens, goals and strategies are posted and documented in individual portfolios.

- i) **Goal: involve local community partners and allow those partners to support the children, their families and staff.**
- ✓ Collaboration with local community partners is regular and ongoing. “Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things” (HDLH p19.).
 - ✓ Monthly enhancement programs are implemented in each program.
 - ✓ Special and enhanced programming occurs each summer, Christmas and March breaks to include onsite programs, community visitors and professionals, as well as offsite excursions in the community (for older children).
 - ✓ PRCC works closely and in partnership with community agencies and professionals in order to support the children and families in our program in any way possible. The community is viewed as a resource to our educators to learn and grow from shared experiences and areas of expertise.
 - ✓ All staff at PRCC are encouraged to become involved and explore opportunities in the community that will support their own professional growth, which may include such opportunities as: advocacy, networking opportunities, becoming members of community planning tables, attending/participating in conferences, workshops etc.
- j) **Goal: support staff, or others who interact with the children at a child care centre in relation to continuous professional learning;**
- ✓ Educators are recognized and supported to be knowledgeable, caring, reflective and resourceful individuals who also bring diverse social, cultural and linguistic perspectives.
 - ✓ Educators are encouraged to be life-long learners, to take responsibility for their own learning, to make decisions about ways to integrate knowledge from theory, research and their own experiences, and their understanding of children and families that they work with.
 - ✓ Educators are supported to engage in critical reflection and collaborate with others on an ongoing basis through daily program periods, weekly team meetings, and monthly staff meetings to support continuous learning and professional growth.
 - ✓ Our educators are required to participate and engage in continuous growth and professional learning opportunities (minimum 2 per year), and to share information with the entire staff team at monthly meetings.
 - ✓ Resources are provided to educators via postings, email lists, and/or sharing in team/staff meetings for opportunities or information that may be relevant and supportive of their ongoing professional learning.
 - ✓ Budgets are established to support professional development for each staff and the professional development aligns with the program statement needs.
 - ✓ All program staff are required to have current Standard First Aid/CPR-C certification, and renew prior to expiry date, as a condition of ongoing employment.
 - ✓ All registered early childhood educators must maintain their registration and be in good standing with the *College of Early Childhood Educators*, and as such meet the requirements of the College around *Code of Ethics and Standards of Practice, Continuous Professional Learning* program requirements, *Duty to Report* requirements, and any other requirements of the College.
- k) **Goal: document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.**
- ✓ Our practices, goals and approaches are monitored and evaluated ongoing at monthly staff and board meetings to identify areas we are meeting and/or need to improve our performance. Parent input is sought out monthly and input is requested to respond to any suggestions, recommendations or comments. Any recommendations are discussed and will be considered in the annual review of our Program Statement and changes or enhancements will be incorporated as deemed appropriate.
 - ✓ Documentation will capture various aspects of our practice and is a form of reinforcement of the learning process for educators, family and children. Evidence of our practice will be captured in various forms of our documentation (documenting play, determining children's interests, planning activities, team/staff/management/board meetings to name a few).
 - ✓ As educators who deliver high-quality early years programs, our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement.
 - ✓ All new staff on hiring, and all existing staff (annually) will acknowledge and review:
 - This program statement document
 - All relevant and attached guidelines, as well as relevant policies and procedures and/or changes as they may occur.
 - ✓ Parent input is sought on a monthly basis, but welcomed any time (formal and/or informal) to seek feedback which may improve our programs and services, and to ensure that we are meeting the family's needs.

- ✓ The annual AQI (Assessment for Quality Improvement) and licensing reviews and recommendations will be considered for each *Plan of Action* that will be conducted annually for our programs and services.
- ✓ Monthly staff meetings include agenda item to discuss performance against the program statement and plan for improvement for next month.
- ✓ Monthly management/board meetings include agenda item to discuss performance against the program statement and plan for improvement for next period. Performance outcomes and goals will be reviewed with the Board/Management and documented to incorporate their feedback.
- ✓ The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document.

PROGRAM STATEMENT IMPLEMENTATION POLICY
Including: Acceptable Behaviour Guidance Strategies & Contravention Procedures

The Child Care Early Years Act (CCEYA) requires that licensed child care centres prescribe standards and expectations around best and prohibited practices in regards to behaviour management and child guidance practices and strategies. These are outlined in the Centre's *Mission, Philosophy and Program Statement* (outlined above). This *Program Statement Implementation Policy* (outlined below) requires that all employees, volunteers, students and/or any other individual(s) who provide care or guidance to the children at PRCC must implement the approaches specified in the *Program Statement* in their day to day to day work. The *Program Statement Implementation Policy* also outlines acceptable behaviour guidance strategies, prohibited practices and measures that will be used to deal with contraventions of the policies and procedures and/or in the commission of a prohibited practice. The *Mission and Philosophy Statements*, as well as the *Program Statement* and this *Program Statement Implementation Policy* must be reviewed by each employee, volunteer, student, and/or supply staff prior to working directly with the children to provide care and guidance to the children at the Centre, and at least annually thereafter. Records of the reviews will be kept on file with the date of the review, as well as the employee and witness signature. Standards of acceptable and unacceptable approaches and guidance strategies and behaviours are outlined below.

At PRCC, we are committed providing a nurturing and inclusive learning environment in which **all children are viewed as competent, capable, curious and rich in potential**, and where each child's optimal development is fostered and supported. Our educators (includes all employees, students, and volunteers) will guide children in such a way that they are able to grow and develop to their fullest potential in a safe, caring, inclusive, stimulating and nurturing environment. The children shall be guided in such a way that the child's rights are respected and the child's self-esteem is enhanced, and the focus is always on children first and foremost through all elements of the program and interactions. Embedded in this policy and expectations for educators to implement in programs and in all interactions with children is the belief that:

GOALS	EXPECTATIONS of EMPLOYEES, STUDENTS & VOLUNTEERS
Every child has a sense of belonging when they are connected to others and contribute to their world.	Authentic, caring relationships and connections are created and a sense of belonging amongst and between children, adults, and the world around them is fostered, at all times.
Every child is developing a sense of self, health, and well-being.	Children's healthy development will be nurtured and their growing sense of self with be supported, at all times.
Every child is an active and engaged learner who explores the world with body, mind and senses.	Environments and experiences that engage children in active, creative, and meaningful exploration, play and inquiry will be provided, at all times.
Every child is a capable communicator who expresses themselves in many ways.	Communication and expression in all forms will be encouraged, fostered and supported, at all times.

This policy is based on providing positive direction and guidance to the children, and offers a framework that children can rely upon to meet the challenges they encounter throughout the day. To ensure "best practices" are enforced, the following key principles have been established and are the premise of our behaviour management and child guidance practices. We are committed to:

- Recognize and accept each child's individuality, developmental ability, preference and circumstance;
- Establish feelings of trust, honesty and security;
- Enhance feelings of mutual respect, acceptance, and caring amongst children and adults;
- Encourage, model and support positive social interactions;
- Allow children to select, plan and organize their own activities as much as possible; and
- Minimize environmental risk factors.

STAFF RESPONSIBILITIES AND ACCEPTABLE CHILD GUIDANCE PRACTICES:

- Ensure that the children feel valued and safe in the environment.
- Establish a positive and trusting relationship with the children to encourage positive and desirable behaviours.
- Establish reasonable and appropriate expectations of the children, and ensure that the expectations are clearly communicated to the children. Verbal and non-verbal cues must be consistent and positive;
- Reinforce and recognize appropriate behaviours.
- Ensure consistency of expectations and consequences.
- Encourage children to develop self-discipline and to gain independence – guide the children through appropriate conflict resolution practices.
- Encourage the children to have input in establishing limits, rules, expectations and consequences to behaviour.
- Ensure appropriate supervision of the children. Act as a resource to guide and redirect the children (i.e. proactive rather than reactive approach).
- Ensure ongoing communication with children, staff and parents.
- Plan a daily routine with limited transition and waiting periods.
- Provide a variety of developmentally appropriate and challenging activities to address the needs of each child and to correspond with each child's developmental goals and interests.
- Ensure that the environment is safe, comfortable and conducive to positive learning and social experiences that promote appropriate behaviour.
- Demonstrate respect towards each child and consider the child's individual needs in each situation. Try to understand the child and reasons for the child's behaviour.

RECOMMENDED COMMUNICATION STRATEGIES:

- Communicate using positive language and an appropriate tone of voice. Speak clearly and slowly.
- Express own feelings openly and honestly.
- Be warm, loving, and caring towards the child at all times.
- Be patient and calm when responding to a child's behaviour.
- Listen to the child.
- Gain the child's attention by gently touching the child (i.e. on their arm or back).
- Ensure eye-to-eye contact when talking with the child.
- Give as few directions at one time as possible – break tasks down for the child.
- Model appropriate behaviour/expectations.
- Avoid motivating a child by comparing one child to another (to avoid fostering a competitive environment).
- When redirecting a child suggest activities that are related to her/his own interest or purpose.
- When frustrated with a situation, call on another staff member for help.

CORRECTIVE MEASURES:

- Use the problem solving techniques of logical consequences and peacemaking to encourage the children to discuss what has happened, how s/he feels about the incident, and to assist the child to consider appropriate ways of communicating and addressing a situation.
- Redirect, provide choices, and engage in play with the child in order for him/her to be supported to interact in a more constructive manner and preferably before a conflict arises.
- Talk to the child. Explain what the expectations are of his/her behaviour. Give more than one choice when possible. Ensure the choices given to the child are realistic, acceptable, situation related, and clearly understood by the child to promote the child's independence and problem solving skills.
- Testing is a natural part of a child's life. Children will test their environment, peers and teachers in an attempt to discover the limitations set by each. A child's curiosity will often cause her or him to push the set limitations. When this type of testing occurs, attempt to re-direct the child's activities.
- If a child is angry or upset and not prepared to communicate in an acceptable manner, then it may be necessary to redirect him/her from a particular situation, until they have calmed down and are able to talk about the incident.
- If a child is being physically abusive towards other children, staff member, or themselves, then it may be necessary to remove the other child from the situation until such a time that they have calmed down and are able to re-enter the group situation. Time outs are not permitted unless a child's safety or the safety of others are at risk and can only be used for such a time that it takes for the staff to gain control over the situation and to ensure that everyone's safety is established. If a situation requires that these tactics (removal of a child or time out, etc.) are implemented, then an *Incident Report* must be completed by the staff, and signed by the Director, and the parent(s) of the child involved.

NOTE: Use of physical guidance (or restraint) as a method to defuse and / or de-escalate a volatile (or any) situation is not an acceptable means of managing children's behaviour (see *Intervention Strategies* below).

BEHAVIOUR GUIDANCE STRATEGIES – THE PROACTIVE APPROACH

- Try to ignore or avoid drawing unnecessary attention to a situation or undesirable behaviour, to prevent reinforcing the negative / undesirable behaviour.
- Use signals or cues to attempt to cease undesirable behaviour from occurring.
- Move closer to or stand near someone who is beginning to disrupt.
- Get involved in a group that is having difficulties, in a friendly and positive manner.
- Give encouragement or affection when someone is frustrated and experiencing difficulty.
- Use humour (age appropriate) to take the edge off an unhappy situation.
- Model appropriate behaviour and give attention to someone who is performing as expected.
- Assign seating arrangements to assist a child who may have difficulty in a particular situation, by placing him/her between friends who will help them. This is known as "Hurdle Help".
- Restructure activities if individuals or groups are encountering failure.
- Establish clear and reasonable physical limits and boundaries – avoid wide open spaces. For example, a wide-open field may be too large an area in which to appropriately supervise and control a large group.
- When redirecting a child, clearly describe how s/he needs to behave, and the positive consequences of that desirable behaviour, rather than the negative consequences if they do not comply.
- Ensure the program and activities are age appropriate.
- State expectations and limits clearly. Engage children in a discussion to review expectations prior to the activity or event – explain reasons for rule (i.e. safety issues, etc.).
- If a child is having difficulty performing a task, break it down into smaller steps in order to provide more opportunity for successful outcomes.

PROHIBITED PRACTICES

PROHIBITED PRACTICES ARE NOT PERMITTED (UNDER ANY CIRCUMSTANCES)

PRCC has a 'zero tolerance' and will not permit any of the following prohibited practices' as set out in the CCEYA with respect to a child receiving care at the Centre:

Corporal punishment of a child:

- (a) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (b) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (c) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (d) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (e) Inflicting any bodily harm on children including making children eat or drink against their will.

Any incidences involving any prohibited practice are considered abusive and will be reported to the appropriate Child Welfare authority.

SERIOUS BEHAVIOUR CONCERNS / INTERVENTION STRATEGIES

If a child exhibits serious behaviours that prohibit the child or others from participating in the program in a meaningful way, the teachers will work with the parents to devise a behaviour management plan. The plan must identify specific behaviours, and establish specific and clear goals. The plan must also list behaviour guidance strategies to be enforced to promote the desired behaviour change. The behaviour plan must be signed and dated by the parent(s), staff, and Director, and reviewed regularly to ensure ongoing communication and that goals are being met.

GUIDELINES FOR DE-ESCALATING VOLATILE SITUATIONS

Using *physical guidance* as a method to defuse and / or de-escalate a volatile (or any) situation is not an acceptable means of managing a child's behaviour. If an incident occurs where staff responds to a crisis situation (i.e. where a child is endangering themselves or others) using physical guidance, then the following steps must be taken:

- Two (2) staff members must be present in the same room as the child – one staff will deal with the incident and the other as an observer / relief.
- If possible all other children will be removed from the situation.
- Once the child has de-escalated from the situation s/he will be supported to re-enter the program, and will be supervised by a staff member until s/he has settled into an activity or task.

- An Incident Report will be completed, signed and dated by the staff, the Director and the parent/s of the child involved.
- The staff and Director will meet with the child's parent(s) to discuss the incident and determine strategies to be utilized in the future, should the child encounter a similar situation. This may include calling in a resource or a consultant for agency support to address the situation. The parent(s) will be required to sign off on both the Incident Report and the agreed upon strategies.
- If the incident is a Serious Occurrence then it must be reported by the Director (or staff in the Director's absence) on the CCLS s per Serious Occurrence Policy and Procedures.
- If the child alleges that they were injured as a result of the incident, then the Centre must comply with the *Child Abuse Policy and Procedures and Serious Occurrence Policy and Procedures* to report the incident.
- The Centre is committed to working with the children and families to ensure continuation of the child's placement in the centre. However, if the child's behaviour(s) continue, and it is determined that the child's needs exceeds the Centre's ability to provide services required to meet the child's and/or family's needs, then the parents will be advised that the child will need to be removed from the Centre. In this instance and if possible, the Director and any resource/consultant staff that may be involved will support the family to find alternate care arrangements. The Board of Director's and the Children's Services consultant from the City will be notified of and prior to final notice being given to the families.

MONITORING OF PROGRAM STATEMENT APPROACHES & BEHAVIOUR GUIDANCE PRACTICES

All employees, students, volunteers, and other individuals who provide care or service to the children at the Centre are required to follow and abide by the approaches outlined in the Program Statement as well as the Behaviour Management / Child Guidance Policy and Procedures as outlined above. These policies will be reviewed with each individual prior to employment or such a time where they will be in direct contact with the children at the Centre, and at least annually thereafter. A written record of each review will be signed and dated, to confirm understanding of and compliance with the policy, and to verify that they are not aware of any contravention of the policy. This record will be retained for at least three (3) years after it is signed and will be presented upon request, at the licensing review. A review of the staff's behaviour management practices will be included in the annual performance review.

The Director and management team will observe and monitor the behaviour management practices of all staff, students, volunteers, etc., on a daily basis to ensure compliance with the Centre's policy. Any incidences of infraction of the behaviour management policy and practices, that may be witnessed by any individual (staff, student, volunteer, or any other individual) must be reported immediately (within 24 hours) to the Director. If the infraction or incident involves the Director, then the incident must be reported immediately (within 24 hours) to the Personnel Committee Chairperson (Board of Directors) or to the President or as applicable.

Incidences of contraventions of the Centre policies and/or program statement approaches will be documented and kept in the individual's personnel file. The incident will be dealt with according to the Contravention Policy (below). Incidences must be reported within 24 hours, and must be accompanied by a written report. It is an infraction of the policy for any employee who witnesses an infraction to not report the incident to the Director.

CONTRAVENTION POLICY & PROCEDURES

Any employee, volunteer, or student who does not comply with the approaches set out in the Program Statement and/or contravenes the *Behaviour Management / Child Guidance Policy* will be subject to disciplinary action. Any contraventions or violations of the policies and procedures may be considered as cause for immediate termination of employment and/or dismissal of services, without notice or pay in lieu of. For each incident observed and reported, the severity of the occurrence will be considered, and the appropriate disciplinary action will be enforced. The Chairperson of the Personnel Committee (Board of Directors) will be advised and receive copies of all written correspondence and/or warnings. (NOTE: Even one incident of inappropriate conduct or contravention of the behaviour management policy and/or practices on behalf of a student or volunteer will result in immediate termination of services rendered, without further notice). See table over.

CONTRAVENTIONS AND/OR NON-COMPLIANCE OF BEHAVIOUR MANAGEMENT AND CHILD GUIDANCE PROCEDURES AND/OR NON-COMPLIANCE OR FAILURE TO IMPLEMENT THE PROGRAM STATEMENT APPROACHES AND PRACTICES OR ENGAGING IN ANY BEHAVIOURS LISTED UNDER *PROHIBITED PRACTICES*:

<u>Contravention (examples of possible behaviours)</u>	<u>1st Incident</u>	<u>2nd Incident</u>	<u>3rd Incident</u>
<ul style="list-style-type: none"> Using inappropriate tone or voice level Setting inappropriate expectations and/or consequences (i.e. time outs) Interactions and/or implementing guidance strategies that are not consistent with those listed in the policy above. Non-compliance or contravention of approaches outlined in the Program Statement 	Verbal Warning and/or Recommend to Training OR Dismissal	Written Warning & required training and monitoring plan to be determined by the individual and approved by the Director and/or Board of Directors OR Dismissal	Dismissal
Use of any prohibited practices including: <ul style="list-style-type: none"> corporal Punishment of a child; physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or Inflicting any bodily harm on children including making children eat or drink against their will. 	Dismissal - Zero Tolerance Any incidences involving any prohibited practice are considered abusive and will be reported to the appropriate Child Welfare authority.		
<p>NOTE: Each incident of contravention reported will be assessed and the appropriate disciplinary action will be determined based on the severity of the incident. All infractions and disciplinary actions will be reviewed and implemented by the Director, and/or the President or Personnel Chair, of the Board of Directors.</p> <p>Incidences that involve any prohibited practice or are considered abusive in any way will be reported to the appropriate Child Welfare agency.</p>			