

# PROGRAM STATEMENT

Village Green Child Care Centre has developed this **Program Statement** as a living document with our staff. We have developed and implement our program using “**How Does Learning Happen**”, Ontario’s Pedagogy for Early Learning and “**Early Learning for Every Child Today**” as the framework to guide programming and pedagogy. This statement sets forth the information parents and guardians need to know and understand about the program at Village Green Child Care Centre.

Village Green Child Care Centre recognizes the **four** 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.

Village Green Child Care Centre respects individual differences in social, emotional, intellectual, physical and cultural backgrounds. We believe that each and every child deserves the very best environment supported by knowledgeable staff, support systems and community resources to achieve success regardless of ability, gender or cultural background.

**Children are competent, capable, curious and rich in potential.** Children must be given the opportunity to be competent, capable, curious and to reach their potential. Our staff will provide opportunities for children to serve themselves at meal times, give age-appropriate jobs/tasks, allow time for dressing, provide visual aids, provide personal space for belongings, ensure supplies such as step stools, soap and paper towel are accessible in the washroom and sink areas to promote self-help skills. Staff will provide assistance as needed while providing ample time for success. Play time will promote children’s choices, independent play opportunities, activities will be open-ended, staff will support children by providing ample supplies, extending learning opportunities as well as bring the outdoors indoors to further support curiosity.

**The health, safety, nutrition and well-being of the children** is the responsibility of everyone at our Centre. Health starts when the child arrives in a healthy state to engage fully in the program and continues throughout the day as the staff ensure proper hand hygiene, regular cleaning of toys, equipment and furnishings. Children will be taught best practices around playing safe, use of indoor/outdoor equipment through role modeling and formal teaching. Children will be

provided with low fat, low sugar, low sodium snacks and meals that follow the Canada Food Guide. Menus will be reviewed by a dietician and promote a variety of foods, opting for organic choices whenever possible. The children's well-being is very important and our staff will address individual and group needs throughout the day.

**Our educators support positive and responsive interactions among the children, parents and staff** by communicating effectively for an outcome which respects all individuals. Educators are trained to diffuse volatile situations between children by listening and repeating back to the child/ren the issue at hand and provide time for child directed solutions under the guidance of the teacher. Consistent communication with parents provides for an exchange of knowledge to best understand the needs of the child both at home and school. Educators will demonstrate positive interactions when interacting with each other and establish partnerships with parents.

**Self-regulation in children is important for children to interact and communicate in a positive way** with peers, siblings, parents and teachers. Our educators will provide group experiences that encourage the children to interact with each other with adult support and role modelling.

Educators will assist children during a conflict through role playing, case study and reflection on previous outcomes. Older children will be given close supervision as they begin to problem solve independently. Strategies will be developed such as the use of a calming toy, reading a book and/or listening to music to help with self-regulation when needed.

**Fostering the children's exploration, play and inquiry** will be achieved through many opportunities of cause and effect experiences, offering open-ended activities and assisting children in further exploration. Children will be provided with the time and space to plan and implement their ideas and projects. Children will be provided with a wide assortment of developmentally appropriate activities and materials to encourage learning experiences.

**Child initiated and adult-supported experiences** will be developed through on-going observations and documentation by the educators. Activities will be planned to continue engagement and to foster further skill development. Materials will be provided without expectations. Open-ended questions will be asked so the educator can follow the child's lead.

**Educators will create positive learning environments and experiences in which each child's learning and development will be supported** through visuals, bias free materials, picture documentation for revisiting experiences, ensuring age-appropriate expectations, responding to each child's sleeping and eating needs and responding quickly to a child in distress.

Each program will provide the following: **indoor and outdoor play, active play, rest and quiet time.** Daily schedules will be posted in each playroom and re-visited at least seasonally. The duration of outdoor play will be at least 2 hours a day weather permitting. Where there are fewer than 3 infants mobile, outdoor play vs. stroller walks will be provided when ratios allow. Individual needs of the children will be met whenever possible, especially children with asthma or life-threatening allergies.

**Engagement and on-going communication with parents about the program and their children** will be provided daily through verbal discussions, as well as the HiMama app. Parents will be provided with on-going information regarding program changes, special events, Board of Directors updates as they arise.

Village Green Child Care Centre will **involve local community partners and allow those partners to support the children, their families and educators.** Local community partners may include the City of Toronto Children's Services, Aisling Discoveries, Food Banks, Children's Aid Societies, Toronto Public Library, Fire Department, Police Department and local businesses. Educators will share this information with parents.

Support for educators who interact with the children at the Centre in relation to continuous professional learning is provided through time allowed away from the Centre to attend workshops, Centre sponsored certification in First Aid/CPR Level C, participation in the College of Early Childhood Educators self-assessment and goal setting. Staff meetings are held to offer a forum where staff communicate and share professional ideas with peers.

**Documentation and review regarding strategies set out in the program goals on the children and their families** will be assessed through discussions at the Board of Directors level and at the staff level regarding children's successes, program improvements, balancing parental needs with Centre policies to better improve developmental outcomes and parental satisfaction.

Reviewed and Approved by the Board of Directors: March 5, 2020