child care algoma

"We Care for What Really Matters"

CHILD CARE ALGOMA

PROGRAM STATEMENT

The "How Does Learning Happen", Ontario's Pedagogy *(referred to as HDLH)* for the early years document is used for the purpose of guiding all licensed child care programs and early years support programs.

Children enrolled in our program will be given many opportunities to build on their competencies, capabilities and will be exposed to activities to foster their thinking. Our programs are designed to encourage curiosity for children to build on their potential.

The goals *(for the children)* that are used to guide our programs are intended be used by educators in the planning and in the creating of environments, experiences and contexts for children's learning and development across all the domains of learning.

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATION FOR PROGRAMS
BELONGING	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging amongst and between children, adults, and the world around them.
WELL-BEING	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children's healthy development and support their growing sense of self.
ENGAGEMENT	Every child is an active engaged learner who explores the world with body, mind, and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.
EXPRESSION	Every child is a capable communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms.

Our Goals

Goals to guide our program:
We will promote the health, safety, nutrition and well-being of all children by:
- Ensuring that our environment is always safe and clean,
- Encouraging self-care through proper handwashing and hygiene,
- Providing a variety of healthy food options and encouraging children to try new foods and to make healthy food choices.
- Allowing opportunities to take reasonable risks.
- Provide engaging environments to act as the third teacher (supported by Ontario's Pedagogy HDLH)
- To support children in building a connection with the natural world

We believe in supporting positive and responsive interactions among the children, parents, child care providers and staff. This will be demonstrated daily in the way that our staff welcome and communicate with our children and families, forming relationships. Our connectedness to the children and families helps us to ensure that our program values the unique and diverse characteristics of the children's families, cultural practices and the community in which they live.

We will foster the engagement of ongoing communication with parents about the program and their children. We believe families are competent and capable and provide us with a rich understanding of their child. We recognize that everyday moments are rich opportunities to encourage a child's development, build self-esteem, thinking and communication skills, social and emotional well-being and the capacity for self-regulation. We will encourage the children to interact and communicate in a positive way and support their ability to self-regulate by encouraging children to openly express themselves in a safe, accepting environment. Children will be supported in developing strategies and discovering tools to help them express their feelings and emotions to develop resiliency. Descriptive praise will be used to acknowledge the children's positive behaviours, engagement and accomplishments.

We will foster the children's ability to explore, play and inquire through child-initiated and adult supported experiences. We will build upon the children's natural curiosity by observing their interests and providing activities to enhance children's experiences. We will create a positive learning environment and experiences in which each child's learning and development will be supported by providing inclusive, yet adaptable activities to meet the needs of all children.

Children's daily schedule and environment will incorporate indoor, outdoor and active play, rest and quiet time making accommodations to support the individual needs of all children. Within our environment we will provide enough activities to support both large group play and individual play. Some examples include centres such as sand and sensory, science, fine motor and manipulative, construction and blocks, writing, literacy/listening, creative art, everyday living, and neighbourhood/nature walks. Children who do not sleep at rest time will be accommodated with a variety of quiet activities.

We commit to fostering positive relationships with community partners and provide families with links to community resources. We believe that children benefit from respectful interactions with a variety of community members. We work collaboratively with other community agencies to ensure that all children are adequately supported such as Triple P Positive Parenting Program (in our district programs) , No Wrong Door Referral System, Community Quality Assurance, and participation on various committees.

We recognize the importance of and support staff and home child care providers to participate in learning as a continuous process. We provide opportunities such a Professional Learning Sessions and Networking, Professional Development Days, and Mentorship Programs. New staff and students are mentored through a through orientation process.

We will document and review the impact of the strategies set out in our goals for the children and families through open daily communications and opportunities for self-reflection. The success of our programs will be measured using a quality assurance process, and parent feedback.

Reflective Practice
We commit to reflect on current best practices and to engage in professional development learning experiences, both individually and with colleagues. We believe it is imperative that our registered early childhood educators and other educators are knowledgeable and responsive to children, families and their community, as these flourishes social and physical environments where children will thrive. We are reflective practitioners who learn about children using various strategies. We listen, observe, document, and have discussions with families to understand their children as unique individuals. As reflective practitioner we will commit to the following reflective questions for each foundation in our practice this year.

Relationships:
What more can we do to engage in responsive relationships with children, parents and families to support their emotional well being and sense of belonging while adhering to the current guidelines?

View of Staff, children and families:

What more can we do to ensure that our environments, experiences and pedagogical approaches value children as competent, capable, curious and rich in potential?

What more can we do to demonstrate our view of families as competent, capable, curious and rich in potential?

What more can we do to demonstrate how much we value our colleagues (educators/ support staff) as competent, capable, curious and rich in potential?

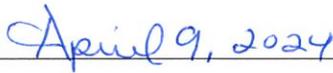**Supportive Behaviour Statement**

Our program is designed to.

- Encourage the children to interact and communicate in a positive way and to support their ability to self-regulate,
- Foster children's exploration, play and inquiry,
- Provide child-initiated and adult-supported experiences,
- Plan for and create positive a learning environment and experiences in which each child's learning and development will be supported.

> Child Care Algoma Board of Directors, Management and staff acknowledge that our program statement is a living document and will be modified as needed. All staff, students and volunteers will review the program statement through the orientation process, as well as yearly thereafter or if modifications are made.

Child Care Algoma's Program Statement has been reviewed and is supported by the Board of Directors.

Jennifer Parella   *April 9, 2024*
_____   _____
Executive Director   Date