



PROGRAM STATEMENT IMPLEMENTATION

Policies and Procedures

Effective Date: September 2015 (CCEYA)

Revision Dates: September 2016
November 2016
June 2017
September 2018
June 2019
September 2022
September 2023
February 2024 - *Updated Prohibited Practices*

Purpose

The Program Statement Implementation Policy was developed to work in collaboration with the Program Statement developed by Faith Infant and Early Education Centre. The Program Statement is per the mandate set out in the Child Care and Early Years Act 2014 in response to the Minister Policy Statement, named How Does Learning Happen? (HDLH) as the common provincial framework to guide programming and pedagogy in licensed childcare settings. It is designed to outline appropriate practices that support the staff, volunteers and placement students in their understanding that children are viewed as competent, capable, curious and rich in potential.

Definitions:

- Curriculum is about **what** is being taught
- Pedagogy is about **how** educators support learning and interact with children
- HDLH is about how staff in childcare centres nurture, form relationships with and support children so they thrive, learn and develop

Annual Review

All educators, placement students and volunteers who are involved with Faith Infant and Early Education Centre will review the Program Statement and Program Statement Implementation Policy before employment, before interacting with the children, upon any changes or modifications and annually after that.

The Program Statement is a living document that is continually changing to reflect feedback, new practices and suggestions from staff, placement students, volunteers and parents. As time is taken to consider the best practices at Faith Infant and Early Education Centre, suggestions, comments, and ideas come to light and are welcomed for the benefit of the program and the children who attend.

Expectation & Goal of the Policy

We expect that anyone involved with the children will follow the core values of caring, honesty, inclusiveness, respect and responsibility. Each person will ensure that every child feels a sense of belonging, develops a sense of self, health and well-being, that every child is an active and engaged learner who explores their world with their body, mind and senses, and is a capable communicator who expresses themselves in many ways. Educators are there to support children in developing strategies to remain calm and regulate their emotions while recognizing the effects of their actions on others.

It is our *goal* to ensure the overall health, safety, well-being, development and education of each child in our care. We use a holistic approach considering all areas of the child's development, thereby creating opportunities for learning and play, reflection and discussion. We seek to work in collaboration with families and for the best interest of the child to provide a positive journey through exploration, play and inquiry while providing a loving, Christian learning environment. It is our prayer that as each child grows, the solid foundation of learning that Faith Infant and Early Education Centre has provided will help them - from their childhood into their youth - from their youth through to adulthood - in becoming a connected member of society, successful in challenges, capable of critical thinking, diligent in problem-solving and knowledgeable in their faith.

Implementation of Goals and Approaches

1. Promote Health, Safety, Nutrition and Well-Being of Children

- All educators maintain current certificates in Standard First Aid and CPR.
- Children are directly supervised at all times, meeting or exceeding the required ratios.
- Educators complete accident reports to document any incident that may occur with notification to the parents as required. A carbon copy of the accident report is sent home, and the original is placed into the child's file. When an accident is serious, or there is cause for concern, appropriate phone calls are placed immediately.
- The Centre provides a minimum of 2 hours of outdoor activities daily for each program, with the school-age grouping having a minimum of 30 minutes after school. All outdoor activities are weather-dependent.
- The educators learn each child and family on a first-name basis to make them feel welcome and part of the family.
- The educators model problem-solving skills with the children to help them identify their feelings and the feelings of the other children and teachers while trying to come up with possible solutions.

- The educators inspect the toys and equipment used in the program to ensure they are in good repair. Items that are not working or broken are removed from the play area.
- Family-style serving of meals allows the children a choice in the foods they eat.
- The menus are culturally diverse and created according to Canada's Food Guide and recommendations from York Region Public Health.
- Children with food allergies or food restrictions have menu variations, allowing them to eat most items offered on the main menu.
- Lunch meals include four (4) food groups, while snacks include two (2) food groups.
- Children have free access to their water bottles throughout the day. Each child can take a drink at leisure at any time during play, academics, snack/lunch and outdoors. The teachers will ensure that each child has a sufficient amount of water and will replenish their water as needed. Should a child forget their water bottle, a cup or extra bottle will be given to them to use for that day.

2. Support Positive and Responsive Interaction

- Educators greet each child and family with a smile and pleasant salutation. Greetings could be a fist pump, a high five, a hug or leaving the child to enter quietly.
- The educators get down to the level of the child and speak to them in a kind and gentle manner.
- The educators offer validation to the children by being warm, calm and responsive to their needs.
- Programs have multicultural resources and activities to promote positive and responsive interactions and inclusion.
- Families are encouraged to bring in family photos to post for their children in the program.
- The educators invite parents into the program and encourage them to look around and engage their children in activities.
- Role modelling positive interaction amongst the caregivers and the parents.
- Families are spoken to privately regarding confidential matters about their children.

3. Children's Interaction and Communication (Self-Regulation)

- Educators use simple sign language to assist younger children to communicate in an effective, non-verbal way while developing their language skills.
- The educators respect and recognize the children's feelings and give them words to express themselves. They will narrate daily routines, make clear, simple and appropriate requests, as well as encourage play.
- The children are encouraged to be respectful, think before they speak, use a calm voice, speak clearly, tell the other person how they feel, say all they want to say and listen carefully.
- If a child or teacher feels that a child would benefit from some 'out of program' time, they are removed in a respectful, kind and loving manner. Educators use this tool to allow privacy and encouragement while the child is learning to self-regulate.
- We role model communication with the children to facilitate appropriate methods of interaction, two-way conversation, speaking and listening and problem-solving.

- Teachers assist in giving each child what they need, from a hug to one-on-one time or directions in self-regulation.
- We provide uninterrupted play and a variety of choices to allow children the time to interact with one another.
- Staff observe and watch for cues that will help in the child's process of self-regulation before an incident occurs.

4. *Children's Exploration, Play and Inquiry*

- The educators encourage children to explore throughout the program, directing their play activities.
- Children ask questions of the educators and use materials how they like.
- Educators learn alongside the children, incorporating thought-provoking conversations.
- Children play using appropriate risk without interruption from the educators.
- An open-ended craft area is provided with a variety of materials for daily use.
- Craft activities are also offered outdoors using natural items mixed with commercial items.
- Children use loose parts and natural elements for imaginative and creative play.
- Programs use real-life items for the children to incorporate into their play.
- The children participate in walks to explore the neighbourhood and discuss what they see in nature.

5. *Child-Initiated and Adult-Supported Experiences*

- The educators engage the children in open-ended conversations and ask thought-provoking questions to gain an understanding of each child's interests.
- Educators provide materials and activities based on the child's interests.
- The educators plan activities and invite the children to participate as individuals, in small groups or full programs, allowing the child to decide whether to participate or not.
- Educators involve themselves with the children by exploring the environment through their eyes, being physically at a lower level and emotionally placing themselves into the child's world.

6. *Positive Learning Environments and Experiences*

- The children are encouraged to look for challenges and opportunities to help plan their activities.
- Educators are respectful of the children's ideas and encourage them to be respectful of each other's.
- The educators arrange the environment to be aesthetically pleasing, one that is warm, cozy and easy to move through and explore.
- The home-like environment is set up to be safe and fun with hands-on learning.
- Educators prepare a weekly 'INTENTIONAL' program based on the children's interests and experiences.
- Educators prepare an ongoing 'AUTHENTIC' web-based program to document what is happening with the children's experiences each day.

- The Management Team provides educators with the opportunity to research and submit purchases for their programs that support the unique needs and interests of their children.
- Educators capitalize on spontaneous learning moments throughout the day by being actively engaged with the children.

7. Indoor and Outdoor Play; Active Play; Rest and Quiet Time

- Children spend a minimum of two hours per day outdoors.
- During inclement weather, alternative activities and games will be provided indoors.
- The school-age group spends a minimum of 30 minutes outdoors daily except when there is a PA day, where they spend a minimum of two hours per day outdoors.
- Children attending full-day programs take time for rest each day:
 - Infants rest per their schedules;
 - Toddler and Pre-K children rest directly after lunch for up to two hours, and
 - Kindergarten children have a one-hour rest period directly after lunch.
- During rest time transition, children are encouraged to take a book or a quiet activity to their bed, giving them time to settle in to rest.
- Children who wake up early are permitted to engage in quiet play either on their bed, at the table or in the quiet area.
- When a child is tired at a time other than rest time, they are encouraged to rest in a quiet area or are offered to lie on a mat in the office until they are ready to participate.
- We encourage parents to bring their child a comfy toy from home if they feel it will help their child transition to rest more securely.
- All programs use a sleep room bed plan and document it in a sleep log.
- Parents give input for their child's 'Sleep Time Tips' so that their child can receive the best sleep possible while in care.
- Educators communicate changes in the child's behaviour or sleep patterns to the parents as they need.
- Sleep time tips are posted in each program for all staff, volunteers or placement students.

8. Engagement and Ongoing Communication with Parents

- We have an open-door policy to encourage parents to participate in their child's program when they are able.
- The Centre hosts many events for families, including concerts, Santa Claus and Christmas fundraisers, family fellowship events, Parent BBQs, etc.
- There is ongoing communication, both written and face-to-face, with the parents.
- Quarterly newsletters are given in print and via email.
- Program documentation panels are posted both inside the rooms and outside throughout the Centre for parents to view.

9. *Local Community Partners*

- Children participate in field trips and neighbourhood walks.
- Children attend chapels in the adjacent church, getting to know the pastor and staff.
- Community members participate in the program by promoting, donating or volunteering for events.
- The Centre has relationships with local merchants such as No Frills, Sonsuh Educational and Walmart.
- The Centre offers support to the Ministry of Labour, Seneca College and the local high schools for apprenticeships, student placements and co-op student participation.
- The Centre works closely with various agencies such as Early Interventions, Child's Life, Blue Hills and York Centre to provide support and educational workshops for our children, families and educators.

10. *Continuous Professional Learning*

- The Centre uses a portion of the yearly budget to accommodate continuous professional learning opportunities. It acknowledges that the hard work of the educators will be a benefit to the families and children.
- Monthly staff meetings are held to network, learn, review and refresh the educators.
- Semi-annually, the educators divide into two teams to meet with the members of the Management Team to discuss goals and accomplishments, along with the challenges each program may face and how to implement change for improvement.
- Educators participate in all mandatory meetings, workshops and learning opportunities with financial support being given by Faith Infant and Early Education Centre.
- Learning resources are available to educators.
- The Centre seeks outside resources for consultation when educators ask for assistance in their program.
- The Centre maintains memberships with the Umbrella Day Nursery Services, the Ontario Coalition for Better Child Care, DMI Services and LifeWorks through the Group Health Benefits plan, where we encourage educators to take advantage of the learning resources and classroom materials.

11. *Documentation and Review*

- All programs post pedagogical documentation, rotating panels weekly.
- The Supervisor, trained in pedagogical leadership, observes each program daily, engaging in conversation with the educators and children regarding how the children are learning, what their interests are and what can be expanded or improved.
- Educators document daily in program journals, taking into account the daily observations about successes, failures, improvements and observations.
- The educators review the program journals and authentic web to determine the children's interests for the next day's planning.

12. Prohibited Practices

- Educators communicate with families and children with an affirming approach that encourages positive interactions.
- All those involved with the children approach the children with love, warmth and genuine care, refraining from any negative or demeaning comments or hostile attitude.
- Should anyone observe prohibited practices being used, a report must be made immediately to a member of the Management Team.
- Any reports involving breach of prohibited practices are taken very seriously and will be dealt with accordingly, subject to disciplinary or corrective action up to and including termination of employment, placement or volunteer assignments.
- Faith Infant and Early Education Centre complies with all established guidelines for reporting to the Ministry of Education, municipal children's services, the Children's Aid Society and professional colleagues.
- The person reporting is directed to report to the Children's Aid Society under the Child Protection Act.
- Prohibited Practices include:
 - Corporal punishment of the 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 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; to confine the child or confine the child in an area or room without adult supervision;
 - 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 their self-respect, dignity or self-worth;
 - Depriving the child of basic needs, including food, drink, shelter, sleep, toilet use, clothing, bedding, or
 - Inflicting bodily harm on children, including making children eat or drink against their will.

Monitoring Practices

Faith Infant and Early Education Centre implements a wide range of monitoring practices to ensure the goals and approaches described in the Program Statement, all Ministry-Mandated Policies and Procedures and individual plans (anaphylaxis, medical and individual support) are implemented.

Monitoring practices include, but are not limited to:

1. Monitoring of programs by the Supervisor providing guidance, encouragement and direction for educators, placement students and volunteers.
2. Periodic revisions of the menus to ensure cultural diversity, seasonal produce and children's allergies/food restrictions.
3. Establishing communication standards for the staff to follow when interacting with families and children.
4. Providing coaching, guidance and opportunities for staff to engage in ongoing reflective practice and collaborative inquiry with the teaching teams.
5. Using third-party consultants to access health and safety practices.
6. Using third-party consultants for program assessment.
7. Recording all mandatory and supplemental training completed by educators.
8. Weekly confirmation to ensure program journals and documentation panels are being completed.
9. Evaluations will be conducted and discussed with each staff member, volunteer and placement student in regard to their compliance with the Program Statement, its implementation and the approaches that are being used in the program. *Compliance and Contravention Observation Forms* are, at minimum, two per year for full-time staff and at least one per year for part-time staff, supply staff, placement students and volunteers during their time at the Centre.
10. Yearly staff evaluations will be conducted and discussed with each staff member to include compliance, approaches, monitoring, recording and progress within the parameters of the Program Statement Implementation Policy.

Roles and Responsibilities

The Management Team will:

- Ensure that all employees, placement students and volunteers are oriented to the policies and procedures of Faith Infant and Early Education Centre, including the Program Statement, before they interact with the children, which includes a signature sheet signed by both parties.
- Review the Program Statement and all other policies on an annual basis or at any other time a substantial change has been made to any, which includes a signature sheet signed by both parties.
- Respond immediately to any concerns or commissions of prohibited practices observed or reported in consultation with the Board of Directors and appropriate authorities as needed.
- Discuss curriculum, Ministry of Education licensing and program observations with staff to develop a plan of action to be implemented and shared in all programs.
- Ensure that all signed observation records are kept on file for three years.

The Supervisor will:

- Monitor all staff for compliance with the approaches set out in the Program Statement and ensure that they are implemented in the operation of the program.
- Ensure that a written observation for monitoring all employees is completed twice yearly regarding compliance and contraventions.

- Conduct annual performance reviews with each staff using the document currently adopted by the Centre.
- Provide coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff teams through documentation, team and staff meetings.
- Take time to meet with each educator to discuss the observations recorded on the Observation Form.
- Give immediate and ongoing guidance and reminders for educators during their learning process.
- Provide staff with opportunities to attend all mandatory and supplemental training.
- Give support to the program, make referrals and provide resources based on the children's and family's needs.
- Immediately report any concerns or commission of any prohibited practices to the Administrator, who will, in turn, report to the appropriate stakeholders.

The Educators will:

- Engage in ongoing reflective practice and collaborative inquiry with the teaching team and staff.
- Participate fully in discussions regarding the curriculum, Ministry of Education licensing and program observations to develop a plan of action to be implemented and shared in all programs.
- Attend and participate in all mandatory and supplemental training.
- Make referrals and provide resources based on children's and families' needs.
- Immediately report concerns or commissions of any prohibited practices to the Management Team.

In the Event of Contraventions:

Prohibited Practice:

Should an employee, placement student or volunteer be observed or witnessed to contradict any of the prohibited practices listed above, they will be *immediately relieved* of all their duties.

Per the *Employment Standards Act 2000*, an employer may terminate the employment of an employee *without notice* if the employer,

1. Pays to the employee termination pay in a lump sum equal to the amount the employee would have been entitled to receive and
2. Continues to make whatever benefit plan contributions would be required to be made to maintain the benefits to which the employee would have been entitled during the period of notice.

Non-Compliance:

Should an employee, placement student or volunteer be observed or witnessed to contradict any part of the program statement, program implementation policy, Ministry-

Mandated Policies, individual plans or Centre Policies and Procedures, they will be subject to the following:

1. A meeting between the Supervisor and the employee, volunteer or placement student to discuss the concerns;
2. Issues observed will be addressed, and an action plan, with a timeline from immediate to 3 months, will be created to help the employee, volunteer, or student succeed;
3. The action plan will involve more frequent monitoring, one-to-one mentoring, guidance and documentation of the employee, volunteer or placement student by the Management Team, as well as colleagues or supervising teachers;
4. If the immediate corrective effort is not observed, a secondary meeting will be held to review the action plan and
5. Should, after the Centre has done its due diligence, there be no significant improvement in the performance of the employee, volunteer or placement student, the Centre will begin the process of termination or removal of placement.

Accountability

Ways in which the educators hold themselves accountable to the children include:

- Guiding children positively to the child's self-esteem and self-image;
- Giving the child words they need so they can express themselves appropriately;
- Taking a neutral stand in conflicts, listening to both sides of the story and assisting the children to "work it out."
- Minimize waiting times to help transitions to be more pleasant;
- Asking a child, "Do you want to do this by yourself, or can I help you?"
- Spending one-on-one time with each child, getting to know their likes and dislikes, acknowledging their feelings and telling them they care;
- Working to redirect children within the program when they may need a little quiet time to resolve their feelings;
- Relating to the children at their level of development and understanding, and
- Speaking in a calm, respectful tone and manner.

It is to the benefit of the educators to get to know each child in our care:

- Learn how the child likes to be greeted in the morning, such as a high five, a fist pump, a hug, etc., especially if they are having difficulty;
- Learn of the child's comforts and what can be done to soothe them;
- Learn their likes and dislikes so they can get to know the child better;
- Discover their daily stresses and work on ways to alleviate them or to help them work through them;
- Be compassionate when dealing with young children;
- Allow for individual attention, making each child feel they have your undivided attention, even if only for a short time;
- Gently redirect a child in need;
- Allow the children the right to their feelings;
- Give the children verbal communication skills/words to validate their emotions and
- Be understanding of each child's circumstances.

For the families, the educators attempt to:

- Be discreet in how they approach a parent, preferably not in front of the child;
- Approach the family from a place of compassion and assistance, not of confrontation;
- Always try, 'Do you have a minute?' before they engage their child;
- Explain the circumstances surrounding the conversation and what has led you to approach them;
- Offer them available resources such as York Centre or Early Interventions;
- Explain our best practice regarding their child and that we are here to assist in their child's best interest and
- Speak with gentleness when needing to proceed with difficult conversations surrounding the Code of Conduct.

Faith Infant & Early Education Centre firmly believes that each staff member, placement student or volunteer is accountable to the children and families that attend the facility. It is our role to assist the families and the children in our care with their growth as individuals to become confident, understanding, creative, self-disciplined and responsible young people. By providing a stimulating, warm, loving, Christian environment, we can guide the children in their problem-solving and social skills, which will have a direct impact on how they function outside of the Centre.

Our educators at Faith Infant and Early Education Centre truly love children. Each educator strives to provide positive reinforcement, modelling and encouragement surrounded by prayer for both parents and children. They hold themselves accountable to each family by taking the time to learn about each child and family member in a personal way, developing trust and mutual respect.

Subsection 7.3 - Program Statement

Ontario Regulation 137/15

- 46(1) Every licensee shall have a program statement that is consistent with the Minister's policy statement on programming and pedagogy issued under subsection 55 (3) of the Act and shall review the program statement at least annually for this purpose.
- (2) The program statement shall reflect a view of children as being competent, capable, curious and rich in potential.
- (3) The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates or at a home child care premises it oversees, and the approaches that will be implemented in the program to,
- (a) promote the health, safety, nutrition and well-being of the children;
 - (b) support positive and responsive interactions among the children, parents, child care providers and staff;
 - (c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
 - (d) foster the children's exploration, play and inquiry;
 - (e) provide child-initiated and adult-supported experiences;
 - (f) plan for and create positive learning environments and experiences in which each child's learning and development will be supported;
 - (g) 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 child care;
 - (h) foster the engagement of and ongoing communication with parents about the program and their children;
 - (i) involve local community partners and allow those partners to support the children, their families and staff;
 - (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
 - (k) document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.
- (4) Every licensee shall ensure that all new staff, home child care providers, students and volunteers review the program statement prior to interacting with children and at any time when the program statement is modified.
- (5) Every licensee shall ensure that the approaches set out in its program statement are implemented in the operation of its program at each child care centre it operates and each premises where it oversees the provision of home child care.