



## PROGRAM STATEMENT

Audrey's Clubhouse Latchkey & Early Learning Centre embraces and practices the philosophy consistent with the Ministry of Education, Ontario, 2014, *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, as the guiding document under the Child Care and Early Years Act, 2014.

We view **children as competent, capable of complex thinking, curious and rich in potential**. We believe every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. Ontario Early Years Policy Framework, 2013.

In January 2013, the Ontario government released the *Ontario Early Years Policy Framework*, which articulates the following vision for early years programs:

*"Ontario's children and families are well supported by a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow."*<sup>1</sup>

We promote *How Does Learning Happen?* with a shared view of children, families, and educators – and the relationships between them – that will help shape all aspects of your early years program. Specifically:

- ! When we see **children** as competent, capable of complex thinking, curious, and rich in potential, we value and build on their strengths and abilities.
- ! When we see **families** as experts who know their children better than anyone else and have important information to share, we value and engage them in a meaningful way.
- ! When we see **educators** as knowledgeable, effective, resourceful, and rich in experience, we value the experiences and environments they create for children.

(An Introduction to *How Does Learning Happen? Ontario's Pedagogy for the Early Years*, For Leaders, 2014).



**Under subsection 46 (4) of the Act Every employee, student, volunteer and Board Members will review and sign an Acknowledgement of the Program Statement upon hire or start of placement and annually thereafter. Agree that they understand the centres philosophy of recognizing each child's contributions to be competent, capable, curious and rich in potential. That every action done or said by a care giver reflects our understanding and impacts of the child's being. The Program Statement will be communicated to all families upon registration in the Parent Handbook**

s. 46(3) The following demonstrates how Audrey's Clubhouse Latchkey & E.L.C. employs these perspectives in our policies, procedures, and program practices and how we aspire to achieve the goals, expectations and approaches as set out in *How Does Learning Happen?*

s.46(3)(a) To promote the health, safety, nutrition and well-being of the children we ensure that Administration, staff, students and volunteers receive orientation to meet and exceed the Ministry of Education and local government bylaws. Our Best Practices are outlined to cover Occupational Health and Safety, Workplace & Harassment Act, WHMIS & Emergency Safety Plans, Safe Food Handling (where required), School Safe Policies and daily routine practice, monitor Prohibitive Practices, staff reviews and regular on going checklists, health and safety, .

- ! We recognize each child as an individual that is capable and competent by providing and allowing self learning experiences, exploration and learning at their own pace. Trained staff provide multiple environments to stage learning skills.
- ! We've implemented a Healthy Eating Policy. The Windsor-Essex County Health Unit, Dietician and Nutritionist consulted in reviewing our menu. We accommodate food for children with different religious beliefs and or allergies.

s.46(3)(b) To support positive and responsive interactions among the children, parents, child care providers and staff;

s.46(3)(c) To encourage the children to interact and communicate in a positive way and support their ability to self-regulate;

- ! Individuals are supported to respect and trust their own feelings, thoughts and beliefs and those of others. Staff empower the children to resolve conflicts and learn responsibility along with social skills.
- ! We involve families as a part of our community by daily greetings, communication books, early learning boards and connect via digital communication and special events.
- ! Our goal is to encourage children to interact and communicate in a positive way and support their ability to self-regulate.
- ! We provide opportunities for children to self learn at their own pace of enquiry and success to gain personal confidence and skills, building on their self esteem.
- ! Further experiences are offered for social interaction requiring negotiations and / or comprising, building self-regulating skills.

s.46(3)(d) To foster the children's exploration, play and inquire;

s.46(3)(e) To provide child-initiated and adult-supported experiences;

s.46(3)(f) To plan for and create positive learning environments and experiences in which each child's learning and development will be supported

s.46(3)(g) To 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

- ! Staff support children's spontaneous exploration, play and inquire by supplying ample resources, time, materials, and opportunities for manipulation in a variety of applications, physically and emotionally.
- ! Qualified trained staff conduct continuous observations, collate anecdotal notes and reflection to gauge the children's skill set and reach out to resources as required to support each individual child's interest, abilities and skill level and provide continuous learning experiences from those observations, have routine dialogue with care givers.
- ! To plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

s.46(3)(h) To foster the engagement of and ongoing communication with parents about the program and their children

- ! Staff extend open and honest verbal communication and show an awareness of body language, engaging the families with their child's learning experiences.
- ! Communication is enhanced with direct dialogue, communication books, daily activity sheets, learning stories, Remind updates, emails and quarterly newsletters, special events.

s.46(3)(i) To involve local community partners and allow those partners to support the children, their families and staff

- ! The centre requests the support of our local resource agencies to provide Speech and Language, Physio, Occupational, Behavioural, Program Support to support children and their families along with enhancing the staffs abilities to meet each child's needs at their level.
- ! The centre also invites the participation of local community schools on elementary, high school and post secondary levels.

s.46(3)(j) To 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

- ! All staff, volunteers and Board Members are encouraged and supported to attend continuous professional learning as an out source. As well as in service, webinars and articles are provided or circulated on site.
- ! Our centre participates in Raising the Bar and are members of the College of E.C.E. that requires documenting and providing evidence of continuous learning.

s.46(3)(k) To document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families

- ! Families are summoned to complete an annual survey on our program
- ! Staff are required to complete an annual commentary and survey with a follow up staff meeting to discuss the results and strategize outcomes, set goals and targets.