

## Program Statement Implementation Policy

### POLICY STATEMENT

The Program Statement for AIR - O - DOWN Child Care Centre will be built on the pedagogical framework presented in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS 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 among 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 and 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.

### PROCEDURES

- 1) AIR - O - DOWN Child Care Centre will continue to incorporate the 6 principles of "Early Learning for Every Child Today" (ELECT)
  - a. Early child development sets the foundation for lifelong learning, behaviour and health.
  - b. Partnerships with families and communities strengthen the ability of the early childhood settings to meet the needs of young children.

- c. Demonstration of respect for diversity, equity and inclusion are prerequisites for optimal development and learning.
  - d. A planned curriculum supports early learning.
  - e. Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.
  - f. Knowledgeable and responsive early childhood practitioners are essential to early learning settings.
- 2) AIR - O - DOWN Child Care Centre will implement a number of strategies to support and encourage parents/caregivers' engagement in our commitment to continuous improvement including but not limited to:
- a. Parent/Caregiver and Educator professional development sessions that include opportunities for discussion and co-learning.
  - b. Individual schedules are reviewed with parents every 2 months for infants and every 4 months for toddlers.
  - c. Preschool communication sheets are filled out weekly by the parent and staff. Portfolio information is exchanged and resources information is given to parents.
  - d. Regular updates about the program and the pedagogical framework that forms the foundation of the curriculum.
  - e. Daily feedback as to the activities and experiences of their child(ren)
  - f. Daily communication between the teachers and parents.
  - g. We engage parent/guardian in a variety of ways so they can support children's learning at home, special events, workshops, guest speakers Offer information and links to other services in the community, accompany parents to the family support program and the school. Involve parents and guardians in regular ongoing activities that build parenting capacity.
- 3) AIR - O - DOWN Child Care Centre will facilitate and support a continuous professional learning process to ensure that its staff are ready, will and able to actively deliver the commitments made through the Program Statement. This will include but not be limited to:
- a. In-house professional development workshops for all staff on a semi-annual basis.
  - b. Regular opportunities for educators to meet together to support reflective practice and collaborative planning.
  - c. A requirement that each RECE participate in a minimum of 4 hours of professional development each year.
  - d. Gathering together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period.
  - e. Budgeting a professional development investment for each staff and aligning the professional development with the program statement needs.
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- f. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the self-assessment with an example of each and identify goals for improvement for the next year.
- 4) AIR - O - DOWN Child Care Centre staff are expected to review the contents of the document *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. on an annual basis and sign off on this review.
- 5) AIR - O - DOWN Child Care Centre staff and volunteers are expected to review the Program Statement and the Program Statement Implementation Policy on an annual basis and sign off on this review.
- 6) AIR - O - DOWN Child Care Centre staff and volunteers are expected to review and sign off on the review any time the Program Statement and/or Program Statement Implementation Policy are amended.
- 7) Staff will be regularly observed and monitored by the Director or designate. The Director will document these observations on a semi-annually basis on our staff monitoring /goal setting form and provide feedback to staff regarding their interactions with children and programming in their early learning settings. The staff monitoring form /goal setting forms will be kept on file for a 3 year period.
- 8) If staff are not in compliance with the Program Statement and Prohibited Practices set out as indicated, depending on the nature of the non-compliance a plan may be implemented to aid the staff to come into compliance or the situation may result in following our internal process for staff non-compliance to policy. Consequences if a staff is found to be in contravention of the Program Statement could include but are not limited to the following;
  - a) Education, coaching and training
  - b) Setting expectations
  - c) A written or verbal warning
  - d) suspension (with or without pay)
  - e) Termination
  - f) R.E.C.E will be reported to the College of Early Childhood Educators where appropriate and required

Through the Program Statement and monitoring of it, our program will continue to be committed to delivering an inclusive child care program that promotes high quality care, and positive and healthy environments where children, families and educators are co-learners.

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