

JACKMAN COMMUNITY DAYCARE'S PROGRAM STATEMENT



This Program Statement document captures the philosophy and goals that guide our program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies, the practices to implement, monitor and evaluate those action plans, and to continually improve our performance.

Jackman Community Daycare's Philosophy

Jackman Community Daycare provides a positive learning environment that enhances the personal development of each child. Through play experiences and guidance by trained educators, the children are provided with an emergent curriculum that will stimulate the 5 areas of development:

1. **Physical** (gross and fine motor)
2. **Social** (awareness, respect, ability to share and cooperate)
3. **Communication** (verbal and non-verbal)
4. **Self-esteem** (self-awareness and positive self-image)
5. **Cognitive** (comprehension, problem-solving, and skill acquisition)

We believe that children are competent, capable of complex thinking, curious and rich in potential. As such, children are guided by skilled Registered Early Childhood Educators (RECEs) who establish a flexible program in an inclusive, supportive, and non-discriminatory environment. Children's ideas are the crux of the emergent curriculum that is based on the interests and needs of the children. Open communication between and among Educators, children, families and the school community is crucial to realizing a warm and safe environment in which the children at Jackman Community Daycare can play, learn and thrive.

We provide programs to support our holistic approach to child development, including sports, dramatic and creative arts, self-help skills, and science experiences. Children are encouraged, but not forced, to participate in all activities. We strive to provide a stimulating program that offers services to children, families and the community, within the framework of The City of Toronto's Assessment for Quality Improvement (AQI), the Child Care and Early Years Act (CCEYA) and ideologies in Ontario's Pedagogy for the Early Years "How Does Learning Happen?" These guide our practice.

Educators provide parents with the opportunity to discuss their child's progress through on-going discussions, and parent meetings if necessary or requested. If there are any problems or concerns regarding any child, the child's teachers will discuss it with parents so that we are all working together.

At Jackman Community Daycare, our goal is to help foster anti-racist views and avoid gender biased values, attitudes and practices. Our programs and activities reflect the ethno-cultural diversity of Toronto and promote respect and appreciation of differences. We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children.

Values that we embrace include:

- Creating an inclusive enriched childcare environment
- Respecting all children's beliefs, culture, language, and experiences acquired from their family and community
- Promoting health and well-being
- Fostering the children's exploration, play and inquiry
- Capturing and documenting our practice reinforces learning
- Supporting all children's ability to self-regulate, so children feel comfortable and confident
- Fostering the children's health and well-being indoors and outdoors
- Forming trusting relationships with children and their families
- Providing everyone with a sense of belonging

- With the nurturing support of educators, children learn to: care about other people; understand other's feelings; cooperate and share; express their opinions; resolve conflicts; and develop self-competence, self-worth, and self-regulation

Ways we support our values include:

- Before working with children, all new staff, students and volunteers will review and acknowledge this program statement document. Annually thereafter and if modified, all staff, students and volunteers will review the program statement document. All staff, students and volunteers are responsible for implementing the approaches outlined in the program statement when they are applicable. Any time an educator is interacting with a child it is expected that the approaches for positive and responsive interactions will be implemented.
- On-going reflection of goals and strategies at monthly staff meetings. Regularly include agenda item to discuss performance against the program statement and plan for improvement
- This is captured in the bullet above. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
- Share "performance outcomes and goals review" with Board and document and incorporate their feedback
- Budget a professional development investment for each staff and align the professional development with the program statement needs
- The annual employee performance review will include a self-assessment of several of the key strategies to create the conditions promoted by the HDLH document. Staff will annotate the assessment with an example of each and identify goals for improvement for the next year.

Our Strategies

Strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years, "How Does Learning Happen?" We understand that learning and development happen within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the following four foundational conditions need to exist:

- A sense of ***Belonging***,
- A sense of ***Well-Being***,
- Opportunities and support for ***Engagement***, and
- Opportunities and support for ***Expression***.

We will adopt the following 11 approaches to support these conditions:

1. To promote the health, safety and well-being of young children, families and educators

- Educators will sign children in/out on our attendance along with ongoing verifications throughout the day
- Educators will engage in open communication with parents regarding the well-being of their children
- When children return to daycare from being off sick educators will use a quick health check to make sure they are well enough to return to daycare
- During an outbreak we will close sensory activities and strive to keep parents informed and updated about the outbreak
- Educators will position themselves to make sure they are able to observe the children properly
- One of the goals of our program is to promote healthy eating. We provide snacks to all of our programs and a catered lunch to:
 - All Preschool children
 - JK & SK children on PA Days and school holidays
- Parents are responsible for making us aware of any health concerns and allergies at the time of registration and updating the forms as needed. For anaphylaxis allergies, parents must also supply an up-to-date Epi-Pen to be kept in the daycare. Allergy lists are posted in each room and all educators are informed of restrictions/ allergies before they begin their first day of work. Educators sign off on a yearly basis indicating they are aware of any allergies
- Educators disinfect according to program guidelines. Tables are disinfected daily and/or after each use
- Public Health posters regarding hand washing, are posted near each room sink and kitchen sink. Diapering and/or toileting are posted in or near preschool and kindergarten washrooms. Educators encourage children to wash hands regularly and according to Public Health recommendations
- Educators engage in age appropriate discussions regarding sexual health (consent, respect, proper language of body parts, etc.)

2. To support positive and responsive interactions between educators, children and families

- Educators attend monthly team meetings during the school year to share ideas, concerns, strategies, etc.
- Educators are monitored on their use of behaviour guidance techniques
- Educators see themselves as part of the learning environment:

- Educators ask open ended questions
 - Educators say “let’s find out together”
 - Educators share a sense of joy in learning and when engaging with children
- Educators offer the children opportunities to engage in small group activities
 - Educators provide ample learning materials to avoid conflicts and provide many different learning experiences
 - Educators will greet children, parents and other educator upon arrivals and departures
 - When concerns arise educators will respond in a timely manner and be available and approachable for parents
 - Educators strive to respond to each individual child’s needs
 - Educators focus on helping the child understand their feelings and emotions and provide support to help children regulate their behaviour. Children benefit socially, emotionally and physically from our positive approach.

Prohibited Practices

The following are unacceptable behaviour guidance strategies and are not permitted at any time under any circumstances:

- a) Corporal punishment of the child;
- b) 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.
- c) Locking the exits of the child care centre or home child care premises 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.
- d) 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 his or her self-respect, dignity or self-worth;
- e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) Inflicting any bodily harm on children including making children eat or drink against their will.

Violations of these or other prohibited practices will be immediately addressed by management. Discipline may include verbal or writing warnings, suspension, dismissal and/or reporting the incident to CAS and the College of ECEs.

3. To encourage children to interact and communicate in a positive way and support their ability to self-regulate

- Educators will role model positive communication between-educator/educator, educator/child, educator/parent and educator/school personnel.
- Children will be encouraged to make choices and problem-solve
- Educators will respect children's ideas, opinions and feelings and encourage children to express themselves in a nonjudgmental environment
- Educators will provide opportunities for self-regulation by providing a quiet space when possible
- Educators will arrange the classroom so it is inviting and allows for positive social interactions

4. To foster exploration and inquiry that is play-based. Evidence from diverse fields of study tells us that when children are playing, they are learning.

- Educators will plan their curriculum based on the children's interests
- Meaningful hands-on experiences are provided for the children recognizing the children's individual levels of development
- Materials are accessible and/or available to children and educators provide experiences that promote development in all domains
- Children are encouraged to move materials throughout all interest areas to support their natural curiosity
- Educators will encourage children to take reasonable risks in play so they learn to trust themselves.

5. To provide child-initiated and adult-supported experiences that foster development.

- Through regular observations, educators will document children's interests. These observations will feed into the weekly emergent curriculum
- Educators provide an opportunity to have the children's input in the program planning process
- Educators will research exciting, challenging and stimulating ideas to enhance the program
- Educators will provide ample materials to support individual learning and choice
- Educators will provide field trip experiences based on the children's interests
- Educators will invite visitors onsite based on the children's interests including parents who are interested

6. To plan for and create positive learning environments and experiences in which each child's learning and development will be supported

- Educators will set up all areas of development in ways that invite and encourage play and engagement
- Educators will provide a variety of materials to represent the different abilities and interests of the children
- Educators will refer to the "How Does Learning Happen?" document when designing the program
- Educators will offer flexible programming
- Educators will include family traditions and special celebrations in their program
- Educators will provide learning opportunities that support inquiry
- Educators will use photo documentation as a means to capture learning

7. To incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day, and give consideration to the unique needs of the children receiving child care.

- Educators will provide plenty of both planned and spontaneous indoor and outdoor play experiences
- Educators will support individual choices when playing indoor and outdoor
- Educators will provide a quiet time for children to rest their bodies, as needed
- Educators will provide a variety of equipment and activities (organized & free-play) to support gross motor play
- Educators will encourage children to engage in reasonable risk when playing indoors and outdoors (climbing on monkey bars, building tall block structures, etc.)
- Educators will encourage the children to challenge their abilities and think for themselves
- Educators will encourage children to choose activities that interest them and try new things

8. To foster the engagement of and communications with parents about the program and their children.

- Community is Jackman Community Daycare's middle name. All families are welcome and part of our community. We continually strive to establish and maintain a sense of belonging for all children, families and staff.
- Jackman will host orientation sessions with new parents

- Educators will share developmental checklists with parents and follow up if we suspect development concerns
- Educators will share photos, observations and pedagogical documentation with parents.
- Educators will greet parents and children at drop off and pick up times
- Jackman will engage families by hosting family activities and events and by regularly inviting parents to stay a while at drop off and pick up times
- Educators will invite parents to share their family traditions, dishes, language and celebrations
- Educators will provide families with monthly newsletters
- Jackman will offer resources and workshops for families based on family needs and interests
- Jackman invites parents to attend the Daycare's Annual General Meeting in June

9. To actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports.

- Jackman Community Daycare is an integral part of the Jackman School community. We will continue to work closely with the TDSB staff and community through ongoing communication and sharing of resources
- Educators will inform parents about access to a Resource Consultant or other supports as needed
- Educators will provide workshops for families hosted by outside agencies as needed
- Educators will provide children with Special Programming activities (sports, chess, yoga, dance, science, art, music, etc.)
- Educators will invite families to share their talents/careers with our programs (guitar, cooking, police officer, etc.)

10. To strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning.

- The Daycare supports RECEs by paying their annual dues at the College of ECEs
- Educators are provided the opportunity to attend Continuous Professional Learning (CPL) workshops. Staff are financially supported to pursue CPL opportunities through the Daycare's Educational Assistance Policy
- Educators are encouraged to share professional learning materials with their peers at staff meetings
- Management will meet with staff annually to review and reflect on staff performance and set goals for the next period

- Educators are provided with a positive and professional work environment
- Educators are given the time and space to meet daily with their room partner to allow for collaboration of program ideas
- Educators are given annual reviews to celebrate their successes
- Educators are committed to ongoing professional development and to be reflective practitioners

11. To document and review the impact of the strategies set up above on the children and families

- Educators will display photo documentation throughout the program
- Educators will share their observations and documentations with parents
- Educators will discuss developmental checklist with parents and provide support for the children where indicated need exists
- A standing agenda item on Reflective Practice will be included on staff meeting agendas to provide an opportunity for on-going reflection
- The Daycare is committed to ongoing reflection and improvement. We will monitor the effectiveness on an annual basis. This may include surveying parents and/or staff to assess performance against the 11 goals