

Program Statement

Lakeshore Community Child Care Centre views children as competent, capable, curious and rich in potential (How Does Learning Happen 2012) This Program Statement describes our goals for children, families and educators as well as the approaches we will use to meet these commitments.

1. **Goal:** Supporting children as they develop positive ways of interacting with others
Support for children's ability to self-regulate.

Our approaches:

- Support children with positive guidance; respond positively to both verbal and non-verbal cues from children
- Follow individual cues of children, developing an awareness of each child, how they adapt to situations and environments
- Support the development of self-awareness and positive self-image
- Acknowledging each child as an individual
- Help children to name emotions
- Create a safe emotional environment
- Role model positive social skills

"A significant body of research indicates that positive, caring, and respectful relationships are the foundation for optimal learning, development, health and well-being." HDLH P. 25

- Educators are monitored on their use of behaviour guidance techniques

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

- 1) Corporal punishment of the child
- 2) 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;

- 3) 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;
- 4) 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;
- 5) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- 6) 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 written warnings, suspension, dismissal and/or reporting the incident to CAS and the College of ECEs.

2. Goal: Promote an environment which ensures good nutrition and safe food preparation

Our approaches:

- All kitchen staff and managers current in Food Handling Practices certification
- Cook plans menus in consultation with families and supervision of a registered Dietician
- Alternate arrangements are available for children with food allergies or restrictions
- Meal and snack time are positive learning experiences that promote social interactions and self-help skills
- Lunch and snacks are served home style. Children have the opportunity to serve themselves with 'portion sizes that are responsive to children's cues of hunger and fullness" (HDLH, p.32)

3. Goal: Creating opportunities for children to play, explore and inquire

Our approaches:

- Provide liberal access to sufficient, varied, and quality play materials that challenge appropriate skill development
- Provide children with opportunities to explore, manipulate and investigate with all their senses

- Children are encouraged to express their wants and needs through various forms of communication

- Culture of inquiry—teachers as co-learners and co-planners. “Through play and enquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity, and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond” (HDLH, p. 15)

4. **Goal:** Both child-initiated and adult supported experiences will be embedded in the day to day program

Our approaches:

- The flow of the day is planned to limit interruptions and transitions

- Purposeful observation and understanding the continuum of development will ensure that developmentally appropriate learning opportunities are provided based on child’s interest.

- Plenty of opportunities for children to make decisions about play

- Group times offer more adult led experiences

“The arrangement of materials should invite engagement, meaning-making, and exploration”
HDLH P. 36

5. **Goal:** Planning and creation of positive learning environments. Ensuring that all children’s development and learning is supported.

Our approaches:

- Positive interactions are critical

- Focus on relationships paramount

- Planning environment as ‘third teacher’

- Creating environments that invite investigation and curiosity, and provide appropriate challenges for all children

“Children learn best when they are fully engaged in active exploration, play and inquiry” HDLH P.62

6. **Goal:** Meet children’s physical needs for indoor and outdoor play, active play, rest and quiet time

Our approaches:

- We promote daily active physical play learning experiences for children
- Outdoor play promotes exploration of the world around them.
- We post a visual schedule for children and families. This schedule outlines the sequence of the day's events which include quiet and active play both indoors and outdoors as well as time to meet individual physical needs.
- An opportunity for rest is provided based on consultation with parents, individual needs and CCEYA expectations.
- We create safe and stimulating spaces for intentional play that is individualized and adapted as needed for all children.
- Find ways to increase the amount of children's physical activity and decrease time spent in sedentary activities
"Respecting and finding ways to support each child's varied physiological and biological rhythms and needs for active play, rest, and quiet time" HDLH P. 29

7. Goal: Parent engagement and communication

Our approaches:

- We view parents as our partners.
- Our teachers encourage families to be active participants in their child's care and regularly share information about their child's development.
- We encourage families to stay continuously involved in their child's day to day life at LCCC and to communicate with our teachers about their child's social, emotional and cognitive development.
- Parents are invited to give feedback directly to their child's teachers at enrolment and when their child moves from room to room
- A parent survey is conducted annually by committee of the Board of Directors
We strive to "find ways to intentionally integrate the unique perspectives and gifts of parents...in a meaningful and authentic way" HDLH P. 27

8. Goal: Community Involvement

Our approaches:

- LCCC is connected to the Special Needs support community through our Resource Consultant.
- An integral part of the Seventh Street school community
- Active in the local community, with strong parent board and committees
- Staff active in ECE community
- Director currently serving on TCBCB Board of Directors and EYAC of TDSB
“Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them.” HDLH p 18

9. Goal: Continuous Professional Learning

Our approaches:

- LCCC is committed to supporting ongoing professional learning for teachers.
- In house training occurs at least twice per calendar year.
- Staff are encouraged to attend ‘every child belongs’ training throughout the year, and given time back for any training completed at night or on the weekend.
- Many staff annually attend the Umbrella Conference.
- One of our leaders annually attend a Leadership conference, such as the Early Learning Leaders Conference
- RECE staff is supported in their journey of Continuous professional learning and ECA staff are also required to do self-reflection and goal setting. A professional development budget and goal setting ensure that dollars are allocated equitably to staff.

“When educators engage in continuous learning and questioning, exploring new ideas and adjusting practices, they achieve the best outcomes for children, families, and themselves.”
HDLH P. 20

Documentation:

Our Program Statement and the supporting Policies and Procedures are reviewed by teachers and support staff working at LCCC prior to working with children and annually thereafter.

Sources: CCEYA Regulations, How Does Learning Happen (2012), Rockwood Consulting