



# Centre For Early Childhood Education

## PROGRAM STATEMENT

*The program statement captures the philosophy and goals that guide our program for our children. It describes the approaches that we use to support these goals and the practice to implement, monitor and evaluate. How does learning happen? Ontario's pedagogy for the Early years (2014) is a document used by the Centre For Early Childhood Education for the purpose of guiding programming and pedagogy. We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four foundational conditions need to exist:*

### **BELONGING**

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

### **ENGAGEMENT**

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

### **WELL-BEING**

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

### **EXPRESSION**

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.



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*The Centre For Early Childhood Education is committed to using "How Does Learning Happen?" Ontario's Pedagogy for the Early Years (2014) as the document for guiding our Child Care Program*

## Health, Safety and Well Being of the Children

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Every child is developing a sense of self, health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>Through a team approach CECE supports each child's well being, health and safety</li> <li>Educators follow the health &amp; safety guidelines set-up by the Ministry of Education, City of Toronto Health Department &amp; the City of Toronto Children's Services Division</li> <li>Educators view &amp; believe that children are competent, capable, curious and have great potential</li> <li>Through positive relationships, children will create lasting relationships to help them grow &amp; learn</li> <li>Daily and visual schedules will be used to support the children's daily activities</li> <li>Classroom environment will be reflective of children's interests (ie. art, drawings &amp; experiences)</li> <li>Nut Free postings will be displayed throughout the Centre</li> </ul>	<ul style="list-style-type: none"> <li>CECE uses How Does Learning Happen? A learning resource to support program development and pedagogy in our child care program</li> </ul>



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## Nutrition

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Children have a sense of health when they; are increasingly aware of and able to make healthy choices to meet their basic needs (ie: food, sleep and self care)</li> </ul>	<ul style="list-style-type: none"> <li>CECE follows the Canada food Guide to provide children with a nutritious, healthy and well-balanced menu</li> <li>Weekly menus are posted on the parent board for the current and following weeks</li> <li>We employ a cook on site that is trained in food handling</li> </ul>	<ul style="list-style-type: none"> <li>Educators will familiarize themselves with information with respect to the children(s) diet/allergies</li> </ul>

## Positive and Responsive Interaction among children, parents, child care providers and staff

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Every child has a sense of belonging when he or she is connected to others and contributes to their world</li> </ul>	<ul style="list-style-type: none"> <li>Educators will promote a sense of belonging to children and families</li> <li>Parents are encouraged to participate in enhancing the program by bringing in items such as: pictures, and artifacts from their own culture</li> <li>Portfolios are always accessible to parents to engage conversations between, educators, parents and children</li> <li>Educators are reflective practitioners who listen, observe and document in order to provide a positive learning environment for every child based on their own individual needs and</li> </ul>	<ul style="list-style-type: none"> <li>Families are experts on their children and know their children best. They are the most powerful influence on their children's learning, development, health and well being</li> <li>Seasonal and daily schedules are changed to reflect the growing needs of each group. Visual schedules are used to prepare children for transitions.</li> <li>Educators use a supportive approach with children, parents, students, volunteers and co-workers.</li> </ul>



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	interests <ul style="list-style-type: none"> <li>We believe and support an open door policy where families feel valued and welcomed.</li> </ul>	
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## Encourage children to interact and communicate in a positive way and support their ability to self-regulate

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Every child is a capable communicator who expresses himself or herself in many ways</li> </ul>	<ul style="list-style-type: none"> <li>Our educators encourage the children to interact and communicate in a positive way, and support their ability to self regulate.</li> <li>By responding positively to children's cues and engaging in reciprocal interactions, children will feel secure to explore their environment</li> <li>We foster children's exploration, play and inquiry by providing them with experiences that are child-initiated and adult supported.</li> <li>Our program also supports children's self-regulation, their ability to deal with stress and remain calm, alert and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Educators provide positive, caring and respectful relationships which are the foundation for optimal learning, development, health and well being</li> <li>Educators believe that each child is competent, curious and rich in potential. They assist children in learning how to effectively deal with stressors and then recover.</li> <li>Educators play an important role in supporting self-regulation by providing environments that reduce stressors while recognizing and supporting children's efforts and increasing ability to self-regulate.</li> <li>A visual &amp; consistent schedule is a strategy we use to support the child's day</li> <li>Educator's role model inclusive respectful and collaborative interactions with children and other adults.</li> </ul>



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## Foster the Children's Exploration, Play and Inquiry

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Every child is an active learner who explores the world with body, mind and senses</li> </ul>	<ul style="list-style-type: none"> <li>Our children learn about themselves, their peers and the world through investigation, exploration, art, creative's, pretend play, science and nature, language and literacy, block and construction, sensory, music and social interactions.</li> <li>Children are also provided daily opportunities for physical and outdoor play.</li> <li>The school-agers are given opportunities to do their homework, and provide input into their daily programming</li> <li>Our play based learning program encourages children to create, build, problem solve and try new skills which inspires children's exploration, play and inquiry. When children manipulate objects, act out roles, or experiment with different materials, they are naturally engaged in their own learning. Play allows children to construct, challenge and expand their own understandings through making connections to prior experiences. It allows children to ask questions, solve problems and engage in critical thinking which helps them develop a sense of self worth.</li> <li>Through observations of the</li> </ul>	<ul style="list-style-type: none"> <li>It is important to recognize that each child is a unique individual.</li> <li>Educators are viewed as co learners and provide an environment and experiences to engage children in active, creative and meaningful exploration of play and inquiry.</li> <li>When children choose their own activities, they become motivated. Children find more meaning when they are active in their process.</li> </ul>



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	<p>children our Educators prepare weekly program plans based on the children's interests.</p> <ul style="list-style-type: none"> <li>Educators provide the children with rich, open-ended materials while following the Early Learning Framework document.</li> </ul>	
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## Provide Child-Initiated and Adult-Supported Experiences

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Every child is an active and engaged learner who explores the world with body, mind and senses</li> </ul>	<ul style="list-style-type: none"> <li>Our program uses materials that are inviting, attractive and allows children the proper time to explore.</li> <li>Staff are flexible with the schedule and provide support to all children by creating a respectful environment where children feel confident to try things on their own to allow them to succeed regardless of their own abilities.</li> </ul>	<ul style="list-style-type: none"> <li>When educators create these experiences by being responsive and observant of children's interests, children become more motivated to succeed.</li> <li>Educators use open-ended questions to guide learning and inquiry and to engage children in conversation.</li> <li>Conversations between Educators and children are designed to be meaningful and guide children towards the ability to develop questions about the world around them.</li> </ul>

## Plan for and create positive learning environments and experiences in which each child's learning and development will be supported

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Through positive adult-child interactions, Educators work closely with children to extend their learning by encouraging children to</li> </ul>	<ul style="list-style-type: none"> <li>Educators ensure that materials have a purpose and are meaningful for the child allowing them to openly explore their</li> </ul>	<ul style="list-style-type: none"> <li>Educators will use their observations, knowledge of child development and the children's cues to promote continuous learning</li> </ul>



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build upon their existing knowledge.	<ul style="list-style-type: none"> <li>individual interests.</li> <li>Materials support diversity and the environment is viewed as a third teacher.</li> <li>Educators will share with and encourage families to be active participants in their child's care learning environment.</li> </ul>	opportunities.
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**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**

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Educators view play as an important contributor in supporting children's developing sense of self, autonomy and competence</li> </ul>	<ul style="list-style-type: none"> <li>Our curriculum incorporates planned indoor and outdoor play experiences for children as well as neighbourhood walks</li> <li>Daily schedule is designed to meet the needs of the children and provide for a balance of activities throughout the day</li> <li>Respecting children's individual needs, children are offered a time to rest or quiet activities</li> </ul>	Educators plan and incorporate indoor and outdoor experiences for children

**Foster the engagement of and ongoing communication with parents about the program and their children.**

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Early childhood programs foster communication in all forms</li> </ul>	<ul style="list-style-type: none"> <li>At CECE we believe that families are experts on their children. They bring diverse, social, cultural and linguistic perspectives, which builds</li> </ul>	<ul style="list-style-type: none"> <li>Educators post weekly program plans as a means of engagement and communication with families</li> <li>Our Educators work with</li> </ul>





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	<p>on a variety of celebrations of multiculturalism in our program.</p> <ul style="list-style-type: none"> <li>Families should feel that they always belong and are valuable contributors to their child's development.</li> <li>We encourage opportunities for parents to engage in their child's environment through interactions, events, portfolios, informative postings and newsletters.</li> <li>We believe that it is important that families have a sense of belonging and are always welcomed and invited into their child's space.</li> <li>Daily interactions with families, allows families to be involved in their child's learning.</li> </ul>	families in order for the Child to be successful in our Program
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## Involve local community partners and allow those partners to support the children, their families and staff

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>Every child has a sense of belonging when he or she is connected to others and contributes to their world</li> </ul>	<ul style="list-style-type: none"> <li>The Centre has a resource consultant that can provide support to the staff, children and families.</li> <li>Since our centre is located in a School we value and believe that the relationship with our educational partner is critical.</li> <li>We welcome community partners and believe they are a great source of information for children to learn about his/her</li> </ul>	<ul style="list-style-type: none"> <li>Educators encourage placement students to bring in additional resources for our children which strengthens and enriches all elements of our program</li> </ul>





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	<p>community, build connections and inquire about the world around them (ie. librarian).</p> <ul style="list-style-type: none"> <li>• CECE welcomes students on placements.</li> </ul>	
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## Supporting staff In continuous Professional Learning And Document and Review the impact of our Program Statement

Goals for children	Program Expectation	Additional considerations for Educators
<ul style="list-style-type: none"> <li>• The goals and expectations help educators to strive to provide the best experiences and outcomes for children families and educators.</li> </ul>	<ul style="list-style-type: none"> <li>• CECE supports continuous professional learning and growth of all our educators. This is achieved through the sharing of resources and expertise as well as mentoring and training by program supervisors.</li> <li>• Program supervisors meet with staff to discuss strategies, and provide constructive feedback</li> <li>• Monitoring and supporting staff and engaging staff in self reflection provides opportunities for discussion with others which helps to support Educators continuous professional learning and growth.</li> <li>• All staff, students and volunteers will review our program statement prior to interacting with children and annually thereafter or at any time when the program statement is modified.</li> <li>• All staff, students and volunteers will be observed for the purpose of monitoring compliance with</li> </ul>	<ul style="list-style-type: none"> <li>• By providing educators ongoing opportunities to engage in critical reflection and discussion with others about pedagogy and practice</li> <li>• We encourage all educators to have a commitment to ongoing learning as this is the key to ensuring a positive program and the overall growth and development of each individual child.</li> <li>• Discuss with staff annually to review and reflect on our performance and capture outcomes and set goals.</li> <li>• Resources are available on How Learning Happens, Think, Feel, Act and the Early Learning For Every Child Today(Early Years Portal), Minister's Policy Statement on Programming and Pedagogy</li> </ul>



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	<p>the program statement.</p> <ul style="list-style-type: none"><li>• In order to ensure effective implementation, we will review annually the impact of the program statement and all the strategies, as well as their impact on our children and families.</li></ul>	
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*Revised – Dec. 28/16*