
Program Statement and Implementation Policy

We are committed to promoting and providing an inclusive and safe environment that uses the How Does Learning Happen? Ontario's Pedagogy, for the Early Years framework as a guide to govern our programs and integrate the four foundations of Belonging, Well-being, Engagement, and Expression in our daily practices. We strive to build strong and responsive relationships between children, teachers, families and our communities; which continually develops the abundance of potential in every child.

Play serves a very important role in a child learning about self, others, and the world. When we give children the time and opportunity to engage in active self-directed play we recognize the need for children to explore, examine, investigate, and ask questions. Inquiry-based play is a fundamental mode of learning for all children, children learn about the natural world through self-created experiences. Play enables children to explore a variety of creative uses of common materials and environments (indoor and outdoor spaces), it challenges conventional ways to use materials, and gives children a sense of power, control and mastery of their own learning.

We shall not permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- (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.

Measures Used to Deal with Contravention of Policies and Practices

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by the management staff. Individuals who violate the prohibited practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment. Kinder College ELC understands and complies with all established guidelines for reporting to the Ministry of Education, municipal children's services, child protection agencies, and professional colleagues.

This program statement will be reviewed annually to ensure it is upholding and aligned with the pedagogy and practices set forth in the Minister's policy statement.

Indicator- {(O.Reg. 137/15, s.46(3))}	Goal	Approach
(a) Promote the health, safety, nutrition and well-being of the children	We promote an inclusive and safe environment that promotes race, ethnicity, physical, mental, and emotional well-being of the children.	<ul style="list-style-type: none">• Children's diversity is respected in choices and materials used throughout the program.• Staff monitor the environment (inside and outside) daily for any immediate or potential hazards• Children's nutrition is valued through menu choices that reflect the Canada Food Guide and monitored by a registered dietician. Food choices are respectful of family beliefs and practices.• Staff adhere to all food restrictions and allergies and document the children's health. Concerns are brought forward to families immediately.
(b) Support positive and responsible interactions among the children, parents, childcare	All children, families, and staff entering into the centre shall be treated equally, with respect and be given the support and opportunities needed within our environment	<ul style="list-style-type: none">• Opportunities are given for staff and families to connect daily and for families to discuss their child's development and program.• Staff practices a play-

providers and staff		based curriculum that encourages children to be curious, take risks, and lead their learning.
(c) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate	Staff will support a child by providing a developmentally appropriate framework for children to communicate in a positive manner and promote self-regulation.	<ul style="list-style-type: none"> • Staff model positive interactions and communication by respecting each child's individuality and being engaged in children's play. • Staff model and encourage children to recognize feelings in others • Staff provides opportunities and teaches how to use calming techniques with children to resolve issues.
(d) Foster the children's exploration, play and inquiry	We recognize each child's natural desire and ability to learn. Staff will foster children's natural curiosity to explore and be leaders in their learning.	<ul style="list-style-type: none"> • Through observations and documentation; staff will facilitate children's interests and inquiries • Staff will provide materials and experiences (both indoor and outdoor) that encourage children to explore through open-ended activities, build-on experiences and expand learning opportunities
(e) Provide child-initiated and adult-supported experiences	We recognize each child's natural desire and ability to learn. Staff will foster children's natural curiosity to explore and be leaders in their learning.	<ul style="list-style-type: none"> • Staff will provide materials and experiences (both indoor and outdoor) that encourage children to explore • Staff act as facilitators in the environment-through observations and documentation allows teachers to plan group and individual

		<p>experiences</p> <ul style="list-style-type: none"> • Staff will be active listeners (observers) with children and plan according to children's interests using documentation
(f) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported	Staff will engage children by planning experiences that are based on their interests and developmental needs.	<ul style="list-style-type: none"> • Staff will provide materials and experiences (both indoor and outdoor) that encourage children to explore • Staff will be active listeners, using observations and developmental assessments to plan according to children's interests and experiences
(g) 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	A variety of experiences will be planned and facilitated throughout the child's day that incorporate all times of the day (indoor, outdoor, active, and quiet) while ensuring the individual needs of the children are being met.	<ul style="list-style-type: none"> • Staff meet the individual needs of the children by following individual plans, observations, family-instructed needs, and regulations set forward for the centre. • Staff plans adaptations for experiences/activities so that all children are successful and engaged. • There are learning centres in the environment to foster children's varying needs. There are opportunities for children to have quiet and reflective time and areas that allow for play that is more active (both indoor and outdoor).
(h) Foster the engagement of and on-going	We promote a culture of family involvement by engaging families in partnerships with our teachers	<ul style="list-style-type: none"> • There are opportunities for staff and families to connect daily and for

communication with parents about the program and their children	that support their children's development and learning.	<p>families to discuss their child's development and program.</p> <ul style="list-style-type: none"> The parents are encouraged to provide input into experiences that are planned for their children. Parents are encouraged to participate in the program through various measures (read a book to a group, cooking activities, etc.)
(i) Involve the local community partners and allow those partners to support the children, their families and staff	We will engage various stakeholders in the community to support our children, families, and staff	<ul style="list-style-type: none"> We liaise with community members and facilitate programs, workshops, trainings that support our families, children, and staff
(j) Support staff or others who interact with the children at a childcare centre in relation to continuous professional learning	We will support staff to attend professional learning opportunities and encourage on-going training as related to the childcare field.	<ul style="list-style-type: none"> Staff attend workshops that are provided throughout the year through various avenues; i.e. internal trainings, external workshops, and performance goal development. Trainings are paid by the organization for the staff to attend
(k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families	<ul style="list-style-type: none"> To ensure that the strategies set out in (a) to (j) are meeting the needs of our children and families and that opportunities are provided to make changes if needed 	<ul style="list-style-type: none"> Through documentation of feedback from families, children, and staff, we assess and explore opportunities for improvements in our approaches. Monitoring of the program through a developed checklist that reflects the strategies set out in the program Statement