



Welcome to Haldimand-Norfolk REACH Early Learning & Care Programs

School Aged Programs

Haldimand Norfolk REACH provides early learning and care programs for children infancy to twelve years of age. Our Early Learning and Care unit includes the following services; centre based care, licensed home child care, and Ontario Early Years centres. We offer programs which are licensed by the Ministry of Education and align with the following documents;

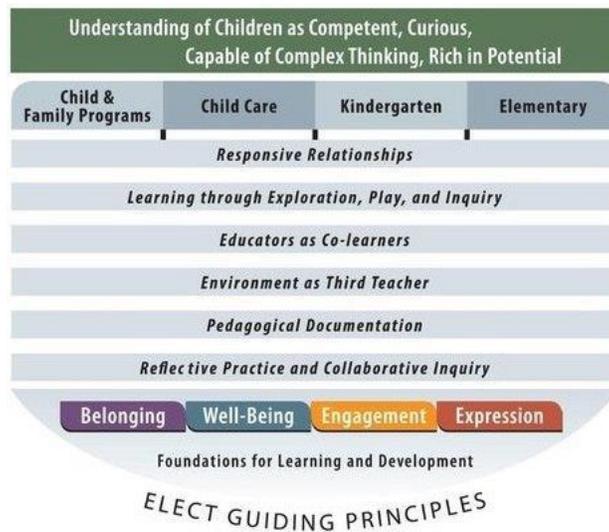
- The Child Care and Early Years Act 2014 (Bill 10, Child Care Modernization Act, 2014)
- How Does Learning Happen? Ontario’s Pedagogy for the Early Years (Ministry of Education, 2014)
- Ontario Early Learning for Every Child Today (Ministry of Children and Youth Services; Best Start Expert Panel on Early Learning, 2007)
- Think, Feel, Act: Lessons from Research About Young Children (Ministry of Education, 2013)

How Does Learning Happen?

Child Care and Early Years Act, 2014 (CCEYA) came into effect on August 31, 2015. This legislation replaced the outdated *Day Nurseries Act* (DNA) and established new rules governing child care in Ontario.

In 2014, The Ministry of Education introduced the research document **How Does Learning Happen, Ontario’s Pedagogy for the Early Years**. This research based document provided Early Learning settings with a consistent approach and understanding of the relationship between educator, children and families. The document provides a framework to support play based learning and is a requirement for all licensed child care programs in Ontario.

The resource guide outlines, goals for children, expectations for programs and questions for reflection for Educators. The ELECT Guiding Principles (Ministry of Children and Youth Services; Best Start Expert Panel on Early Learning, 2007) set the stage to ensure foundations for learning and development. These principles guide the delivery of service in our programs.



Think, Feel, Act, 2013 Ministry of Education had six leading experts in the field of early childhood education write six researched briefs highlighting the latest research and strategies to support educators in their daily practices and reflections.

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Our Program Goals and How We Will Achieve Them

Promote the health, safety, nutrition and well-being of children.

- We plan and provide a snack menu focused on healthy choices. Canada's food guide is utilized in developing seasonal menus. Two food groups are planned for each snack with water. Children participate in activities that focus on food and nutrition. Menus are displayed on our program information boards.
- Indoor and outdoor environments are inspected and recorded on an inspection checklist prior to use each day. All safety hazards are reported and removed prior to use each day. Safety is a main consideration when planning activities.
- Supervision is provided by educators. Anticipating hazards and supporting play with a focus on being safe. We guide children and scaffold on their prior learning to make safe choices during play. We work together with children to problem solve, provide role modeling and support to work together.
- Educators communicate with children sharing with them what is coming next in the program and providing them with warnings of transitions.
- We record arrival and departure times in our daily attendance log. We record and utilize transition logs to ensure all children are accounted for when leaving the classroom and transitioning to the playground.
- A healthy environment is maintained by providing families with an ill health policy and procedure describing inclusion and exclusion related to symptoms of ill health and communicable disease. Symptoms of ill health are recorded on a daily health check and communicated with parents.
- Educators disinfect the toys, equipment and environment on a scheduled basis. The maintenance is recorded on a checklist.
- Water flushing is performed on a regular basis at each school to ensure all water is safe for drinking.



Support positive and responsive interactions among the children, parents, child care providers and educators.

- Each child and family is greeted with enthusiasm and welcoming. Educators assist children in making the transition into the program.
- Educators prepare invitations to play within the environment to create inviting and exciting spaces for children. This is done by educators setting up the environment to offer choices and invite play.
- Educators welcome parents, share about how their child is doing and are available to discuss any information that they would like to share. Educators listen to parents and encourage conversation.
- Educators are responsive to parent questions. They respond in a timely manner and will seek information to meet their inquiry.
- Educators model positive interactions and communications within the team.
- Educators work together to be supported by one another and the Supervisor when dealing with challenges.
- Educators offer parent engagement events to provide parents with an opportunity to observe the program and socialize.
- Parents are provided with monthly emails sharing what is happening at the program and any reminders to be aware of.
- Educators provide parents with documentation of the activities offered during the program. This is documented and posted on the daily activities sheet posted on the program board.

Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

- Educators assist children in developing peer relationships, sharing and turn taking during the program.
- Educators acknowledge children by name on an individual basis to ensure interactions are meaningful and at their level.
- Educators assist children in developing problem solving skills by varying choices that are age and developmentally appropriate and by helping children develop awareness of tools that can help them problem solve independently. We ensure this by building on opportunities to learn new skills and guide behaviour in a positive direction.
- Educators assist children in developing communication skills. They achieve this by modeling, listening and responding to their individual needs.
- Educators plan incentive programs to engage children in positive behaviour.
- Educators encourage children to become helpers at every opportunity to help develop independence and self confidence.

- Educators support children by encouraging them to talk about their feelings when they need support. Tools for life strategies are utilized for achieving this.

Foster the children's exploration, play and inquiry.

- Educators create intentional spaces where children have the ability to investigate, observe, and be comfortable.
- Educators view the child as competent, capable, curious and rich in potential. Challenges are offered to reflect this belief. We celebrate each child and their journey through the continuum of development. We share these observations and moments with parents and we reflect with co-workers at regular team meetings.
- Educators coordinate services and work with other professionals to support children's individual needs. Collaboration is crucial to ensure coordination of services and a seamless experience for children.
- Educators observe and participate in play with children. They take opportunities to ask open ended questions that provoke a deeper learning experience. They weave in opportunities to expand on activities and follow the children's lead.
- Educators provide free choice that is age and developmentally appropriate for school age children. They will ensure that the environment provides variety of choice and materials are regularly rotated.
- Educators plan a flexible schedule that can be altered dependant on the interests of the children.



Provide child-initiated and adult supported experiences.

- Educators see the connection between the environment and the experiences that you provide for children to engage them. We provide a variety of activities that allows school age children choice and engagement to reflect their interests. We utilize opportunities to observe play and document learning.
- Educators are aware of the priority to engage each child within the environment. We will accomplish this by getting to know each child. Assisting each child that requires help to engage. We will display enthusiasm in play and excitement to see what is next.
- Educators focus on encouraging child/educator interactions, and peer interactions. We accomplish this through observation and responsiveness to engage the group.

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

- Educators reflect and discuss observations, interests and achievements at our team meetings. This informs our next steps in planning the intentional environment and the rich materials and experiences that are offered.
- Educators take opportunities at monthly educator meetings to share program updates and ideas.
- Educators support team building by ensuring time for planning, meeting, discussion, reflection assist each person in professional growth and learning opportunities.
- Educators utilize the document, How does Learning Happen?, to assist us in planning and reflection. We create documentation capturing events and moments. The documentation is shared with parents and children by completing learning stories and involving the children in the documentation.
- Reflecting back on documentation with the children connects them back to the positive experience, revisiting learning and recognizes personal growth. It also allows for another opportunity to expand on learning.

Incorporate indoor and outdoor play, as well as active play, rest and quiet time and give consideration to the individual needs of children.

- Educators plan to adapt the environment to provide school age children with outlets for gross motor activities after a day of work in the school environment.
- We ensure that children receive a minimum of 30 minutes of outdoor play (weather permitting) each day.
- Cozy areas are created indoor and outdoors to provide children with spaces that they can rest, relax and take a break.
- Activities are planned and offered in the gym, this provides a balance of child initiated and planned activities.

Foster the engagement of and on-going communication with parents about the program and their children.

- Educators offer daily communication with parents so that they have knowledge of their child's day.
- We provide open communication to welcome relationship building where parents are comfortable asking questions. We greet parents at every opportunity to help encourage communication.
- Educators offer individualized forms of communication and seek the best times to connect with parents.

- Educators provide parents with email contacts to connect with educator and welcome telephone calls to share or connect at the best time for the parent.
- Educators provide a parent information area at each program that includes flyers, documentation and program information. Educators send out monthly email updates, share program specific openings and share other community resources when able.
- Educators plan parent engagement events to help develop relationships with educator and within the program.
- Educators look to the parent as the expert source of knowledge for their child. We share information and problem solve together to support individual needs.
- Educators encourage parents to participate in opportunities to provide feedback. We distribute an annual parent survey. A program feedback box is provided for parents to submit feedback. Parents are provided with the program email and phone to communicate feedback.
- The results of the parent survey directly inform the annual work plan and guide decision making.

Involve local community partners and allow those partners to support the children, their families and educators.

- As a multi service organization we are able to refer parents for services and provide coordination of other services that we can provide for the family.
- We welcome community partners as special guests in our program s to enhance experiences.
- Resources are provided to parents to reflect events and resources available within the community.
- Resource consultants employed by HN REACH work together with the programs to increase knowledge and create individualized plans for children. Resource consultants regularly visit the program, consult and offer suggestions to increase inclusion. Resource consultants are able to support concerns within the program and provide support.



Support educator or others who interact with the children at the child care centre in relation to continuous professional learning.

- An annual employee survey is distributed within the agency to directly inform planning and supervision
- Annual/bi- annual performance appraisals are implemented for each educator.
- Educators participate in a continuous learning plan, displaying an on-going commitment to learning and professional development as required by the College of Early Childhood Educators for ECE's only. All other qualified educators participate in the annual quality initiative and complete a professional portfolio reflecting their professional development accomplishments. All educators complete all agency mandatory training.
- A culture of learning is encouraged and supported with financial support and time to attend events.
- Educators are encouraged to participate in the Cultivating Learners network group of reflective practice. This group meets on a quarterly basis to learn and reflect on their practice.
- Supervisors attend the Early Learning and Care Network on a monthly basis. This group is reflective of Early Learning and Care programs in Haldimand and Norfolk. It is a voluntary network that meets to reflect on changes within the sector, professional development and networking with other professionals.

Program Statement Implementation

This program statement will be reviewed with all educators, students and volunteers at the time of orientation and on an annual basis as a part of our annual policy review and whenever changes are made to the document.

The program statement will be included as part of our monthly team meeting agenda. We will reflect with educator about the program statement goals and how we will ensure that the goals are visible in our program.

Any changes to the program statement will include educator feedback through discussion via team meetings, emails and surveys.

The program statement will serve as a foundation at our unit planning meeting.

Educators will assist in providing on-going feedback related to the connection of goals and measurable outcomes.

Educators will assist in making the program statement visible for parents in the program using documentation of the children's learning and verbally sharing information on a daily basis with parents. The program documentations include; daily information sheets, learning stories and photos.

Parents will receive a copy of the program statement at the time of program statement development and at orientation from there on and when changes are made.

Communication with parents will reflect the language used in the program statement and will include verbal, email or written communication.

Reflective questions for parents will be included in the annual parent survey and will include impact on children and families for services received.

Monitoring and Supervision of Educators

The program statement will be included in individual supervision meetings through reflective discussion with the program supervisor. The discussion will include a review of their understanding and evidence of how they are meeting the goals. This will be documented on a supervision template and used for future reflection and professional growth.

Educators will be observed during facilitation of program and the observations will be recorded on the Behaviour Guidance observation form. The observation will be discussed as part of the mentoring culture that includes side by side learning opportunities with educators and supervision.

Educators will record observations regularly in the individual program observation duo tang. This will be reviewed monthly by the Supervisor.

Each program will receive a binder that will include the program statement and subsections referencing the goals. The educators will be responsible for gathering the documentation in the binder to reflect the evidence of how we are meeting the goal. The evidence will be discussed at monthly team meetings.

Educators will be expected to ensure evidence is gathered and documented in the binder once per month.

Policy and procedure review is an expectation for all educators and will be documented.

Observations will include educators guiding children in a positive direction and will be focused on ensuring that there is no use of prohibited practices.

In the event that prohibited practices are observed, the implementation of the behaviour management policy will occur.

The program statement reflection will be included in the annual performance appraisal for educators.

If you have any questions or feedback that you would like to share about these goals or statements, please feel free to contact the Supervisor of the program or the Early Learning and Care Manager.