



## **Program Statement Implementation Policy**

The Program Statement for Rippleton Roadsters Child Care and Satellite Program has been written and designed as a tool to provide clarity on the expectations the program and how to effectively interact with children, parents and staff.

HOW DOES LEARNING HAPPEN? ONTARIO'S PEDAGOGY FOR THE EARLY YEARS (2014)" guides our licensed childcare program. This professional learning resource supports our early year's programs and inspires critical reflection and discussion among the staff, the children and their families.

It is the goal of Rippleton Roadsters Child Care and Satellite Program to ensure that the practices set out in the Program Statement will be implemented by all staff, volunteers and students in our organization.

All new staff, students and volunteers will review this program statement during orientation prior to the first day of employment and will be reviewed whenever the program statement is modified and annually thereafter.

Once documentation is completed it will be reviewed with the employee, volunteer or student and placed in the individuals personnel file.

### **Goals and Approaches**

**Expectations are clearly identified for child care providers and other staff, volunteers or students who interact with children and families as to how the approaches set out in the program statement are to be implemented when working with children and families in the program,**

- A. Rippleton Roadsters Child Care and Satellite Program (RRCCSP) promotes the health, safety, nutrition and well-being of the children. Keeping children healthy and safe is a priority at RRCCSP and we understand that the wellbeing of their child is a parent/guardian's utmost concern. RRCCSP has developed research-based procedures that provide the basis for our staff to support children's well-being. RRCCSPs educators' approaches to promoting children's health and well-being are written into the compliance of policies and procedures, which include practices such as:**
  - Safe supervision of children
  - Menu planning following Canada's Food Guide provided by our caterer MHalpert Catering
  - Emergency procedures
  
- B. We support positive and responsive interactions among the children, parents, child care providers and staff. Our Educators will incorporate the following approaches to support positive and responsive interactions:**
  - Educators will build a foundation of trust with children by being available, sensitive, responsive, and caring.
  - Educators will create an inclusive and respectful environment to foster positive, equitable, and collaborative relationships.
  - Educators will interact and communicate with parents on a daily basis sharing observations, documentations, and reflections.

- C. We encourage children to interact and communicate in a positive way and support their ability to self-regulate. RRCCSP believes that it is the role of the adult in a child's life to support them to learn how to interact effectively with the world around them including other children, adults, and the environment. This includes self regulation and the development of a sense of self as being capable and able to manage their emotions and behaviour. Approaches that our educators may use for positive interactions among children include:**
- Educators will provide small group experiences that allow for more individualized adult attention.
  - Educators will role model inclusive, respectful, and collaborative interactions with children and other adults.
  - Educators will ensure that sufficient and appropriate toys, equipment, and materials are available to children at all times.
  - Educators will ensure that children are given freedom to make choices.
- D. We foster children's exploration, play and inquiry. Children are born with a natural sense of curiosity and wonder. They play naturally. Children explore their world through their senses, repetition of tasks, imitation, asking questions, and pretending. RRCCSP believes that our role is to support play so that learning and development flourishes. Our educators use the following approaches to foster children's play, exploration and inquiry:**
- Educators will be active participants in play.
  - Educators will adapt the environment in response to children's interests and curiosity.
  - Educators will encourage children to decide where, when, what and how they play.
- E. We provide child-initiated and adult-supported experiences. RRCCSPs curriculum focuses on play-based learning, allowing the child to take the lead and then focusing on his or her interest to develop learning experiences. When this approach to learning takes place, along with the educator's understanding of child development, the child's competence, capacity and potential are maximized. Approaches used by RRCCSPs educators to provide child-initiated and adult-supported experiences include:**
- Children and parents/guardians are warmly greeted by educators upon arrival and children are invited to share news of their day.
  - Educators will take opportunities to ask the children open ended questions and engage discussion that expands their curiosity, learning and interests.
  - Educators will set up the room with a variety of activities and materials that support the observed interests of the children.
- F. We plan for and create positive learning environments and experiences in which each child's learning and development will be supported. We understand the importance of the learning environment and planned experiences as an integral part of supporting children's play so that early learning and healthy development is maximized. Our educators will use the following approaches to plan for positive learning environments and experiences:**
- Educators will design learning centres to be flexible and responsive to the needs and interests of all the children.
  - Educators will strive to create home like environments that include soft furnishings, items from nature, family and centre photographs, and accessories that are intended to make children feel comfortable and confident.

- G. We 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 childcare. At RRCCSP we understand that a daily schedule should meet the needs of all the children and provide a balance of activities throughout the day. Our educators' approaches to providing variety and balance throughout the day will include:**
- Educators will ensure enough time is allotted for children to explore, play, and enjoy activities
  - both indoors and out.
  - Educators will keep transitions from activity to activity to a minimum, so children get to play more.
  - Educators recognize that young children in our toddler and preschool programs thrive on regular schedules and feel secure when they can predict what will occur throughout the day; therefore
  - educators in these programs will ensure snacks, mealtimes and rest periods are consistent.
- H. We foster the engagement of, and ongoing communication with parents about the program and their children. At RRCCSP we understand that a parent/guardian is the most important person in a child's life. Our educators play a supporting role while the child is in our care. We recognize that our engagement and communication with parents/guardians helps a child to feel a greater sense of belonging and is key as we strive to build relationships with our families. Approaches implemented by our educators to foster engagement and communication will include:**
- Educators will communicate with parents/guardians on a regular basis about children's activities and health.
  - Educators will share children's artwork, sculptures, creations and photographs of the children at play.
  - Educators will make program plans available that include observations of children's interests, activities and their connection to learning.
  - We encourage parents to visit the center to share their career experiences that support topics that children show interest in
- I. At RRCCSP we involve local community partners and allow those partners to support the children and their families and staff. RRCCSP works closely with local community agencies and partners in order to support the children and families in our programs. While our range of community partners is broad, the largest and most important are the two local school boards TDSB and TCSD. Since both of our centres are located in schools, relationships with principals and school staff are critical for us to be able to support our children and their families. Our educators will include the following approaches to involve community partners:**
- Educators will seek out opportunities to share our knowledge and to learn from others in the community through formalized options and informal networking.
  - Educators will work in close co-operation with specialized services, when required, such as Toronto Children's Services, Children's Aid, The Ministry of Education, Child Resource Consultants, Speech and Occupational Therapists
- J. We support our staff or others who interact with the children at a childcare centre in relation to continuous professional learning. RRCCSP is committed to the ongoing professional development of all our educators. Approaches to support continuous professional learning include:**
- Educators may attend a wide spectrum of training sessions throughout their career RRCCSP including child care curriculum workshops, first aid training, and requirements set out by the College of ECE and the Ministry of Education

- K. RRCCSP will document and review the impact of the strategies set out in clauses (a) to (j) on the children and families. RRCCSP is committed to supporting children to grow to their fullest potential in a safe, caring and nurturing environment. Our Program Statement describes RRCCSPs specific goals for children’s learning and development, and the approaches that will be implemented. Each member of the program team holds a role and responsibility in ensuring the approaches in the Program Statement are implemented. Approaches by management, supervisors and educators in the implementation and monitoring of the Program Statement will follow a specific outline:**
- All new educators, students and volunteers will be oriented to the RRCCSPs Program Statement before they interact with children. A sign off sheet including signatures of educators, students and volunteers with the date of orientation will be kept on file.
  - Educators, students and volunteers will be required to formally review RRCCSPs Program Statement annually or when there are substantive changes to the Program Statement.
  - Recorded verification of the review will be signed and dated by all educators, students and volunteers.
  - All educators, students and volunteers will be monitored, and observations documented for the implementation of approaches as set out in the Program Statement. For the year, a minimum of 1 observation in each period of September to January and 1 observation February to June, and 1 observation in July to August (at our Rippleton location) will be recorded minimum 3 total).
  - Goals related to the implementation of and observation(s) related to the Program Statement will be incorporated into the ongoing process of performance management.

#### **Support to Staff, Volunteers and Students:**

The Executive Director or Designate will provide support through staff meetings, team meeting and on an individual basis in order to support the implementation of the Program Statement. Additional professional training may also be provided.

Volunteers and students will be supported by The Executive Director and RRCCSP staff mentoring to implement the goals identified in the program statement.

#### **Prohibited Practices**

It is the practice of RRCCSP to provide quality programming in a caring, supportive environment. The focus of the Prohibited Practice Policy ensures that the staff, volunteers and students will support children to cope with feelings, and conflicts in a positive and cooperative way. The following actions will not be allowed under any circumstances:

1. Any form of **CORPORAL PUNISHMENT** including but not limited to hitting, spanking, kicking, heavy pushing, shaking, shoving, grabbing, squeezing arms, ears, etc.
2. Physical restraint of children, including but not limited to confining to a chair etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent) as outlined in the Child Care and Early Years Act 2014.
3. Locking the exits of the childcare centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency
4. Use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare or frighten the child or undermine their self-respect, dignity or self-worth.
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use or clothing
6. Inflicting any bodily harm on children including making children eat or drink against their will.

### **The Role of the Executive Director or Designate:**

Ensure all new staff, students and volunteers are given an orientation before they interact with children and signed off by the staff, student, or volunteer the documentation will be kept on file for 3 years.

Review the Program Statement with all staff, students, and volunteers on an annual basis or any time there are changes to the program statement.

Provide coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff teams through documentation, team meetings and staff meetings.

Provide staff with opportunities to attend additional training workshops.

Monitor all staff, students and volunteers for compliance with the approaches set out in the program statement for any prohibited practices through a combination of observations; reports from colleagues, parents, and community partners etc. Immediately report any concerns or commission of any prohibited practices to Board of Directors or in the case of Child Abuse, report directly to the appropriate agencies including Ministry of Education, Toronto Children's Services, child protection agencies, and the College of ECE and within the established guidelines begin a Serious Occurrence report

### **Role of the Educator:**

Engage in ongoing reflective practice and collaborative efforts with all staff.

Participate fully in all discussions of curriculum style, Ministry of Education licensing, quality assessments, and any parent input with the team and assist in developing a plan of action to be implemented and shared during meetings.

Attend and fully participate in mandatory meetings and additional training.

Immediately report any concerns or contravention of any prohibited practices to the Executive Director.

Immediately report any concerns of any prohibited practices to the Executive Director or in the case of Child Abuse, report directly to the appropriate agencies including Ministry of Education, Toronto Children's Services, child protection agencies, and the College of ECE and within the established guidelines, begin a Serious Occurrence report.

### **Contravention for non-compliance and contraventions.**

#### **Staff:**

If contravention of a policy occurs, except those that in the opinion of the Executive Director constitute cause for immediate dismissal, the contravention will be dealt with initially through employee's performance evaluation and then, failing demonstrated remediation, through the disciplinary process Employee Manual.

Disciplinary steps may include but are not limited to: Verbal Warning, Written Warning, Suspension without pay and Dismissal.

**Volunteers:**

If contravention of a policy occurs, except those that in the opinion of the Executive Director constitute cause for immediate removal from volunteer duty, the volunteer will be given a verbal warning. Documentation of the incident of facts leading to the warning, including the date time and details of the incident will be noted in the volunteer's personnel file. This warning will be initiated by both the Supervising RECE or Executive Director or the person observing the non-compliance. Support will be provided to the volunteer by the Executive Director or Designate to assist in correcting the non-compliance,

If volunteer fails to meet performance standard outlined in RRCCSP's policies and procedures the volunteer will be removed from their position

**Placement Students:**

If contravention of a policy occurs, except those that in the opinion of the Executive Director constitute cause for immediate dismissal, the student will be given a verbal. The Program Co-ordinator will be informed and in consultation with the Co-ordinator the student will be given an opportunity to correct the non-compliant behaviour through mentoring from the host RECE. If the non-compliant behaviour continues and a second warning will be issued and further communication with the Program co-ordinator will occur which may lead to termination of the placement.

All documentation will be kept on file for 3 years.