**Program Statement**

At Preschool Canada Early Learning Centers, we view each child as being competent, capable, curious and rich in potential. We understand the uniqueness and different attributes each child brings to the Centre. We also understand that each child has a different background, and we encourage their differences to come forth in daily activities in the Centre. Each child has the ability to grow, develop and participate in our program to its full capacity. Every day, we work diligently with the children to ensure our goals are met. We strive to allow each child to be resilient, to be curious, and explore through hands on activities. Our goal is to observe and understand each child, so we may plan learning engagements and activities based on their interests and abilities. We wish each child to come to Preschool Canada and learn something new each day, or take a step in a different direction each day. We want them to be independent, and learn how to help themselves. Our staff are committed to this goal by nurturing the children and teaching them to be confident in their ability to perform self-help tasks. Our focus is planning and providing an environment that the children require and want, in connection with the Ministry of Education document “How Does Learning Happen”. This document is used to guide all licensed child care programs and can be found on the Ministry of Education website, childcare section.

We will strive to promote the health, safety, nutrition and well-being of every child in our care. We will do this in many different ways. Providing a well-balanced, home cooked menu, which follows Canada’s Food Guide, will ensure your child is being well nourished throughout the day here with us at Preschool Canada. We offer a variety of snack and meal options that the children enjoy. Following the ratio regulations as set out by the Child Care and Early Years Act will allow for optimal supervision of the children. Ensuring each room in the center has materials that are in good working order will also assist in maintaining the well-being and safety of each child, The environment we provide here at Preschool Canada is set up in a way that allows each child to be curious, choose activities they would like to do, which fosters their well-being and allows them to feel success in making decisions for themselves. We do daily health checks of the children upon their arrival and assess their health, activity level and overall demeanor throughout the day. We are diligent in following the local health department’s policies and procedures, regarding children who are sick and need to be excluded. Our staff are all CPR and First Aid certified and trained in how to handle simple first aid procedures as well as emergency situations. We keep stocked first aid kits in every room and in the kitchen. We also have access to a thermometer so we can monitor children who are not feeling well for fever. Our day involves many routine transitions from one event to the next. We make constant observations of children who are not acting as they normally would as this is a sign that they are not feeling well. Children engage in outdoor play as part of our program. We maintain proper staffing ratios on the playground to, again, allow for optimal supervision and play experiences. We perform daily, monthly, and annual inspections to make sure the playground offers a safe environment, where children can develop their gross motor skills and explore the environment around them. The teachers engage children in gross motor games and activities which follow their interest and allow for choice and also offer free play with a variety of outdoor materials. At Preschool Canada, we are committed to ensuring each child is safe, provided healthy food, and their overall well-being is of utmost importance to us.

At Preschool Canada we strongly believe that children are bright and competent individuals that strive to be the best they can be, our educators ensure that the children are constantly challenged based on their interests, our program statement describes the goals that help guide our educators to assist children in their development through our programs. The approaches we use help to:

**Goals & Approaches**

A) Promotes the health, safety, nutrition and well-being of the children.

Preschool Canada will support goal (a) by keeping children healthy and safe as a priority. We understand that the well‐being of their child is a parent/guardian’s utmost concern. Therefore we have developed research based procedures that provide the basis for our staff to support children’s well-being.

Preschool Canada staff’s approaches to promoting children’s health and well-being are woven into the compliance of policies and procedures, which include practices such as:

* Safe supervision of children
* Child Protection procedures and training
* Menu planning following the Canada Food Guide
* Emergency procedures

B) Support positive and responsive interactions among the children, parents, child care providers and staff.

Preschool Canada will support goal (b) by understand that young children flourish in all areas of development when they are in positive and responsive relationships with adults.

Preschool Canada staffs 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) Encourage children to interact and communicate in a positive way and support their ability to self-regulate.

Preschool Canada supports goal (c) by believing 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 implemented by Preschool Canada staff to set the stage 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) Foster children’s exploration, play and inquiry.

Preschool Canada supports goal (d) noting that 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. We believe that our role is to support play so that learning and development flourishes.

Preschool Canada staff 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) Provide child-initiated and adult-supported experiences.

Preschool Canada supports goal (e) with a curriculum focused 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 Preschool Canada staff 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) Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported.

Preschool Canada supports goal (f) as 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.

Preschool Canada staff will use the following approaches to plan for positive learning environments and experiences:

* Educators will design learning Centre’s 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) 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.

Preschool Canada supports goal (g) by understanding that a daily schedule should meet the needs of all the children and provide a balance of activities throughout the day.

Preschool Canada 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, meal times and rest periods are consistent.

H) Foster the engagement of, and ongoing communication with parents about the program and their children.

Preschool Canada supports goal (h) as we understand that a parent/guardian is the most important person in a child’s life. Our staff plays 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 the families.

Approaches implemented by Preschool Canada staff, to foster engagement and communication:

* 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.

I) Involve local community partners and allows those partners to support the children and their families and staff.

Preschool Canada will support goal (i) by working closely with local community agencies and partners in order to support the children and families in our programs.

Preschool Canada staff 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.

J) Support our staff or others who interact with the children at a child care Centre in relation to continuous professional learning.

Preschool Canada is committed to the ongoing professional development of all our educators.

Approaches to support continuous professional learning include:

* Educators will attend a wide spectrum of training sessions throughout their career with the various workshops offered by the region, including child care curriculum, legislated training requirements.

K) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and families.

Preschool Canada is committed to supporting children to grow to their fullest potential in a safe, caring and nurturing environment. This Program Statement describes Preschool Canada 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 Preschool Canada Program Statement before they interact with children. A sign off sheet including signatures of educators, students and volunteers with witness signature and date of orientation will be kept on file.
* Educators, students and volunteers will be required to formally review the Preschool Canada 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 2017 year, a minimum of 3 observations in each period of January to April, May to August, and September to December, will be recorded. Goals related to the implementation of and observation(s) related to the Program Statement will be incorporated into the ongoing process of performance management.

Preschool Canada shall ensure that the approaches set out in its program statement are implemented in the operation of its program at each child care Centre it operates.

Subsection 55 (3) of the Child Care and Early Years Act, 2014 (CCEYA) authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding licensees of child care and early years programs and services in developing their programs and services.

Under this authority, the Minister has named How Does Learning Happen? (HDLH) as the common provincial framework to guide programming and pedagogy in licensed child care settings.

Each classroom at Preschool Canada is equipped with their own copy of “How Does Learning Happen” to assist and ensure our staff are following ministry approved programming reflecting the pedagogy in our child care Centre. All staff are required to fill out daily program plans that reflect back onto the children interest based activity.

HDLH is a professional learning resource that provides a common framework to help licensees focus on knowledge from research, theory and practice on what’s most important for children. It encompasses a broad range of program philosophies and approaches, and may look quite different when put into practice in a variety of settings.