



PROGRAM AND PEDAGOGY POLICY

WEST NIPISSING CHILD CARE CORPORATION

POLICY

Purpose

The goals and approaches outlined in the Program and Education Statement are implemented in every child care center, family child care home and program that we oversee.

To ensure that the program and pedagogy statements described in this document are implemented, staff, providers, students and volunteers of the *West Nipissing Child Care Corporation* receive an orientation session upon hiring or placement, before interacting with children. In addition, these statements are reviewed and signed once a year, and/or whenever the statement is changed.

PHILOSOPHY AND PROGRAMMING

Principles:

**Our vision of the child is one of a competent person,
who is capable, curious, and full of potential.**

In 2017, the Ontario government released the renewed *Ontario Early Years and Child Care Policy Framework* which sets out the following vision for children's programs:

"All children and families have access to a wide range of high-quality, inclusive and affordable child care and early childhood programs and services that are child-and family-centred and contribute to children's learning, development and well-being."

The emphasis is on the learning process, not the end result.

The child is at the heart of her or his family, the staff, the providers and her or his environment! Everyone must be encouraged and engaged. Early childhood programs play an important role in the learning, development, health and well-being of children. Pedagogy is the understanding of how learning occurs, and the theory and practice that supports that understanding. Children thrive in programs where adults are caring and attentive. Children benefit most from programs that focus on active learning through exploration, play and inquiry. Children thrive in programs where they and their families are valued as contributors and active participants. The relationships we develop with children are those with the highest degree of responsibility and reward. In response to observations of children's needs and interests, and to promote the child's overall development (social, emotional, cognitive, motor and language), activities are initiated by the adult or by the child.



Section 55(3) of the Child Care and Early Childhood Act, 2014 authorizes the Ministry of Education to make policy statements regarding programming and pedagogy to guide us in developing "quality programming and pedagogy that supports children's learning and development."

We shall:

- Give children the best possible start in life and ensure that parents know they are leaving their children in good hands;
- Build an integrated, high-quality child care system that meets the needs of all children and their parents/guardians;
- Strengthen the quality of early childhood programs by ensuring that programs are child and family-focused;
- Think, feel and act in ways that are connected to the environment, life circumstances, and, most importantly, to children, families and colleagues;
- Support pedagogy and curriculum development in early childhood programs;
- Provide daily, adult and child-initiated activities that promote the child's overall development (social, emotional, cognitive, motor and language);
- Ensure that the learning program (content) and pedagogy (approach) in early childhood settings are shaped by the children's perspectives, the role of educators, caregivers, and families, and the relationships between them;
- Focus on these relationships in the context of early childhood settings;
- Ensure that children grow and thrive by providing daily experiences that develop their sense of belonging, well-being, engagement and expression.

Framework: Belonging - Well-Being - Engagement - Expression

The "How Does Learning Happen" document is our common framework for programming and pedagogy. It is to be used to guide child care programming and pedagogy. This professional learning resource influences our approaches, which directs us to the knowledge from research, theory and practice about what matters most to children.

Reference: How Do We Learn? Ontario's Early Childhood Education Program, p. 23

Goals

The goals to guide the program and pedagogy and the approaches that will be used are derived from Ontario Regulation 137/15, 46(3):

- Promote and foster the health, safety, nutrition and well-being of children;
- Support positive and responsive interactions between children, parents, child care providers and staff;
- Encourage children to interact and communicate in positive ways and support their ability to self-regulate;



- Encourage children's exploration, play and inquiry;
- Provide child-designed and adult-supported experiences;
- Plan and create a positive learning environment in which each child's learning and development is supported;
- Incorporate indoor and outdoor play as well as active play, rest periods and quiet activities throughout the day and taking into account the individual needs of children in care;
- Encourage parental involvement and ongoing communication with parents about the program and their child(ren);
- Engage local community partners and enable them to support children, their families and staff;
- Support staff and others who interact with children in ongoing professional development;
- Document and review the impact of strategies on children and their families.

Approaches :

Our educational approaches are influenced by the four foundations of learning: *belonging, well-being, engagement and expression*. They are designed to work in concrete terms towards the achievement of children's goals and are based on research, theory and practice. These approaches shall include:

- Responsive relationship building;
- Learning through exploration, play and curiosity;
- The participation of educators as co-learners;
- Using the environment as a third teacher;
- The use of educational materials;
- Reflective practices and collaborative inquiry.

ADMINISTRATIVE GUIDELINES

Relevant Instructions:

At a minimum, the program statement shall:

- Frame itself with pedagogical approaches influenced by the four foundations of learning, belonging, well-being, engagement, and expression as described in the "How Does Learning Happen?" document.
- State a vision that supports that children are competent and capable;
- Establish at least one documented goal related to paragraphs (a) to (k) of subsection 46(3) of Ontario Regulation 137/15;
- Identify at least one documented approach to achieving each of the objectives related to paragraphs (a) to (k) of subsection 46(3) of Ontario Regulation 137/15;



- Include a written record that parents, staff, providers, students and volunteers have reviewed the program statement before interacting with the children, and that they have reviewed the program statement annually and whenever the program statement changes;
- Include documentation (scenes, pictures, etc.) that demonstrates how the approaches are applied in the program.

If a staff member, provider, volunteer or student violates the program statement, additional support and training will be provided to ensure that the individual fully understands the requirements.

Violations of the program statement and use of prohibited practices will be addressed in a progressive sequence of actions (always based on severity and number of previous violations):

1. Verbal warning
2. Written letter
3. Suspension without pay
4. Dismissal

I _____, (employee, provider, student, volunteer) understand and support the West Nipissing Child Care Corporation's Program and Pedagogy Policy.

Signature: _____ Date: _____