

NLCC Program Statement

North Lambton Childcare Centre's pedagogy (how a child learns) and programming is consistent with the Ministry of Education's Policy Statement as set out in the document "How Does Learning Happen?". NLCC views children as competent, capable, curious, and rich in potential. To ensure high quality experiences that lead to positive outcomes for children, we have embraced the Four Foundations: Belonging, Engagement, Expression and Well-Being into everything we do.

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

NLCC environments are safe, flexible, and engaging for the children. The well-being of the children is vital to everything we do. Children will work and play in an environment that is clean and safe. Children will be provided with healthy meals and snacks in accordance with the Canada's Food Guide and there will always be access to drinking water throughout the day. Healthy eating will be role modelled by the educators.

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

Children thrive when they feel safe, have trust in their environment, and are treated with respect and dignity. NLCC, staffed by Registered Early Childhood Educators and assistants, promote an Emergent Curriculum in a nurturing and secure environment. There are equal opportunities for children to participate and benefit from their play experiences to promote individual learning and development. Educators shall form positive relationships with each child. By listening carefully to the children, educators will focus on the strengths of the individual children and value their ideas. Educators encourage children to be respectful of the ideas of others by modelling this with colleagues, parents, and the children.

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

NLCC educators encourage each child's developing sense of self and their ability to self regulate. Children are encouraged and supported to express their emotions and feelings in socially acceptable ways. Children are capable communicators; able to manage their emotions and behaviours. The educators will use calm and positive approaches to guide children and give them the tools they need to help them problem solve and communicate effectively. The educators will help the children identify their feelings and encourage them to express themselves effectively and with their peers. When the educators model resiliency and problem-solving skills they help the children identify their feelings, the feelings of others, and possible solutions. For children to learn, they need to feel safe, valued, and that they belong.

Foster the children's exploration, play and inquiry.

Much of children's learning happens through play. When children are given the opportunity to engage in play that interests them, they acquire new skills supporting their development. NLCC creates engaging environments for children to explore and ensure that the children are active participants in their own learning. Purposeful, play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. The educators observe the children and engage with them to understand their questions and inquiries. Through program planning, the educators introduce innovative ideas, concepts, and experiences to help the children make meaning of their world. Engaging in open-ended conversations with the children, educators ask thought-provoking questions to help expand the children's learning and deepen the educator's understanding of their explorations. NLCC may occasionally take field trips to enhance their learning experience and make connections as valuable members of the community. As part of the regular program, the children will occasionally leave the property to explore the neighbourhood or visit points of interest. These walking trips will always be near the child care program and children are always closely supervised.

Provide child-initiated and adult-supported experiences.

Learning happens throughout the day and having an adaptive schedule responds to the needs of each child. The educators set up the environments to be the third teacher (children and educators are the other two). The educators offer experiences that are designed for children to use their creativity and explore their ideas, investigate their theories, and interact with the other children in play. The educators will learn alongside the children and a balance of child-initiated and adult-supported experiences will be provided. Children, being naturally motivated to learn, become self-motivated learners when the educator provides them with enriched environments, nurturing adult interactions, and are supported with the freedom to explore. The educators will provide children with open-ended materials and provocations to support their learning through play.

Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans.

The environment is planned carefully to spark joy and wonder in the children. The educators will set up the environment with materials and toys in the classroom to encourage children to work together, talk with each other, and be creative. NLCC provides care and learning opportunities for all children. The environment is inclusive and designed to foster children's well-being and development, for every child to have meaningful participation. The educators will work with the parent, health care providers, and other professionals to develop an individualized support plan for any child who needs one to support their participation and reach their full potential. NLCC will assist families to connect with local community partners for additional support and services through the No Wrong Door initiative. As a component of gaining a more comprehensive understanding of each child's development, NLCC completes regular screening and monitoring of each child enrolled in our programs until they enter school. The County of Lambton adopted the Ages and Stages Questionnaire, Third Edition (ASQ-3) as the screening tool to be used by licenced child care programs. Parents and caregivers will be notified when the ASQ-3's are being administered and the educators will be available to discuss the results.

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.

NLCC's flexible schedules will take into consideration the individual needs of the children. The program will allow children the opportunity to have extended periods of uninterrupted play, both indoors and outdoors. Children will be offered periods of sleep or rest and have opportunities for quiet activities as needed. Teaching with the children involves observing; listening and responding; redirecting and guiding children's actions, reactions, interests, talk and questions. Children thrive in outdoor play and there is a growing body of research that suggests that connecting to the natural world contributes to children's mental, physical, emotional, and well-being. There will be regular opportunities to experience nature to enhance the children's sense of wonder and joy in the world around them. Each day the children will spend time outdoors unless a special weather advisory has been issued by the local health unit. In compliance with the CCEYA, all children are required to play outside for two hours daily. Children should have appropriate seasonal clothing to be comfortable and happy to explore in all kinds of weather.

NOTE: Children will not go outside when there is a cold weather or heat advisory in accordance with Health Canada guidelines.

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

NLCC values that parents are their child's primary caregiver and is committed to mutually respectful relationships with all families. The educators will work with the families to expand on the investigations and the learning that is happening in the program and at home. Regular engagement with parents happens. Opportunities include using several types of documentation to make the child's learning visible, as well as newsletters, family events, and daily communication to meet the unique needs of our families. Parents and families are always welcome in our programs. The educators value the insight that children have into the world. These insights will be documented to make visible the children's ideas, understandings, misunderstandings, and theories about how the world works. Staff use documentation to learn with the children, about the children, and from the children to create environments and experiences to support children's learning, development, health, and well-being. Whether in individual portfolios, displays in the classroom, or shared through electronic documentation, parents and caregivers will see evidence of the child's learning regularly. NLCC is using the See Saw digital documentation App to allow us to share this learning with families. Families are encouraged to participate with their child in this learning process and view updates on their child's Seesaw.

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

In collaboration with outside agencies, we provide resources to help each child achieve success and have a greater sense of belonging within the programs. We will continue to collaborate with other community partners (i.e. therapists, resource teachers, etc.) to better support each child and their unique needs. Pathways Health Centre for children is the agency that provides Special Needs Resourcing to support the inclusion of children with special needs with their peers in licensed child care. NLCC staff and children are active members of our communities and can often be found participating in community events or exploring the neighbourhood.

Support staff or others who interact with the children in relation to continuous professional learning.

Our Educators and program staff strive to provide the best experiences for children. We understand that being focused on the four foundations: belonging, well-being, engagement and expression ensures optimal learning and healthy development. Our Educators are lifelong learners and use the resource, *"How Does Learning Happen?"* to guide their work. Through professional learning opportunities, NLCC will continue to support all our Educators in the delivery of high-quality experiences and care for our children and families. These discussions will take place regularly both formally and informally (i.e., team meetings, workshops, and seminars). Students and volunteers are valuable members of our teams and will work along side our educators and be mentored, supported, and guided for success.

Document and review the impact of the strategies set out in clauses (a) to (j) (written above in bold text) on the children and their families.

The Quality Reflective Tool (QRT) will be used to document and review the impact of these strategies on the children and their families. Having a deeper understanding of the children's learning and interests will guide program planning, create inspiring environments, and provide opportunities to engage parents and caregivers in the program.

In accordance with Ontario Regulation 137/10, NLCC shall ensure that all new staff, students, and volunteers review the program statement prior to interacting with children and at any time when the program statement is modified. NLCC shall review the program statement annually to ensure that the approaches set out in its program statement are implemented in the operation of its program and to ensure that it remains consistent with the Minister's policy statement on programming and pedagogy.