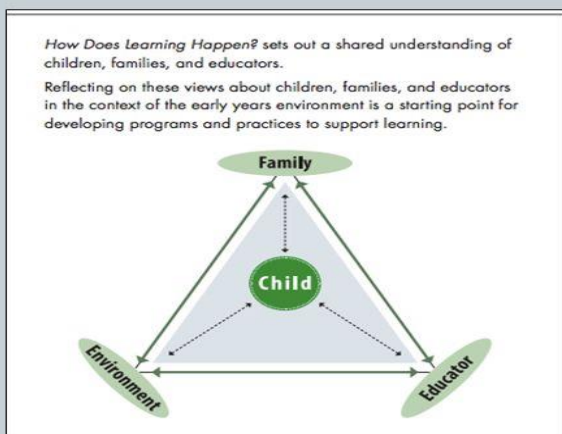


Updated: January 2025

Program Statement Implementation Policy and Procedures

We believe that the children, educators and parents/guardians aid in fostering belonging, well-being, engagement and expression in our daily practice. When we see children as competent, capable of complex thinking, curious, and rich in potential, we value and build on their strengths and abilities.

How Does Learning Happen?



Our Practice

The following practices implement, monitor, and evaluate action plans and continually improve our performance

As we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children, evidence of our practice will be captured in our documentation.

As educators who deliver high-quality early years programs, we also know that you are never done. Our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement.

1. All new educators on hiring, and all existing educators (annually) will acknowledge and review:

- a. The program statement document
 - b. All relevant and attached guidelines
2. Family survey will be conducted annually to assess performance
3. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
4. Ministry of Education will conduct a licensing assessment to ensure that all programs are in-compliance
5. Undertake monthly educators meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
6. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
7. Meet with educators annually or on a as needed basis to review and reflect on our performance and capture outcomes and set goals for the next period
8. Share “performance outcomes and goals review with Board/Management and document and incorporate their feedback
9. Each monthly educators meeting will, on a rotation basis, include on the agenda, one of the 4 foundations to create the conditions promoted by the HDLH document. Educators will present and discuss one of the 4 foundations that they have implemented, and any opportunities for improvement will be captured.
10. To foster professional development which will benefit the organization, each educators will be allotted financial support to achieve their goals
11. The annual employee performance review will include a self-assessment of the 4 key strategies to create the conditions promoted by the HDLH document. Educators will annotate the self-assessment with an example of each and identify goals for improvement for the next year.

References:

<http://www.edu.gov.on.ca/childcare/pedagogy.html>

The expectations of the Educators, student and volunteer is to Implement to approaches specified in the following ways by:

1. Promoting an environment which is healthy, safe, and supports general well-being For

Example; **Health**

- conducting visual health checks of each child upon arrival.
- following the Canada's Food Guide
- providing allergy and food restriction lists.
- Sanitizing daily to lessen risk of germs being spread

Safety

- children are signed in and out upon arrival and departure
- Head counts are part of the daily routines inside and outside of the building
- All Parents/guardians and Educators have an access code to enter the day care facilities.
- There are monitoring devices at each entrance to the day care.

Well-Being

- Our program plans reflect times allotted for daily physical activities, eating and rest periods.
- Educators are supportive in offering challenges and coping skills to help the children develop their sense of autonomy and competence
- It is important that our parents/guardians feel welcome to ask for guidance when faced with any stressors that affects the family

2. Promote an Environment which ensures good nutrition and safe food preparation by following the Canadian Food Guide, ensuring children's allergy and food restriction lists are up to date, having educators who have their Food Handler certification, encouraging children and educators to practice good hand hygiene, sanitizing before and after each mealtime, and allowing each mealtime to be positive.
3. Support positive and responsive interactions- the educators will role-model positive interactions by responding in a calm and positive manner, validating the children's feelings and redirecting children.
4. Encourage the children to interact and communicate- the educators will demonstrate positive interactions and communications skills by speaking in a calm tone of voice, asking questions and waiting for a response, assist children in conversations with their peers when necessary and provide activities that foster socialization.
5. Foster exploration, play and inquiry by providing a variety of activities and materials that are engaging to children and that encourage them to comfortably play, explore and inquire.
6. Provide child-initiated and adult-supported experiences- the educators will observe each child and plan activities and play experiences based on the observations that have taken.

7. Plan for and create positive learning environments and experiences by observing the children, planning a variety of activities that foster different developmental skills, and role-modelling positive interactions.
8. Incorporate indoor and outdoor play, active play and quiet time- educators will plan both active play and quiet time activities daily and ensure that they are available both indoors and outdoors to meet the individual needs of the children. For example, books and soft seating in the classroom and playground as well as yoga and dancing in the classroom and playground.
9. Foster the engagement of and communications with Parents/guardians through welcoming parents/guardians each morning and asking how the child is feeling that day, communicating through Lillio program, encouraging parents/guardians to participate in classroom activities and verbally telling parents/guardians about how their child's day was upon pick up.
10. Involve local community partners by providing additional supports for parents/guardians, children and educators in need.
11. Support others in relation to continuous professional learning by providing Family and educators with workshops to attend.

The Measures that will be used to deal with the contraventions of the expectations of the educators, student and volunteer implementation of the approaches specified in the Program statement are the following:

1. Review the policy and have a discussion on how to operationalize the policy and procedure
2. Support educators with professional development
3. Follow-up with the educators by on- going monitoring
4. Give the educators a trial period and do on-going monitoring
5. Terminate the educators

Commission of Prohibited Practices:

- Do not use any form of corporal punishment. (Physical violence such as hitting, spanking, kicking, heavy pushing, shoving, grabbing, squeezing or pinching of arms, ears, etc.)
- Do not use deliberately harsh or degrading treatment that would humiliate a child or undermine his/her self-respect.
- Do not use abusive language such as screaming, yelling or swearing.
- Children must not be depriving of any basic needs such as food, shelter, clothing or bedding. Food should not be used to discipline children in any way; even as a reward.
- Never confine or "lock up" a child.
- Do not use physical restraint.

Measures that will be used to deal with contravention of the commission of Prohibited Practices are the following:

- Any educators member observes using disciplinary measure that contravene the Child Care early Years Act (CCEYA), or the Centre's Policies and or the Educators Code of

Conduct regarding behavior management should be reported immediately to the Supervisor/Director who will take immediate steps to investigate the incident.

NOTE: if child abuse is suspected by any student, volunteer or employee of Thorncliffe Park Day Care Centre the individual should report the incident to the appropriate agency i.e. a Children's Aid Society or the police.

- The supervisor/director will immediately assign a supply teacher in the classroom to replace the educators involved on the alleged child abuse incident to ensure that a timely investigation can take place by the Children's Aid Society.
- Upon speaking with the intake worker and investigator from the Children's Aid Society based on their recommendations and protocol regarding the report, the Supervisor/director will follow up accordingly.
- The Supervisor/director will immediately speak privately to the educators member involved, at which time the Supervisor/director will have to be satisfied that they have all the facts, that they are as reported, that the incident is documented, and a copy is placed in the employee file. The Discipline Policy will be followed when there is a breach in behavior management.
- If a second incident is reported and the Supervisor/director is certain that this incident occurred, the supervisor/director will take the employee aside, discuss it briefly with the educators and the educators will then be send home. A meeting will be arranged for the next day with the employee, Supervisor and the Administrator regarding possible suspension or dismissal.
- If the Supervisor is observed using disciplinary measures that contravene the CCEYA and/or Thorncliffe Park Day Care Centre policies on behavior management, the observer (whether Family or educators) will report the incident immediately to the Administrator. The Administrator will attempt to get clarification and meet with the Supervisor as quickly as possible in order to take appropriate measure which would be the same as those outlined above in Discipline Policy.
- Documentation will be kept and filed at each step.