



HAMILTON - WENTWORTH
Catholic Child Care Centres

Program Statement:

Hamilton Wentworth Catholic Child Care Centres exists so that children are nurtured and families are supported.

We are committed to providing quality learning programs within Catholic School environments. Our child care programs are in keeping with the fundamental characteristics and objectives that distinguish Catholic Schools and complement the programs of Hamilton Wentworth Catholic District School Board. We partner with the schools to share resources, information and skills to provide smooth transitions for younger children and consistent days for school-age children.

Early Years and child care programs in Ontario are governed by the Ministry of Education. The Ministry of Education's document "How Does Learning Happen?" is the framework that guides our policies, procedures, and daily practices. This document identifies four foundations that form the basis for our pedagogy:

- **Belonging** refers to a sense of connectedness to others, an individual's experience of being valued, of forming a variety of relationships and making contributions as part of a group, a community and the natural world
- **Well-Being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
- **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem-solving, creative thinking and innovating which are essential for learning and success in school and beyond.
- **Expression** – communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem-solving and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy. (How Does Learning Happen? 2014).
- The four foundations should not be viewed as separate elements but components that together contribute to quality learning environments. This guiding document does not provide or support a prescribed structured curriculum. Rather quality programs

should be growing, evolving based on the interests and needs of the children. Programs should also be reflective of the children - their ages, culture, language, geography and families. Our Program Statement is a living document that is implemented through parent and staff input, daily reflections and regular program and team meetings. Staffs are encouraged to share their reflections in their individual program statement binders and journals.

Our Guiding Principles

<p>We believe that children are competent, capable, curious and rich in potential. Our programs strive to:</p> <ul style="list-style-type: none"> • encourage children to interact and communicate in a positive way and support their ability to self-regulate by observing and role modeling problem- solving techniques. • foster the children’s exploration, play and inquiry by offering a variety of materials and play experiences. • provide child-initiated and adult-supported experiences that are open ended, varied, and rich in content. • plan for and create positive learning environments and experiences in which each child’s learning and development will be supported through observations, documentation, and reflection. 	<ul style="list-style-type: none"> • Praise, hugging, and encouraging comments. • Recognizing that self-regulation <ul style="list-style-type: none"> • Snacks/meals – children will be encouraged to feed themselves and to taste all foods. Force-feeding or the withholding of any food or drink is not allowed. • Washroom – children will be assisted through the washroom routine according to the amount of adult help they require. <p>Methods of guiding behaviour</p> <p>In the event that any child exhibits challenging behaviour, one of the following techniques will be implemented</p> <ul style="list-style-type: none"> • Wherever behaviour is attention seeking it will be ignored unless it poses a potential danger. • Children will be given clear guidance in meeting
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	<p>classroom expectations.</p> <ul style="list-style-type: none"> • Children will be given a choice of two or three alternative activities when redirection is necessary. • Staff will acknowledge and encourage children to express their feelings. • Staff response to challenging behaviour will be in a soft, supportive voice. Focus of intervention shall be the deed, not the child. • Give the children an opportunity to develop problem solving skills. (ie “How could you have handled that differently?” “What do you think you should do to handle this problem?” • Give the children appropriate opportunities to demonstrate independence and responsibility. • Always be respectful of the child’s right to confidentiality. Staff should position themselves appropriately when conferencing with a parent or a child.
<p>Our programs promote the health, safety, nutrition, and well being of the children by:</p> <ul style="list-style-type: none"> • conducting daily health checks on all children • ensuring allergies, food preferences, and medical conditions/requirements are posted. • supervising children at all times respecting their developmental stages and ages • ensuring attendance will be taken with times recorded upon children’s arrival and departure from a program. • planning menus that are diverse in culture and incorporate 	<p>Transitions throughout the day should be seamless with minimal disruptions to the program. Lining up should be discouraged.</p> <ul style="list-style-type: none"> • Posting menus for the current and following week. <ul style="list-style-type: none"> ○ Meals will have 4 food categories ○ Snacks a minimum of two categories • following and posting instructions from parents regarding

<p>“Eating Well with Canada’s Food Guide”.</p> <p>Our programs incorporate indoor and outdoor play, as well as active play, rest and quiet time, giving consideration to the individual needs of the children by:</p> <ul style="list-style-type: none"> • providing at least 2 hours of outdoor play time per day(weather permitting) for programs operating 6 hours per day or more • completing appropriate checks to make sure outdoor and indoor play spaces are safe from any hazards prior to children using the areas. • offering a variety of play materials both indoor and outdoor. • offering a quiet, relaxing, environment that encourages the children to rest/sleep. • following parent instructions for sleep/rest 	<p>dietary requirement/preferences</p> <ul style="list-style-type: none"> • feeding children under one year of age, in accordance to written instructions from a parent/guardian. • making drinking water readily available for all children at all time • following parents instructions for sleep/rest • encouraging children to try a variety of foods
<p>HWCCCC believes that families are active contributors to their children’s learning and are key to their early learning and development. We:</p> <ul style="list-style-type: none"> • support positive and responsive interactions among children, parents, and staff through open communication and feedback. • foster the engagement of and ongoing communication with parents about the program and their children through daily verbal feedback, parent surveys, newsletters, parent information boards, program website, and pedagogical documentation throughout the classrooms. 	<ul style="list-style-type: none"> • providing opportunities for families, educators, and children to gather at events such as BBQs, Open Houses, etc. • parents are encouraged to participate in the programs by bringing in materials, recipes, books and freely share knowledge about their home, culture, traditions and family. • Families are encouraged to have a voice in our learning environments to support children’s understanding of the world.
<p>Our organization will employ caring, supportive staff committed to continuous professional learning and to working together with the families, the school, the parish and community partners to</p>	

better support our children and their families. Staff will hold themselves accountable to the standards of their profession and will use the CCEYA, the College of ECE's Code of Ethics to guide their decisions and practice. We will:

- support all staff in relation to professional learning by providing opportunities for mentoring, staff training and development, and memberships to professional organizations.
- involve local community partners and allow those partners to support the children, their families and staff by offering our facilities for meetings, observations, workshops, and to collaborate together as partners to ensure individual needs are being met.

Staff interactions will be monitored on an ongoing basis with a minimum of two written observations per year to ensure all areas of the program are consistent with our program statement and our beliefs about adult-child interactions.

The following practices are prohibited:

- corporal punishment of the child.
- deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect.
- Depriving the child of basic needs including food, shelter, clothing or bedding.
- Locking the exits for the purpose of confining a child.
- Using a locked or lockable room or structure to confine the child if he or she has been separated from other children.

- Supervisors will provide mentoring and encourage the teams to use the lenses of the four foundations as they develop their programs
 - conversations, meetings, observations and plans to support their understanding of the program statement
 - tools such as Reflective guides will be used to help individuals as well as teams in their growth
- staff will share information about community supports and resources with families
- Participate in school in-take meeting to support children with special needs

<p>Any staff, student, or volunteer observed engaging in a prohibited practice will face disciplinary action as outlined in our Discipline Policy.</p>	<p>If any staff feels they are losing patience with a child or a situation, it is important to ask for help or relief. This is not viewed as a weakness but rather a professional behaviour. Lack of patience or frustration should never be a reason to penalize a child.</p>
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The development of our Program Statement and the strategies for incorporating it into our programming will be an on-going process that will encourage professional and personal growth for all staff and as well as quality programming that reflects and supports our children and families.