



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 Guiding Principles

Goals	Approach
<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 which are inclusive of children with individualized plans, in which each child’s learning and development will be supported through observations, documentation, and reflection. 	<ul style="list-style-type: none"> • Our learning environments support children’s self-regulation and their ability to deal with stress. Some strategies used include being responsive, encouraging, calm and empathetic. Educators provide quiet space for self-reflection and are aware of the environment to support the children’s individual needs (noise levels, lighting). • Our educators provide environments and experiences that foster materials that are open ended, provide children the opportunity for exploration, investigation and the opportunity to be co-learners and planners within their environments. • While working closely with our children, educators encourage children to expand on their current knowledge while providing opportunities to extend their learning. Children are encouraged to follow their interests through music, role playing, language, literacy, physical literacy, nature, science, technology, construction and sensory experiences. • Children and families will be greeted by name upon arrival. Children will be provided with environments that are positive and provide rich experiences that promotes their growth as a learner. Indoor and outdoor classrooms will provide elements of variety and will involve an element of risk appropriate

Our programs promote the health, safety, nutrition, and well-being of the children.

for the children's age. Educators will model appropriate behaviours for children and families. Educators will plan activities and opportunities by responding to the children's interests, needs through their daily observations. Documentation will be prepared based on our educator's daily observations.

- Educators conduct daily health checks on all children. Children's allergies, food preferences, and medical conditions/requirements are posted. Supervision of children will respect their developmental stages and ages (close proximity, scanning of the environment...). Attendance will be taken with times recorded upon children's arrival and departure from a program.
- Menus will be developed that are diverse in culture and incorporate "Eating Well with Canada's Food Guide". Menus will be posted for the current and following week. Meals will have 4 food categories and snacks a minimum of two categories
- Educators will follow and post instructions from parents regarding dietary requirement/preferences. Feeding children under one year of age, will be in accordance to written instructions from a parent/guardian. Drinking water will be readily available for all children at all times. Educators will follow parent's instructions for sleep/rest. Transitions throughout the day should be seamless with minimal disruptions to the program. Lining up should be discouraged.
- 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.

	<ul style="list-style-type: none"> • 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. • The following practices are prohibited: • corporal punishment of a child • abusing a child physically, verbally, emotionally, using physical constraint or causing any bodily harm. • 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. <p>Any staff, student, or volunteer observed engaging in a prohibited practice will face disciplinary action as outlined in our Discipline Policy.</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.</p>	<ul style="list-style-type: none"> • Educators provide at least 2 hours of outdoor play time per day (weather permitting) for programs operating 6 hours per day or more. Appropriate checks are completed to make sure outdoor and indoor play spaces are safe from any hazards prior to children using the areas. Educators offer a variety of play materials both indoor and outdoor. Children will have opportunities for big body play as well as opportunities for risk play that is appropriate to each child's development. • Children are offered a quiet, relaxing, environment that encourages the children to rest/sleep. Educators will follow parent's instructions for sleep/rest.

<p>HWCCCC believes that families are active contributors to their children's learning and are key to their early learning and development.</p>	<ul style="list-style-type: none"> • Educators will support positive and responsive interactions among children, parents, and staff through open communication and feedback. • Educators will foster the engagement of 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. We will provide 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 better support our children and their families.</p>	<ul style="list-style-type: none"> • 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. • Supervisors will provide mentoring and encourage the teams to use the lenses of the four foundations as they develop their programs through conversations, meetings, observations and plans to support their understanding of the program statement. Tools such as Reflective Practice 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. Educators will participate in school in-take meetings to support children with special needs

<p>Involve local community partners and allow those partners to support the children, their families and staff</p>	<ul style="list-style-type: none"> • Our organization will support all staff in relation to professional learning by providing opportunities for mentoring, staff training and development, and memberships to professional organizations. • The Program statement will be an ongoing agenda item at monthly staff meetings, with 1-2 times per year a meeting dedicated to the program statement. Each staff has a reflection binder with the program statement where they are encouraged to share their reflections, experiences...
<p>Document and review the impact of our goals and strategies have on our children and families,</p>	<ul style="list-style-type: none"> • We are committed to nurturing ongoing partnerships with our local community agencies. This sense of community collaboration and engagement happens through supporting local events, offering our facilities for meetings, observations, workshops, and to collaborate together as partners to ensure individual needs of families, organizations and the community are being nurtured. • Policies, practices, approaches and documents are reviewed, reflected and revised on an ongoing basis. Documents are signed annually and revisited with staff, volunteers and students when any revisions are made.