PROGRAM STATEMENT IMPLEMENTATION			
Manual:	Child Care Centres	POLICY #:	**4.11**
Source:	*CCEYA 46, 49*	Section:	Program Administration
Replaces Policy Dated:	June 7, 2017	Approval/Revision Date:	July 1, 2018

POLICY STATEMENT

The Program Statement for Network Child Care Services (Network) will be built on the pedagogical framework presented in *How Does Learning Happen? Ontario's Pedagogy for the Early Years.* Network staff, students and volunteers participating in the child care program are expected to follow the implementation procedures below:

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-being	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
Expression	Every child is a capable communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms.

PROCEDURES

1. Network will continue to incorporate the 6 principles of "Early Learning for Every Child Today" (ELECT):

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a) Early child development sets the foundation for lifelong learning, behaviour and health.

b) Partnerships with families and communities strengthen the ability of the early childhood settings to meet the needs of young children.

c) Demonstration of respect for diversity, equity and inclusion are prerequisites for optimal development and learning.

d) A planned curriculum supports early learning.

e) Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.

f) Knowledgeable and responsive early childhood practitioners are essential to early learning settings.

2. Network will Support Children to Manage their Behaviour

Children benefit socially, emotionally and physically from our positive approach. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour.

The following prohibited practices are never permitted and are serious violations that are reportable as child abuse in accordance with Network's Child Abuse Policy:

(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

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(f) inflicting any bodily harm on children including making children eat or drink against their will.

Any allegations of child abuse will be immediately reported to child welfare authorities and the Ministry of Education. In the event of any violation of the behaviour guidance expectations as described above, educators and/or staff will be subject to Network's *Progressive Discipline Policy*.

3. Network will implement a number of strategies to support and encourage parents/caregivers engagement in Network's commitment to continuous improvement including but not limited to:

   a) Ongoing opportunities for parents to attend seminars and workshops on topics of interest to families.

   b) Regular updates about the program and the pedagogical framework that forms the foundation of the curriculum. This will include newsletters, email bulletins.

   c) Daily feedback as to the activities and experiences of their child.

   d) Opportunities for parents to add comments to the children's Observation Booklets.

   e) Different ways for parents to provide feedback and direction to the program including but not limited to suggestion boxes and parent surveys.

4. Network will facilitate and support a continuous professional learning process to ensure that its educators are ready, will and able to actively deliver the commitments made through the Program Statement. This will include but not be limited to:

   a) In-house professional development workshops for all staff on a semi annual basis.

   b) Regular opportunities for educators to meet together to support reflective practice and collaborative planning.

   c) A requirement that each educator participate in a minimum 2 of professional development opportunities each year.

   d) Financial support for approved professional development activities up to a maximum to be developed annually.

   e) Ongoing encouragement for Early Childhood Assistants to achieve their Early Childhood Educator designation, including but not limited to financial support where approved.

Monitoring

1. Staff will be regularly observed and monitored by their respective supervisor or designate. The Supervisor will document these observations on a quarterly basis on

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Network's *Program Statement Monitoring Form* and provide feedback to staff regarding their interactions with children and programming in their early learning settings. The *Program Statement Monitoring Form* will be kept on file for a 3 year period.

2. If staff, students or volunteers are not in compliance with the Program Statement, depending on the nature of the non-compliance a plan may be implemented to aid the staff to come into compliance or the situation may result in following Network's internal process for staff non-compliance to policy. Staff and students who are not in compliance with the Program Statement, will receive training, guidance and monitoring from the Registered Early Childhood Educator and depending on the nature of the non-compliance may be terminated from participating in the child care program.

Through the Program Statement and monitoring of it, Network's program will continue to be committed to delivering an inclusive child care program that promotes high quality care and positive and healthy environments where children, families and educators are co-learners.

Monitoring for Prohibited Practices

1. The Site Supervisor observes and monitors the behaviour guidance practices of staff members, students and volunteers on an ongoing basis. The Site Supervisor's behaviour guidance practices and prohibited practices are monitored by the child care centre's Assistant Supervisor, or a delegated Early Childhood Educator and/or Network's Program Manager. Network's *Monitoring of Compliance to Policies, Procedures and Individualized Plans Checklist* is completed on-going throughout the calendar year, and on an annual basis, reviewed with each child care staff member, student and volunteer, and retained in each individual's personnel file.
2. Any child care staff member who is in contravention of Network's behaviour guidance practices or uses the prohibited practices as listed above, will be subject to Network's Progressive Policy up to and including being be reported to a Children's Aid Society, and termination of employment.
3. Any student or volunteer who is contravention of the Network's behavior guidance guidelines or uses the prohibited practices as listed above will be immediately removed from participation in the child care program and may be reported to a Children's Aid Society. Network will terminate the student or volunteer's participation in the child care program.

   See Network's *Behaviour Guidance Policy (#1.2)*

POLICY REVIEW

Network's Site Supervisor shall ensure Network's Program Statement Implementation Policy is reviewed with all child care staff members, before they begin employment with

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Network and with students and volunteers before they begin participating in Network's child care program. The policy shall be reviewed at least annually thereafter or when an amendment is made to the policy, as required by the *CCEYA* (s.6.1).
A record of each policy review shall be documented and signed by the Site Supervisor, staff member, student or volunteer on Network's *Policy Review Form.*

Child care staff members are expected to comply with Network's stated policies, procedures and individualized plans as a condition of their employment with Network. Students and volunteers are expected to comply with Network's stated policies as a condition of their participation in the child care program.

Compliance with policies, procedures and individualized shall be observed and monitored on an ongoing basis by the Site Supervisor and the Registered Early Childhood Educator.

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