# Orde Day Care Program Statement

Creation date: April 19, 2016
Revision date/s: November 19, 2017, April 18, 2019, May 1, 2019. September 25, 2019, November 18, 2021, August 26, 2026
Reference: Child Care and Early Years Act, 2014
Approved by Board of Directors: April 20, 2016, June 13, 2019

## Our Purpose and Values

**Orde Day Care** is a non-profit organization whose ***goal*** is to provide a safe and stimulating environment for children from 0-12 years of age. Our work is grounded in the belief that every child is competent, capable, curious and rich in potential

We promote:

***Optimal:*** health, safety, nutrition and wellbeing of all children

***Responsive:*** relationships and communications between our children, parents, and educators

***Diversity***: in our programming to support inclusion and accommodations

***Encouragement:*** of the child through exploration, inquiry and play

Our ***mission statement*** recognizes, encourages and respects each child's individuality and ability. This individuality is fostered through our commitment to creating a community in a nurturing, high-quality inclusive environment which respects the child's culture, gender, religion, socio economic background, physical, cognitive and emotional abilities.

## Guiding Pedagogy: How Does Learning Happen?

Our program is guided by Ontario's early year pedagogy. **How Does Learning Happen** and it's four foundations

1. Belonging: Cultivate relationships and connections to create a sense of being valued within a group.
2. Well Being: Addresses physical and mental health, including self-care, self-regulation, and a sense of self.
3. Engagement: Fosters active exploration, curiosity, and joyful, play based learning
4. Expression: Supports communication in all forms including creative arts, language and social

Developmental Goals for Children

We support the whole child through five areas of development:

1. Physical: Gross motor, fine motor skills, self-care and regulation
2. Social: Friendships, cooperation, and understanding social rules
3. Emotional: Self-awareness, empathy and emotional expression
4. Cognitive: Thinking, exploration, problem solving and inquiry
5. Communication and Language: Verbal, non verbal, listening and understanding

## Program Approached and Practices

**In our program you will see:**

1. **Indoor and outdoor learning environments** planned from observations, ELECT indicators and input from children and families
2. **Open ended materials** that support curiosity, competency, and sustained learning
3. **Flexible routines** that include active play, outdoor time, rest and quiet time, allowing children to set the pace and develop autonomy.
4. **Physical activity and creative expression** through art, music, movement and writing
5. **Support for self-regulation** through problem solving, conflict resolution and cooperation and emotional guidance
6. **Nutritious meals and snacks** aligned with Canada's Food Guide, culturally responsive and sensitive to allergies and dietary needs
7. **Safety practices** including annual review of medical, individual supports, safety and anaphylactic plans and visible allergy listing and educators trained in First Aid and CPR-C.
8. **Documentation of learning** through photographs, observations, and digital platforms accessible to families
9. **Developmental updates** in younger programs and monthly educator meetings focused on HDLH principles
10. **Community engagement** through visits, walks and partnerships that build belonging.
11. **Support educators and collaborative planning** for children with individualized support plans.
12. **Family Involvement** through shared activities, celebrations and opportunities to contribute skills and time

13. **Program feedback** gathered from children, families and educators through surveys, discussions and evaluations

**What you will hear:**

1. **Responsive interactions** where educators observe and respond to children's verbal and nonverbal cues.
2. **Role model communication** that promotes respect, empathy, sharing and self-regulation.
3. **Open dialogue with families** about observations, developmental expectations and questions
4. **Collaborative planning** among educators to support shared goals and individualized needs
5. **Professional learning conversations** that integrate new ideas, workshops and current pedagogical approaches

## Prohibitive Practices:

**In accordance with the Child Care and Early Years Act, 2014 Orde Day Care strictly prohibits :**

- **Any form of corporal punishment** (physical violence such as hitting, spanking, kicking, pushing, pulling, poking, shoving, grabbing, squeezing or picking up children by their arms/hands or wrists, pinching ears, or any other aggressive behavior exhibited toward a child)
- **Confined, unsupervised separation from others**, left alone in a room or hallway
- **Locking the exits of the child care centre 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 for Orde Day Care's emergency procedures, including lock down
- **Use of harsh or degrading measures** or threats or use of derogatory language directed or used in the presence of the child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- **Depriving or denying the child of any basic needs** e.g. food, drink, shelter, sleep, toilet use, clothing or bedding
- **Inflicting bodily harm** on children including making children eat or drink against their will
- **Sexual abuse, sexual misconduct and prescribed sexual acts** (as defined under the Early Childhood Educators Act, 2007) Early Childhood Educators Act, 2007. S.O. 2007, c.7 Schedule 8/ontario.ca
- **Time out**

**Monitoring Compliance with the Program Statement**

Orde Day Care ensures that all educators, students and volunteers implement the approaches described in the Program Statement through:

- Annual review and sign off of the Program Statement
- Ongoing supervisor observation and room audits
- Regular documentation reviews
- Performance evaluations referencing HDLH and program expectations
- Continuous professional learning aligned with the four foundations
- Coaching, mentoring and progressive discipline when the practices do not align with the statement
- Any terminations, suspensions or restrictions imposed on a member of the College of Registered Early Childhood Educators due to a member's engagement in prohibitive practices will be reported to the College of Registered Early Childhood Educators

Our ***vision*** is to inspire and guide children to become responsible, respectful, and humane citizens. Our commitment is to create and sustain a supportive atmosphere that is an extension of home and community and nurtures each child's sense of belonging, wellbeing, engagement and expression.

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| Educators Name: | Supervisor Name: |
| Educators Signature | Supervisor Signature: |
| Date: | Date: |