

PROGRAM STATEMENT



Dundas Valley Cooperative Preschool provides a nurturing and stimulating environment that is warm and inviting. It offers exciting space that encourages active exploration and meaningful interaction to support all children's autonomy and sense of competence. Our preschool offers materials and resources for building, problem solving, and imagining, as well as opportunities for creative expression in all forms throughout the daily routines. In compliance with the Child Care and Early Years Act, 2014 (CCEYA), and grounded in current research in early child development through the How Does Learning Happen? (HDLH) document 2014, our program implements and adjusts practices that abide by the Foundations for Learning to support children's sense of belonging and well-being, as well as engagement and expression.

The following goals will guide our program in our pursuit of positive experiences and outcome for children and families:

- a. Promote the health, safety, and nutrition and well-being of the children.
 - Children will be supervised by adults at all times.
 - Daily monitoring for illness and notification of illness to parents.
 - In case of anaphylactic allergies, individual plans and emergency procedures with the child's photograph will be developed and posted for staff. Staff will be educated on how to administer Epi Pens. An Epi Pen must be available on site.
 - Promote proper hand washing before and after playing in sensory activities, washroom routines, and at snack time.
 - Encourage cleaning practices with the support of printed materials regarding hand washing, disinfecting classroom tables and countertops for food preparation, as well as using the 3-step wash, rinse, disinfect program at the sinks in the kitchen.
 - Safe food handling by staff and children.
 - Work with families to ensure the specific needs of individual children are met: dietary requirements, food allergies and intolerances, cultural background or medical conditions.
 - Model positive behaviour to promote good eating habits.
 - Provide a pleasant and culturally inclusive atmosphere for the children at snack time that encourage social interaction and learning.
 - Inspection for the indoor play areas to ensure a safe learning environment.
 - Compliance with Accessibility Standards for the people with disabilities.
 - Embrace diversity by welcoming LGBT families, as well as different religions and cultural backgrounds.
 - Support inclusion policies for individuals with special needs.

b. Support positive and responsive interactions among the children, parents, and program staff.

- Demonstrate empathy to increase the connection between adults and children.
- Promote helpful behaviours among peers and towards adults.
- Encourage group activities (circles, stories, etc.) to promote a sense of belonging.
- State points-of-view of peers to promote consideration of personal perspectives.
- Value the children's ideas as contributions for our program planning.

c. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

- Encourage conflict resolution by acknowledging children's feelings and encouraging them to listen to their peers
- Invite children to share ideas and materials with peers to promote cooperation.
- Involve children in decision-making during setup to increase their involvement.
- Offer children the opportunity to assist their peers.
- Staff and volunteer participation in various activities to support children's engagement in their projects and to encourage them by challenging their thinking.
- Provide smooth transitions in daily routines by using visual, auditory cues.
- Offer comfortable spaces to share books, stories, and toys with their friends.
- Affirming children's strengths and achievements promotes their sense of self and self-esteem.

d. Foster the children's exploration, play and inquiry.

- Offer open-ended materials and resources.
- Allow children to problem-solve and think before offering input.
- Ask questions that can be answered through observation.
- Pose problems to solve and then brainstorming solutions and outcomes.
- Provide a variety of options and challenging materials.
- Offer materials for representing ideas with print and drawings.

e. Provide child-initiated and adult-supported experiences.

- Offer materials and extra resources to support projects.
- Use specialized sources and books as means of extending activities that interest the children.
- Demonstrate enjoyment in reading books and telling stories.
- Encourage children to move outside their comfort zone by providing opportunities for reasonable risk-taking.

f. Create positive learning environments and experiences so that each child's learning and development is supported.

- Provide stimulating learning environments with accessible materials and tools

- Present children’s ideas to other through drawings or telling
 - Present various materials to support sensory exploration.
 - Make visible children’s learning and understanding of the world around them.
 - The environment will reflect different ideas, values, and cultures.
- g. Incorporate indoor and outdoor play, active play, and rest and quiet times into the day and give consideration to the individual needs of the children.
- Offer opportunities to observe, investigate, and discover elements of our natural Environment.
 - Have children practice jumping and coordination by “following the leader.”
 - Play music with simple rhymes and engage children in gross motor activities; dance, obstacle courses, and imitation of musical patterns through games and songs.
 - Promote balanced play periods with opportunities for quiet times (circle time and stories).
- h. Foster ongoing communication and engagement with the parents about the program and their children.
- Building positive and responsive relationships through conversations and genuine interest.
 - Daily exchange of ideas and/or summary of the morning activities and parents’ response and participation.
 - Opportunities for children and their parents to explore together and co-plan projects.
 - Information for parents about what children learn, via seesaw app, photos, meetings, Emails.
 - Different forms of documentation to record children’s ideas, and share evidence of development and learning with parents through drawings, attempts at writing, and written observations of children’s exchange of ideas in seesaw.
- i. Involve local community partners and allow those partners to support the children, their family and staff.
- Partnership with local colleges (ECE programs) and high schools (Co-op programs) to offer opportunities for student placements to enrich the learning experience of both the student and the children.
 - Affiliation to professional resources to enrich the materials and resources offered in the classroom (ASCY, Public Library etc.)
- j. Staff support in relation to continuous professional learning.
- Offer financial support and time away for professional development of staff members.
 - Provide professional training opportunities to staff, parents, and volunteers to encourage continuous professional learning.
 - Maintenance of the Professional College of ECE and AECEO.
- k. Document and review the impact of strategies set out in the above goals on the children and their families.
- Encourage self-reflection, discussion, and ongoing collaboration among staff, parents, and

volunteers in order to readjust practices and procedures.

- Evaluate the physical environment and provide changes when necessary (to facilitate natural flow between different areas of the classroom).
- Annual evaluations of the program will be done at the end of December each year by the executive, and the teacher by parents and volunteers in a detailed document.

This program statement is meant to be a live document that is reviewed, revised, and readjusted on an ongoing basis. All new program staff, volunteers, and students at Dundas Valley Cooperative Preschool must be aware of the program statement contents prior to interacting with the children; whenever the document is modified. They must provide verbal confirmation and sign a document to verify it has been read and changes have been reviewed.

Brianne St. Louis, RECE
Supervisor / Teacher

Revised September, 2024

Program Statement Implementation Monitoring



Person being monitored: _____

Date: _____ Staff? _____ Volunteer? _____

Compliance with the Program Statement approaches	Yes	No
Supervise children at all times		
Engage in play with children at all times. Offer toys, take turns and exchange ideas in play		
Support children in a positive manner that is appropriate to their age and development level		
Encourage conflict resolution by acknowledging the child's feelings		
Encourage children to attend and listen to peers		
Prompt cues for regulation of emotions in order to solve conflicts		
Implement preventative practices to minimize conflict/dangerous situations		
Praise, and offer encouraging comments, and reminders to the children of acceptable behaviour		
Show empathy and rationalize the logical consequences of specific actions on our peers		
Value children's ideas and promote consideration of different points of view		
Use soft, supportive voices		
Encourage group activities to provide a sense of belonging		
At snack time, encourage children to feed themselves and at least taste the food		
Model positive behaviour to promote good eating habits		
Promote helping behaviours among peers and towards adults		
Avoid non-verbal and verbal responses to children's thinking that imply "right or wrong"		
Assist children through the washroom routine according to the amount of help they require		
Emphasize the importance of hand washing to stay healthy		
Encourage children to wash hands after going to the washroom, creative activities, playing with sensory materials, like playdough, sand or water and before and after eating		

Monitoring of Prohibited Practices	Yes	No
Corporal Punishment of a child		
Physical restraint of a child		
Confining a child by locking exits of the preschool		
Deliberate use of harsh or degrading measures or threats or derogatory language that would humiliate, shame, frighten the child or undermine his/her self-respect, dignity, self-worth		
Depriving a child of basic needs including food, shelter, toilet, clothing or bedding		
Inflicting bodily harm on children including making children eat or drink against their will		

Recommendations:

Observed by: _____

Title: _____

Date: _____