

Andrew Fleck Children's Services



Mutchmor Program Statement

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Website: www.afchildrensservices.ca

Our Program Statement

Our program statement sets forth our program goals and approaches as we plan and create positive early learning experiences that support the learning and development of the children attending our centre.

Our Early Childhood Educators plan the environment to guide the children's learning while meeting individual developmental needs. They create an environment that fosters a sense of **belonging, well-being, engagement, and expression** for children, families and themselves. These are the four Foundations identified in '**How Does Learning Happen?**' Ontario's Pedagogical Framework for the Early Years.

For more information regarding 'How Does Learning Happen?' please see the following website <http://www.edu.gov.on.ca/childcare/pedagogy.html>

1. To promote the health, safety, and well-being of the children, we:

- Emphasize play!
- Prioritize the emotional and physical well-being of all children in our care
- Provide a variety of materials & areas for children to meet their needs for active, exploration and stimulating play as well as areas and materials that allow for quiet and rest time.
- Encourage children to build competence and awareness of their strengths through age-appropriate, risky and adventurous play
- promote opportunities where children can practice self-regulation
- Plan programming that is child-led and inquiry-based
- Educators act as co-learners rather than facilitators

2. To promote responsibility for self and others through positive interaction and communication, and to support their ability to self-regulate, we:

- Create an environment where children learn to label their emotions and needs
- Develop responsive and nurturing relationships of mutual respect and trust.
- Encourage children to communicate in different forms (verbal and non-verbal)
- Get down to the child's level, use active listening skills and value the child's input.
- Encourage the use of visuals within our program to assist the children
- Utilize positive and respectful behaviour guidance with emphasis on discussion and a strength-based approach
- Collaborate with families to assist children in being successful.
- Respond empathically to all children and try to identify and decrease the stressors that a child may be feeling.

3. **To create environments that foster the children's exploration, play and inquiry so that each child's individual learning and development is supported, we:**
 - Make space for both child-initiated and adult-supported experiences.
 - We create environments where educators are co-planners with the children.
 - Support and encourage children's decision-making
 - Promote inquiry-based learning
 - Foster curiosity, exploration and risk-taking
 - Invite children to ask questions, think critically and explore different possibilities

4. **To offer flexible, responsive programming that incorporates indoor & outdoor play, active play, rest, or quiet time into the day and considers the individual needs of the children receiving child care, we:**
 - Respect that each child will have their own unique skills and attributes;
 - Make space for their evolving interests while balancing the need for some time to unwind after a full day of school instructions.
 - Commit to exploring natural outdoor play spaces daily that support the development of sensory, motor and cognitive skills in all children. (We consider humidex and wind chill temperatures, as well as UV index and air quality)
 - Encourage the children to explore and take risks, ensuring that we are assessing all risks

5. **To build supportive partnerships with children and families, fostering a sense of belonging and connection for all, we:**
 - Provide an orientation/integration period for all new children and families to ensure a positive and successful transition to our program.
 - Value that parents/guardians are their child's primary caregivers and we are committed to a mutually respectful relationship with all families.
 - Foster an open-door approach for families where they are welcome to visit at any time during our program hours.
 - Develop different mechanisms and opportunities to support ongoing communication with families about the program and their children. This could be through emails, phone calls, family events, etc.
 - Utilize a private online tool called StoryPark to share children's learning through photos, videos and learning stories created by the child's educators.
 - Invite families and children to share some of their traditions, family values, and cultural observances so that we can incorporate them into our programming when appropriate and with permission

6. **To create meaningful relationships within the larger community so that children and families feel supported and that children can also contribute to their larger community, we:**
 - Encourage and develop partnerships that strengthen our abilities to meet the needs of children and families
 - Explore our neighbourhood with community walks or field trips during non-school days when possible.

- Invite guests into our program to share their skills, stories, and information that can benefit children and families
- Participate in community events that encourage children to give back to their community (such as Clean Up The Capital, etc)

7. To support continuous professional learning, we:

- Value lifelong learning and commit to engaging in continuous professional learning to enhance our practice.
- Participate in workshops, communities of practice, and other opportunities to gain new skills and perspective, develop new areas of expertise and remain current in child development research and best practices.
- Remain committed to the welfare and development of children, and are always available for consultation, information, and resources.
- Participate in team meetings and collaborate with colleagues and other early learning professionals to evaluate our program and approaches
- Review the program statement and all policies prior to interacting with the children, and again annually
- Work within the Standards of Practice and Code of Ethics as put forth by the College of ECE and the AFCS 'Statements of Practice and Guiding Principles.'

On behalf of Andrew Fleck Children's Services, we welcome you and your child to the Mutchmor before and after school program and appreciate that you have chosen our program for your child.