

Program Statement for ELECT Preschool and Nursery:

This Program Statement document captures the philosophy and goals that guide our program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies, and the practices to implement, monitor, and evaluate those action plans, and continually improve our performance.

To be reviewed annually.



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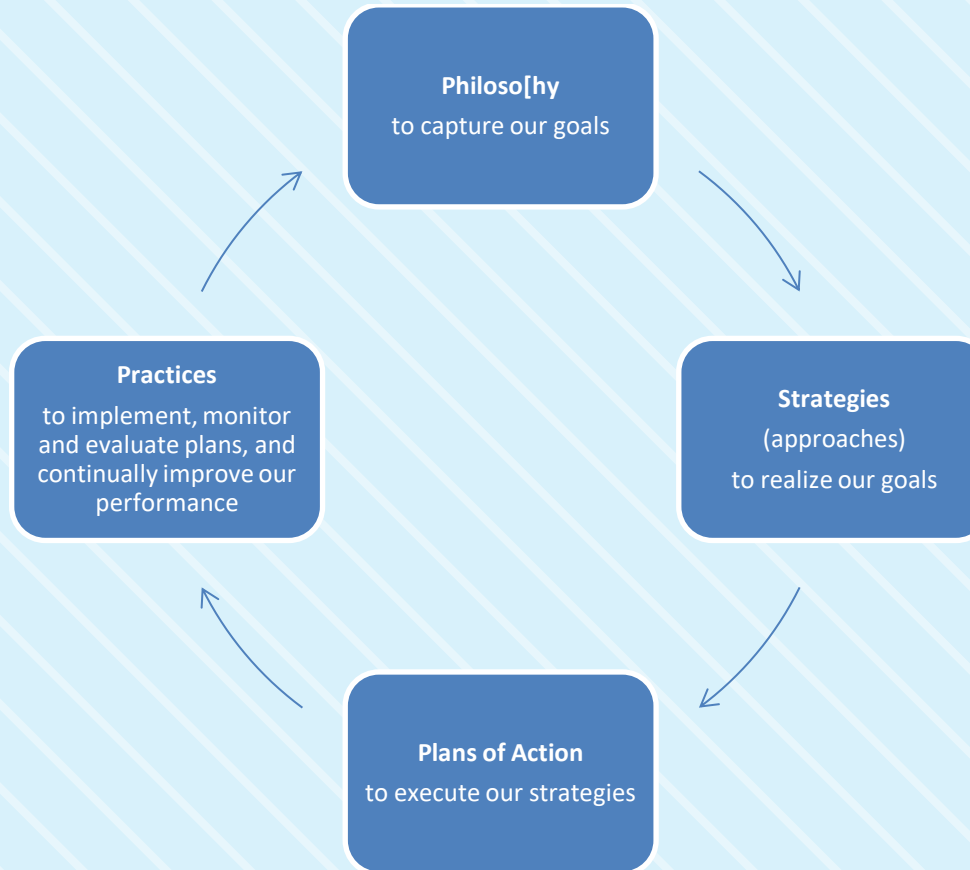
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Program Statement Framework

Our Program Statement describes the following:

- The **philosophy** which captures our goals
- The **strategies** which are our approaches to realize our goals
- The **plans** of action which execute these strategies
- The **practice** which implement, monitor and evaluate plans, and our performance



Program Statement = Philosophy (Goals) + Strategy (Approach) + Plans of Action + Practice (Evaluation)

Our Practices

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review the following:
 - This program statement document
 - All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements
3. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
4. Undertake staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month
5. Each staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the JDU document. Staff will discuss and reflect on current practices against the strategy, and any opportunities for improvement will be captured
6. Undertake management/board meetings. Include agenda item to discuss performance against the program statement and plan for improvement for next period
7. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
8. Share "performance outcomes and goals review" with Board/Management and document and incorporate their feedback
9. Budget a professional development investment for each staff and align the professional development with the program statement needs
10. The employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will include self-assessment along with identifying goals and improvement for the following year

Our Philosophy (goals)

- Inclusive enriched children environment
- Honor and respects of children's beliefs, culture, language and experiences acquired from their family and community
- Promote health and well-being
- Fostering the children's exploration, play and inquiry as a key goal
- Capturing and documenting our practice in reinforcement of the learning
- Support all children ability to self-regulate, so children feel comfortable and confident
- Foster the children's health and well-being indoors and outdoors
- Forming trusting relationships with children and their families
- Providing everyone with a sense of belonging
- Children learn to care about other people, understand others's feelings, cooperate and share to express their opinions, resolve conflicts, and develop self-competence, self-worth and self-regulation

Our Strategies (approaches)

1. Promote an environment which is healthy, safe and support general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environment and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

Our Plans of Action

The Plans of Action in each of these topic areas are the means to execute our strategies

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|--------------------------------------|---------------------------------------|---|
| 1. Daily Written and And | 14. Care Practices | 26. Communications |
| 2. Program Plan | 15. Meals and Snack Time | Extending Children's Learning |
| 3. Learning Experiences | 16. Cribs and Bedding | 27. Menu and/or Snack Adaptations |
| 4. Indoor Physical Environment | 17. Health & Safety | 28. Food Substitutions |
| 5. Displays | 18. Toys & Play Equipment Hygiene | 29. Preparation |
| 6. Art and Sensory | 19. Staff & Children's Hand Hygiene | Hanging and Transportation of Food |
| 7. Books, Language & Literacy | 20. Transitions and Attendance | 30. Health and Safety |
| 8. Music and Accessories | 21. Positive Atmosphere | Kitchen and/or Food Preparation Area |
| 9. Physical Play Learning Experience | 22. Supervision of Children | 31. Connecting and Collaborating with local community |
| 10. Cognitive & Manipulative | 23. Fostering Children's independence | 32. Outdoor Playground Environment |
| 11. Science & Nature | 24. Development of Self-Esteem | |
| 12. Block & Construction | 25. Behaviour Guidance | |
| 13. Pretend Play | | |

Our Philosophy (Goals)

Inspired by The Canadian documents; How does learning happen? And Early learning for every child today, our primary goals at ELECT are to support children with their self-regulation (behavior, emotion and attention), sense of identity, social inclusion, health and well-being, language and thinking skills, physical skills, the foundation knowledge and concepts needed for literacy and numeracy. Educators support the development of capacities and skills while respecting a child's interests and choices. Having a planned curriculum with specific goals for children's holistic development and families participation benefits children's enjoyment, development and learning. Curriculum includes: the organization of physical space, materials and activities, they are designed to encourage learning processes, skills and the acquisition of specific information. Children learn through active engagement activity, observations, experimentation and social interactions with others. As they develop an understanding about themselves and others, they learn to regulate their emotions, attend to what is important, and make plans, all based on cultural values and practices embedded in their social and physical environments. Literacy, emerges when children mimic the reading and writing process. Quality supervised play supports oral communication skills, confidence, making friends, persistence and creativity in completing tasks, solving problems and excited to learn. "The developmental literature is clear; play stimulates physical, social, emotional and cognitive development in the early years. Children need time, space, materials and the support of informed parents and thoughtful and skilled early childhood educators in order to become master players. They need time to play for the sake of playing" Hewes (2006), Let the Children play.

ELECT Preschool and Nursery is committed to providing the highest level of quality, affordable child care for our community. Our philosophy of our program is one that believes in the positive potential of all children. Each program develops goals for the child which are then incorporated into a group program. The staff observe the developmental level of the children and then plan programs that are educational and developmentally appropriate

We believe in:

- providing an inclusive enriched childcare environment, which honors and respects all children's beliefs, culture language and experiences acquired from their family and community.*
- Promoting children's health and well-being*
- Fostering the children's exploration, play and inquiry*
- Capturing and documenting our practice*
- Supporting all children's ability to self-regulate so that children feel comfortable and confident*
- Fostering the children's health and well-being indoors and outdoors*
- Forming trusting relationships with children and their families*
- Providing everyone with a sense of belonging*

– *Children learn to: care about other people; understands other’s feelings; cooperate and share; to express their opinions, resolve conflicts; and develop self-help, self-competence, self-worth, and self-regulation.*

ELECT provides a positive learning environment for children that enhance their personal level of development. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate: communication and social skills through child-child and adult-child interactions; fine motor development; gross motor development through physical activity and outdoor play; self-esteem and decision-making capabilities; curiosity, initiative and independence.

Children are guided by skilled Early Childhood Educators and Early Childhood Assistants who establish a flexible program in an inclusive, supportive, and non-discriminatory environment. Children’s ideas are the core of the curriculum that is based on the interest and needs of the children.

Open communication between and among staff, children, families and the school community is central to realizing a warm and safe environment in which the children at ELECT can play, learn and thrive. We provide programs to support our all-inclusive approach to child development, including sports, dramatic and creative arts, self-help skills, and science experiences. Children are encouraged, but not forced, to participate in all activities.

We strive to provide a stimulating program that offers services to children, families and the community, within the framework of the Child Care and Early Years Act in Ontario’s (Canada) Pedagogy for the Early Years (“How Does Learning Happen”) and (“Early Learning for Every Child Today”). Our curriculum is organized around the following 5 areas of Development: (i) physical (gross and fine motor); (ii) social/emotional (awareness, respect, ability to share and cooperate); (iii) communication (verbal and non-verbal); (iv) self-esteem (self-awareness and positive self-image); (v) cognitive (comprehension, problem solving, and skill acquisition).

Staff provide the parents with the opportunity to discuss their child’s progress through on-going discussions, and parent meetings if necessary or requested. If there are any problems or concerns regarding your child, your child’s teachers will discuss it with you so that we are all working together. At ELECT, our goal is to help foster anti-racist views, avoid biases and implement socially accepted values, attitudes, and practices. Our program and activities reflect the cultural diversity of Amman and promote respect and appreciation of differences.

“we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children.”

Our Purpose:

Children’s learning, development and caring are the purpose and foundations of our preschool and nursery programs. Tools of teaching/learning include: scaffolding, modelling, demonstrating, coaching, discussing, questioning and individualization.



Our Strategy

Our strategies to achieve our program statement are guided by the work done on Ontario's (Canada) Pedagogy for the Early Years ("How does Learning Happen") and ("Early Learning for Every Child Today"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging.
- A sense of a Well-Being.
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

We will adopt the following 11 strategies to create these conditions:

1. Promote an environment which is healthy, safe and support general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
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