



Appleseed Child Care Centre

PROGRAM STATEMENT AND IMPLEMENTATION POLICY

INTRODUCTION AND PEDAGOGY

The method and practice of teaching at Appleseed is multifaceted. We believe that each child is unique, competent, curious, and rich in potential. To improve learning outcomes, different strategies are used in different combinations with different groupings of children. We consider the child's background, learning style, and abilities to inform our teaching practices. Our goal is to incorporate a variety of teaching strategies that support and encourage learning in each individual child. We strive to establish positive, responsive adult-child relationships while providing inclusive learning environments and experiences for all children, including those children with individualized plans. We plan and create environments for children that act as a "third teacher", where children are encouraged to explore, play, and inquire. Employees also engage as co-learners with the children and their families. Employees regularly participate in ongoing, reflective practice, and collaborative inquiry with others while using pedagogical documentation as a means to value, discuss, and make learning visible. Ultimately, at Appleseed we strive to create an environment that engages children, encourages expression, and fosters a sense of belonging while caring for the well-being of each child.



The following areas of development are considered when planning both the environment and program:

- Intellectual engagement and cognitive development
- Expressive and receptive communication skill development
- Physical development
- Mental health and wellness
- Connectedness to the wider world
- Varied opportunities to explore, play, and inquire

We teach and care for the children from a traditional loving Christian philosophy that includes singing grace at mealtimes and the celebration of traditional Christian holidays throughout the year (Ex. Christmas and Easter).

GOALS AND APPROACHES

(a) At Appleseed our goal is to promote the health, safety, nutrition, and well being of the children. Our approach to accomplish this goal includes the following practices:

- On a daily basis our employees observe the children for wellness/illness.
- We monitor children's development and where possible make adjustments in our programming to support the child.
- At the toddler/preschool site we provide comfortable cots with sheets, blankets, and stuffies for rest time.
- Cozy corners with soft elements and books are available for quiet times.
- We have established and implemented policies around sanitary practices, cleanliness, food service, and personal hygiene.
- We offer two nutritious snacks at all programs and hot lunches at our full day programs. Our menus are reviewed by a dietician and approved by the Wellington-Dufferin-Guelph Health Unit.

- Food is prepared by an employee who has successfully completed the "Safe Food Handlers" course offered by the health unit.
- Our play rooms and play yards are monitored daily for potential hazards and corrective measures are taken to address identified areas of concern.
- We have an established "Safe Release" program to ensure that children are released into the care of an authorized adult at the end of the day.

(b) At Appleseed we strive to support positive and responsive interactions among the children, parents, and staff. Our approach to accomplish this goal includes the following practices:

- At Appleseed we take an authentic interest in getting to know each child including their individual personalities, likes/ dislikes, needs, and interests.
- We encourage children to develop positive interactions with others through role modeling, group activities, and gentle guidance.
- Parents and children are warmly greeted and welcomed each day.
- Parents are welcome to share their ideas, discuss concerns, or seek out resources through the office.
- Appleseed is committed to the development of harmonious relationships.
- Appleseed has an established "Complaint Resolution" policy to address parental concerns.
- Appleseed is committed to maintaining a culture free from discrimination and harassment.

(c) At Appleseed we strive to encourage children to interact and communicate in a positive way and we support their ability to self-regulate. To accomplish this goal we use the following approaches:

- At Appleseed we have created an environment where everyone feels welcome and safe.
- We consider children's trigger points and strategically plan to avoid the triggers where possible.
- We take the time to observe and listen to the children.
- We model and teach kindness, goodness, gentleness, patience, sharing, and self control.
- We model and teach problem solving strategies.
- We use a positive manner and tone of voice when communicating.
- We remind children of what they can do.
- We allow the expression of feelings, thoughts, and ideas while maintaining safety and respect for self, others, the equipment, and surrounding environment.

(d) We strive to foster children's exploration, play, and inquiry in a variety of ways. To accomplish this goal we use the following approaches:

- We provide an environment that invites children to engage with and explore different learning stations.
- We provide learning stations such as: arts and crafts, drama, sensory, science, library, technology, fine and gross motor challenges, and construction.
- We provide "loose parts" and open ended materials at learning stations.
- We provide an environment that fosters authentic relationships between adults and children whereby we learn from each other.
- We provide an environment that values learning, exploring, and new experiences.
- We provide an environment where toys and equipment are rotated in and out of the class to support children's varied and developing interests.
- We provide skill building activities including exposure to shapes, colours, numbers, letters/literacy, music, classification, and seriation.

(e) At Appleseed we strive to provide child-initiated and adult-supported experiences. To accomplish this goal we use the following approaches:

- Daily activities are planned around emerging interests of the children.
- Teacher directed experiences are provided to expand the child's experiences and knowledge.
- Gathering times are used to build the sense of community and provide opportunities for corporate sharing and conversation time.

- For the preschool site, gathering times are used to re-enforce previously explored ideas, and to introduce new ideas and concepts through stories, singing, finger plays, and games.
- There are craft and creative art activities that are both child directed and teacher planned projects.

(f) We strive to plan for and create learning environments and experiences in which each child's learning and development will be supported, and which is inclusive of all children, including children with individualized plans. To accomplish this goal we use the following approaches:

- Activities are set out to invite the children to explore, question, problem solve, collaborate, and to engage their creativity and imagination. These activities contain multiple entry points so that they are accessible to children of varying abilities.
- Teaching teams will consult children's individualized plans on a regular basis to confirm that activities, experiences, and toys provided are inclusive for children with individualized plans.
- The concept of diversity encompasses acceptance and respect for all. We understand that each child and family unit is unique and we recognize our individual differences. These differences can be along the dimensions of ethnicity, culture, gender, socio-economic status, orientation, age, or physical abilities. We endeavour to provide an environment where everyone is accepted and that we can explore these differences in a safe, positive, and nurturing environment.

(g) Our program strives to incorporate active play indoors and outdoors, rest, and quiet time into the day. We give consideration to the individual needs of the children receiving childcare. This is accomplished in the following manner:

- We encourage active exploration and movement.
- We provide a variety of opportunities for children to challenge their gross motor development while outside or inside. Depending on the location children have access to balls, hula hoops, sports equipment, riding toys, scooters, climbers, balance beams/blocks, slides, and sand boxes.
- Our preschool and toddler play grounds have both natural and man-made areas for exploration.
- We provide supplementary activities on the play ground such as creative expression, books/puzzles, sensory, drama, construction, and music.
- In the toddler, preschool, and JK/SK play grounds there are a variety of push and riding toys available.
- Each play room offers a quiet, cozy corner with stuffies and books for children who wish to rest.
- Both toddler and preschool programs offer comfortable cots with sheets and blankets for sleep or rest after the noon meal.
- Non-sleeping children are encouraged to rest quietly with a soft toy or quiet activity while on their cot.

(h) At Appleseed our goal is to foster the engagement of and ongoing communication with parents about the program and their children. We will do this in the following ways:

- We believe in building strong relationships with the children and their families.
- We invite parents to complete a "Get To Know You Better" questionnaire.
- Personal daily journal notes are provided to the preschool and toddler parents.
- Casual daily conversations take place regularly between staff and families.
- Classroom experience binders and displays are available to parents and visitors. These binders and displays showcase the daily/weekly activities.
- Postings regarding program plans and events are available to parents on the Parent Boards.
- Developmental checklists are shared with the toddler and preschool parents that track their child's development.
- Suggestion/comments boxes are readily available at each site.
- Menus are posted at each program location and on the website.
- Parent Board items include: licensing terms and conditions, timetables, program plans, program changes, parenting recourses, community events, items of interest, and workshops.
- Parent handbooks are provided to clients in hard copy from the office and are available on the Appleseed website. <www.appleseedchildcarecentre.com>
- Satisfaction surveys are conducted annually or as needed.

- Email is used to convey messages, news, and upcoming events to clients.
- Parents are welcome to drop into the office to chat, share kudos, concerns, or ideas.
- Parents are invited to attend special events hosted by Appleseed.

(i) Our goal is to involve local community partners and to allow those partners to support the children, their families, and staff at Appleseed. The following list is comprised of community members with whom we have a current partnership.

Professional Services (As needed)

- Wee Talk
- Occupational Therapists
- Physiotherapists
- Social Development Consultants
- Resource Consultants
- Optometrists (annually for the preschool children)

Class Guests

- Local fire fighters
- Police
- Librarian
- Musicians
- Artists Dental hygienists

Workshops

- CPR and First Aid training on site
- Various trending topics

(j) Appleseed strives to support staff in relation to continuous professional learning. To do this we provide access to:

- Workshops
- Staff meetings
- Relevant reading material
- Professional development courses
- Webinars
- Networking opportunities

(k) Our goal is to document and review the impact of the approaches to our goals stated in this program statement on the children and their families. To accomplish this goal we use the following approaches:

- We conduct parent surveys annually, and as needed.
- We survey staff for their feedback.
- We review the impact of our practices and the practicality of our goals on a regular basis.
- The “Program Statement” may be amended based on these reviews and recommendations of the parents, employees and management.
- Our goal is to ensure that each employee understands the program statement. To accomplish this goal employees will read the program statement and sign to acknowledge that they have read and understood their part in working towards implementing these practices.
- The “Program Statement” will be reviewed and signed by employees annually or more frequently based on the frequency of revisions.

(l) Appleseed’s programs are guided by the “How Does Learning Happen” document. For more information on this document, please see the following website.

<<http://www.edu.gov.on.ca/childcare/pedagogy.html>>