Perth Care for Kids **Program Statement** September 2022

Perth Care for Kids views all children as capable, curious and rich in potential. Our Program Statement reflects the How Does Learning Happen framework in guiding our programming and beliefs in how a child learns. We believe that a carefully prepared, play-based learning program compliments the child's natural curiosity. Learning is fun under the guidance of our caring educators and support staff. Children develop social skills and make friends, while learning and growing in ways that support their success in school and in life. Perth Care for Kids follows an emergent curriculum philosophy and understands that learning is a partnership between the child, family and the educators/ support staff (all other employees including Site Assistants, Cook/Cook Assistants, and anyone not directly working with children). Our overall goal is to ensure a comfortable environment where children learn in a meaningful and joyful way and where they feel a strong sense of belonging. The environment is viewed as a "third teacher" offering children inspiration and encouragement to explore the world around them.

Perth Care for Kids, inclusive of all educators and support staff, believes in offering a program that:

a) Promotes the health, safety, nutrition, and well-being of children through such practices as:
- Serving children healthy snacks/meals daily and in accordance with the Canada Food Guide
- Promoting and maintaining safe play areas both indoors and outdoors
- Providing a daily balance of quiet and active activities as well as sleep/rest times as a means of meeting the overall well-being of each individual child

b) Supports positive and responsive interactions among children, parents, educators and support staff through such practices as:
- Nurturing authentic, caring relationships and connections that create a sense of belonging between children, adults, and families
- Honoring and observing children's interests/ ideas and contributions by responding to them in a respectful way and providing experiences generated from their interests

c) Encourages the children to interact and communicate in a positive way and support their ability to regulate through such practices as:
- Demonstrating a calm, positive approach to guiding children, and providing them with the tools necessary to help them problem solve and communicate
- Assisting children to identify and express their feelings in healthy ways

d) Fosters the children's exploration, play, and inquiry through such practices as:
- Providing children with open ended materials that allow for the natural flow of creativity and the opportunity to initiate experiences, generate ideas, plan, problem-solve, make meaningful choices and act spontaneously through play
- Setting up environments that promote curiosity and wonder

e) Provides child-initiated and adult-supported experiences through such practices as:
- Evaluating when to be an intentional participant in the children's play and when to support learning experiences from afar through observation
- Ensuring programming and ongoing projects are generated from observations and children's emergent ideas and interests

f) Plans for and creates positive learning environments and experiences in which each child's learning and development is supported through such practices as:

- Seeking to provide positive reinforcement, re-direction and good role-modelling for children to gain skills to cope with their stress levels, frustrations and everyday living
- Supporting the child to develop a sense of belonging and being engaged in their learning environment
- Creating an environment that is organized with spaces that invite children of all abilities to investigate, imagine, think, create and problem solve

g) Incorporates indoor and outdoor play, as well as active play, rest and quiet time, into the day and consider the individual needs of the children receiving child care through such practices as:

- Providing safe spaces for children to engage in all activities to increase their independence, and master skills through play
- Considering positioning in the space so that children can visibly be accounted for and engaged with at all times

h) Fosters the engagement of and ongoing communication with parents about the program and their children through such practices as:

- Communicating and connecting with families through the use of daily record sheets for infants, monthly calendars, social media updates, documentation, communication boards and face to face greetings for the purpose of highlighting the child's achievements, interests and any challenges shared between program and home
- Encouraging parents to share information about any atypical behaviours such as a restless night or lack of appetite which will be kept in a daily communication log

i) Involves local community partners and allow partners to support the children, their families, educators and support staff by:

- Making referrals for families to access the supports and resources they need.
- Inviting professionals, such as Resource Consultants, to share their expertise and knowledge to further support children in our programs
- Planning guest visits from and/or local outings to community partners such as Police, Fire and Emergency Medical Services as opportunities of connection and for children to expand their learning while ensuring best practices for the safety and well-being of children on excursions.

j) Supports educators and support staff in their continuous professional learning through such practices such as:

- Scheduling regular professional learning opportunities throughout the year
- Reviewing, discussing, sharing and reflecting, either individually or within specific learning communities, on topics that are relevant to providing quality care for children and effective support for families
- Believing that they are "co-learners" with the children

k) Documents and reviews the impact the strategies noted in clauses (a) – (j) have on the child care and the families through such practices as:

- Producing regular Documentation (both written and verbal) to ensure that educators, support staff and families are engaged and communicating about the child's interests, needs and learning
- Coordinators/Supervisors utilizing program visits and discussions with educators and support staff to support putting the strategies noted in clause (a) – (j) into practice. Examples of this could be a reflection on how the environment supports a child safely learning through exploration; or a discussion of how a professional development opportunity could further enhance relationships with children and families