

Extended Day Program - Program Statement

Name: WRDSB Extended Day Program
Date Policy and Procedures Established: April 6 2022
Date Policy and Procedures Updated: June 17 2022

Purpose

The WRDSB employs Designated Early Childhood Educators registered with the Ontario College of Early Childhood Educators, who also work in our Kindergarten programs as part of a broader vision for a seamless and integrated care system for children from JK - grade 6. Educational Assistants also work to support programs where additional staff are required.

Our Program Statement is a living document that evolves with the program as learning and understanding expands. Our program statement will evolve over time with input from educators, children and families as gathered during professional learning opportunities, site visits and through our student initiatives and our parent survey. We want to ensure educators, children and families feel a sense of belonging that ensures everyone is supported and thriving. It describes program goals that we strive to achieve as well as the pedagogical approaches used.

Our programs are guided by Ontario's Pedagogy for the Early Years; *How Does Learning Happen?*. WRDSB operated Before & After School programs view educators, children and families as competent, capable, curious and rich in potential and we want to ensure that our approaches to supporting children and families reflect this.

WRDSB Operated Before & After School Program Goals;

- (a) promote the health, safety, nutrition and well-being of the children;
- (b) support positive and responsive interactions among the children, parents, child care providers and staff;
- (c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
- (d) foster the children's exploration, play and inquiry;
- (e) provide child-initiated and adult-supported experiences;
- (f) plan for and create positive 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;
- (g) incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;
- (h) foster the engagement of and ongoing communication with parents about the program and their children;
- (i) involve local community partners and allow those partners to support the children, their families and staff;
- (j) support educators or others who interact with the children in the Before & After School program in relation to continuous professional learning; and
- (k) document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families. O. Reg. 137/15, s. 46 (3); O. Reg. 126/16, s. 32 (2-4); O. Reg. 254/19, s. 12.

WRDSB operated Before & After School Program Approaches;

Approaches describe the actions we will take to achieve the goals and are grounded in a philosophy of equity and building connections through positive responsive relationships that foster a sense of belonging for every child.

With their unique qualifications and experiences, early childhood educators bring their knowledge of early childhood development, as well as a focus on age-appropriate, developmentally appropriate, and culturally responsive program planning, to facilitate experiences that promote each child's physical, cognitive, language, emotional, social, and creative development and well-being.

The educator team (both early childhood educator and educational assistants) working in the program establish positive, supportive relationships with children and families.

Educators do so by;

- Fostering an anti-oppressive, anti-racist, and inclusive culture where all children feel seen, heard, respected, and have the support and resources they need to flourish (approach that supports goals a-b-c-d-e-f-g-h-k)
- Supervising and supporting children to ensure that they are healthy and safe by following Public Health, First Aid and Emergency procedures (approach that support goals a-b-f-g)
- Responding to children's individual physical, social and emotional needs (approach that supports goals a-b-c-d-e-f-g-h-k)
- Providing a variety of choice and open-ended materials in the program (approach that supports goals a-b-c-d-e-f-g-h-k)
- Sharing control with children through providing opportunities for child-led experiences and choice (approach that supports goals a-b-c-d-e)
- Supporting children with solving problems and acknowledging their feelings (approach that supports goal a-b-c-d-e-f-g)
- Recognizing that children are competent and capable of complex thinking (approach that supports goals a-b-c-d-e-f-g-h)
- Welcoming parents in to the program and encouraging parent involvement (approach that supports goals a-b-h-i-k)
- Sharing information with parents about their child's day in various ways (updates in person, parent information boards, newsletters) (approach that supports goals a-b-h-i-k)

In our programs you will see:

- a wide variety of open-ended play materials in loosely defined areas so that children can freely use the materials to support their exploration, inquiry and play with bodies, minds and senses.
- periodic visits from and to shared spaces within the school (e.g., library, gym, playground, where applicable community partner events) to enhance the children's experiences.
- pictures of the children engaged in play, learning stories that documents the children's experiences and feedback from parents posted on the parent information board.

In our programs you will hear:

- dialogue between staff and children that support problem solving and co learning.
- daily communication and the exchange of information with families and staff.

Other Resources:

Ministry of Education: Think, Feel, Act: Lessons from Research About Young Children

CECE Practice Guidelines: Supporting Positive Interactions with Children

The Child Care and Early Years Act (2014)

The Education Act

Ont. Regulation 221/11 Extended Day and Third Party Programs

Ministry of Education Policy Memoranda

Before and After School Programs Policies and Guidelines for School Boards

How Does Learning Happen?: Ontario's Pedagogy for the early Years (HDLH)

The College of Early Childhood Educators

Glossary

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the program

Staff (Employee): Individual employed by the licensee (e.g. program room staff)

DECE: Designated Early Childhood Educator

Pedagogy: The method and practice of teaching

Anti Oppressive Practice: seeks to identify strategies to construct power in a way that will address the systemic inequalities that are operating simultaneously at the individual, group and institutional level, as opposed to producing and reproducing oppression.

Anti Racism: Anti-racism is structured around conscious efforts and deliberate actions which are intended to dismantle racism.

Goal: An aim of desired result

Approach: A means of attaining a goal

Social Learning: The process of acquiring knowledge about individuals and groups by observing, imitating and interacting with others.

Emotional Development: The complex changes within the individual over time that involves the self and feelings and regulating behavior

Learning: The process of changing existing understanding to accommodate new ideas; acquire new knowledge, skills and or dispositions

Skill: A learned behavior

Well Being: The state of being comfortable, healthy or happy

Responsive caregiving: The process of offering consistent, reliable care via careful observation of cues