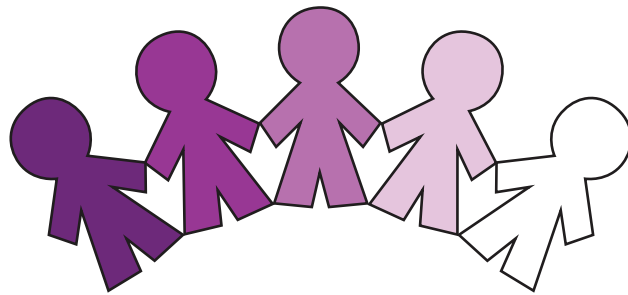


PROGRAM STATEMENT

IMPLEMENTATION PLAN



Umbrella Family and Child Centres of Hamilton

Good care educates. Good education cares.

VISION, MISSION AND CORE VALUES

VISION STATEMENT

Responsive, accessible, and inclusive child care for all

MISSION STATEMENT

Excellence in early learning and child care

CORE VALUES STATEMENT

Collaboration is the key

Success is rooted in our partnerships with our team, children, families, and community partners.

Equity and Belonging always

Children and families are at the center of everything we do, and we celebrate their strengths with respect, passion and purpose.

Excellence begins with us

Investing in our team, promoting innovation, and nurturing quality improvement is what sets us apart.

Respect and integrity are essential

We will act with uncompromising honesty and integrity in everything we do.

Trusting relationships connect us

We will create and build trusting relationships with our team, children, families and communities.





The starting point for curriculum in the Umbrella programs is the belief that children are curious, capable and they learn best by pursuing their own interests and goals in a carefully designed learning environment.

Educators view themselves as co-learners with children, listening carefully to children's thoughts, providing materials and posing questions to allow children to explore, solve problems and draw conclusions. Children's thinking and learning is recorded by educators through photographs and written observation and posted in the program for the review and consideration of both children and adults.

Staff members use the document "How Does Learning Happen? Ontario's Pedagogy for the Early Years" as set out by the Ministry of Education as a guide in supporting developmentally appropriate practice. This document includes expectations for programs centred on four foundations that are considered to be key ingredients for optimal learning and healthy development. These foundations are: Belonging, Well Being, Engagement and Expression. Goals for children include:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and well-being.
- Every child is an active and engaged learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who expresses himself or herself in many ways.

The four foundations for learning are implemented in the Umbrella Curriculum. The Umbrella Vision, Mission and Core Values statements closely align with these four foundations.

This program statement and the accompanying Implementation Policy is reviewed with all staff, students and volunteers prior to interacting with children and following any changes to the document. The Prohibited Practices and Monitoring Compliance and Contraventions chart forms part of the Implementation Policy. The review is signed by both the staff member and the designated supervisor.

Umbrella is committed to supporting professional learning to support the implementation of "How Does Learning Happen" through agency training, dedicated program development time, agency participation in "Raising the Bar" quality initiative, coaching and financial support for professional learning.



PROGRAM STATEMENT

MINISTRY REQUIREMENT	UMBRELLA PROGRAM STATEMENT	UMBRELLA SUPPORTING POLICIES AND PROCEDURES
WELL-BEING OF CHILDREN		
Promoting Well-being of children including a sense of belonging, health, safety and nutrition	We are committed to nurturing all aspects of Well Being for our children and families. We believe that children benefit when we build supportive connections with their families.	Health, Safety and Nutrition:
Meet children's physical needs for indoor and outdoor play, active play, rest and quiet time	In order to learn and grow, children must be healthy and safe, both physically and emotionally. We view a child's physical, emotional, mental and spiritual health as interconnected.	<ul style="list-style-type: none"> • Safe Arrival and Departure • Attendance Taking Procedures • Supervision of Children • Sleep Supervision • Fire Drill Procedures • Emergency Evacuation Procedures • School Lock Down Procedures • Serious Occurrence Reporting • Duty to Report Child Maltreatment • Playground Procedures • Food Handling and Preparation • Anaphylaxis Policy • Responding to Children's Illness and Accidents • Administration of Medication • Infection Control • Sanitary Practices
Section 46 (3) (a) (g)	<p>Good nutrition and safe practices are the backdrop against which learning takes place. Menus are reviewed seasonally by our nutrition team. Meal and snack times are opportunities to socialize and share nutritious food with other children and staff.</p> <p>Umbrella staff are trained to create safe environments for children. Written sanitary procedures ensure that safe practices are followed. Umbrella staff are trained in First Aid and CPR and to respond to health concerns.</p> <p>The daily schedule allows for indoor and outdoor play, active play, rest and quiet time, and gives consideration to the individual needs of the children receiving child care. Younger children have a mid-day rest time while older children have the opportunity for quiet times within the classroom environment based on their individual needs.</p> <p>The learning environments are designed to offer children open spaces to interact with others as well as quiet cozy places to take a break from the group. Connections with nature are encouraged throughout the curriculum.</p> <p>Individual support plans are developed collaboratively with families and community professionals for all children with special needs enrolled in the program. Our goal is to support the child's ability to participate in a meaningful and natural way through adaptations to the physical, social and learning environment.</p> <p>Every school has procedures in place to protect students and staff in the event of a serious incident in or around a school. Depending on the event, responses may range from Shelter in Place, Hold and Secure or Lockdown. These procedures are communicated to all users of the building and are practiced several times a year. Umbrella staff and children are included in the procedures and participate in the practices when they occur.</p>	<p>Human Resources Policies:</p> <ul style="list-style-type: none"> • Criminal Reference/ Vulnerable Sector Check • Professional Development • 1st Aid Training • Behaviour Management • Prohibited Practices • Supervision of Volunteers and Students on Placements





MINISTRY REQUIREMENT	UMBRELLA PROGRAM STATEMENT	UMBRELLA SUPPORTING POLICIES AND PROCEDURES
SUPPORTING CHILDREN AS THEY DEVELOP A STRONG SENSE OF SELF AND POSITIVE WAYS OF INTERACTING WITH OTHERS		
Supporting children as they develop a strong sense of self and positive ways of interacting with others S46 (3) (b) (c)	<p>Authentic, responsive relationships form the foundation for the development of self-regulation. Positive relationships with other children and adults help children to feel safe and competent, leaving them free to explore, solve problems, benefit from learning experience, co-operate and work collaboratively with others.</p> <p>We are committed to supporting children as they develop relationships with each other. Educators are responsive to children's needs, and are alert to opportunities to support children as they develop ways of resolving conflict. We help children to develop self-awareness and constructive problem solving and decision making skills through clarification of feelings, encouragement and modelling.</p> <p>Diversity is affirmed both through our everyday practices which include attention to an inclusive and bias free environment as well as experiences such as language, cultural celebrations, cooking experiences and family engagement. We strive for an environment where all families are embraced and supported as children thrive when educators and families work in partnership. Our staff reflect the diversity of the children and families in the communities we serve.</p> <p>Educators work alongside children to support identification and resolution of conflict by identifying feelings, describing problems and supporting child led resolutions. When children need adult support to guide their behaviour, it is done in a positive and caring way. Our goal is to help them to learn to manage their own behaviour and self-regulate.</p> <p>Everyone in the Umbrella Family community is expected to demonstrate respectful and responsible attitudes and behaviour toward other participants and the environment.</p>	<ul style="list-style-type: none"> • Group Gathering Times • Conflict Resolution • Celebrating Cultural Diversity • Inclusion, Access and Diversity • Collaborative and Proactive Solutions (Dr. Ross Greene)

“The ability to self-regulate refers to how smoothly a child is able to move up and down through different arousal states... When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions inhibit their impulses, assess the consequences of an action, understand what others are thinking and feeling and the effects of their own behaviours, or feel empathy for others.” ~ S. Shanker, Calm Alert and Happy, 2013

“The goal is to foster a collaborative partnership between adults and children and to engage children in solving the problems that affect their lives.” ~ Dr. Ross Greene

PROGRAM STATEMENT

MINISTRY REQUIREMENT	UMBRELLA PROGRAM STATEMENT	UMBRELLA SUPPORTING POLICIES AND PROCEDURES
THE LEARNING ENVIRONMENT		
<p>Opportunities for children to play, explore and inquire</p> <p>Both child initiated and adult supported experiences will be embedded in the day to day program.</p> <p>Planning and creation of positive learning environments. Ensuring that all children's development and learning is supported</p>	<p>The classroom environment is designed to encourage exploration. Children are encouraged to experiment with a variety of materials available to them. This play based approach encourages children to learn through hands on experiences supported by knowledgeable educators.</p> <p>Umbrella staff members use the document "How Does Learning Happen? Ontario's Pedagogy for the Early Years" as a guide in supporting developmentally appropriate practice. This builds on Umbrella's long commitment to using the Reggio Emilia approach and the ELECT document.</p> <p>Educators are committed to learning alongside children. They are alert to opportunities to extend plan and exploration using questions, prompts and encouragement. Educators listen carefully to children's thoughts, providing materials and posing questions to allow children to explore, solve problems and draw conclusions.</p>	<ul style="list-style-type: none"> • Physical Environment • Schedules, Routines and Environment • Program Philosophy and Goals • How does Learning Happen? • Reggio Emilia approach • ELECT document • Program Planning • Field Trips • Pedagogical documentation • Regular program assessments • Individualized program plans
S46 (3) (d) (e) (f)	<p>Program plans reflect the developing interests of children and a deep understanding of the sequence of child development. This responsive programming sparks children's natural inquisitiveness and desire to learn. Children's work is displayed to extend learning and support reflection.</p> <p>Children's thinking and learning is recorded by educators through photographs and written observations and posted in the program for the review and consideration of both children and adults.</p> <p>Large and small group experiences designed to support social interaction and learning are led by educators on a daily basis. These opportunities can be initiated by children or educators.</p> <p>Our goal is to balance extended opportunities for children to engage in activities with daily self-care routines. When adaptations to the environment are needed to support a child to fully engage in the program, parents and community health professionals will be involved in developing an individualized plan in collaboration with educators.</p> <p>Individual support plans are developed collaboratively with families and community professionals for all children with special needs enrolled in the program. Our goal is to support the child's ability to participate in a meaningful and natural way through adaptations to the physical, social and learning environment.</p>	





MINISTRY REQUIREMENT	UMBRELLA PROGRAM STATEMENT	UMBRELLA SUPPORTING POLICIES AND PROCEDURES
PARENT ENGAGEMENT AND COMMUNICATION		
<p>Parent engagement and communication S46 (3) (h)</p>	<p>We view parents and guardians as equal members of the child care team. We value families and we recognize their role as their child's first teacher and their primary source of caring, socialization and knowledge.</p> <p>Building positive relationships with families is a value woven throughout our curriculum. We value and respect the diversity of family structures, and cultural practices representative of our communities and we strive to reflect this within the child care environment.</p> <p>Parents and staff are encouraged to connect on a daily basis and to discuss any issues or concerns as they arise. Parent evenings are held twice per year. Our annual parent survey offers parents an opportunity to provide constructive feedback to the program.</p>	<ul style="list-style-type: none"> • Communication with parents • Special instructions for diet, rest and exercise • Annual surveys • Family nights • Conflict Resolution Procedure • Umbrella Behaviour Code of Conduct
COMMUNITY INVOLVEMENT		
<p>Community Involvement S46 (3) (i)</p>	<p>Umbrella Family and Child Centres of Hamilton takes pride in our reputation for working collaboratively within the Early Learning and Child Care Community.</p> <p>Our relationships with our school partners and community members reflect our belief that collaboration supports children and families. We reach out to our local communities and we invite community members into our programs. Umbrella staff are also engaged in professional learning within the community. They serve on local committees and act as mentors for ECE and cooperative education students.</p>	



PROGRAM STATEMENT

MINISTRY REQUIREMENT	UMBRELLA PROGRAM STATEMENT	UMBRELLA SUPPORTING POLICIES AND PROCEDURES
CONTINUOUS PROFESSIONAL LEARNING		
Continuous Professional Learning S46 (3) (j)	<p>Professional learning and reflection are integral practices for Umbrella Family staff and supervisors. Umbrella staff have the educational qualifications, knowledge, experience and professional commitment to promote children’s learning and development.</p> <p>Educators are supported through dedicated time and financial support for program development, engagement with colleagues in collaborative learning and team building strategies.</p> <p>We participate in local Early Years initiatives such as “Raising the Bar” and ASCY (Affiliated Services for Children and Youth) programs which enhance quality in our programs.</p>	<ul style="list-style-type: none">Professional Development Policy and Procedure



Please note that the Umbrella supporting policies and procedures noted in this document do not represent all of the Umbrella policies and procedures that are in place. For a complete listing of these, please refer to the Umbrella Policies and Procedures Manual.





REVIEW AND REVISION

The Umbrella Program Statement is reviewed annually and in response to changes in legislation or internal Umbrella policies and procedures. Revisions are communicated to staff, students and volunteers and signed off on as detailed in the Program Statement Implementation Procedure below.

IMPLEMENTATION

The Umbrella Program Statement is available to staff, students, volunteers, parents, community partners and the public on the Umbrella website. Paper copies are available in all Umbrella program locations.

The Umbrella Program Statement and supporting policies and procedures are reviewed with all staff, students and volunteers upon hiring, prior to their interacting with children, annually, following any revisions to the document and after any observed issues of non-compliance.

Staff, students and volunteers sign to indicate they have reviewed the Program Statement and supporting policies and procedures upon hiring, prior to their interacting with children, annually, following any revisions to the document and after any observed issues of non-compliance.

Supporting policies and procedures are periodically discussed by staff groups at team meetings and staff meetings.

MONITORING

Umbrella Program and Area Supervisors, as well as Program Managers, regularly monitor programs to ensure that the Umbrella Program Statement and supporting policies and procedures are being implemented in all Umbrella program locations. A number of policies and procedures require observations and documentation at specific time periods throughout the year. This is carried out by Program and Area Supervisors.

NON-COMPLIANCE

Incidents of non-compliance with the Umbrella Program Statement and supporting policies and procedures will prompt a process of coaching and mentoring to ensure that individual staff, students and volunteers understand the expectations outlined in these documents. Individuals may be asked to sign off on specific documents again and additional monitoring will be employed to ensure expectations are being met. This process may also involve the staff being referred for specific training.

Ongoing issues of non-compliance will be addressed using the Umbrella Progressive Discipline policy.

Sources for information contained in this document:

- Child Care and Early Years Act (CCEYA) 2014
- CCEYA Regulations
- How Does Learning Happen 2012
- Association of Early Childhood Educators How Does Learning Happen? Inspirational pedagogy in every day practice depends on a well-supported ECE workforce 2016
- Calm, Alert and Happy, Queens Printer for Ontario 2013
- Dr. Ross Greene (www.livesinthebalance.org)
- Rockwood Consulting 2016 (www.rockwoodconsulting.ca)



PROHIBITED PRACTICES

The following practices are prohibited in all Umbrella programs:

- a) Corporal punishment (including but not limited to hitting, spanking, slapping, pinching)
- b) Physical restraint of children, including but not limited to confining to high chair, car seat etc for discipline or in lieu of supervision (unless there is an immediate risk of self-harm or harm to others)*
- c) Locking the exits of the child care for the purpose of confining the child, or confining the area or room without supervision (unless in an emergency situation)*
- d) Use of harsh, degrading measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare, or frighten the child or undermine their self-respect, dignity or worth
- e) Depriving the child of basic needs including food, drink, shelter, toilet use, clothing or bedding or
- f) Inflicting any bodily harm on children including making children eat or drink against their will

*If there is an emergency situation that requires a child to be restrained or confined, the supervisor needs to be informed to support safety of child(ren) and staff, report to parent(s) and to determine if a Serious Occurrence report needs to be made.



NOTES



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