

GREAT BEGINNINGS CHILD CENTERED COOPERTIVE INC.

OUR PURPOSE:

Great Beginnings is a unique, non-profit organization in partnership with the community and the University of Windsor, offering flexible child care choices for families in Windsor/Essex County.

OUR VISION:

We are devoted to celebrating each child as a unique individual, and to creating learning environments that foster respect, acceptance and growth for all.

OUR MISSION:

We provide opportunities for the play interests of children to direct the learning outcomes in our learning environments, under the facilitation of qualified educators and licensed home child care providers, and for that learning to be expressed through observation and documentation.

OUR PHILOSOPHY:

Great Beginnings is inspired by, and has chosen to emulate, the Reggio Emilia Philosophy of child care and early learning. We do not intend to duplicate this philosophy, as we recognize the unique make-up of our community of children, families, educators and home child care providers, but stand by several of its principles as follows:

Principle One – Image of the Child

- We view children as competent, curious and full of potential, interested in connecting with the world around them
- We believe that children benefit and learn most when their interactions with the world are based on their interests

Principle Two – Role of the Family

- We view families as an essential component in children's lives and as an active part of their children's learning experiences both at home and away
- We believe families hold the greatest influence in children's lives and the relationship between home and care to be of utmost importance in children's overall development

Principle Three – Role of the Educator/Home Child Care Provider

- We view educators/providers as deeply aware of the potential of children, working to construct learning environments rich in experience, child centered and responsive
- We believe educators/providers to be co-researchers of the learning environments with children, documenting their learning and advocating for their welfare

Principle Four – Role of the Learning Environment

- We view learning environments as the "third teacher", intentionally organized and planned to promote child initiated, educator/provider supported learning experiences
- We believe in an emergent curriculum that requires educators/providers to observe children, planning experiences based on their interests and documenting outcomes

Principle Five – Role of the Community

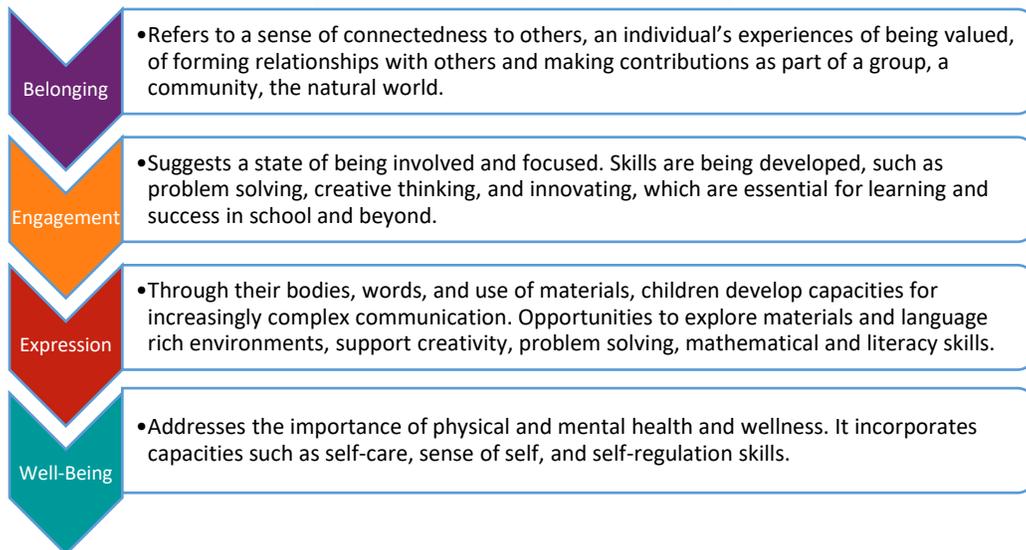
- We view the community to include the children, families, educators, providers and outside agencies working in partnership together
- We believe children's wellbeing to be of great importance and is fostered through healthy collaboration of the aforementioned partners

OUR COMMITMENT:

We are committed to providing affordable, accessible, quality childcare to the community of Windsor/Essex County and to the University of Windsor, for children 0-12 years of age.

We are committed to the Minister of Education’s Policy Statement on Programming and Pedagogy, which intends to strengthen the quality of early learning programs offered to Ontario’s families and ensure high quality experiences that lead to positive learning outcomes, child development, health and wellbeing. Further, our philosophy lines up with the Minister’s statement regarding children as competent, capable of complex thinking, curious and rich in potential, with their families, educators and home child care providers being competent, capable and rich in experience. (CCEYA 2014, Subsection 55(3))

We are committed to Ontario’s Pedagogy for the Early Years, “How Does Learning Happen?” (HDLH), a resource endorsed by the Child Care & Early Years Act 2014 (CCEYA), under the direction of the Minister of Education. HDLH promotes a shared understanding of how children learn, what children need and what can be done to help them develop to their full potential. It provides a common language for children, families, educators and providers, along with fostering relationships with each other and with learning environments. HDLH includes goals for children and expectations for early learning programs based on the following four foundations, along with providing reflections on how to create learning environments and experiences where children, families, educators and providers explore, question and learn together.



OUR PROGRAM STATEMENT:

Our Program Statement falls in accordance with the CCEYA 2014 (46(1) to (5) of Regulation 137/15) and outlines the goals and approaches we will take to ensure that our programming and pedagogy is consistent with the Minister of Education’s Policy Statement. Further, our Program Statement lines up with our purpose, vision, mission, philosophy and commitment.

GOALS	APPROACHES
<i>To promote the health, safety, nutrition and well-being of children</i>	<ul style="list-style-type: none"> • Provide well balanced snacks/meals that follow Canada’s Food Guide (2016) • Ensure Safe Food Handling Certification is held by kitchen staff • Require educator/provider training in First Aid/CPR • Conduct monthly fire/emergency drills and inspect all safety equipment • Conduct monthly health and safety checks of the facilities and outdoor play spaces • Conduct daily health checks on all children upon arrival
<i>To support positive and responsive interactions among children, families, educators and home child care providers</i>	<ul style="list-style-type: none"> • Greet children and families upon arrival and departure and engage in meaningful conversation • Provide warm, responsive interactions throughout the day • Promote connections between home and learning environments • Provide events where children, families and educators come together, creating community
<i>To encourage children to interact and communicate in positive ways and support their ability to self-regulate</i>	<ul style="list-style-type: none"> • Use open-ended questions/statements to promote communication and active participation in the learning environments • Foster early decision making skills by providing choices • Explore natural consequences to decisions made • Encourage the resolution of conflicts by fostering thoughtfulness and empathy
<i>To foster the children’s exploration, play and inquiry</i>	<ul style="list-style-type: none"> • Provide large uninterrupted blocks of play time which foster choice and less transition time • Build on children’s interests in the learning environment
<i>To provide child-initiated and adult-supported learning experiences</i>	<ul style="list-style-type: none"> • Follow an emergent curriculum approach that follows the children’s interests and provides endless choices • Observe, document, and reflect on children’s engagement with their learning environments and alter or expand accordingly • Collaborate with children and families to produce documentation panels and learning stories on experiences in the learning environments
<i>To plan for and create positive learning environments and experiences in which children’s learning and development will be supported</i>	<ul style="list-style-type: none"> • View learning environments as the “Third Teacher” • Showcase children’s learning in meaningful ways to them • Provide thoughtfully organized learning environments to encourage exploration • Create aesthetically rich learning environments filled with open-ended materials and loose parts

Great Beginnings
Program Statement

<p><i>To incorporate indoor/outdoor/active play, rest/quiet time, into the day, and give consideration to the individual needs of children receiving care</i></p>	<ul style="list-style-type: none"> • Encourage children to participate in large and small group activities, both active and passive, in both inside and outside learning environments • Create quiet places and spaces that will be accessible throughout the day • Provide scheduled rest/quiet time for younger children
<p><i>To foster the engagement of and ongoing communication with families about the learning environments and their children</i></p>	<ul style="list-style-type: none"> • Engage families in meaningful conversations at arrival and departure times • Encourage families to explore documentation around the learning environments, asking questions about what their children are learning • Update monthly the main Website and Directors' blog • Circulate monthly newsletter to families • Plan for and offer an annual Open House event
<p><i>To involve local community partners and allow those partners to support the children, families, educators and home child care providers</i></p>	<ul style="list-style-type: none"> • Provide literature for children, families, educators and providers about community partners • Encourage community partners to participate in the learning environments and provide information and support • Welcome students from St. Clair College and the University of Windsor to complete their practicums
<p><i>To support educators, home child care providers and others who interact with children in relation to Continuous Professional Learning</i></p>	<ul style="list-style-type: none"> • Encourage participation in professional development opportunities through the City of Windsor • Require all educators to register with the College of Early Childhood Educators • Support all educators in the process and completion of the Continuous Professional Learning Program with the College of Early Childhood Educators • Provide networking and workshop opportunities for all home child care providers
<p><i>Document and review the impact of the above goals on children, families, educators and home child care providers</i></p>	<ul style="list-style-type: none"> • Plan weekly meetings for management staff to review the above goals and HDLH in relation to the children, families, educators and home child care providers • Plan quarterly staff meetings for management staff and educators to review and discuss goals and HDLH • Plan bi-annual network meetings for management staff and home child care providers to review and discuss goals and HDLH • Record minutes for all of the above meetings

OUR CODE OF CONDUCT:

Great Beginnings is a community comprised of children, families, educators, home child care providers, staff, students and volunteers. As such, we expect all members of the Great Beginnings community to conduct themselves in a professional, courteous and respectful manner, being sensitive to and accepting of all life experiences and cultural backgrounds.

Further, children benefit from an affirming approach that encourages positive interactions within the Great Beginnings community, as outlined in our Program Statement, rather than from a negative or punitive approach to managing unwanted behaviour. As outlined in the CCEYA 2014 (48(a) to (f) of Regulation 137/15), in relation to interactions with children, the following practices are strictly prohibited in our programs:

Corporal Punishment of a Child

- Any physical punishment that involves the deliberate infliction of pain by any adult or child of the Great Beginnings community, such as biting, hitting, spanking, pinching, etc.

Physical Restraint of a Child

- Any act of restraint, including bodily restraint and/or the use of equipment, for the purposes of discipline or in lieu of supervision, unless for the purposes set out in the CCEYA to prevent self harm, harm to others and only until risk of harm/injury is no longer imminent

Confinement of a Child

- Any act of confinement, such as locking the exits of the program for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency as set out in the CCEYA

Degradation of a Child

- Any use of harsh or degrading language, comments or threats, including tone of voice and volume, directed at or used in the presence of a child, that would humiliate, scare or undermine their self respect, dignity and self worth or their life experiences and cultural backgrounds

Deprivation of a Child

- Any act of depriving a child of their basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; this includes making a child compliant against their will, such as forcing a child to eat or drink

OUR PROGRAM STATEMENT IMPLEMENTATION POLICY:

The first step in the implementation of the Program Statement at Great Beginnings is to have all families, educators, home child care providers, staff, students and volunteers review and sign off on the Program Statement prior to interacting with children and annually thereafter. Further, updates and changes to our Program Statement will be distributed as needed and signed off on by all the above listed individuals.

The second step in the implementation of the Program Statement is to draw specific attention to the goals and approaches outlined in the Program Statement, tying everything Great Beginnings does to those goals and approaches. This will be accomplished through correspondence with families, discussions at child care center & OEY staff meetings and home care provider workshops. Further, goals and approaches can and will evolve over time.

The third step in the implementation of the Program Statement is to monitor that the Program Statement's goals and approaches are being followed in all programs and in accordance with our Process for Monitoring Compliance & Contravention Policy based on the CCEYA 2014 – Ontario Regulation 137/5 – Section 1/Subsection 1.3.

The fourth step in the implementation of the Program Statement is to make all families, educators, home child care providers, staff, students and volunteers aware of the prohibitive practises outlined in our code of conduct and that they will be monitored for compliance and contravention in accordance with our Process for Monitoring Compliance & Contravention Policy based on the CCEYA 2014 – Ontario Regulation 137/5 – Section 1/Subsection 1.3.