



CHILD CARE AND EARLY YEARS ACT PROGRAM REGULATIONS AND HOW DOES LEARNING HAPPEN? REGIONAL SESSIONS – FALL 2015

VIEW OF THE CHILD

1. What view of children is most prominent in your program at this time?
2. List examples of what this view looks like in your program.
3. What challenges might there be for your program in moving towards the provincial view of children as competent, capable, curious and rich in potential?

PROGRAM STATEMENT – Ontario Regulation 137/15, S. 46(1)(2)(3)

Your program statement goals and approaches tell others *what* you are going to do and *how* you'll do it. It's like a roadmap to guide *everyone* in the program *every day*.

What questions do I have about the program statement requirements? S. 46(1)(2)(3)(a-k)

WHAT'S CHANGED?

DNA	CCEYA
Written statement with program philosophy & method of operation	Parent handbook (S.45) Program statement (S.46)
Program of activities varied and flexible; group & individual activities; active & quiet play; each area of development	Program statement – goals and approaches to plan for and create positive learning environments and experiences to support learning and development... S.(46)(1)(2)(3)(a-k)
Daily program plan posted and made available to parents	Program statement – goals and approaches to foster engagement and ongoing communication with parents about the program and their children S.(46)(3)(h)
Behaviour management - policies and procedures for discipline, punishment, isolation measures	Program statement – goals and approaches to encourage children to interact and communicate in a positive way and support their ability to self-regulate S.(46)(3)(c) Process for ongoing monitoring S.(51)
Play materials – sufficient number, variety, appropriate for developmental level	Play materials – available & accessible throughout day, allows children to make choices, encourages exploration, play & inquiry, supports learning & development S.(19)

POSITIVE INTERACTIONS (CCEYA, O.Reg 137 46 (3)(b)(c))

HDLH - Goal for children: Every child has a sense of belonging when he or she is connected to others and contributes to their world.

What view of child and goals appeared to be guiding the educator in the scenario?

What educator approaches supported or hindered positive interactions or self-regulation?

What environmental factors may be causing stress for children? What changes can be made to reduce stress for all who use the space? (HDLH, p.34)

GOALS FOR WELL-BEING (CCEYA, O.Reg 137 46 (3)(a))

HDLH – Goals for children: Every child is developing a sense of self, health, and well-being

Resources

HDLH: For more on Supporting Positive Interactions, see Belonging (pg. 24-28); Well-being (pg.29-34)

Videos: Think, Feel, Act. Lessons from Research about Young Children

Brain Development: Connecting vs. Directing <http://www.edu.gov.on.ca/childcare/positive.html>

Self-regulation: What is it? <http://www.edu.gov.on.ca/childcare/selfRegulate.html>

Notes, Reflections:

Encouraging Positive Interactions and Supporting Self-Regulation

Ideas for Action:

1. How can I support others in my program in moving towards more positive approaches rather than using discipline and punishment to deal with challenges?
2. How will we know whether the strategies are making a difference?

FOSTERING EXPLORATION, PLAY & INQUIRY (CCEYA, O.Reg 137 46 (3)(d)(f)(g))

HDLH- Goal for children: Every child is an active, engaged learner who explores the world with body, mind and senses.

Rethinking ways to plan for and create environments and experiences to support children's learning and development; ways to engage and communicate with parents about their children and the program.

- **How do you currently plan your program?**
- **What aspects of your program support children's exploration, play and inquiry? How might they be consistent with the view of the child in HDLH?**
- **What aspects of your program hinder children's exploration, play and inquiry and what changes would you like to make/explore?**

Planning For and Creating Environments and Experiences to Support Learning and Development through Exploration, Play and Inquiry

Ideas for Action:

1. Looking at HDLH pg. 39-40, what questions might be appropriate as a starting point for discussion with your own program? Why?

2. How can I initiate discussions with others in my program?

Resources:

HDLH: Section on Engagement (pg. 35-40)

Videos: Think, Feel, Act: Lessons from Research about Young Children – Environments

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

Early Learning Framework – Principles, Principle 4, Principles into Practice

<http://www.edu.gov.on.ca/childcare/oelf/principles/principle4/index.html>

CONNECTIONS WITH FAMILY AND COMMUNITY - (CCEYA O.Reg 137/15, Section 46 (3)(h)(i))

Families are competent, capable, curious and rich in experience. (HDLH, pg. 7)

Requirements for Engaging and Communicating with Families about their Children and the Program

Parent handbook (s.45)

Program statement (s 46(3)) describes:

- (h) goals and approaches to foster engagement of, and ongoing communication with parents about the program and their children;
- (i) goals and approaches to involve local community partners and allow partners to support children, families, staff/providers.

Notes, Reflections:

Questions for Discussion:

Review video Parent Engagement: How to encourage it. From Think, Feel, Act: Lessons from Research About Young Children at <http://www.edu.gov.on.ca/childcare/engage.html>

1. What goals were apparent in the ways parents were able to participate?
2. What approaches were used in working towards these goals?
3. What impacts might this have had for the children?

PEDAGOGICAL DOCUMENTATION

Pedagogical documentation is a means to learn about how children think and learn.... "it offers a process to explore our questions about children...to make this learning visible to others for interpretation. It encourages educators to be co-learners alongside both children and families." (HDLH, p.21)

Documentation can be a means to support:

- Communicating with parents (S.46(3)(h))
- Planning and creating environments and experiences (S.46(3)(f))
- Reviewing impact of strategies ((S.46(3)(k))
- Supporting and Monitoring (S.46(3)(j); S.51)

Question for Discussion:

In your programs, how can documentation be used to communicate with and engage parents?

Resources

Videos: Pedagogical Documentation from Think, Feel, Act: Lessons from Research about Young Children, and Research Briefs on Pedagogical Documentation at: <http://www.edu.gov.on.ca/childcare/document.html>

Program Statement Review

Review your own program statement/materials in relation to section 46 and HDLH to identify:

- two areas where your program statement/program materials appear to meet requirements
- two areas where materials are not consistent with requirements or are missing parts of the requirements
- identify ways you plan to engage with others in your program in order to review and/or refine your program statement
- identify possible processes for supporting others in understanding and implementing the new requirements
- possible approaches for reviewing the impact of strategies outlined in the program statement

Next Steps

For access to all our resources please visit:

<http://www.edu.gov.on.ca/childcare/EarlyYearsProfessionals.html#Resources>