



Mission Statement

“Through a responsive partnership with families, staff and the community, to provide an engaging and inclusive childcare learning environment”.

Philosophy Statement

Terry Tan Child Centre has a commitment to deliver an inclusive, safe and supportive learning environment that supports each child’s ability to self-regulate.

The foundation of our play based program is designed to meet the individual potential of each child through their natural curiosity and interests.

Terry Tan Child Centre’s Board of Directors and staff believe that children, families and community partners are capable, competent, curious and rich in potential.

Program Statement

Overview

Terry Tan Child Centre continues to view all families, children and staff as competent, capable and curious individuals whose life experiences, diverse social, cultural and languages enrich and support the daily program that is provided for the children. As such, the Program Statement for Terry Tan Child Centre is reviewed annually by the volunteer Board of Directors and the staff of Terry Tan Child Centres. The program also relies on the strong and effective use of the provincial document “*How Does Learning Happen?*” to support and guide the volunteer Board of Directors, Administration, and staff. Our Implementation Policy affirms the importance of documenting and reviewing the impact of our strategies.

Our Logo is intended to represent the Four Foundations as well as our many community partners and agencies, centering on the primary reason Terry Tan Child Centre is in existence; the well-being and success of every child. The founders of Terry Tan, Terry and Kinzie Tanaka, recognized the importance of putting the child as the priority for any circumstance.

As a not for profit organization, we often work with outside agencies in order to support our work with children and families. Our history of reinforcing inclusion and the employment of our three Resource Consultants as part of the Every Child Belongs model of Toronto Children’s Services, has recognized us as leaders through our work in supporting children and families with extra support needs. Our partnerships with Eatonville Junior School as well as Etobicoke Brighter Futures Coalition, the Ontario Coalition for Better Child Care, Umbrella, Working Together with the City of Toronto, invitations to sit on various committees and Conferences, etc. is also represented through the “spokes” and levels of colour surrounding the centre – the children.

Each child’s learning is inclusive of sound guidance practices, healthy and nutritious meals and snacks, based on Canada’s Food Guide. A play-based curriculum using the Four Foundations of the Early Learning Framework (ELF)/*How Does Learning Happen?* documents, designed by dedicated Registered Early Childhood Educators (RECE) with an opportunity for daily rest, planned outdoor experiences as well as art, cognitive, dramatic, science and sensory explorations. Revisions of our program planning documentation allows for us to continue to strive for meaningful, continuous experiences and feedback for the families about their child’s progress on a daily basis. We also foster strong community

(Super Science, Story Tellers/Musicians) connections that enrich our childcare programs and support children's learning and development.

As an agency that has supported children and families of central Etobicoke since 1971, the commitment to quality childcare has always been a priority. Additional support by way of the Resource Consultants also assists to meet the needs of children with exceptionalities as well as parent and staff support when required or as requested.

The RECE and supporting staff respond to all children's interests and abilities and work to ensure that families are aware they are partners in their child's growth and development through observations and daily charting of their interests, Continuum records, use of the Nipissing Screening Tool (which is also encouraged to be completed by the child's parent), photo documentations, parent meetings and daily contact with parents at either drop off or pick up time. The accessible, maintained individual portfolio is also a resource for families to understand and collaborate with their child's growth and interests.

Health and Safety

In order to ensure the safety of each child and staff member while in attendance, daily health checks will occur as well as annual immunization and contact information updates through the Annual Registration Form provided early each calendar year. Infants at both locations and toddlers will also receive, upon parent request, daily information specifically pertaining to their child's health, safety and well-being. The older age groups also have daily information recorded for parent reference. Frequent and continual scans of the area (inside and outside) will also ensure the safety of the children at all times both inside and outside the classroom.

Each room will have posted in a conspicuous place, the Allergies and Health Concerns for all staff and children as well as any individual needs, including a photograph of the child who may require special attention. (E.g. Use of an EpiPen). Staff sign off on use of the Epi-pen annually (or at the time of enrollment to the centre) upon review with the parent the specific directions/instructions to administer the medication for their child.

Any communicable diseases that may occur at the centre will also be posted outside each classroom with the date of the first reported incident recorded on the notice. A Record of Illness as well as a daily documented health, safety and well-being check is maintained for each child upon commencement of enrollment to assist families in tracking and monitoring when a child is unwell or with specific symptoms of incidents. (Repeated accidents, fever, irritability, etc.)

A Safe Sleep policy has been set to ensure the safety of all children who sleep at the centre. Children's well-being is monitored through visual checks throughout the sleep room time on a regular basis.

Terry Tan Child Centre is committed to developing policies, practices, and procedures that provide accessible quality services to its staff, Board Members, volunteers, student teachers, families and their children. Services will be provided to staff, student teachers, volunteers, Board Members and families with disabilities in a manner that promotes and respects dignity, independence, inclusion and equal opportunity. Persons are requested to share with the Centre any needs or accommodations that may be required in order for them to participate in our program.

Regular roll count and attendance checks (verbally, visually, and recorded) occur frequently throughout the day. Children are signed in and out each day by the staff in charge and additional checks are recorded to ensure through routines and staff changes that all children are accounted for at all times.

A Safe Arrival and Dismissal policy has been set to ensure when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

Parents who are late arriving to pick up their child (after 6:00pm) will be subject to a late fee. Families who are late more than three times over a time frame, may be asked to leave the Centre as the needs of the family are not able to be met by the Centre.

Children experiencing a minor accident while in care at the centre will have an accident report completed in duplicate and signed by the staff member, parent and designate person at the time of the incident.

Children

The child's self-initiated learning environment is supported by positive, sound guidance practices, a play based curriculum using the foundation of the *How Does Learning Happen?* document designed by dedicated Registered Early Childhood Educators (RECE) and reviewed each week by the Supervisor or designate with an opportunity for daily rest, quiet time activities, planned outdoor experiences, nutrition, art, cognitive, drama, music, science and sensory explorations as well as an unconditional welcome for all families. The program may be enriched by inviting professional entertainments, such as Puppet Show, Sports Games, Magic Show, Science, Dance, and other activities based on the children's interests.

The Four Foundations – Belonging, (each child and their parent will receive a warm welcome and will be seen as a part of each group of children within the centre) Engagement, each child will be supported in building learning goals and meeting their full potential) Expression (every child will have a voice and be respected within the centre and playroom) and Well-being (the physical, mental and emotional health is also recognized as an important aspect of growth and ability). Building each child's ability to self-regulate will also be highlighted and supported throughout the program by way of anticipation, reasonable limit setting, re-direction, logical consequence, practice and discussion.

Relationships for all children will be enhanced and supported through providing many opportunities to engage with members of the community as well as their own families. Guidelines to build children's skills will be addressed through the use of the *How Does Learning Happen?* document. The competencies of professional RECE's and staff that are employed by the organization will also provide many learning opportunities for the children each day.

The Resource Consultant may be a valuable resource in providing the support and/or education required to assist the child, families or educator in meeting and achieving their full potential. Children, where developmentally appropriate, will continue to be encouraged to solve problems independently and/or with minimal assistance from the Educator.

The overall aim and goal will be achieved through ongoing, diligent and intentional follow through with all statements pertaining to the competency and capabilities of the children, families and the educators who are documenting activities and skills on a daily basis. These are accessible to parents in various forms depending on the age group.

Families

Families are recognized as the centre of the child's well-being, sense of belonging, development, health and learning. As the first and most powerful influence, they bring diverse cultural, social and linguistic perspectives to the child. They are seen as valuable contributors to their learning and are encouraged to participate in a meaningful way. Educators, staff and families will work together to build and maintain effective and relevant relationships to enhance the child's potential.

There is an ongoing commitment to assist families in understanding and implementing appropriate Behaviour Guidance strategies. There are a number of prohibitive practices that we also strive to ensure are not committed. These include corporal punishment of the child; physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures; use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will.

The document *“How Does Learning Happen”* will assist in guiding and driving supports as they are required or requested. Daily interactions with the child’s educator will also guide and support the well-being and skill development of the child. In addition, monthly newsletters, family events, and requested meetings will be used to develop meaningful interactions between the educator and family.

Families are encouraged to participate in documenting and interpreting their child’s development. Supported by the RECE and to engage in discussion and reading the Nipissing Screening tool, ELECT and Continuum of Development, review the child’s portfolio, parents may share concerns or incidents with the child’s educator, attend family events or meetings, offer their skills in reading stories to the children, dancing, carpentry, gardening etc. Framework for parent involvement will be reflective of the current needs and/or requests of families. For example, this may be done through ongoing conversation and our family/parent survey, requested information and/or training opportunities.

Educators/Staff/Board of Directors

Registered Early Childhood Educators (RECE) maintain annual membership with the College of Early Childhood Educators. Staff working within Terry Tan Child Centre will receive ongoing training through monthly staff meetings as well as the financial support of attending workshops, seminars or information sessions that will build the skills required to provide a meaningful and relevant child care environment. Staff training within the organization is guided by the requests of the staff team or as deemed necessary through provincial regulations and/or Toronto Children’s Services. Terry Tan sets aside funds for training to continue to meet the emerging needs of the children and families.

During the child’s day, the Educators and staff are providing an Emergent Curriculum model which focuses attention and sets the stage based on each child’s interests and abilities. Along with this reflective practice, the weekly observations, planned and documented experiences, expertise of the educator and parent will guide the child’s growth and skills. The Nipissing screening tool, child requests and any other support that may deem necessary to assist, will also support the curriculum model and the child’s competencies, sense of belonging, well-being, engagement, and expression.

As we recognize children as competent, capable of complex thinking, curious and rich in potential, the daily indoor and outdoor programs will support this philosophy. The program may additionally be enhanced by carefully selected visitors such as a librarian, fire fighter, science enthusiasts, music experts, and physical exercise experts. Other programs, such as “take home” activities, family events, information on bulletin boards, parent, staff and school age children surveys, the website and monthly newsletter delivered through email respond to the changing needs of all children, families and educators. Educators are also seen as positive and productive role models for the children and their parents as they too, are seen as competent, capable and rich in experience.

Daily program changes as encouraged by the children’s self-initiated activities will be reflected on the room’s documented planning sheet page. This indicates the importance of ongoing reflection and responses from the educator to ensure that the changes and implementation of the program continue to meet the children’s needs and interests.

The Board Members, Staff and Educators of Terry Tan Child Centre are committed and dedicated to the excellence of their role. Staff initially participate in a meaningful interview process before hire and then are reviewed three months annually through a performance evaluation with goals that are mutually set at that time for the enhancement of their skills and the children and family well-being. Registered Early Childhood Educators are also held to a high standard through the Continuous Professional Learning that must be completed annually as part of their registration with the College of Early Childhood Educators. Staff are encouraged to attend workshops, seminars, other programs, or research information that may be relevant for a specific need. Funds from the organization may be accessed in some instances where goal setting and needs of the centre, staff or child to further knowledge and education. Additionally, the organization provides staff meetings to meet the current needs and structures of the child care, Health and Safety, Special Needs, CPR/First Aid training, Human Rights, and overall annual policy reviews.

Staff, upon following the hiring process, including a valid and up to date Police Record Check, will have accessible to them all policies and procedures, orientation, and required to sign off on necessary documents such as Playground Safety, Job

Description, Confidentiality, Behaviour Guidance, “What you need to know” from the Provincial Government, AODA, Accessibility protocols and Freedom of Information.

Terry Tan Child Centre continues to be grateful to the program staff, Board of Directors and family responses/feedback for their tireless efforts to articulate and create this living document that reflects our commitment to quality child care.

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