

PROGRAM STATEMENT

Golf Road School Child Care Centre Inc. has developed this Program Statement as a living document in collaboration with our educators. Our program is guided by ***How Does Learning Happen?***, *Ontario's Pedagogy for the Early Years* and ***Early Learning for Every Child Today***, which inform our approach to programming and pedagogy. This statement outlines the philosophy, goals, and practices that families can expect at Golf Road School Child Care Centre/ Village Green Child Care Centre.

At Golf Road School Child Care Centre/Village Green Child Care Centre, we view children as competent, capable, curious and rich in potential. We recognize and respect individual differences in social, emotional, intellectual, physical and cultural backgrounds. We are committed to providing a high-quality, inclusive environment supported by knowledgeable educators, strong relationships, and meaningful community connections that promote belonging, well-being, and success for all children regardless of ability, gender, or cultural background.

Our program reflects the **four foundational conditions that support children's growth and development**. We foster a **sense of belonging** by creating environments where children are valued, form relationships, and contribute to their community and the natural world. We support **well being** by promoting physical and mental health, self-care, safety and self-regulation. We encourage **engagement** by providing opportunities for children to explore the world with curiosity and focus, supporting the development of creativity, problem-solving and critical thinking skills. We promote **expression** by supporting children in communicating their thoughts, feelings and ideas through a variety of forms including movement, language, art and social interactions.

The health, safety, nutrition and well-being of the children are a shared responsibility among all educators. Educators support well-being through responsive care practices, consistent routines, and positive relationships. Children are encouraged to develop **independence and self-help skills** through daily routines such as serving themselves at mealtimes, participating in age-appropriate responsibilities and managing transitions with appropriate time and support. Educators provide assistance when needed while allowing children the opportunity to build confidence and experience success.

Play is recognized as the foundation of learning in our programs. Children are provided with extended periods of uninterrupted play, access to open-ended materials and opportunities for choice that support inquiry, creativity and problem solving. Educators support children's learning by observing their interests, extending their ideas and creating meaningful connections between indoor and outdoor learning environments.

Children are supported in **developing positive and responsive relationships with peers, educators and families**. Educators model respectful communication and guide children through

conflict by acknowledging emotions, encouraging perspective-taking, and supporting collaborative problem solving. **Families are valued as essential partners in their child's learning** and ongoing communication ensures a shared understanding between home and the Centre.

Self-regulation is recognized as an essential component of children's development. Educators support children's self-regulation through co-regulation, responsive interactions and the creation of safe, inclusive and supportive environments. During conflicts, educators guide children using strategies such as role-playing, reflection of past experiences and problem solving discussions to build understanding and social skills. As children develop, they are gradually supported in solving conflicts more independently with educators providing close supervision and guidance as needed. Children are also encouraged to develop strategies for managing their emotions and behaviours, with access to calming spaces, sensory materials, books and music. **All supports are offered in a respectful, responsive and developmentally appropriate manner.**

Our program fosters children's exploration, play, and inquiry by providing time, space, and materials that encourage investigation and discovery. Educators support inquiry-based learning by asking open-ended questions, observing children's thinking, and extending learning through intentional interactions and experiences.

Child-initiated and educator-supported learning experiences are developed through ongoing observation, documentation, and reflection. Educators use pedagogical documentation to make children's learning visible and to foster further skill development. Materials are provided without predetermined outcomes to support creativity, exploration, and multiple ways of learning. Open-ended questions will be asked to ensure educators are following the child's lead.

Educators create high-quality inclusive, responsive learning environments that reflect the diverse needs and identities of all children. **These environments include inclusive and bias-free materials, visual supports, picture documentation for revisiting experiences, and flexible routines** that respond to individual needs, including rest, nutrition, and emotional support. Educators respond promptly and sensitively to children to ensure both emotional and physical safety.

Each program provides a balance of indoor and outdoor play, active play, rest, and quiet time. Daily schedules are flexible and responsive to the needs of the children. **Outdoor learning is an essential component of the program** and is offered daily, with a minimum of two hours of outdoor play, weather permitting. **Outdoor environments are used intentionally to support exploration, physical activity, safe-risk taking, and connection to nature, and are adapted to ensure all children can participate meaningfully.**

Children are supported in participating in outdoor play throughout all four seasons, with educators planning and adapting programming to reflect seasonal conditions. **When severe weather prevents outdoor play, educators provide alternative indoor active learning experiences to ensure children remain engaged and physically active.** Educators strive to meet the individual needs of all children whenever possible, with particular attention to those with asthma or life-threatening allergies, ensuring their safety and well-being in both indoor and

outdoor environments. **Educators reflect on outdoor practices and use tools such as the Toronto Assessment for Quality Improvement (AQI) Outdoor Environment to support continuous improvement.**

Children are provided with nutritious meals and snacks that follow Canada's Food Guide and support a variety of dietary needs. Menus are designed by our chosen caterer and reviewed by a dietitian to promote balanced nutrition and are reviewed to ensure quality and variety.

Engagement and ongoing communication with families are supported through daily conversations, documentation, and the use of digital communication platforms (Lillio) and/or email. Families are kept informed about their child's experiences, program updates, Board of Director updates, and events, and are encouraged to participate in the program.

Golf Road School Child Care Centre/Village Green Child Care Centre **values community partnerships and works collaboratively with local organizations to support children, families, and educators.** These partnerships enhance children's experiences and strengthen their sense of belonging within the broader community. Local community partners may include the City of Toronto Children's Services, Strides Toronto, Community Living, Food Banks, Children's Aid Societies, and visits from the Toronto Public Library, Toronto Fire Department, Toronto Police Department, and local businesses.

Educators are supported through ongoing professional learning opportunities, including training, workshops, and reflective practice. Collaboration among educators is encouraged through regular meetings and shared reflection to support continuous improvement. Golf Road School Child Care Centre Inc provides certification in First Aid/CPR Level C, encourages participation in the College of Early Childhood Educators self-assessment and goal setting. Educator meetings are held to offer a forum where educators communicate and share professional ideas with peers.

Our program is continuously evaluated through observation, documentation, family feedback, discussions at the Board of Directors level, and reflective practice. Educators also reflect on the program practices through the lens of the Toronto Assessment for Quality Improvement (AQI) document to support continuous improvement.

This ongoing process ensures that the program remains responsive, relevant, and aligned with best practices, supporting positive outcomes for children and families.

Reviewed and Approved by the Board of Directors: June 24, 2026