



MCFN Program Statement: Child Care Goals & Philosophies

Name of Child Care Centre: MCFN Child Care

Date Policy and Procedures Established: September 2019

Date Policy and Procedures Updated: August 2020, March 2022, July 2023

Purpose of Program Statement:

This Program Statement is a living document and is developed in collaboration with families, Educators, Ministry of Education, and the community of the Mississaugas of the Credit First Nation. As well as The Child Care Early Years Act, 2014 (CCEYA), "How Does Learning Happen"? 2014, and the "Elect Document", 2006. The administration and program staff as a tool for understanding, implementing and maintaining high quality licensed child care and child and family programs, supports, and services, use this statement and other supplementary documents. The Early Years Administrator (EYA), Early Years Staff, Students, and Volunteers review all policies annually. The Director of Lifelong Learning and the Executive Director of Operations review recommendations for changes when submitted by the EYA that have been proposed by the Early Years staff, students and volunteers. Families are encouraged to offer their suggestions and any proposed changes by submitting them in writing to the Supervisor of the applicable program or directly to the EYA.

Nimajii-toomin Maamwi

"We are on this journey together" as we work together to nurture, teach, guide, empower, inspire, protect, and interact with the children, your children, our Ekwaamjigenang , "Our Children, Our Sacred Gifts".

Ekwaamjigenang in Anishinaabemowin means "Our Children, Our Sacred Gifts". Children are one of the many sacred gifts "Gitchi Manitou", the Creator, has given to us to be responsible for. We believe our children are our sacred gifts and the goal of the MCFN Child Care is to create a comfortable home away from home where children feel welcomed, loved, respected, nurtured and safe.

Maawdoo Maajaamin in Anishinaabemowin means "Our Journey Together". The Indigenous Led Child Care program is a partnership between the 'Mississaugas of the Credit First Nation' and 'Haldimand and Norfolk Health and Social Services' in the spirit of reconciliation. We will journey together to care, nurture and welcome all children and families across our close-knit communities.

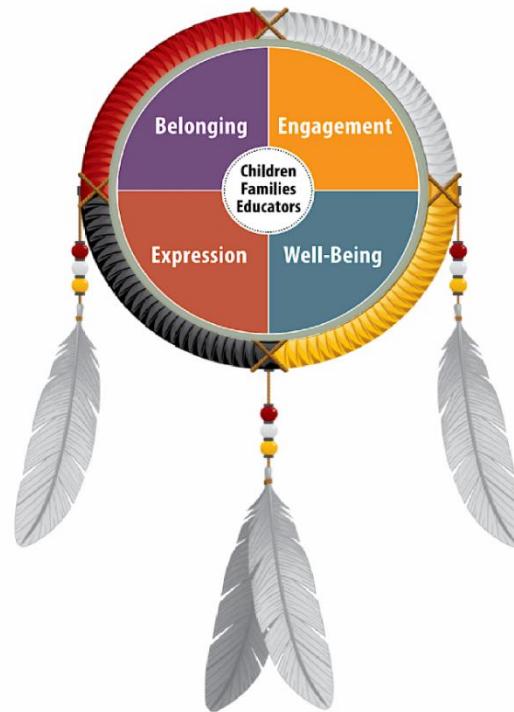
We believe in the potential of every child, the value of play, and the importance of attachment, in the development and well-being of children. We use the "pedagogy of learning for the early years" as our learning resource guide. The "How Does Learning Happen" pedagogy is organized around belonging, well-being, engagement, and expression as the foundation for children's growth and learning.



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Children and families are at the centre of all circles and we not only recognize, honour, and support the attachment of children to their primary caregivers but, also, include them in the creation of an environment and program that is rich in inspiration and possibilities.

The Indigenous Language and Cultural Pedagogy is primarily based on the Aanishinaabe culture and tradition and is balanced with respecting and including all cultures of the children enrolled in the program. At the MCFN Child Care we include the Anishinaabemowin language, cultural traditions, and a healthy relationship with our Mother Earth into the lives of the children in our care. Honouring our Indigenous ways of being and knowing is the core of our program delivery.



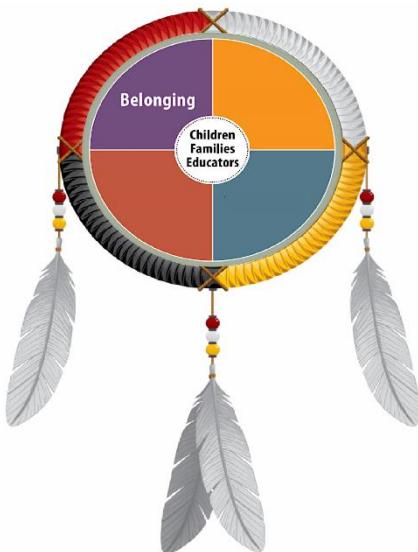
Program Goals

Our goal is to provide a quality, research-based program through:

- **EMERGENT CURRICULUM:** creating an environment and activities that build on children's interests, life experiences, skill levels and potential.
- **ATTACHMENT-BASED THEORY:** helping children stay connected with their primary caregiver(s) throughout the day, to community, and to our Mother Earth.
- **PEDAGOGY:** incorporating Ontario's pedagogy for the Early Years (How Does Learning Happen) to help children develop a sense of belonging, their sense of self, their health and well-being, and to support continuous professional learning for the staff.
- **ANISHINAABE CULTURE AND WORLDVIEW:** keeping children and family at the centre of all circles and engaging the children in the Anishinaabemowin language, traditions, and relationship with the Earth.

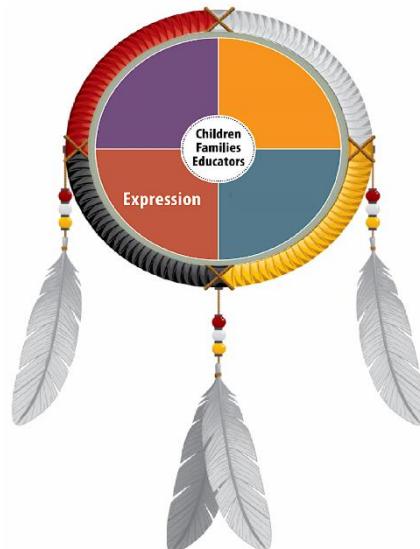


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BELONGING – DBENDAAZING

- Activities are initiated and enhanced to encourage, expand on, and develop healthy individual, peer, adult-child, and group interactions.
- Interactions, activities, and the environment create/support the attachment to primary caregivers, to community (local to world-wide), and to the Earth, strengthening the children's sense of belonging, identity, and security.
- Family and community members are invited to join us at the centre and to share their Wisdom and skills with the children.



EXPRESSION – E-ZHI-ZHICKENG

- Children are provided the opportunities and encouragement to express themselves physically, verbally, and creatively in a healthy and safe environment.
- Children's unique perspectives, intentions, actions and thoughts are respected and supported through listening and guidance.
- The Indigenous Teachings of "Wisdom, Love, Respect, Honesty, Humility, Bravery, and Truth" are the basis of our interactions and are used to teach and guide.



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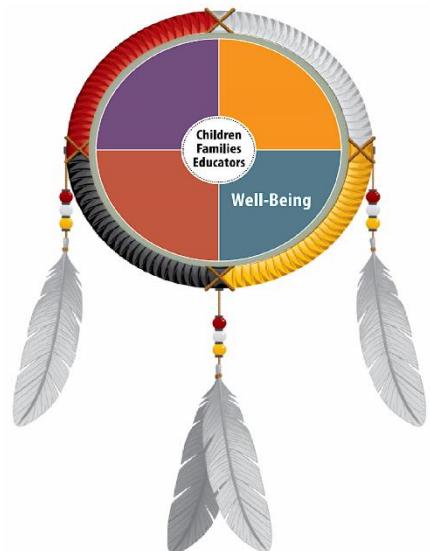


ENGAGEMENT – KENJIGEWIN

- The environment, resources, and activities are adapted to inspire curiosity, creative thinking and expressing, exploration, and play.
- We believe that every child is capable and rich in potential. We strive to help each child build a strong foundation for their life journey.
- We respect and support every child's unique way of engaging with the world.
- Positive learning environments are planned for and created in which each child's learning and development are supported and which are inclusive of all children, including children with individualized plans

WELL-BEING – MNOYAANG

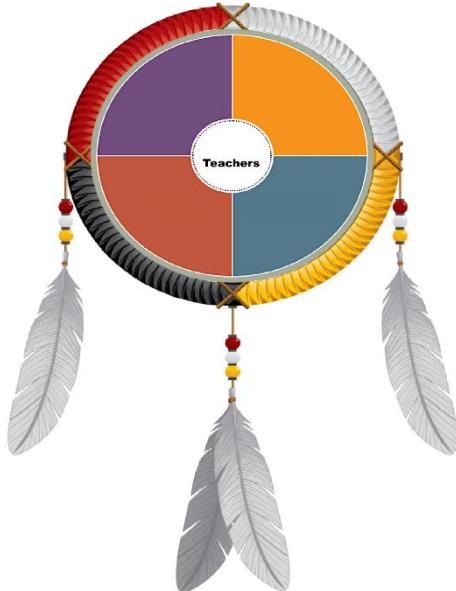
- We care for and support the children's social, physical, intellectual, emotional and spiritual well-being.
- We encourage and assist manageable risk-taking (physically and emotionally), helping the children learn and grow and to develop resiliency, self-regulation and a positive self-esteem.
- We provide a balance of indoor/outdoor, active/quiet, child-lead/teacher-lead, and independent/adult-supported activities.





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TEACHERS - GEKINOO'AMAAGED



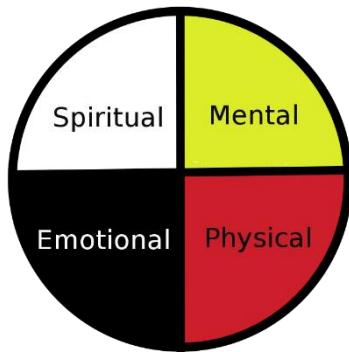
- Education staff participate in Professional Development and training throughout the year, reflect on their programs and interactions, research current information on early childhood and children's interests and share information and observations with co-workers and families on an ongoing basis.
- Observations and documentation are reviewed regularly by Supervising Staff and discussed, both formally and informally.
- Administrators, Educators, Students, and volunteers review the Program Statement, Staff Manual, Family Manuals and Administrative Guidelines annually.



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Implementation Procedure

We identify, respect, support and enhance the development of each child in our care.



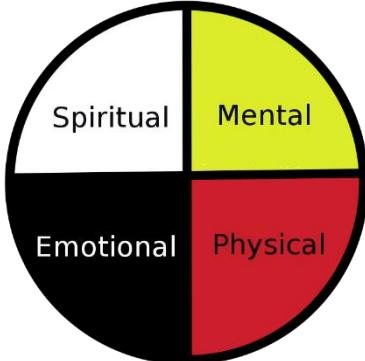
SPIRITUAL DEVELOPMENT – MNIDOOWIN:

- We role-model and encourage children to interact and communicate in a positive manner, using the 7 Indigenous Teachings of Wisdom, Love, Respect, Honesty, Humility, Bravery, and Truth.
- Nimajii-toomin maamwi: “We are on this journey together” and we support children in their development of self-regulation skills and self-awareness.
- We provide a balance of child-initiated, adult-supported and adult-lead experiences, supporting individual learning styles and needs, while maintaining a strong adult-oriented relationship that contributes to the feelings of security and interdependence.
- We foster the engagement of and ongoing communication with families about the program and their children: the regular sharing of information with families, learning from them and with them, is vital to the development of a program that meets each child's needs for growth, learning, and well-being. Nimaji-toomin maamwi. We have an open-door policy and are available at any time to discuss concerns or just chat about the program, children's needs, and/or our role within the community.
- We invite and involve local community partners in the process of supporting the children, the families, and staff, during celebrations that are hosted by community members, and to volunteer in our program or be special guests sharing Wisdom and skills; we also strive to take the children on field trips into the community to enhance their learning about their world and to include families and community members in the teaching/guiding of the children. Nimajii-toomin maamwi.
- We include the Anishinaabemowin language and culture in the program on a daily basis, connecting children to family, community, culture, and our Mother Earth.



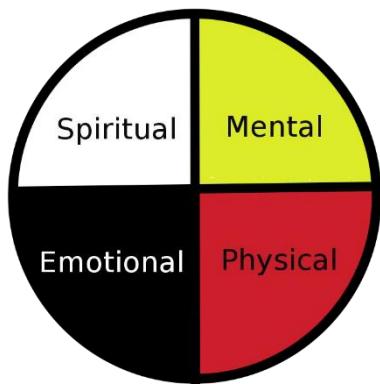
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MENTAL DEVELOPMENT – E-NENDMOWIN:



- We foster the children's exploration, play and inquiry through the inclusion of natural items, multiple-use materials, and emergent curriculum, expanding on their interests, abilities, and discoveries, and through observing and being involved in the process.
- We plan for and create positive learning environments and experiences in which each child's learning and development will be supported, based on their individual skills and interests; we believe that children need to be having fun, be engaged and curious; observations of each child and input from families help to tailor experiences to best meet their needs.
- We believe that every child is rich in potential and follows their own path of learning. Our role is to support this journey through providing the opportunities to explore, to become competent, capable, confident persons, and to expand their skills and knowledge at their own pace.

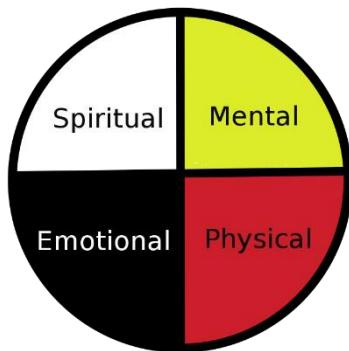
PHYSICAL DEVELOPMENT – E-ZHI-MAAGWIING:



- We promote the health and safety of the children by following the guidelines of the Canadian Paediatric Society's Well Beings (3rd Edition) as well as the Health and Safety Standards of Health Canada through the Infection Prevention and Control Measures (IPAC).
- We promote proper nutrition through following Safe Food Handling Practices and providing meals and snacks that follow Canada's Food Guide as well as the inclusion of traditional foods. Meal plans are posted each week and individual meals are adapted to meet the special needs identified by families.
- We provide a balance of indoor and outdoor play, as well as active play and rest and quiet times, while giving consideration to the individual needs of the children; balance is one of the key elements of a quality program, providing children with a variety of experiences and the skills to benefit from and to self-manage in each situation.



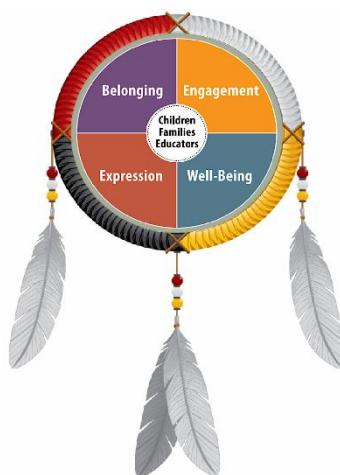
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EMOTIONAL DEVELOPMENT – E-ZHIYAANG:

- We support positive and responsive interactions among the children, parents and staff by creating the environment, time, and relationships for information sharing, listening, reflecting, questioning, clarifying, and role-modeling.
- We support families as the primary caregivers and support the connection between children and the families throughout the time that they are separated during the childcare program through photos, discussions, etc.
- We believe that a strong attachment to family, community and the Earth are vital to children's well-being, now and for their future.
- We respect and support each child's learning style, personality traits, and skill levels, and support them through the process of self-awareness, emotional-awareness, and self-regulation. Nimajii-toomin maamwi, we are on this journey together.
- We recognize that children are still learning about themselves, their emotions, and their relationship with others and with the world. Our role is to support, guide, teach, listen, role-model and co-regulate. We help them express the intentions, problem-solve, and cope with disappointments, helping guide behaviours and build resiliency skills. (We do not use corporal punishment, degradation, humiliation, deprivation of basic needs, or isolation strategies.) (See Staff Handbook for more information on Behaviour Guidance.)

PROGRAM STANDARDS:



- We support staff in their journey of continuous professional learning, by providing 8 PD days throughout the year, as well as ongoing sharing of reflections, research and other information with the team on a casual and formal basis.
- We document and review the impact of our goals and strategies on the children and their families, through daily reflections, assessing observations of children, daily activities, the program as a whole, and the staff's own interactions with children and families. Families are also invited to provide feedback on a regular basis.



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Implementation Policy

Expectations:

- All staff engage in a fulsome 5-day orientation period as part of our onboarding program.
- New staff are given opportunities to read and reflect on all policies and will have an opportunity for questions and discussion; this is encouraged as an ongoing practice.
- All staff read and review the program statement, and all manuals annually as well as when updates are released.
- Monthly staff meetings provide opportunities for more in-depth policy review and discussion; there are no less than 12 staff meetings per year.
- We ensure that the expectations set out in the program statement and manuals are adhered to by all staff, through observations of programs, checking of documentations, and discussions of reflection and goal setting with staff, individually and as a team.
- Staff are observed and their performance is evaluated through a formal review by Supervisory Staff at least annually.
- Staff observe and evaluate each other on a annual basis
- Deviations from the program statement and manuals are addressed expeditiously through 1:1 meetings that may result in close monitoring and additional training.
- Unsatisfactory implementation of any policies can result in employee discipline up to and including termination.
- (See Policies Manual for the “Supervisory Compliance Form” make sure that is the right name and add page number/section).

Staff observed engaging in any prohibited practice as defined below shall be disciplined according to the MCFN EPPM section 31.0 Employee Discipline Policy up to and including termination, Children’s Aid Society reporting and/or Police Report.

Prohibited Practices (as per Sec 48. of O.Reg. 137/15, ss. 45(c))}

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a highchair, 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;
- (c) 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,



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unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) 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;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) Inflicting any bodily harm on children including making children eat or drink against their will. O. Reg. 126/16, s. 34.

Non-Compliance

Staff observed engaging in any prohibited practice will be reported as mandated. Non-compliance with prohibited practices policies will result in **disciplinary action as stated in the MCFN Employment Policy and Procedures Section 31**. Disciplinary steps are as follows: Verbal warning, written warning, suspension without pay, termination. (Immediate suspension or termination may occur if warranted.) As well, a mandatory employer report to the College of Early Childhood Educators will be submitted.

31.0 EMPLOYEE DISCIPLINE Policy (See also Administrative Guidelines – Guidance and Discipline Policy page 70)

The Administration expects that each employee shall make every reasonable effort to fulfill the requirements of his/her position and to conduct him/herself consistent with the policies and the expected employee behaviours. Employees who are unwilling to respect these fundamental commitments will be offered reasonable assistance to correct their performance or behaviour. If there is not a satisfactory improvement on behalf of the employee, further disciplinary measures will be taken which could ultimately lead to the dismissal/termination of the employee for cause.

How MCFN Child Care staff can achieve this program statement

MCFN Child Care provides up to 8 Professional Development days per year for staff to attend, meetings, in-service sessions, conferences and informal learning opportunities to strengthen or gain new skills related to all aspects of child care including child development, pedagogy and practice, documentation strategies classroom and behaviour management, training, policy review

- Staff are continually supported in learning and implementing the Aanishinaabe culture and language as a means to strengthen the children's knowledge and understanding.



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Resources

How Does Learning Happen?, 2014:

<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>

ELECT:

<https://www.uoguelph.ca/childcare/sites/uoguelph.ca.childcare/files/public/documents/ELECT%20Information%20Booklet.pdf>

CCEYA, 2014:

<https://www.ontario.ca/laws/statute/14c11>

I, _____ have reviewed and reflected on the MCFN Child Care Program Statement, Program Implementation and Prohibited Practices Policy and have had an opportunity to ask questions and seek clarification on all sections and parts.

_____/_____/_____
Employee Signature and Date

_____/_____/_____
Supervisor/Assistant Supervisor & Date

_____/_____/_____
Early Years Administrator Signature & Date

This document is to be kept on file in the site for which the employee works to be reviewed and acknowledged each year.