Niagara Child Care Sector
A Professional Learning Dialogue with the Ministry of Education
*Early Years Division*

April 5, 2016
Our vision for the Early Years

• Ontario’s children and families are well-supported by a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow.

• Ontario Early Years Policy Framework, 2013
How Does Learning Happen?
Supporting a continuum of learning

Understanding of Children as Competent, Curious, Capable of Complex Thinking, Rich in Potential

- Child & Family Programs
- Child Care
- Kindergarten
- Elementary

Responsive Relationships
Learning through Exploration, Play, and Inquiry
Educators as Co-learners
Environment as Third Teacher
Pedagogical Documentation
Reflective Practice and Collaborative Inquiry

Foundations for Learning and Development

Belonging Well-Being Engagement Expression

ELECT GUIDING PRINCIPLES
Minister’s Policy Statement on Programming and Pedagogy

June 8, 2015

Subsection 55 (3) of the Child Care and Early Years Act, 2014 (CCEYA) authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding operators of child care and early years programs and services in developing their programs and services.

This policy statement is made under such authority and names “How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)” as the document to be used for the purpose of guiding licensed child care programs under subsection 55 (3) of the CCEYA.

This policy statement, together with the regulations that guide program development, pedagogy and practice in licensed child care settings, is intended to strengthen the quality of programs and ensure high quality experiences that lead to positive outcomes in relation to children’s learning, development, health and well-being.

The regulations made under the CCEYA also provide for the use of How Does Learning Happen? by licensed child care programs. Section 46 of O.Reg 137/2015 (General) requires that, “Every licensee shall have a program statement that is consistent with the Minister’s policy statement on programming and pedagogy issued under subsection 55 (3) of the Act and shall review the program statement at least annually for this purpose.” Subsections 46 (2) and (3) of the Regulation address the content of the licensee’s program statement.

This policy statement shall be in effect until the day that it is rescinded or replaced.
46. (1) Every licensee shall have a program statement that is consistent with the Minister’s policy statement on programming and pedagogy . . . and shall review the program statement at least annually for this purpose.

(2) The program statement shall reflect a view of children as being competent, capable, curious and rich in potential.
Let’s Discuss Statements!

My belief is _______________________; therefore my practice is _____________________.

- Presentation of questions.
- Review of tools.
PROGRAM STATEMENT: GOALS + APPROACHES = s.46(3)(a)-(k)

(a) promote the health, safety, nutrition and well-being of the children

(b) support positive and responsive interactions among the children, parents, child care providers and staff

(c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate

(d) foster the children’s exploration, play and inquiry

(e) provide child-initiated and adult-supported experiences

(f) plan for and create positive learning environments and experiences in which each child’s learning and development will be supported

(g) incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care

(h) foster the engagement of and ongoing communication with parents about the program and their children

(i) involve local community partners and allow those partners to support the children, their families and staff

(j) support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning

(k) document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families
<table>
<thead>
<tr>
<th>Reg. 137</th>
<th>Regulatory Provision (checklist question)</th>
<th>Compliance Indicator</th>
<th>Document - Goal</th>
<th>Document - Approach (both observable and measurable)</th>
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<tbody>
<tr>
<td>46(3)(a)</td>
<td>The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (a) promote the health, safety, nutrition and well-being of the children. (O. Reg. 137/15, ss. 46(3)(a))</td>
<td>The program statement outlines the goals that guide the program for children. The program statement includes approaches that promote the health, safety, nutrition and well-being of the children.</td>
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<tr>
<td>46(3)(b)</td>
<td>The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (b) support positive and responsive interactions among the children, parents, child care providers and staff. (O. Reg. 137/15, ss. 46(3)(b))</td>
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Tell your Story

1. Involve local community partners and allow those partners to support the children, their families and staff;

2. Foster the engagement of and ongoing communication with parents about the program and their

3. Provide child-initiated and adult-supported experiences;

4. Foster the children’s exploration, play and inquiry;

5. Promote the health, safety, nutrition and well-being of the children;

6. Incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day, and give consideration to the individual needs of the children receiving child care;

7. Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported;

8. Support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning;

9. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate;

10. Support positive and responsive interactions among the children, parents, child care providers and staff;

11. Document and review the impact of the strategies set out in clauses (a) to (i) on the children and their families.
Vulnerable Sector Checks

• VSC required by all employee’s, volunteers, students every 5 years
• Staff: licensee needs to review the original current VSC (6 mths), and place either the original VSC or a ‘True Copy of the Original’ on file
• Students/Volunteers: copy of VSC within 5 years acceptable with Offence Declaration.
• Offence Declaration required each year between. Must be signed within 15 days of the anniversary date of the previous offence declaration or vulnerable sector check
• Individuals 18 – 21 – regular CRC at 18 yrs with a statement that discloses every previous finding of guilt of the person under the Youth Criminal Justice Act (Canada), if the person received an adult sentence. -- VSC required at 19 yrs. (written documentation from Police Dept that VSC will not be processed until 21 yrs on file).
• Update policy – include:
  • The process for obtaining a VSC
  • The process for submitting an Offence Declaration annually within 15 days of last VSC or Offence Declaration
  • how the licensee will protect the confidentiality of information in a vulnerable sector check or offence declaration
  • additional measures put in place to protect the children until the VSC is obtained. (i.e. – VSC in process -receipt for VSC on file, Offence Declaration signed, person never left alone with a child)
• Each License including every Director of a Board is required to submit VSC every 5 years in CCLS
• PA needs to review and document every staff, student/volunteer VSC – licensee to pull all VSC’s for review
• Who is a ‘Volunteer’? person regularly on premise, supervising/interacting with children, parent volunteers on field trips
Standard First Aid with Infant and Child CPR

- Required by all employee’s within licensed childcare setting
  - program staff and other employees ordinarily present during hours of operation
  - co-op programs where there are 2 duty parents replacing 1 unqualified staff
  - home visitor’s, home child care providers, and back up/emergency home child providers
- Action plan on file identifying each staff to be completed by September 2016
- Training program needs to be approved by WSIB (google WSIB approved First Aid)
Parent Handbook, Program Statement & Program Implementation

Parent Handbook
• include program statement and prohibited practices listed under s. 48.
• ensure parent handbook is accessible and available to all families seeking care (hardcopy or online).

Program Statement
• reflect the Minister’s statement identifying HDLH as guiding document for child care
• View of the child – capable, competent, curious, rich in potential
• Goals and Approaches (how) of requirements under s. 46 (framework for statement)
• S.46(b)(c) ‘support positive and responsive interactions among the children, parents, child care providers and staff; encourage the children to interact and communicate in a positive way and support their ability to self-regulate’ will replace current Behaviour Management policy

Program Implementation Policy
• policy that details expectation of how staff will implement the approaches in the program statement
• include process for monitoring compliance with the approaches, as well as a process for monitoring prohibited practices – will replace current Behaviour Management Monitoring
General Updates

**Ratios** – no change to Infant, Toddler, Preschool. Kindergarten 1:13, Primary/Junior School Age 1:15, Junior SA 1:20

**Records** – kept for 3 years

**Program Plans** – not required to be posted

- Need to plan for and create learning environments and experiences for exploration, play, and inquiry
- Pedagogical documentation, make learning visible, must be shared with parents

**Outdoor time** – at least 2 hours

**Rest Time – Quiet activities** based on child’s needs

**Supervision at all times**

- Infant Sleep room Supervision - Written process for monitoring
  - Staff in the sleep room with 3 or more infants
  - procedure and timing of regular physical checks of breathing and temperature – is documented
  - System for identifying who is in sleep room (whiteboard)
General Updates Cont’d

Individual Support Plans
• Child Participation - ISP includes how the child can participate fully in program
• Description of supports/aids - Examples: PICS, Ipad, braces etc.
• Use of supports/aids - Instructions of how to use in program
• Consultation - Includes parents, child (if developmentally appropriate), child care staff, any other regulated professionals involved.
• Program must accommodates ISP

Accident Reports
• must notify child’s parent following an accident
• must provide a copy of the accident report to the parents

Fire & Health Reports
• forward all fire and health reports to their PA within 2 business days

Playground Inspections
• document the time the playground inspection was completed
• B&A programs in publicly-funded schools -- no longer required to complete monthly/seasonal, annual playground checks, plan of action following annual inspection, or repair logs. Must continue to complete and document a daily playground inspection and playground injury log
General Updates Continued...

**Attendance**
- document time in and time out – no checkmarks

**Staff Training & Development Policy**
- Licensee to develop a written policy and procedure in respect to staff training & development.

**Nutrition**
- Meals and snacks must follow the recommendations set out in Health Canada’s documents (Canada’s Food Guide) – lunch to offer food items from all food groups, snacks to include food from at least 2 food groups.
- Licensee is required to provide **between meal snacks** for children (i.e. nursery programs or before and after school programs). Licensee is required to be provide **two snacks** or more for children who are in attendance for 6 or more hours (i.e. full day programs).
- Director cannot give approval for bagged snacks or lunches for preschool/ toddler children
- Water - Drinking water to be accessible and available for all children in care
What to expect to see on your licence...

**Conditions** (Previously Terms & Conditions)

**In progress items are expected to meet compliance May 27, 2016:**
The licensee shall submit written confirmation to the Ministry by May 27, 2016 that full compliance has been achieved for all items identified as “in progress” on the Summary of Child Care Centre Licensing Requirements and Recommendations report.

**Shared Space rooms in publicly funded schools:**
The licensee is required to keep an up-to-date shared space confirmation on file at the premises. This confirmation must include the primary use of the room during the school day and must be made available to Ministry of Education staff upon request.

All rooms as set out in the shared space confirmation are approved for use by the child care program, based on licensed capacity, provided that the room or area is used by the school for children who are the same age as the age category of the licensed age group.

**Designated Space rooms:** Rooms and capacities will be identified.
Example: The infant licensed capacity is based on the use of Infant Room # 1 for 10 children and Infant Room # 2 for 10 children. **For nursery programs**, the hours and dates of operation will also be identified.
What to expect to see on your licence...

**Director’s Approvals**

- **School age programs in publicly funded schools:**
  Director approval is granted for the use of specified rooms/areas that may have less than 2.58 square metres of unobstructed floor space for each child in a licensed kindergarten, primary/junior school age and/or junior school age group, based on the licensed capacity, provided that the same room or area is used by the school for children who are the same age as the age category of the licensed age group.

- **Duty parents:**
  Director Approval is given for two duty parents to take the place of a staff member providing all licensing requirements pertaining to staff are met.

- **Mixed age grouping:**
  Director’s Approval is granted for mixed age grouping pursuant to ss. 8(2) and (3) of Ontario Regulation 137/15.
    - Includes 20% and 25% mixed age grouping (KG & SA)
The Ministry has released the following resources to support professional learning of educators in early years settings. These resources are intended to strengthen quality in programs and services for young children across early years settings in Ontario.

**Child Care Licensing Portal**

[http://www.earlyyears.edu.gov.on.ca/EYPortal](http://www.earlyyears.edu.gov.on.ca/EYPortal)

This website provides information on the new provincial requirements under the *Child Care and Early Years Act, 2014* (CCEYA). The CCEYA website includes a self-test module, updated sample forms and helpful resources.

**Ontario Regulation 137/15: General made under the CCEYA**

[http://www.ontario.ca/laws/regulation/r15137](http://www.ontario.ca/laws/regulation/r15137)

On August 31, 2015, the CCEYA was proclaimed, along with the new regulatory requirements for licensed home and centre-based child care settings.

*The Child Care and Early Years Act, 2014* legislation and accompanying regulations under the Act – Ontario Regulation 137/15 will help to further support Ontario’s vision for the early years.

**How Does Learning Happen? Ontario’s Pedagogy for the Early Years**

[http://www.edu.gov.on.ca/childcare/pedagogy.html](http://www.edu.gov.on.ca/childcare/pedagogy.html)

*How Does Learning Happen?* is a professional learning resource designed to support program development and pedagogy in a variety of early years settings, including licensed child care centres, home-based child care, and family support programs.

Key elements of *How Does Learning Happen?* include goals for children, expectations for programs and questions to encourage reflection among educators and administrators.

A webcast that introduces *How Does Learning Happen?*, shares related resources, and discusses how the document can be integrated across Ontario has been archived at:

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

Research Briefs

Think, Feel, Act: Lessons from Research about Young Children is a series of research briefs that were released in Fall 2013. The research briefs highlight key research findings and practical tips for educators related to: positive adult-child relationships and brain development, learning environments, pedagogical leadership, self-regulation, pedagogical documentation, inclusion and parent engagement.

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

Video segments were developed in partnership with experts and released on the Ministry's website to accompany the research briefs and support educators and other professionals in delivering high quality early years programs.

Excerpts From Early Learning for Every Child Today (ELECT)
http://www.edu.gov.on.ca/childcare/excerpts.html

Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings was released in 2007 to strengthen the quality and consistency of early years programs across the province. This framework, often referred to as ELECT or the Early Learning Framework (ELF), includes six principles to guide practice in early years settings and a continuum of development for children from birth to age eight. Excerpts from ELECT was released in 2014 as a companion document to How Does Learning Happen? and includes this foundational knowledge about children in the six guiding principles and continuum of development.

Early Learning Framework Website
http://www.edu.gov.on.ca/childcare/oelf/

The website highlights ELECT’s guiding principles, which are intended to outline what is most important for children’s early learning and development. The website supports program development in early learning settings through a variety of resources, including videos, photos of early learning environments, and questions for personal reflection. The full ELECT document is also available through this website.
Pedagogical Leadership
A few closing thoughts from *Think, Feel, Act*