CHAPTER SIX: PROGRAM FOR CHILDREN

Program for Children	Program Statement Implementation Policy Prohibited Practices **Early Childhood Educator – School Age Program**
Revised November 23, 2016	Policy Number: 6.10, 6.9

The Program Statement goals and approaches provide guidelines for program training and implementation and serve as standards for evaluation. This implementation rubric is to assist educators and administrators in measuring the level of implementation of the goals and approaches articulated in the Program Statement.

What is a Rubric?
A tool used to assess implementation where the dimensions of performance (description of the levels of performance) are evaluated using specific performance criteria, and assist educators with implementation into their practice.   The rubric provides a tool for self-assessment, allowing the educator/administrator to recognize growth in the implementation of specific approaches into classroom practice.

How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)
Foundations for learning and development
- Belonging: Cultivating authentic relationships and connections
- Well Being: Nurturing healthy development and well-being
- Engagement: Creating contexts through exploration, play, and inquiry
- Expression: Fostering communication and expression in all forms

Approaches
A means by which educators can assist children in becoming self-directed learners, effective communicators, critical thinkers, and cooperative contributors to the classroom as well as society through their daily implementation within the classroom setting.

- Responsive relationships
- Learning through exploration, play and inquiry
- Educators as co-learners
- Environment as 3rd teacher
- Pedagogical Documentation
- Reflective practice and collaborative inquiry

When should the approaches be implemented into practice?

The implementation of the approaches as daily practice is a process. These approaches are interrelated

and difficult to separate. Start by (setting a goal) becoming skilled at one approach and adding another until all approaches are implemented.

In an effort to provide an incremental plan for implementing the approaches into classroom practice, the following step-by-step approach is recommended.

It is very important that all the approaches be fully implemented, on a daily basis, no later than one year.

Measurement of the implementation will be completed monthly for the educators and by quarterly observation by management.

In addition to fully implementing the approaches, specific focus should be given to a particular approach each week – it can be the same approach, elements of an approach or another approach.   The outcome of approach implementation – child observations/interactions, personal growth, challenges/failures, and success stories, is to be shared daily with classroom colleagues, and discussed in your monthly team meetings with your coordinator and quarterly agency meetings so that you can benefit from each other's experiences and reflections.

3 months	6 months	9 months	12 months
Implement one Approach	Implement 2 Approaches	Implement 4 Approaches	Implement 6 Approaches

Implementation classifications - description of the levels of performance

The following section describes four groups of educators based on the extent to which the approaches are being implemented in the classrooms.

Practicing Implementers

The classification of Practicing Implementers describes those educators who are intentionally integrating at least 4 of 6 of the approaches expressed in the Program Statement into classroom practice at an advanced level.   Practicing Implementers are all about *connecting* with positive, responsive relationships, inclusion, and self-reflection.   They are receptive to sharing their experiences of their children with others and are discussing with parents/caregivers and educators opportunities for further exploration that can increase the depth and breadth of their application.   Practicing Implementers are attuned to what the child knows, is feeling and may be thinking because they engage with, observe, document and listen to children.   Practicing Implementers have prioritized relationship building between the children such that the children in these classrooms are seen to spontaneously engage with each other and the voices of the children are heard more than the adult's.   The flow between individual and group engagement appears seamless, interwoven and child directed.   The classroom of

the Practicing Implementer has a quiet space for reflection or down time and is arranged in ways that facilitate group and individual work where space and materials are accessible for further exploration, expression and research.   There is also an area where ongoing projects can be left undisturbed for revisiting.   The Practicing Implementer considers their own practices and approaches and the impacts they are having on their children, parents/caregivers and others.   Complexity and consistency in the use of the approaches is advancing with Practicing Implementers.

Progressing Implementers
Educators who are classified as Progressing Implementers are goal directed and integrating two or more approaches at a fairly proficient level in most aspects of their program.   Progressive Implementers are using the HDLH document to gain a working knowledge of the four foundational conditions important for children to grow and flourish and learning how the approaches articulated in this resource can be applied with more depth and breadth in their practice.   Progressing Implementers at this level are experimenting with their gained knowledge and application and tossing out what does not work and keeping what works for them at this time.   Changes in their practice are evident in their educator-child interactions where connecting with the child, parent/caregiver and colleagues is given priority.   Their view of the child as unique, competent, capable, curious and rich in potential is beginning to permeate their approach implementation as they question their practice.   Progressing Implementers have developed an understanding of where they are at from their prior implementation experience and where they would like to go.

Emerging Implementers
Educators who are classified as Emergent Implementers are intrinsically motivated to integrate at least one approach as expressed in the Program Statement into their daily practice. They are called "emerging" because many of these educators are new to HDLH and using this document as a professional resource to guide program development, pedagogy and practice.   Educators at this level of implementation are aware they want to change and are actively seeking information on "how to". The C:D:C ratio - correcting, directing and connecting is on their radar and it is evident that effort is being made to connect with each child where they are at as opposed to correcting and directing them. Emergent Implementers may look like "traditional teachers" however they do use an approach in their practice and can tell you why they do what they do, that is link their approach to what you see in their classroom.   Emerging Implementers generally conduct almost all their interactions through whole-class activities.   Educator initiated and directed group work is still observed in these classrooms however the educator is becoming more attuned to each child's interests, challenges and joys, and is developing a system to capture these moments for their own learning as well as to gain a shared understanding of the child from others.   In addition to their own professional knowledge at this point the Emergent Implementer is seeking and receptive to the perspectives of the child, parent/caregiver and colleagues they work with and is endeavoring to respect and integrate these into their practice and program.

Baseline Implementers

Baseline Implementers tend to incorporate only minor, superficial aspects of the Program Statement's goals and approaches.   They do not appear to be particularly supportive of Program Statement implementation.   Most of what is seen to be effecting change is cursory compliance at external request of specified Program Statement implementation requirements.   Baseline implementers are not yet using the HDLH document as a professional resource to guide program development, pedagogy or practice.   These educators tend to look primarily like the "traditional teacher" with a teacher-centred and directed delivery of instruction and a passive child-receiver of information and authority. The typical educator-child interaction is correcting and directing versus connecting, and most often utilizes an educator-questioning and child-response approach with closed-ended questions versus an open-ended format.   Educators at this level of implementation are not yet including the perspective from the child, parents/caregivers, or colleagues in creating a child centred program.   Children working together or individually engaged in an activity *of their choice* are usually not observed.   Although a view of the child as unique, competent, capable, curious and rich in potential may be stated, baseline implementers do not refer to it.   Baseline Implementers seem reluctant to exert effort toward implementing the goals and approaches as articulated in the Program Statement.

Approach: Responsive Relationships

Why? A significant body of research indicates that creating positive, caring, and respectful relationships are the foundation for optimal learning, development, health, and well-being (HDLH, p.24).

Implementation characteristics observable in the program

Approach Characteristic	Baseline	Emerging	Progressing	Practicing
	Rarely	Sometimes	Usually	Almost Always
Educator can clearly articulate *how* their view of children guides their practice				
Educator has collaborated with classroom colleagues in determining a view of the child and posted this view of the child				
Educator prepare environment and set up on going provocation materials based on the child's interest or continue the previous day's exploration				
Educator meets and greets each child and transitions from school to program into the environment via a link				

to a peer, an interest, a material, or another educator if required.				
Educator recognizes and identifies the physical, environmental and social emotional stressors that can impact each child thru self-reflection of child observation and interaction, and discussion with parent and colleagues.				
Educator acts to reduce the physical, environmental and social emotional stressors and enhance the child's ability to learn *how* to *recover from* and/or maintain a steady state (self regulate) throughout the day				
Educator plans for successful transitions from parent to programs or school to program, activity to activity, etc throughout the day				
The educator models thoughtfulness and caring by listening to the child face to face.				
The educator joins the child where they are at focusing on what and how the child *is* learning vs. what they should be learning				
The educator builds connections (establishes a responsive relationship) with the child • By observation and self-reflection vs. correcting and directing				
• At child's level for face to face interactions				
• Uses a pleasant, calm voice and simple language while making eye contact				
• Provides warm, responsive physical contact				
• Being a play partner with a younger child and following their lead, engaging in give and take actions and conversation				
• Demonstrates flexibility				

• Helps child understand their expectations by providing simple but clear explanations consistent with the abilities of the child vs. directing the child				
• Takes the time to engage children in the process of resolving problems and conflicts vs. reiterating classroom rules				
• Views challenging and/or disruptive behavior as an opportunity to reflect on *where* and *how* the child(ren) *could be successful* and direct child there				
• Learn from mistakes and accept responsibility for their own decisions/actions/choices				
• The educator demonstrates that mistakes or temper tantrums are viewed as opportunities for refection and educator/child learning.				
• Clearly state *what* the child has done well when acknowledging the child for their accomplishments vs. "good job tidying up"				
• For older children, the educator determines, jointly with child, the natural/logical consequences for specific disruptions.				
The educator encourages the child(ren) to listen to each other, share ideas and acknowledge peer accomplishments.				
Educator records the *child's* interest, engagement, challenges, and/or gained knowledge throughout the day				
The educator uses pedagogical documentation to show children that their work is valued				
Educator invites the child to share with their parent the *child's* interest,				

engagement, challenges or gained knowledge at the end of the day vs. the educator telling the parents				
The educator uses pedagogical documentation to make parents aware of child/class learning experiences				
The educator seeks out the knowledge and perspectives of parents with regard to their child.				
The educator shares their professional knowledge and experience with parents, colleagues and others in the community.				
The educator provides opportunities for the children to engage with and make contributions to the community and world around them.				
The educator has *developed* for trial at least one means in addition to verbal, for ongoing communication between home and program, and school and program in collaboration with the parents and the educators in the room that can be trialed				
Educators ensure that children know the names of their peers and educators and can address (call) them by name				

Approach: Learning through Exploration, Play and Inquiry

Why? So children in early year's settings can practice and learn strategies, dispositions, and skills for lifelong learning such as problem solving, critical thinking, communication, collaboration, creativity, imagination, initiative and citizenship. (HDLH pg 35)

Implementation characteristics observable in the program

Approach Characteristic	Baseline	Emerging	Progressing	Practicing
	Rarely	Sometimes	Usually	Almost Always
Educator follows the child's lead making it relevant and meaningful to child				

Educator accommodates different learning styles by including visual, auditory, and tactile/kinesthetic modalities				
Educators value the child's opinions and suggestions, and support their ideas so child can *discover* their own answer. Educator acts				
• A sounding board				
• Offers a suggestion/action				
• Probe using open ended questions that stimulate further exploration: What do you think? Why..? How..? Describe..? Tell me about..?				
• Listens actively to child request/question/response				
• Link prior knowledge to new concept being explored				
• Allows time for child to come to their own conclusion/process information				
• Search for resources together				
• Teach child *how* to find information				
• Provide/introduce resources to keep momentum going when needed				
• Use excerpts from what the child(ren) express to create the "stage" for new topics/concepts/coaching				
• Creates opportunities for study around an identified interest				
The educator encourages children to				
• develop a view				
• look at cause and effect				
• examine opposite points of view				
• evaluate choices				
• weigh consequences				
The educator joins the child where they				

are at focusing on what and how the child *is* learning vs. what they should be learning				
The educator's classroom schedule is flexible enough to support thoughtful, sustained, engagement with ideas, materials and friends.				
Educator focus is on the *process* vs. end product				
The educator measures current development and the skills acquired against past achievement				
The educator involves each child personally, encouraging their active participation and risk-taking				
The educator empowers the child by providing opportunities for choice				
The educator encourages child to bond with one another to become active contributing parts of a larger community				
The educator allows time and opportunities where the children work together				
The educator provides realistic materials and open ended objects for the child to demonstrate their interests and learning process thru manipulation and exploration				
Educator encourages participation in a range of activities such as music, art, movement, dance, drama, stories, songs etc. that allow for choice and creative and imaginative expression in a flexible environment				
Educator acknowledges and thanks child for their contributions to the whole				

Approach: Educators as Co-learners

Why?   Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children (and their parents/caregivers) in discovery and sustained shared thinking (HDLH, p. 35).

Implementation characteristics observable in the program

Approach Characteristic	Baseline	Emerging	Advancing	Practicing
	Rarely	Sometimes	Usually	Almost always
Educators are co-learners: *with* the child (responsive relationships), *about* the child (invite parent/other input), *from* the child (their interests, expressions/artifacts), *for* the child (belonging, well being, expression, engagement, planning) and their parents.				
The educator has learned when or if support (scaffolding) is required to further the child's exploration, play and inquiry and utilizes the following techniques: • Modeling: *use* of a tool, a method/*technique*, *social* convention, *physical* posture, *literacy*, *numeracy*				
• Asking open-ended questions				
• Using rich, descriptive language and new vocabulary				
• Encouraging language using parallel talk, expanding speech, adding new information				
• Present additional information linked to child's prior experience				
• Assist the child to observe and recall their learning				

• Enquire about materials				
• Support child to join play with peers: Suggest a role, give child desirable props, or entering the play with the child and then withdraw				
The educators' focus is to attach meaning about what the child is *doing* with an object vs. focusing on the object.				
The educator demonstrates interest, acknowledges, and acts on the ideas and contributions from the child(ren).				
The educator engages with children, planning, participating, and learning with the child about their questions, solutions, theories and curiosities.				
The educator demonstrates interest in finding out *why* the child is absorbed in exploring a particular material, and/or engaging in a specific *pattern of repeated behavior* in a certain context to understand children's actions and behaviours in new ways (schemas).				
The educator is curious about what a child is thinking as they touch, taste, examine, and explore so as to extend, expand or transfer their learning.				
The educator listens, responds to, and builds on child initiated communication and conversation to promote language acquisition.				
The educator accommodates different learning styles based on the perceived interests of the child they are engaged with				

Approach: Environment as 3rd Teacher

Why? The environment is the context in which learning takes place and contributes to shaping the *actions* (quality of children's exploration and play) that can be taken within it. (HDLH, p.20)

Implementation characteristics observable in the program

Approach Characteristic	Baseline	Emerging	Progressing	Practicing
	Rarely	Sometimes	Usually	Almost always
Educator's room reflects the posted *view* of the child that they wish to embrace.				
The educators arrangement of materials in the room reflect their *view* of the child				
The environment of the educator reflects the thinking, interests, and personalities of the individuals who spend their day there.				
The educator creates environments that are inclusive by • Listening				
• Observing				
• asking questions				
• reflecting on the responses				
• introducing materials and ideas children can use to expand their understanding				
The educator can see the voices of the children in the room even though they are not physically present.				
Educator evolves the space to coincide with the childrens' interests, expressions, and artifacts				
The Educator adds to, exchanges, and revisits materials periodically to extend the child's knowledge, and challenge and inspire them based on their interest				

	Baseline	Emerging	Progressing	Practicing
The educator arranges the classroom and modifies access to varied materials that allow for inclusion and meaningful participation for each child				
The educator collaborates with others to create engaging environments and experiences for children to explore ideas, investigate their theories, and interact with others in play.				
The educator offers opportunities for the children to engage in vigorous physical play in natural outdoor spaces and playgrounds that present manageable levels of challenge.				
The educator provides daily opportunities to explore, care for, and interact with the natural world.				

Approach: Pedagogical Documentation

Why?   It is a means to *pay attention to* what children reveal about how they are thinking and learning in living moments by making this thinking and learning visible for interpretation by others including the children using pictures, video, artifacts, and written or audio trace of what children have said. (HDLH p.21)

Implementation characteristics observable in the program

Approach Characteristic	Baseline	Emerging	Progressing	Practicing
The educator is actively seeking opportunities for documentation.				
The educator captures and quotes the child's own language.				
The Educator learns to photograph specific things and events with the intent of capturing a piece of the story of children engaged in learning.				
The educator titles the photographs, events, and experiences, and begins to connect children's actions and experiences with written				

descriptions that tell the story of children's learning.				
The educator develops pedagogical documentation using images, video, artifacts and written recording of what children have said.				
The educator ensures documentation is strategically located to prompt expansion on ideas and reflection for all.				
The educator routinely • take notes				
• take photographs				
• make visual recordings of group discussions and children's play				
The educator ensures that documentation of the children's projects is • carefully arranged				
• has a transcription of children's conversations and remarks				
• with photographs of ongoing work and activities				
• and the products/artifacts that have been produced by the children to represent their thinking and learning.				
On accompanying panels or books designed to present the children's learning processes: • Educator commentaries on the *purposes* of a project				
• along with transcriptions of children's verbal language				
• photographs				
• and representations of their thinking are provided				
• Educators are to use domains, indicators and interactions from "ELECT" document.				

• Educators are to relate development to the four foundations of "HDLH"				
The educator uses pedagogical documentation as a tool for thinking together to see other viewpoints.				
The educator revisits documentation of newly learned content/concepts with the child so that the child has the opportunity develop their ability to review, reflect, internalize, converse, repeat, build upon, aid their knowledge retention, and link their experience to new understanding.				
The educator uses pedagogical documentation to determine progress, learning and mastering a skill set				
The educator uses pedagogical documentation as evidence of concepts the child is exploring or has learned and is understanding.				
The educator uses pedagogical documentation to demonstrate implementation of the approaches when they cannot be observed E.g. Community involvement				

Approach: Reflective Practice and Collaborative Inquiry

Why?   Knowledgeable, responsive, and reflective educators are essential to high quality programs that continuously improve and create contexts that are meaningful for the children and families/caregivers they serve. (HDLH p. 11)

Implementation characteristics observable in the program

Approach Characteristic	Baseline	Emerging	Progressing	Practicing
	Rarely	Sometimes	Usually	Almost always
The Educator listens to the child in order to develop as an educator.				

The educator has become a reflective practitioner when they document meaningful actions/events, explain why they are important, and push themselves and others to continue thinking about these experiences.				
The educator is continuously engaged in reflective practice – thinking about or reflecting on what they do for the purpose of personal learning and development. For example, their questions and those of others are seen as are opportunities for reflection and articulation on their depth of implementation: • When are this child's strengths and competencies evident?				
• What is this child thinking?				
• How is engagement with the child/parent measured?				
• Why are collaborative relationships developing between peers?				
The educator uses the making of a documentation panel to enhance reflective thinking as they must analyze, interpret and synthesize the documentation, revisit their observations of children's learning processes, and acknowledge how their own questioning strategies created *responses* in the children.				
The educator has engaged in critical reflection about how their view of children is evident in correcting and directing.				
The educator collaborates with others in observing, monitoring, and assessing the child's experiences to understand the child's meaning,				

thinking, and feeling.				
The educator uses pedagogical documentation to obtain viewpoints from each other for self and group reflection and to stimulate professional development among peers.				
The educator uses pedagogical documentation as a tool for research, reflection, collaboration and decision making.				
The educator observes children to create developmental assessment to see what children are working towards				
The educator engages in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.				

The following practices are not permitted and failure to comply could result in immediate dismissal:

- Corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- Physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- Locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- Use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, share or frighten the child or undermine their self-respect, dignity or self-worth; e. 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.

Compliance and Contraventions of the Program Implementation Policy will be dealt with as per the North Hastings Children's Services Policy on Compliance and Contraventions.