

Fort McMurray Catholic Schools Operating Policies and Procedures

OP 601 – Child Care Programing

Policy

The Catholic Board of Education recognizes that:

- a. ensuring that children have access to enriched early learning environments in child care settings is essential;
- b. thoughtfully planned, well-equipped, and inviting physical indoor and outdoor environments set the stage for children to have experiences that will promote growth and development;
- c. through building respectful, responsive relationships with children, child care professionals create a positive emotional environment that contributes to children's optimal brain development and overall well-being.

The Catholic Schools Child Care Services shall operate in a manner that provides positive, supportive relationships and enriched and emotional environments that foster children's well-being and development.

Procedures and Directives

Under the direction of the Deputy-Superintendent, staff will ensure that all Catholic Schools Child Care Programs:

- a. promote and nurture children's positive sense of self and belonging through supportive relationships by
 - i. Responding positively to children's individual interests and strengths through supportive small group interactions and one-on-one communications;
 - ii. Helping children develop a sense of self by recognizing their unique qualities and backgrounds.
 - iii. Supporting children in exploration of their individual interests, strengths, and emerging skills.
 - iv. Providing opportunities for children to demonstrate their independence.
 - v. Acknowledging children who recognize the skills, accomplishments, and contributions of peers.

- vi. Fostering strong emotional attachments with children sharing feelings, communicating warmth and acceptance through verbal and nonverbal reassuring behaviours.
 - vii. Responding to children's needs and cues in an appropriate, timely, caring, and consistent manner.
- b. demonstrate respectful, positive interactions and communications with children by:
- i. Talking to children at a developmental level they understand;
 - ii. Engaging in active listening to engage empathically with children.
 - iii. Valuing each child's right to have their feelings and belongings respected.
 - iv. Modelling respectful interactions with other adults.
 - v. Using a continuum of developmentally and age appropriate strategies when guiding children within a caring, respectful, and nurturing environment.
 - vi. Discussing behaviour expectations with children at a developmental level they can understand.
 - vii. Using observation techniques to identify causes of challenging behaviours and modify the environment and supervision to promote positive behaviours.
 - viii. Supporting children in engaging in positive behaviours and expressing their feelings in socially acceptable ways.
 - ix. Guiding children as they begin to develop problem-solving skills.
- c. incorporate well-designed physical indoor learning environments to foster the optimal development in children by:
- i. Arranging the indoor space in a way that meets the diverse developmental needs of the children.
 - ii. Designing stimulating and interactive environments, ensuring the materials for play and learning contain a full range of diversity. For example, ability, culture, ethnicity, family composition, gender.
 - iii. Ensuring that the learning environment promotes early literacy.
 - iv. Providing displays and focal points to enhance the space
 - v. Providing multiple sources of light appropriate to the activities and learning experiences.

- vi. Bringing elements from nature into the indoor space to facilitate sensory experiences
- d. When in session during non-instructional days, children’s development is supported through outdoor environments with active play spaces and opportunities to experience and learn about the natural world by:
 - i. Organizing outdoors activities and, where appropriate, accessing play space to provide a variety of developmental experiences and physical activities for children in a safe environment.
 - ii. Providing opportunities for children to explore and learn in natural settings.
 - iii. Encouraging environmentally responsible practices to promote children’s connections with the natural world.
 - iv. Providing opportunities for children to learn about how materials in nature are used in everyday life.

References:

- Alberta School Act, Part 1, Division 1
- Board Governance Policies
- Executive limitation 3 – Safe Healthy & Secure Environment
- Executive limitation 4 – Treatment of Students & Parents
- Executive limitation 5 – Curriculum & Instruction

Cross References:

- OP 138 – Healthy Schools
- OP 354 – Field Trips
- OP 361 – Student Safety in Physical Activities
- OP 371 – Medical Assistance to Students
- OP 381 – Student Transportation
- OP 382 – Transportation of Students in Private or Rental Vehicles
- OP 417 – Information Technology & Network Use
- Safety Guidelines for Physical Activities in Alberta Schools (Alberta Centre for Injury Control & Research – ACICR)

Approval by Superintendent of Schools

- 15 February 2015

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