

Innisfil Montessori Academy: Program Statement

This program statement is consistent with the Minister of Education's policy statement on programming and pedagogy issued under subsection 55 (3) of the CCEYA (Child Care Early Years' Act) and we shall review the program statement at least annually for this purpose as follows:

Innisfil Montessori Academy offers a learning program that is consistent with both Maria Montessori's ideas and the Ministry of Education policies, pedagogy and curriculum. The Ministry and Montessori documents referenced in our program include the following:

- How Does Learning Happen?
- Ontario Early Years Framework
- Think Feel Act: Lessons from Research About Young Children
- The Absorbent Mind-Maria Montessori
- Early Learning for Every Child Today

Innisfil Montessori Academy emphasizes active learning, as children learn best by pursuing their personal interests and goals. Children make their own choices about materials and activities during the program time. As they pursue their choices, children explore, ask and answer questions, solve problems, and interact with peers, program staff, volunteers, students on placement and other adults. Children are competent, capable, curious and rich in potential. Innisfil Montessori Academy recognizes each child as a unique individual who brings their own abilities to the program and deserves the encouragement and space to try new things, explore new ideas and develop their own unique creativity. We provide an environment that fosters curiosity, one that allows children to explore in a safe and caring environment. An environment in which to grow and develop to their maximum potential. We understand the importance of taking children's stages of development and their unique family, community and life experiences into consideration. In each case, we aim to integrate all areas of the child's development into our program in a holistic way.

Our goals for children, consistent with both Maria Montessori's Philosophy and the Ministry of Education pedagogy, include the following:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and well-being.
- Every child is an active and engaged learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who expresses himself or herself in many ways. Children's interests are valuable to their learning and offer a rich variety of experiences. The type of activities we offer daily include: drama, music, dance, literacy, language, nature, science and technology, construction, mathematics, practical life and sensorial, zoology, botany and active outdoor play
- Incorporate rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;

Our programs are designed to:

- encourage children to interact and communicate in a positive way and support their ability to self-regulate
- foster the children's exploration, play and inquiry
- provide child-initiated and adult-supported experiences
- support positive and responsive interactions among the children, parents, child care providers and staff;
- plan for and create positive learning environments and experiences in which each child's learning and development will be supported;
- 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;
- promote the health, safety, nutrition and well-being of children.
- foster the engagement of and ongoing communication with parents and caregivers about the program and their child through communication books, progress reports, newsletter and daily conversations
- Involve community partners such as resources teachers, librarians etc. to support the children, families and staff of IMA
- support staff or others who interact with the children at IMA in relation to continuous professional learning;
- document and review the impact of the strategies, set out above, on the children and their families. The supervisor shall ensure that all new staff, student teachers and volunteers review the program statement prior to interacting with children and at any time when the program statement is modified and annually thereafter. IMA shall ensure that the approaches set out in its program statement are implemented in the operation of its program.