



Program Statement

CedarBrook Montessori School provides families with high quality childcare in **Ajax**.

Our program and curriculum is consistent with the Ministry of Education's Policy Statement as set out in "**How Does Learning Happen (HDLH)?**"

CedarBrook Montessori School strives to promote a positive, safe, loving, nurturing atmosphere where the health, safety, nutrition and well-being of our children is of the utmost importance. We encourage mutual respect, patience and creativity in an inclusive environment while viewing children as competent, capable, curious and rich in potential.

At **CedarBrook Montessori School**, we believe every child is unique and full of potential. Guided by the Montessori principle to "*follow the child*," we recognize that children thrive when they are given the freedom, structure, and encouragement to explore, learn, and grow at their own pace.

Our mission is to nurture independence, curiosity, and resilience by providing a carefully prepared learning environment where children feel safe, respected, and inspired. Through authentic Montessori methods, we cultivate a love of learning and instill values of integrity, grace, and respect for others.

At CedarBrook, our goal is not only to prepare children for school but to prepare them for life — empowering them to become thoughtful, confident, and compassionate individuals who contribute positively to their community.

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This Program Statement will be reviewed with childcare staff, students, volunteers and directors annually or whenever an amendment is made. CedarBrook Montessori School holds the view that the purpose of early childhood education is to create value, not just in our own lives but for the whole of society and the world. We aim to serve as a role model of childcare excellence for the community by providing a child centered early learning program. This Program Statement describes our goals for children at CedarBrook Montessori School and the approaches we implement to meet those goals.



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- A. We promote the health, safety, nutrition, and well-being of the children in our care by diligently meeting all the requirements of **Ontario Regulation 137/15**. At CedarBrook Montessori School, we specifically:
- Encourage nutritious eating at snack time;
 - Teach the importance of personal hygiene, such as hand washing, brushing teeth, blowing nose, sneezing and coughing;
 - Enforce public health guidelines around quarantines for various illnesses;
 - Communicate illness outbreaks with parents via health memos sent via email as needed;
 - Sign in and out of each child on a daily basis on the attendance records;
 - Ensure all staff are CPR and First Aid trained.
- B. We support positive and responsive interactions among the children, parents and staff through:
- Role-modelling for the children, parents and staff the demeanour and behaviour that we wish the children to exhibit;
 - Connecting with each child, parent and staff member as an individual and in a way that is meaningful to them;
 - Working with the children, parents and staff to resolve conflicts in a peaceful and harmonious manner.
- C. We encourage the children to interact and communicate in a positive way and we support their ability to self-regulate through:
- Having a daily mindfulness cooperative learning that encourages children to express their feelings, minimize anxiety and increase happiness
 - Offering positive, non-punitive direction to every child to support the classroom communities,
 - Having developed guidelines and centre policies that support the development of harmonious environments throughout the school, which allows children to develop their self-regulation and executive functions.
- D. We foster the children's exploration, work, and inquiry through:
- Activities that assist children to become independent and capable of assisting others in care of the self, care of the environment and care of others
 - Providing activities to explore and refine all the senses, as well as to discover sequencing and order,
 - Providing activities to increase vocabulary, encourage discussion, explore sounds, and begin to develop the process of writing and reading activities
 - Providing activities for cutting, colouring, painting, exploring colour, shape and texture, pasting and other artistic endeavours.
 - Assisting the children in understanding where everything is kept and enabling them to choose and return activities independently and with their peers.



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- E. We provide child-approach and adult-supported experiences, specifically:
- Choice, respect and responsibility are foundations on which all of our classrooms are built;
 - All Montessori materials are introduced to a child by a teacher or by another child
 - The children initiate much of the activities for each day. They are encouraged to experience the world by exploring.
- F. We plan for and create positive learning environments and experiences in which each child's learning and development is supported through:
- The daily curriculum and materials,
 - The children are disciplined in a positive manner at a level that is appropriate to their actions and their ages in order to promote self-discipline, ensure health and safety; respect the rights of others and maintain equipment,
 - Children can choose work that they are capable of doing
- G. We incorporate indoor and outdoor fun, as well as active play, and quiet time, into the day, and give consideration to the individual needs of the children by allowing them to manage aspects of their day, including:
- Moving about the classroom with purpose,
 - Having active time outside, twice a day
 - Taking students for walks in the neighbourhood.
 - Providing quiet time for those who still require some downtime each day.
- H. We foster the engagement of an ongoing communication with parents about the program and their children in the following ways:
- Classroom teachers are available outside of classroom time via Lilio App
 - Two parent teacher meetings are available
 - The months schedule will be communicated via Lilio and posted in main area
 - Student projects are sent home so parents can observe the achievements of their child.
 - Teachers will also observe, and document challenges faced by the child and what strategies they will use to help the child dealing with these challenges. These strategies are shared and communicated with the parents to promote similar and consistent learnings at home.
- I. CedarBrook Montessori School involves local community partners, and we allow those partners to support the children, their families and staff through:
- Inviting specialists to come in and broaden the children's experiences through such events as: yoga, French story-telling time, visiting firefighters, etc.
 - Having local neighbourhood walks that will extend learning from the school to the outdoors and reaches out to the community.



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- J. CedarBrook Montessori School support its staff's professional development through:
- A budget set aside for staff professional development
 - Staff are encouraged to attend work-related seminars and workshops to keep up with the latest changes and research in the childcare field.
 - Annual staff review and evaluation meeting
- K. We document and review the impact of the strategies set out in clauses (A) to (K) in several ways, including:
- Document by using logs, records to share observations.
 - Daily communications to parents via Lilio app and Monthly Newsletters via email.
 - We track in journals all lessons given, all work engaged in and observe and communicate anecdotal information on each unique child and on the class as a whole.
 - We observe and discuss concerns with parents regarding social, emotional, developmental or academic challenges.
 - We have regular staff meetings to encourage strong communication between staff and regularly reflect on practices and engage in new learning experiences.
 - Supervisor reviews all program plans and documentation to ensure that the program statement is being followed.

