



# Our Program at a Glance

A guide for families at  
Gledhill Avenue Child  
Care Centre





# Welcome to Gledhill Avenue Child Care Centre!

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At Gledhill Avenue Child Care Centre (GACCC), we believe children learn best when they are curious, engaged, and deeply involved in their play. Our program is designed to follow the child and explore their interests, their ideas, and their individual ways of learning.

This booklet explains how our “programming” works, what “emergent curriculum” means, and how you can partner with us in your child’s learning journey.



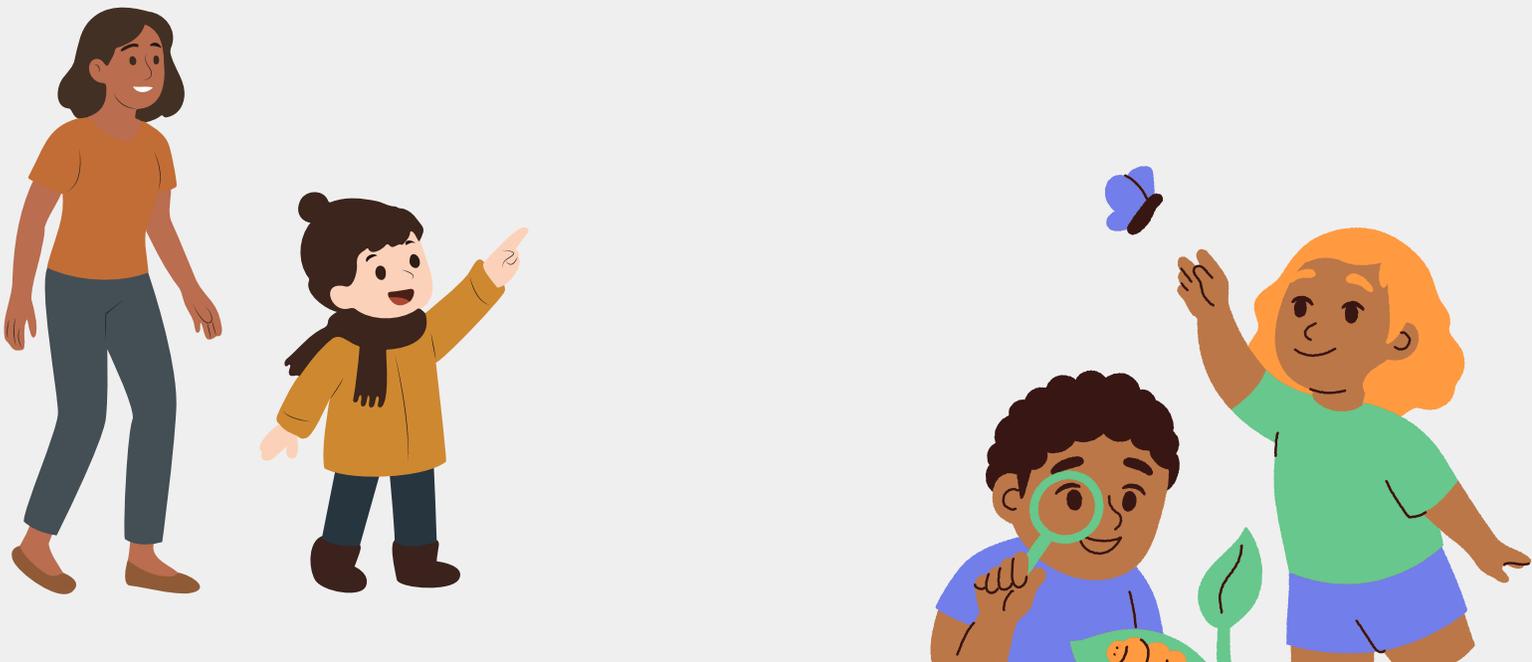
# Our Approach: Emergent, Child-Led Curriculum

GACCC follows an emergent, child-led curriculum. This means we do not follow a rigid, pre-set list of activities or themes. Instead, educators pay close attention to what children are interested in, what skills they are building, and what they need next in their development.

From there, educators plan engaging and meaningful experiences so children can:

- Explore their environment and community
- Ask questions and test out ideas
- Build relationships and work with others
- Practice new skills in real, everyday situations

We are committed to culturally diverse and inclusive planning that respects children and families of all backgrounds, abilities, and family structures. You will see this reflected in the stories we read, the materials we offer, the celebrations we acknowledge, and the food experiences we share.



# What Is “Program Planning”?

When we talk about “programming” or “program plans,” we’re talking about the learning experiences and environments educators design for your child each week.

Program planning includes:

- The activities your child is invited to try (for example: building, art, dramatic play, science, sensory play, outdoor games)
- The materials and spaces set up in the classroom
- Small group and large group experiences (for example: circle times, group games, discussions)
- Opportunities for rest, quiet play, and self-regulation

Our goal is to support your child’s growth in all areas of development, such as:

- Social and emotional development
- Language and communication
- Physical development and coordination
- Thinking, problem-solving, and creativity
- Self-help and independence



# Weekly Program Plans: How They Work

Program plans are created weekly by the educators in your child's room.

Each week's plan is:

- Based on observations of the children in that group
- Responsive to current interests (for example, bugs, superheroes, cooking, building, weather, art, etc.)
- Linked to developmental needs (for example, turn taking, fine motor skills, early literacy, emotional regulation)

The weekly planning cycle usually looks like this:

## **Observe & Listen**

Educators watch and listen as the children play. They notice what children return to over and over, what challenges they face, and what excites them.

## **Reflect**

Educators reflect on what they saw:

- What skills are emerging?
- What social themes are coming up (friendship, fairness, sharing)?
- What might the children be wondering or trying to figure out?

## **Plan**

Educators design a weekly program plan that builds on these observations. They choose materials, experiences, and small changes in the environment to extend the children's learning.

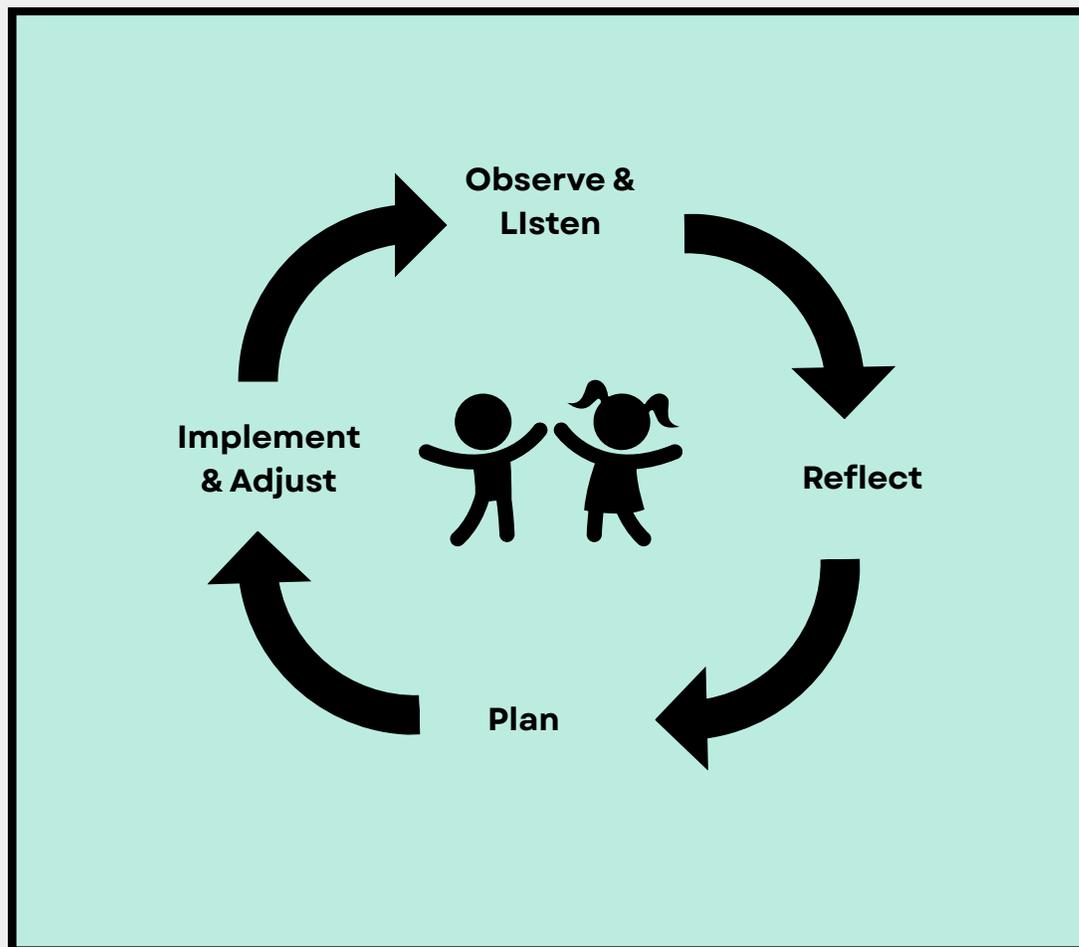
## **Implement & Adjust**

The plan guides the week, but it is flexible. If children show a new interest or a planned activity doesn't fit, educators adapt the program.

## **Document & Start Again**

Observations from the week feed into the next week's plan. Programming is an ongoing cycle, not a one-time document.

### **GACCC Program Planning Cycle**



# Where to Find Your Child's Weekly Classroom Program Plan

To keep you informed and involved, weekly program plans are posted in each classroom.

Ask your child's educator where the weekly plan is posted

You're encouraged to read through it regularly

Feel free to ask questions about any of the activities or experiences listed

Looking at the weekly plan can help you:

- Talk with your child about their day ("I see you did a nature walk today, what did you notice outside?")
- Understand how play-based activities connect to learning
- Share ideas or items from home that might enrich the current interests in the classroom





# Preschool Weekly Program Plan

Week Of:  
Supervisor Review:

## Children's Interests and Ideas

## Documented Changes

## Early Riser Activities

E.L.E.C.T.:

## Blocks & Construction

E.L.E.C.T.:

## Art/Creative

M- (AM)

M- (PM)

T- (AM)

T- (PM)

W- (AM)

W- (PM)

T- (AM)

T- (PM)

F- (AM)

F- (PM)

E.L.E.C.T.:

## Language/Literacy

M- (AM)

M- (PM)

T- (AM)

T- (PM)

W- (AM)

W- (PM)

T- (AM)

T- (PM)

F- (AM)

F- (PM)

E.L.E.C.T.:

## Sensory

M- (AM)

M- (PM)

T- (AM)

T- (PM)

W- (AM)

W- (PM)

T- (AM)

T- (PM)

F- (AM)

F- (PM)

E.L.E.C.T.:

## Science & Nature

M- (AM)

Tu- (AM)

W- (AM)

Th- (AM)

F- (AM)

E.L.E.C.T.:

## Music & Motion

E.L.E.C.T.:

## Monthly Food Experience

## Monthly Culture & Diversity

## Community Language & Literacy

## Monthly Enrichment

## Cognitive

M- (AM)

Tu- (AM)

W- (AM)

Th- (AM)

F- (AM)

\*Cause & Effect

\*Math Concepts

E.L.E.C.T.:

## Pretend/Dramatic

### Week Theme

#### Props & Extensions

M-

Tu-

W-

Th-

F-

#### Roles

1.

2.

3.

E.L.E.C.T.:



# B&A Weekly Program Plan

Week Of:  
Supervisor Review:

## Children's Interests and Ideas

## Leadership Opportunities

## Weekly S.T.E.M

E.L.E.C.T.:

## MONDAY

1.

2.

3.

4.

5.

E.L.E.C.T.:

## TUESDAY

1.

2.

3.

4.

5.

E.L.E.C.T.:

## WEDNESDAY

1.

2.

3.

4.

5.

E.L.E.C.T.:

## THURSDAY

1.

2.

3.

4.

5.

E.L.E.C.T.:

## FRIDAY

1.

2.

3.

4.

5.

E.L.E.C.T.:

## Monthly Food Experience

## Monthly Culture & Diversity

## Monthly Clubs

# Physical Gross Motor Development



At Gledhill Avenue Child Care Centre, we know that children learn with their whole bodies. Physical and gross motor play helps them build strength, balance, confidence, and coordination, and it supports their overall health and well-being.

Children have daily opportunities to:

- Run, jump, climb, and slide using our outdoor play spaces and equipment
- Use wheeled toys (for example: scooters, trikes, wagons)
- Play ball games such as throwing, catching, kicking, and rolling
- Explore movement through music, dancing, yoga, and action games
- Build and move with large blocks, loose parts, and outdoor materials

Educators plan gross motor experiences that:

- Are safe and supervised, while still allowing children to take appropriate risks
- Are inclusive and flexible, so children of all abilities can participate
- Encourage children to practice new skills, try challenges, and feel proud of their bodies

We go outdoors in most kinds of weather, with adjustments for safety (for example, extreme cold, heat alerts, or poor air quality).

We ask families to help by providing weather-appropriate clothing and footwear so children can move freely and enjoy their time outside.





# Gross Motor Program Plan

Classroom: \_\_\_\_\_ Week Of: \_\_\_\_\_

## MONDAY

Gross Motor Activity #1	Gross Motor Activity #2	3 Types of Equipment
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Inclement Weather:	ELECT: _____
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## TUESDAY

Gross Motor Activity #1	Gross Motor Activity #2	3 Types of Equipment
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Inclement Weather:	ELECT: _____
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## WEDNESDAY

Gross Motor Activity #1	Gross Motor Activity #2	3 Types of Equipment
-------------------------	-------------------------	----------------------

Inclement Weather:	ELECT: _____
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## THURSDAY

Gross Motor Activity #1	Gross Motor Activity #2	3 Types of Equipment
-------------------------	-------------------------	----------------------

Inclement Weather:	ELECT: _____
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## FRIDAY

Gross Motor Activity #1	Gross Motor Activity #2	3 Types of Equipment
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Inclement Weather:	ELECT: _____
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# Observations: How We Learn About Your Child

Educators regularly complete written observations of each child. These may include:

- Brief notes about what your child said or did
- Photos of play and learning
- Samples of your child's work (drawings, writing, constructions)
- Comments about social skills, problem-solving, or new interests

Observations help us:

- Understand your child's unique strengths, preferences, and needs
- Plan experiences that are the right level of challenge
- Track your child's growth over time
- Communicate clearly with you about your child's day and development

We may also complete developmental screenings to help guide our understanding of your child's progress in different areas of development.

You are welcome to ask to see your child's written observations and developmental screenings at any time. Please speak to your child's educators if you would like to review or discuss them.





# Food & Nutrition Experiences

GACCC is catered by Real Food for Real Kids, who provide healthy, well-balanced, and child-friendly snacks and lunches for our programs.

Across our programs:

- All children receive morning and afternoon snacks
- Preschool children receive a hot lunch daily
- Kindergarten and School Age children receive hot lunch on full-day programs, including PA Days, Winter Break, March Break, and Summer Programs

In addition to everyday meals, we offer monthly food experiences designed to:

- Encourage conversations about healthy eating
- Introduce children to cultural foods and traditions
- Support skills like measuring, mixing, and following simple steps
- Build comfort with trying new tastes and textures

These food experiences may look like:

- Tasting a new fruit or vegetable
- Cooking or baking a simple recipe together
- Exploring cultural dishes connected to the families in our community
- Talking about where food comes from and how it helps our bodies grow

We welcome family ideas for foods and traditions to explore together



# Inclusive Practice

GACCC is located in a diverse and vibrant community. We welcome children and families of many cultures, languages, family structures, and lived experiences. Our programs are planned with an inclusive, welcoming approach, so every child and family feels that they belong.

Educators strive to create environments and experiences that reflect the children and families at GACCC by:

- Celebrating and acknowledging culturally significant dates and events shared by families
- Including family photos, home languages, and meaningful objects in the classroom environment
- Offering books, materials, music, and stories that show a wide range of cultures, identities, and abilities
- Planning experiences that are responsive to individual children's developmental needs, strengths, and interests
- Adapting activities and the environment so that all children can participate and feel successful

We invite families to share their cultures, traditions, and ideas with us. This might include sending in a family photo, suggesting a celebration, sharing a favourite song or story, or talking with educators about what is important to your child.

Together, we work to build a program where every child feels seen, respected, and valued as a unique and important member of our community.



# Enhanced Programming: PA Days & Breaks

On PA Days and during Winter Break and March Break, our regular program is enriched with Enhanced programming.

During these days, educators may plan:

- Special theme days (for example: science day, sports day, art studio, nature explorers)
- Visitors or community experiences (when possible)
- Larger projects or events that are easier to do on full days
- Additional cooking, art, outdoor, or STEM activities

Enhanced programming still follows our emergent, child-led approach, and children's ideas and interests continue to shape what we do, but you may notice more "special events" and full-day experiences during these times.

Information about enhanced programming will be included in the weekly program plan or on a special calendar posted in your child's classroom.



# Summer Programming

Summer at GACCC offers children more time to explore the outdoors, follow their interests, and enjoy a relaxed, playful rhythm to the day.

Our summer program typically includes:

- Extended outdoor play in the yard and local community spaces
- Water and sensory play (such as sprinklers, water tables, and sand)
- Weekly splash pad trips, where children can cool off and enjoy active water play
- Neighbourhood walks or park visits, when possible and appropriate
- Field trips and in-house special events, such as guest visitors, themed days, and hands-on experiences
- A fan favourite: our annual foam party, where children can safely explore bubbles and foam in a supervised, playful environment
- Small group experiences based on children’s interests (for example: “nature detectives,” “little artists,” or “builders’ club”)

Our goal is for summer at GACCC to feel safe, joyful, and memorable—filled with opportunities for children to explore, move, make friends, and enjoy being part of our community.



# Family Events

GACCC is a community, and families are an important part of it. Throughout the year, we host family events that give children, parents, and educators a chance to connect, celebrate, and have fun together.

Family events may include:

- Seasonal celebrations
- Curriculum evenings, where educators share classroom projects and learning stories
- Workshops for families on topics like routines, nutrition, or supporting play at home
- Meet and Greets
- Craft nights

You'll receive information about upcoming events through newsletters, Lillio messaging and classroom postings. Families are always welcome to attend, participate, and share ideas for future events.



# Parent Engagement

We believe that families are children's first and most important teachers. When parents and educators work together, children feel supported, confident, and connected.

Here are some of the ways you can be involved in your child's program:

- Ask questions about the weekly program plan, observations, and your child's day
- Share information about your child's interests, routines, culture, and family traditions
- Contribute ideas or materials (for example: family photos, recyclable materials for building, favourite recipes, books in your home language)
- Talk with your child at home about what they are exploring at child care

If you have a current Vulnerable Sector Screening, you may also be able to volunteer in our programs. This might include:

- Helping with special events or field trips
- Sharing a talent, hobby, or cultural tradition with the children
- Supporting classroom activities alongside educators

If you are interested in volunteering, please speak with the Supervisor so we can review your documentation and discuss opportunities that are a good fit for you and your child.



# Understanding the Frameworks That Guide Our Program

Our work with children and families is supported by several professional frameworks and standards in Ontario. Below are brief descriptions to help you understand what they are and how they support your child's experience at GACCC.

## **How Does Learning Happen? (HDLH)**

How Does Learning Happen? is Ontario's pedagogy for the early years. It is a framework that guides how we think about children, families, and learning. HDLH is built on four foundations for learning: Belonging, Well-Being, Engagement, and Expression.

At GACCC, we use these foundations when planning environments, experiences, and relationships so that children feel safe, valued, curious, and able to share their ideas.

## **College of Early Childhood Educators (CECE)**

The College of Early Childhood Educators is the regulatory body for Registered Early Childhood Educators (RECEs) in Ontario. The College:

- Sets standards of practice and a code of ethics
- Requires ongoing professional learning
- Helps ensure RECEs are qualified and accountable

Many of the educators at GACCC are members of the College. This means they follow professional standards that support high-quality, caring, and developmentally appropriate programs for your child.

## **CCEYA / O. Reg. 137/15**

The Child Care and Early Years Act, 2014 (CCEYA) and Ontario Regulation 137/15 are the laws and regulations that govern licensed child care programs in Ontario. They set out requirements for things like:

- Health, safety, and nutrition
- Group sizes and ratios
- Qualifications of staff
- Policies, procedures, and inspections

Gledhill Avenue Child Care Centre is a licensed program and must meet or exceed these requirements. This licensing helps to ensure that your child is in a safe, regulated, and high-quality environment.

## **AQI (Assessment for Quality Improvement) – Toronto**

The Assessment for Quality Improvement (AQI) is a quality-assurance system used by Toronto Children's Services. AQI provides clear standards and tools that help centres:

- Reflect on their program environments and practices
- Set goals for improvement
- Maintain consistent, high-quality experiences for children

At GACCC, AQI helps guide our planning, our learning as a team, and our ongoing commitment to providing the best possible program for children and families.

