

Our World for Children St. Mark

**Philosophy, Principles, & Policies
For Staff**



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Our World for Children

Philosophy, Principles, & Policies

*For Lead Teachers
&
Assistant Teachers*

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Our World for Children

Philosophy, Principles, & Policies

*For Lead Teachers
&
Assistant Teachers*

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Communication: TEAM

- Positive attitude must be modeled by lead – she sets the tone in the room:
 - through positive words, a cheerful nature, smiles, and a sense of humor!
 - greet staff each day – compliment their efforts
 - by modeling play & regular involvement with the children!
 - by modeling professionalism!
 - do not chew gum during class time
 - dress code sets the tone on 1st impressions for parents – Lead sets the professional example for the rest of the TEAM

- Leads must make the daily effort to treat the TEAM equally – make them feel appreciated – no favoritism

- Lead **MUST** be willing & able to readily tell TEAM what is needed for children by being directive in a positive, respectful way:
 - “I need you to sit at circle time by _____ right at start”
 - “I need you to take _____ to the bathroom each time, right when she is up from nap”
 - “we need to be more positive & figure how to help this child

- Lead starts year & follows up with organizational lists of shared responsibilities for TEAM
 - who cleans up, prepares art, sets up snack, 1 on 1 attention, plans special projects, gathers supplies
 - opening & closing duties listed

- Daily Notes Notebook (for staff only) has the purpose of bridging the openers and closers:
 - openers often need to be aware of parents comments at pick up time from the night before
 - closers will have parents ask questions and need to refer to the book to find answers
 - to shrug shoulders and tell parents, “I don’t know what happened?” is unacceptable to parents
 - check the book- if no answers-the correct response is, “I’ll find out”
 - Examples:
 - AM: “Watch _____, how often use BR?” or “juice spilled on _____ clothes-reason for change” to let parents know at end of day when they ask questions
 - PM: “_____ parent’s were upset over the snack that was served” AM TEAM needs to be aware

Communication: TEAM continued

- **NO cell phone personal calls, in the closet, room or on walks!**
 - special permission given for urgent situations by directors

- **Limit personal talk on the playground, lobby, gym, and in the classroom**
 - parents notice when staff are “clumped” not giving full attention to the children
 - personal talk should not be happening often around the reception desk – suggestion; the teacher’s lounge

- **TEAM members tell lead, lead tells TEAM member each time leave room**
 - tell where going & for how long
 - TEAM leads may not leave often
 - if directors need to talk to a TEAM member, tell Director’s if “not a good time to leave the room”– children’s safety 1st

- **TEAM meetings during lunch every 1st, 3rd, and/or 4th week**
 - bring your lunch, meet outside the room
 - ½ hour meeting
 - assistants from other rooms take over
 - 12:30 -1:00
 - outline for “meetings” in this booklet

- **Leads share responsibility and allow TEAM members to take ownership of the classroom by:**
 - welcoming ideas and participation
 - brainstorm rules work well (take all suggestions-allow them without interruption-think on them)
 - participating in creative class planning
 - read for nap, circle – teach songs – dance time
 - allowing assistants to take the lead occasionally, story, etc.

- **Confidentiality – signed sheets required of staff each start of school year**
 - no gossip or negative talk of others including families, staff, administration, philosophies, or program
 - constructive suggestions are welcome!
 - breach of confidentiality is serious-possible termination
 - staff is urged to talk honestly and openly when they have concerns rather than behind others backs
 - when it comes to the children’s well-being, there should be no hesitation to make suggestions of other staff
 - suggestions for solutions are always more beneficial than complaints

Communication: Directors

- **Directors chose Leads who can independently make a confident effort to manage their own situations with their TEAM**
 - preferred: When Leads need to come to directors for support, come to the office with suggestions rather than complaints – goal; most issues can be creatively and cordially resolved without Director’s involvement

- **Lead & Directors INFORM & support each other**
 - Leads should honestly offer opinions to directors
 - Leads do not go back to her TEAM sharing concerns & issues that were not openly discussed with Directors – this undermines the goals & quality of the program
 - Directors desire to have working, supportive relationship with Leads
 - leads are chosen who will be sincere, honest, and open with Directors

- **Assistants support the Leads**
 - assistant’s must *feel* valued for their efforts
 - when leads have concerns over assistant’s decisions, shared responsibility, work ethic and dealings with parents and children, the Lead **MUST**:
 - 1st make a verbal request for assistant to improve
 - report necessary information to Directors if no progress or slow response
 - meet with the Director & Assistant to make a plan for improvement
 - meet again with the Director & Assistant in a couple weeks to review improvement

- **Directors urge both Leads and Assistants to come for support when communication fails to improve situations**
 - assistants may report negativity or concern caused by a lead to Directors
 - when it comes to the children’s well-being, reporting is not a breach of confidentiality
 - suggestions are welcome

Communication: Directors continued

- **Orange slips (kind reminder) issued by Directors for mistakes or improper judgment**
 - staff member is informed verbally that orange slip is necessary
 - orange slips are filed in personal file
 - examples when necessary:
 - staff raises voices with children
 - staff has tense body language
 - losing a child from a room or hallway
 - continued late arrival
 - speaking of behavioral issues with a parent without Director's permission
 - staff "clumping" and talking personal talk
 - a collection of orange slips – possible termination or prevention of pay raise
 - orange slips will be reviewed at personal staff evaluations

- **Lead & TEAM always tell Directors before reporting negative behavioral concerns to parent - Reasoning:**
 - early childhood professionals must stay positive & report information tactfully
 - behavioral information presumed a complaint unless expressed properly – often mistaken as a complaint
 - parents process information in different ways
 - TEAMS must advocate for every child & work to meet their individual needs
 - Directors help TEAM brainstorm action plans
 - action plans must be attempted before reporting a problem to a parent
 - parents will be contacted once results from staff's plans are figured – what works/what doesn't work
 - lead teachers may be asked to communicate with parents

- **Teachers should not readily bring children to the office for behavioral issues**
 - 1st – brainstorm with TEAM (in-room ideas)
 - 2nd – brainstorm with Directors
 - extreme behavioral issues – hurtful to themselves and other children: please call Directors, they will come to you!
 - teachers **MUST** be quick to **AVOID** incidence to themselves
 - Not all, but most kicks, hits and bites *can* be avoided
 - Director's office – 101
 - Main desk – 100

Communication: Directors continued

- Teachers should bring a child to the office or desk to report illness or injury where parent needs to be contacted
 - **all bites where the skin is broken must be reported immediately to Directors**
 - policy: both parents are to be contacted by Directors or the Lead is asked to call
 - Directors must be given all bite and extreme injury reports to read & proof before copied and sent home with the parents
 - Our World's "Bite Policy" will be sent home every 6 months for all toddler parent to assist in their understanding
 - **TEAM must immediately share parent's verbal concerns with Leads and the Leads share parent's concerns with Directors!**

Communication: Parents

- **Always cheerfully** say “hello” & “goodbye” to all in the hallways. In the classrooms **IT IS VERY IMPORTANT** to say hello using the child’s name. This is asked of **ALL** staff present! A friendly greeting sets the tone for the day with the parents and children
- **Make an extra effort toward parents to reach out to them being helpful, even if you don’t feel like it**
 - example: don’t ignore parents that come in and stay
 - some parents are “in need” of extra attention
 - don’t “stiffen up” & back off when others present – approach them in the same warm, involved way as if they weren’t present
 - reach out modeling Christian love and acceptance
- **TEAM Lead PLEASE share positives with parents about their child & possibly a quick detail from their day- group or individual description**
- **Even when a parent says a negative about their child or others – be careful to advocate for all children**
- **Be careful what you say about children: parents & children nearby**
- **TEAM members may not refer to negative behavioral concerns in that 1st correctional steps must be taken & 2nd Directors must be informed of the individual plan for improvement**
- **Parent’s will ask, “How was their day?”**
 - **be positive, yet honest, help parents by informing what you do:**
 - **example: Parent: “How was name day?”**
Staff: “As a group we enjoyed a volcano project”
Parent: “I mean, how was my child’s behavior and language? His language has been so bad at home lately”
Staff: “We’re working on this. We know that many children go through this; we are here to help.
Parent: “How are you working on this?”
Staff: “The 1st time we hear it we try to ignore it. Many times children say things to get a rise out of us. We will change the subject and start singing a silly song. The 2nd time, we get right at eye level and reason using a soft, respectful tone. The next time we may need a short thinking time to help remember. Usually this works, if not our Lead, or Director’s will be in touch.”

Communication: Parents continued

- STAFF INFORMS LEAD and LEAD INFORMS DIRECTORS when parents have questions and concerns (that might develop)
- **DO NOT BE JUDGMENTAL OF HOW PARENT'S CHOOSE TO RAISE THEIR CHILDREN – remember the parents are the parents and we are not! We are here to support the parents and children!**
- During class time, the children come first. This is not a good time to have lengthy personal conversations with parents. Your first responsibility is to watch and manage the children's interactions.
- Personal relationships with parents, such as babysitting outside of school, are discouraged
- Staff does not attend birthday parties for their students. Once this precedence is started, it is not possible to up-hold it for all.
- **Conferences** are offered for 4, and 5's during winter months. 3 year conferences will be given upon special request.
 - Lead teacher does the conference with the Director – The Director is present to assist & talk Kindergarten readiness
 - the teacher has 2 weeks advanced notice to prepare work sheet (provided)
 - each child begins the year with a portfolio (file folder) WITH EACH ITEM DATED:
 - start year with self portrait, mid year, & late year
 - cutting sample or two
 - journal – drawing on a subject with the children's words printed by teacher
 - drawing samples
 - Direction following sheet
 - “anecdotal” REQUIRED! Try to have similar amounts per child (approximately 6 per child- maybe more)

Communication: Children

- When communicating with a child be sure to:
 - always use a calm voice
 - tell the children what you want them to do! DO NOT tell them what not to do!
 - use a few simple words to communicate
 - offer choices
 - be consistent & follow through
 - laugh & be silly
 - expect respect from the children
 - have the children feel your respect
 - be a good listener
 - PLAY on the floor and be involved each day
 - compliment them
 - appreciate them for their unique, God-given differences
 - remember there is a reason for every behavior – teachers have to be analytical
 - try to ignore a child's bad behavior or inappropriate words at first then be creative in getting them on a different track
 - remember that children should not be forced or pressured to participate: example – circle:
 - 1st “come sit by me” (side by side)
 - 2nd “come sit on my lap & help me”
 - 3rd offer something to hold “fiddle toy”
 - 4th offer a chair to sit back & watch/table
 - 5th sit in un-obtrusive, non-disruptive spot
 - 6th daily goal – wean them to participate
 - use prayer often to make a point
 - use many rhymes, poems, finger games, and songs
 - develop a blossoming, literate environment
- When communicating with a child be sure NOT to:
 - show emotion when they misbehave
 - rush them – offer them time & their turn to talk
 - if you say, “there is no time right now – I’ll come back to you” then be sure to remember to get back to them
 - call them “bud” or such using nick names
 - repeat their name over & over calling across the room, instead walk up to them and whisper, making eye contact to make a point
 - make them say they are sorry – instead, “I’m sorry you did that.”

Discipline

PREVENT! PREVENT! PREVENT BEHAVIORAL ISSUES!

- Prevent behavioral issues by:
 - planning creative lesson plans
 - it's all in your timing – have enough planned TO OCCUPY THE CHILDREN so that they do not have to wait
 - having finger games, songs, & riddles readily available
 - teachers are magicians and have children in the palm of their hands
 - using many creative visuals (puppets, etc.)
 - realizing some planned projects work and some do not – be willing to scrap stories, projects or alter them if they can not hold the majority of the children's attention
 - assigning seats for organized circle or tables (example: 2 Asian speaking children should not sit next to each other)
 - incorporating small group activities - each day's schedule
 - knowing each child well by spending time playing with them:
 - 1st list their positives – at least 7
 - 2nd list concerns you have for them
 - 3rd what goals do you want to achieve
 - 4th what is the action plan to achieve the goals?
- Issues will happen – children learn life lessons through staff's facilitating issues – QUALITY TEACHER'S:
 - sense behavioral issues are growing-set goals & action plans
 - are perceptive
 - are proactive
 - head off issues early–TIMING IS OF THE ESSENCE!
 - give space when necessary (many children are bothered by too many children too close, too busy of daily schedule – too many transitions, noise and loud voices, etc.)
 - ignore as much as possible
 - don't deem children powerless by taking dictatorial stance
 - teachers shouldn't force issues- DON'T CREATE POWER STRUGGLES!
 - empower children to gain self control & make choices for themselves
 - offer gentle, yet kindly firm, consistent choices
- Staff always stay calm – CALM voice & body language
- Use a whispering voice often for individuals & at group time
- Few, simple words are better than too much reasoning–examples:
 - You can make a good choice next time – I know you can
 - These are the rules – can you point to the one about ____
 - What is your idea? What could you do next time?
 - You could _____ or _____. Which one do you like?

Discipline: continued

- Each classroom should have consistent center rules posted which are reviewed at circle time occasionally or when necessary
- Temper/Anger – try to ignore & give space and plenty of time – unless the child is harmful to others – in that case, do NOT grab a child – “love hold” is appropriate (firmly wrap arms around a child from the back & go to a sitting position)
- Do not bring the child to the office (unless this is the prior plan with Directors)
- Extreme issues call Directors (101) or receptionist (100- if Directors not available)
- Extreme issues:
 - Directors & Lead will develop an action plan together - immediately put into effect
 - timing goal is set for the plan
 - if results are not acceptable, the Directors will call parents for an appointment
 - the effectiveness of the plan will be communicated
 - Parental suggestions will be requested and added to the plan

Room Cleaning Responsibilities

CLEAN, ORDERLY, CHEERFUL, BRIGHT, CREATIVE ATMOSPHERE!

- Lead is responsible to maintain an orderly room & hallway
- **have the children help regularly** – quality experiences includes children being given organized turns for responsibilities- work chart or sign up examples:
 - feed the fish
 - water the plants
 - be weather woman/man (predict/forecast)
 - clean the tables
 - check the centers for things to be in place
 - sweep
 - wash dolls, doll clothes, toys
- Leads begin year with written **list of open & close responsibilities**
- Leads **list lunch/nap responsibilities** – staff must share these & listing them promotes fairness for the TEAM:
 - **clear counter tops & surfaces of debris and excess**
 - windex loft windows & scrub chairs
 - spray, place, & pick up cots
 - wipe down bathrooms (toilet)
 - clean & prepare easels
 - sweep & mop floor occasionally
 - use anti-bacterial spray on door knobs, rails, & bathrooms
 - stock the room & carry out garbage
 - ***carry the breakfast trays to kitchen, as soon as possible after the meal, and place leftover milk & yogurt in refrigerator**
 - check the hallway for debris
 - used kleenex thrown away (playground/gym/hall/room)
- **Gym** – BIKES SHOULD BE BROUGHT OUT EVERY TIME UNLESS AN ORGANIZED EVENT IS PLANNED - forewarn children (“few minutes to play”) **then have children put away toys every time** bikes are stored in the bathroom– report broken light fixtures immediately – throw away broken toys
- **Out door Play** – forewarn children (“few minutes to play”) then have children put away toys every time
 - make sure all the balls are collected in blue bin by hoop
 - vehicles parked
 - sand covered at the end of the day
 - children can sweep the sand off the sidewalk
 - if a play building is turned over – have them stand it up
- **Hallway** – keep clear of odds & ends (clear halls give a better 1st impression-use bins for extra hats & mittens)
- **Teacher Lounge** - at the end of every week be sure to clear out drinks and food from the teacher refrigerator – if your food spilled please wipe out the area

Schedule

- AGE APPROPRIATE! AGE APPROPRIATE!
- Schedule – doors open at 7:30 (breakfast served 7:45-8:00-children may not be eating after 8:15)
 - circles:
 - 2 circles for greeting (Grasslands & Ocean):
 - 1 circle for Arctic, Tropics, & Rainforest:
 - 8:35/1:35-8:50/1:50
 - division to make 2 circles
 - Lead delegates 2nd staff for 2nd circle
 - this is the teacher's tool to separate personalities
 - try not to change grouping too often (children get confused & upset)
 - do not allow children to choose their own group and come & go
 - Rainforest is different: ½ to gym & ½ circle time (then switch – TEAM decision can be made on plan-do-review?)
 - ideas for greeting start up circle (do not have children do all of these):
 - greeting song and prayer
 - days, weather, colors, shapes
 - show n'tell
 - Required: "Plan-Do-Review": can be done at circle early in the year – later in year, as they arrive (table with assistance) – how does it work?:
 - Start this 2 weeks into school year
 - Planning at greeting circle (5-8 min. or so)
 - Teacher says:
 - "what is your work today?"
 - "point out where you want to go"
 - "what will you do there?"
 - "it is already full-you can go after the timer sounds"
 - Name cards are clipped on planning chart
 - Young children – large name cards
 - Older children – names written on colorful plastic clothes pins
 - Early year – teacher clips for them
 - Later in year – children clip themselves
 - When area is full – they must choose something else "for the first 10 minutes"
 - Circle ends–children walk to "learning centers"

Schedule: continued

- Learning Centers 8:45/1:45 – 9:45/2:45 (1 hour)
 - interrupted at 9:15 & 2:15 for chapel Tues.& Wed.
 - centers: Art (including painting easels & playdough every day!), Library, Imagination, Blocks, Math-Science (including water/sand table every day), Computer and Listening center
 - early year – centers are 6-8 minutes
 - teachers move around the room checking and reminding children to stay until timer goes off
 - TEACHER AS “FACILITATOR” OF THE CHILDREN’S SOCIAL & WORK PLAN
 - “tell me what you’re doing in this center?”
 - teachers watch, write anecdotes, & support (enter into play)
 - announce “5 minutes left in centers – then we pick up”
 - PLEASE HAVE THEM PICK UP AS THEY LEAVE EACH CENTER! If so, final pick up is only 5 minutes-the entire center should have same philosophy & consistent training
 - “review” - What does this mean?
 - at a circle or during a transition, ask the children, “tell me about your work today?” “Who did your work with you?”
 - this should be done consistently
 - this is beneficial for children to reflect over what they’ve accomplished (it is valuable to practice communication - they may relay more information to a parent later as a result)
- Snack can be during center time (independent-help themselves) or group snack time 9:55/2:55 – 10:10/3:10 (15 minutes)
 - wash hands & pray or pray & wash hands
 - but, be sure to PRAY (allow the children to make up their own prayers, not always say just the same rote, “God is great, God is good”
- Gym 10:10/3:10 – 10:30/3:30 (20 minutes)
- Outdoor Play 10:30/3:30 – 11:00/4:00 (20-30 minutes)
- Small Group time 10:55/3:55 – 11:10/4:10 (15 minutes)
 - What is a small group?
 - collect children on circle rug – offer short, simple explanation of small group project
 - 6-8 children with a teacher
 - two – three tables going at once
 - examples: journals, art project, games
 - when done with small group – suggested “quiet reading time”

Schedule: continued

- **Story & Music 11:10/4:10 – 11:30-4:30 (20 minutes)**
- **Wash hands, prayer, lunch 11:30 – 11:50 (20 minutes)**
- **NAP 12:00 – 1:30**
 - **some children sleep beyond 1:30-do not wake them up- unless at parent's request - place their cots out of the way**
 - **cots can not be near the exit doors**
 - **cots must be head to toe (3 feet apart) – licensing**
 - **do not force a child to sleep – allow children books after ½ hour**
 - **remind them to use the bathroom before nap time**
 - **a group story sometimes is a good start to nap**
 - **play (classical) music every time**
 - **rub their backs**
- **End of day: 4:30 – 6:00 (bring out different supplies or games – the children deserve creative activities at this time)**
 - **excellent opportunity for 1 on 1 time with children**
- **Pick up:**
 - **watch over door area and say friendly “good byes”**
 - **BLACK BOOK OF CHILD INFORMATION SHEETS kept in same place and all staff aware of it's location**
 - **daily notebook – to bridge openers and closing staff**
 - **Inform staff of daily details that Parent's might question**
 - **have a specific place for notes – on pick ups**
 - **CHECK ID (Driver's License) AUTOMATICALLY when a new person arrives – say “center policy”**
 - **be sure their name is in the black book, the parent having given written, listed permission – if not:**
 - **if you question a person, ask them to wait in the hall**
 - **“Our World” has a pick up policy and you need time to do a “check” if you can not find their name in writing**
 - **immediately call the desk to check it out**
 - **children will NEVER be allowed to go without a parent's prior permission**

Schedule: continued

- **TRANSITIONS:**
 - **KNOW HOW MANY CHILDREN ARE PRESENT EACH DAY!**
 - **COUNT HEADS WHEN TRANSISTING - be ever cautious that children are not left in bathrooms, etc.**
 - Move in smaller groups if possible
 - DO NOT make children wait – 1 assistant takes fewer #'s
 - BE CREATIVE!
 - “Transition Magician” is the right idea
 - “what are we going to be today- butterflies?”
 - “carry this envelope today – we’ll mail it in the gym”
 - flick the lights- signal to leave (instruments can gain attention)
 - play music – signal to line up
 - “Guess what I’m hiding in my hand?”
 - “Guess what’s in this paper bag? We’ll find out when we get back to the room”.

- **EACH MONTH A SPECIAL CREATIVE LEARNING CENTER based on theme for month - examples:**
 - space station – christmas lights for stars, gallon milk jugs for space helmets, write a book – “what was it like in space – we ate _____“, big boxes turned into Apollo #10
 - Nativity – Mary, Joseph’s robes, baby, straw, star, animals
 - store – bags, containers for groceries, cash register, money
 - Paleontology lab – dino bones, magnifying glass, sand, tablets for notes, gloves, lab coats
 - barn – feed, animals, bowls, straw, brooms, spiders, webs
 - Doctor/Dentist office or hospital - bed, blanket, doctor’s tools

Schedule: continued

**DAILY REQUIRED EXPERIENCES:

- Prayer
- Reference to God's Word in the Bible
- Christian singing, songs, rhymes
- Plan-do-review
- Active play –gym, outdoors, active music at circle time
- Easels for painting & art center for *free art* – Children need to take home art every day
- Playdough
- Water table – sand table
- Computer
- Small group daily experience (a teacher with a few children at a time)
 - BEST CLASSES=TEACHERS ARE PLAYING OFTEN WITH SMALL GROUPS ON THE FLOOR AND AT TABLES
- Social opportunities for play & enough time to play without interruption

**WEEKLY REQUIRED EXPERIENCES:

- Journals
 - on-going collection of children's drawings with their own words written on the bottom
 - write the narrated words in neat cursive & add date of entry (date stamps are convenient)
- Some repetition is good for books, finger plays, songs

**MONTHLY REQUIRED EXPERIENCES:

- Write a class book (children do their own page to be added to the total), read it to the class, & put it in their library
 - class books are great to share with parents
- Act out a story book, (example: nativity using costumes and/or puppets)

Curriculum

OWC HAS A RESPONSIBILITY TO MAKE LEARNING FUN!

HELP THEM LOVE TO LEARN! Play is academic!

OWC'S CURRICULUM = "High Mont Regions"

High = High Scope = Plan-do-review – centered learning
**described in "schedule"

Mont = Montessori = Independence, take responsibility to put things
away where they go

** label the shelves by pictures & bold (print-out) words as a
guide to pick up equipment – use many words to label the
classroom

Regio(ns) = Regio Amelia = exploring & stimulating creativity (the
classroom is an environment – every month
a learning center is a "center spectacular")

**DISPLAY THE CHILDREN'S OWN WORK! If drawings are
displayed, matting them which shows respect for their
work, and hang them at eye level – also, display them in
the hallway (children's names on back & try to get one for
each child) – art work can't be hung from the ceilings due
to fire codes

Bible Curriculum:

- bible teachings and examples are the core of the program
 - use Jesus as an example
 - schedule Christian lessons into each day
- curriculum notebook is provided for each classroom
- fruits of the Spirit
- Christian Morals
- memory work acceptable and good if teachers make it fun, not boring rut
- developing prayer is necessary! Examples:
 - child says, "My Grandma is sick" – teacher says, "Let's pray about it right now. That can help."
 - child say, "My dog died" - teacher says, "Let's talk to God. What could we say?"
 - teacher says, "Jesus loves you. Let's think about what would Jesus do rather than hitting others?"

Curriculum: continued

CURRICULUM MUSTS:

- provide enough hands-on materials on shelves
 - too few supplies/toys on the shelves create misbehavior
 - too few supplies/toys on the shelves send the message that TEAM doesn't want to pick up or deal with mess
 - the children should take responsibility for putting things back before moving on
 - this is a developing goal throughout the year, needing the TEAMS constant support
- plan for materials to be "changed out" each month – if not, children get bored – examples of change-outs after a month:
 - new books on different themes (it's great when teachers and assistants get library books – the drop box is right in the parking lot!)
 - new games
 - water table – bury things in sand – rice
 - puzzles
 - dress up clothes
 - add items to block area
 - \$30 a month available for reimbursement for room stocking fees
 - total the amount of the receipts and staple them together putting them in the Director's box
 - receipts must be turned in the last week of the month (not during the next month)
- Leads are asked to talk with the Directors about "ultra creative" projects prior to starting them
- rather than taking field trips, **BRING SPECIAL EXPERIENCES TO THE CHILDREN! THINK CREATIVELY!**
 - animals welcome!
 - pet policy (especially dogs visiting) – children must stay a safe distance NOT being allowed to pet!
 - parent, grandparent, friend, professional visits sharing their specialty
 - instrument
 - craft
 - hobby
 - Directors must give permission for short movies
 - only short educational film allowed occasionally

Written Communication: continued

- **Lesson plans required weekly including daily projects**
 - forms available which include centers, small group projects, large group, transition, art, music, dance, story, puppets, plays, & special projects (cooking, science)
 - bi-weekly plans (2 weeks planned at one time) are acceptable
 - teachers may use their own written system-show Director's your lesson plan system
 - plans left in classroom in placed prominently for sub

- **Plan highlights are required – each lead turns in end of month report:**
 - Room _____ Month _____
 - Theme highlights _____
 - Favorite art projects _____
 - Favorite songs _____
 - Favorite books _____
 - Special projects _____
 - Hall decoration _____
 - Journal, writing book _____
 - Bible study _____
 - Prayer _____
 - Transition _____
 - Change out area _____
 - Center Spectacular _____

Meeting Agendas

Lunch Meetings:

- classroom TEAMS meet 1st, 3rd, or 4th week – once a month for lunch
- schedule will be provided for other staff from other rooms to come in to help
- TEAM will meet on a specific day for lunch
- meet outside of classroom-church lobby area
- 12:30-1:00 (½ hour)
- late afternoon TEAM members are invited
- agenda for meeting: brainstorm rules in place – everyone is allowed their say without open disagreement:
 - agenda sample – Lead's please take notes:
 - What are we doing well?
 - How can we improve for the children?
 - TEAM suggestions – working together?
 - Organizational improvements, suggestions?
 - How can we make the curriculum more creative?
 - How can we improve the environment?
 - plan ahead – discuss up-coming themes – staff help:
 - who has ideas
 - who can help prepare
 - who can gather visuals, supplies
 - who can look up ideas
 - Individual Child's Name _____
 1. 7 Positives
 2. concerns
 3. goals
 4. action plan

Meetings:

- Staff meetings – every 2nd Monday, Sept.-May (December is party)
 - mandatory (an orange slip will be added to personal files every time a meeting is missed)
 - 6:30-7:30 staff training
 - 7:30-8:00 small TEAMS or Toddler/Preschool small groups
- Leads meet with the Director once each month:
 - Rainforest 1st Thursday of each month (co-leads)
 - Grasslands 2nd Thursday of each month (co-leads)
 - Ocean 3rd Thursday of each month (co-leads)
 - Arctic 4th Thursday of each month
 - Tropics 1st Monday of each month
 - Infant Toddler Rooms – often, as needed

Concerning a Teacher's Influence

A teacher states,

“I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life joyous. I can be the instrument of inspiration or generate concern. In all situations, it is my response that decides whether issues will be escalated or de-escalated, a child humanized or dehumanized.”

**STUDIES SUGGEST
THAT IT TAKES FOUR POSITIVE STATEMENTS
FROM A TEACHER
TO OFFSET THE EFFECTS OF ONE NEGATIVE STATEMENT
TO A CHILD!**

Our World for Children's Positive Ethical Code

Be Positive

*Children are our primary concern
Serve from the heart
Put yourself in other's shoes
Respect individuals
Realize other's God-given gifts
Use common sense
Professionalism
Listen well
Quiet, calm voice always
Smile often
Always say "hello" & "goodbye"
Enthusiasm is contagious
Be tactful
Confidentiality, a must
Be empathetic
Pray often & with others
Use Jesus as an example
Forgive one another
Offer help
Request assistance when necessary
Keep the Directors informed
Offer solutions, not problems
Learn from others – be open to new ideas
Gather all the facts
Desire to improve & learn from mistakes
Confront in a caring way
Ability to apologize
List 7 positives, concerns, goals & action plan
Proactive timing & initiative
Creative solutions
Celebrate even minor milestones
A sense of humor is important
LOVE your children, their parents, your team,
your church and God*

**First Children
Initiative
Soundly Positive
Hope through Faith**

*Play, Make their Day, Be There,
Choose Your Attitude*

“Let the little children come” and love to come!

Play with the children – on the floor often

Plan creative projects- memorable!

Share the love of books

Make Bible stories come alive

Use Jesus as an example often

Sing lots of Christian songs

*Practice: “There is no such thing as a naughty child.
There is a reason for every behavior.”*

Believe 7 positives for each child

Advocate for each child

Give them the opportunity to be independent

Celebrate their successes with them & their parents

Each child will sense our respect for them

Each child will develop self-esteem

*Children will learn to love their neighbors,
their school and God*