



# CENTRE HANDBOOK

Philosophy,  
Policies & Practices

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# Section 1: Governing Principles

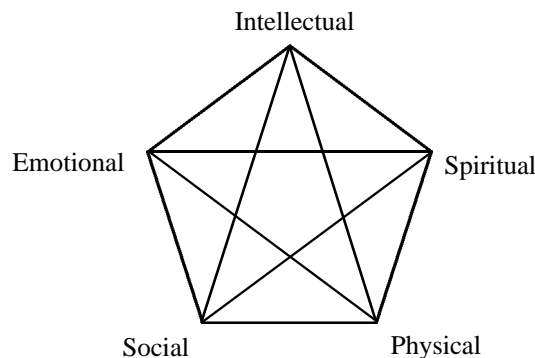
*Updated January 2005*

## 1.1 MISSION STATEMENT

To provide excellent early childhood care and education, in an accepting, secure, Christian environment, where each child is valued as an individual, and where they can grow and develop to their full potential.

## 1.2 PHILOSOPHY

- We are committed to the guidelines and principles of Te Whaariki, the New Zealand Early Childhood Curriculum.
- We are also committed to seeing children develop according to God's plan. Thus Christian values and principles will be taught and modeled in a fun and creative way, and will be integrated into the daily life of the Centre.
- We view children holistically, recognising that the five key aspects of a person's life are interrelated.



- We believe that parents and whanau are in integral part of the child's life, and so we want to support them in any way we can.
- We believe that children are unique, and should be treated as individuals, and with respect and dignity.
- We believe that children learn best in a positive, safe, caring, and stimulating environment, where they receive encouragement and they have a sense of belonging.
- We believe that all children are creative, full of potential, and learn naturally while exploring their environment. Thus we will provide a rich and varied learning environment, where children can follow their interests and are allowed to choose for themselves what they want to do (thus giving them some responsibility for their choices). Children will be able to explore, try things out, and experiment as they learn.

# Section 2: Quality Care Policies & Practices

Updated January 2005

## 2.1 CENTRE STAFFING

### PERSON RESPONSIBLE

- At all times while children attend the Centre, there must be a 'Person Responsible' in the Centre. A 'Person Responsible' is defined as:
  - Holding an Early Childhood Diploma and Teacher Registered
  - Holding an Early Childhood Degree and Teacher Registered
- A list of the Centre's 'Person Responsible' is available on the Centre Notice board (as per Statutory Obligations Policy)
- The Centre can not be open without a 'Person Responsible'. If this occurs the Staff must notify the Childcare Manager or Licensee immediately.

### RATE 2 FUNDING

- While a Centre is receiving Rate 2 funding (as this Centre does), a person holding an Early Childhood Diploma or Degree must be "on duty" (that is working and involved with the children) at all times.<sup>1</sup>
- When children are taken for walks or on trips, a person holding an Early Childhood Diploma or Degree will always accompany them (see Walks and Trips Policy).

### CENTRE STAFF

- The Centre is committed to being staffed with trained people. The Childcare Manager and Licensee are working hard to support non-trained staff to become trained, within the guidelines of the Ministry of Education's Strategic 10 Year Plan.
- Relieving staff are used from our pool of Relievers. We aim to keep consistency for children and use Relievers that the children know and feel comfortable with.
- All staff, including Relievers, and any person who has consistent contact with our children are Police Vetted upon enrolment, and every three years thereafter (in line with the Education Standards Act 2001).
- At no time will Relievers be in the Centre without a permanent staff member present.
- See Section 4: Staff Policies and Practices, for details on our staffing policies and practices

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<sup>1</sup> In accordance with the conditions as outlined by the Ministry of Education

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## **RATIOS**

- It is the Childcare Managers responsibility to ensure that appropriate ratios are met at all times. If staff or parents are concerned about the ratio, they should discuss this with the Childcare Manager in the first instance, and if they are still concerned, they should put their concern in writing to the Childcare Manager and/or Licensee.
- The Ministry of Education requires Licensed Centres to have the following minimum ratio's:
  - 1:5 Under Two's
  - 1:10 Over Two's
- We staff our Centre based in the following ratios:
  - 1:4 Under Two's
  - 1:9 Over Two's
- While occasionally we may have to staff below our Centre Policy Ratio (due to unavailability of staff), at no time will we staff our Centre below what is recommended by the Ministry of Education licensing requirements.

*Updated January 2005*

## **2.2 CHILD SAFETY**

### **CHILDREN IN THE CENTRE**

- Children may only be in the Centre during the Centre opening hours of 7:30am-5:30pm (and 9:00am-4:00pm in the Babies Centre).
- To maintain child and staff safety (see Child Protection Policy) there will be at least 2 staff members in the Centre at all times that children are present.

### **SIGN IN AND OUT PROCEDURE**

- Parents are required to sign their child in when they are left in the care of the Centre, and then sign them out again when they are picked up. A sheet will be provided near the door to enable parents to do this.
- Parents are required to sign their child in and out if the child is leaving the care of the Centre for any reason during the day, eg for appointments.
- Parents are required to inform the staff or at least gain their attention and acknowledgement before taking their child from the Centre.

### **COLLECTING CHILDREN**

- Only the parents/caregivers and persons named on the child's Enrolment Form have the authority to collect or remove a child from the Centre.
- Only persons over the age of 16 can collect children from the Centre.
- In the case of an emergency which prevents a named person from collecting the child
  - The parent can ring the Centre and advise the name and description of the person who will collect their child.
  - Where a parent does not inform the Centre, the parents will be contacted by phone and asked for the name and description of the person collecting their child.
- A custodial parent will be requested to provide legal documentation if a non-custodial parent is to be denied access to the child.
- If the non-custodial parent comes to collect a child without authority, they will be asked to leave. If they refuse, the Childcare Manager will call the custodial parent (and maybe the police).
- A late-pick-up fee will be charged, if the parent/caregiver is late picking up their child, after the official closing time (refer to Fees Policy).

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### **CHILD SUPERVISION**

- While in the care of the Centre, children will always be supervised, to ensure that potential or actual incidents, or inappropriate interactions are observed.
- We will endeavour to ensure that immediate intervention prevents or minimises harm.
- Staff will be involved with children at all times, and will continue to monitor the whole room, even when giving attention to individual children.
- Staff will position themselves in a place in which they can see all the children in their area at all times.
- Children who are in distress will be immediately identified and consoled and comforted, and the cause of the distress identified and appropriate action taken to remedy it.

*Updated January 2005*

## **2.3 CHILD PROTECTION**

### **STATEMENT OF COMMITMENT**

Child Abuse means the harming (whether physically, emotionally, or sexually), ill treatment, abuse, neglect or deprivation of any child.

The Centre is committed to the care and protection of children. Their interests and welfare are paramount when any decision is made about suspected abuse.

We acknowledge and recognise signs and symptoms of child abuse as set out in the “Prevent Child Abuse” publication by Ministry of Education 1993, pages 6 to 11.

The following are the Centre’s principles when cases of child abuse or neglect are suspected:

- At all times children will be safeguarded against the possibility of child abuse, while in the care of the Centre.
- Any child suspected of suffering from abuse will receive prompt attention.
- All concerns will be acted upon.
- We will believe what the child tells us and what we see rather than what adults say.
- No staff member or caregiver will deal with incidents of suspected child abuse without the consultation and support of the Childcare Manager.
- We will not work alone with children.
- All information will be recorded factually and accurately, as soon as possible.
- Information will be given on a need to know basis.
- We will give appropriate support to families.
- We will support the role of the Police and/or Child, Youth and Family.
  - We will not investigate the child (only Child, Youth and Family and the Police have the mandate to investigate).
  - We will not question or counsel the alleged offender.
  - We will release any records sought by Police or Child, Youth and Family under legislative or other authority

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## **CHILD ABUSE PREVENTION**

### **PARENT AWARENESS AND SUPPORT**

- The Centre will help in the prevention of abuse by supporting families in a sensitive manner and sharing information about parenting discipline, children's development and behaviour, danger signals and support groups.
- Parents, caregivers, and staff should be aware of personal safety and of not placing themselves in compromising situations, or those which could be misinterpreted.
- The Centre encourage parents to visit freely and be involved in Centre life as much as is possible.
- If parents have concerns about the treatment of a child by our staff/volunteers or anyone else that comes in contact with their child while they are in the care of the Centre, this concern should be made known to the Childcare Manager immediately. (If the concern involves the Childcare Manager, then the Licensee can be contacted). The matter will be investigated and acted upon. The identity of the person expressing concern will be kept confidential, unless required to be disclosed to the appropriate agencies.

### **SUPERVISION OF CHILDREN WITHIN THE CENTRE**

- Parents/Carers are welcome to come into any part of the Centre at any time. We are proud of the warm, gentle relationships we have with the children and are happy to be observed doing our work.
- All staff are supported and supervised. Staff work alongside others and will not take children out of sight on their own.
- No adult will be closed up in a room alone with children.
- Where possible the Centre has easy visual access into all areas. Where visual access is limited and a viewing window is not available:
  - Two adults will be in the room OR
  - Monitors will be installed and turned on OR
  - Where the door is in two parts, the top half of the door will be left open.
- When using other areas of the church property, staff and children will use the most public pathway to that particular area.
- Spontaneous walks will be supervised by a minimum of two staff (see Walks & Trips Policy).
- The staff receive training which includes information about behaviour management, children's safety and abuse. They are made aware of appropriate procedures.
- Staff are required to get assistance and to withdraw from the situation if they become stressed by a child's behaviour.

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- Children's bodies are treated with respect and dignity within the Centre.
- Staff will endeavour to be sensitive to a child's need for privacy while avoiding being in a compromising situation. We feel it has become necessary to teach children to keep their bodies private in a group setting. Children must wear clothing at the Centre and are encouraged to take responsibility for managing their own physical needs, as is age appropriate e.g. wiping bottoms.
- The programme includes information about issues such as 'good/bad touching', 'good/bad secrets', 'yes/no feelings' and the importance of telling. This is done in a relaxed gentle way and includes such things as encouragement to express feelings and reading of relevant stories. Whenever possible children are given opportunities to make decisions and to have their choices respected.
- If any concerns are raised by a child or their family, they will be carefully listened to and appropriate action taken. Everyone is welcome to talk to the Childcare Manager.
- No child can leave the Centre premises without written permission from parents. Except in cases of emergency, and then only after discussion with the Childcare Manager.
- References of prospective staff members are carefully checked. Referees are contacted verbally and asked questions about the applicants, and their relationships with children. All staff will be Police Vetted upon enrolment, and every three years thereafter (in line with the Educations Standards Act 2001).
- Students, scheme workers, visitors, trades people, and volunteers are supervised in their work and are never left alone with children. These people will also be Police Vetted if in the Centre regularly (as per the Educations Standards Act 2001).

## **STAFF**

- Staff will be encouraged to keep their personal and professional lives separate. As an organisation we discourage staff from forming too personal a relationship with children and families outside of the work environment.
- Programmes will be provided to staff to show them ways to keep children safe.
- Opportunities will be made available for staff training, in recognising and responding to child abuse, so that they are comfortable with responding to questions from children.
- Resources are available for staff, parents and children.
- Staff will NEVER smack, hit, push, grab, shake, handle roughly, bite or pinch a child back, shout at, threaten or confine any child. These methods are illegal in an Early Childhood setting, and have proved to be bad for children in care. Children learn acceptable behaviour from positive example and love, not from violence and anger. Even if they believe in some of these methods and/or use them at home, **STAFF WILL NOT DO SO IN THE CENTRE**. Any staff member who does so, will have disciplinary action taken against them, as per their Employment Agreement.

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- If the staff are concerned about a child or their behaviour, they will follow appropriate procedures, as detailed in this policy.

## **CHILD ABUSE INVESTIGATION**

### **PROCEDURE FOR DEALING WITH SUSPECTED CHILD ABUSE**

- The interest and protection of the child is paramount in all actions.
- If any person (parent or staff) has reasonable cause to suspect child abuse, their first obligation (after ensuring the child is in no immediate danger) is to immediately advise the Childcare Manager **WITHOUT DELAY**.
- The Childcare Manager will contact the Police and/or Child, Youth and Family **WITHOUT DELAY** if the situation is deemed serious.
- All matters related to individual cases are confidential to those directly involved and should under no circumstances be discussed with other staff, other parents, children or any other person in or outside of the Centre, unless specified to do so by the Childcare Manager or Licensee. Failure to observe this procedure of confidentiality may result in disciplinary action being taken.
- Full and detailed written records (see below) are to be kept (as directed by the Childcare Manager or the Licensee) of every related discussion or act or incident which involves parent child, accused or staff member from the first instance of suspected child abuse (see below).
- Staff are not to assume responsibility for action or advice beyond the level of their own expertise.

### **RECORDING OF INCIDENTS OR CONCERNS**

Recording will be done as soon as possible after each observation or communication. Memory can be unreliable. Recording clarifies thinking and enables accountability.

All recording will be:

- Written
- Factual
- Accurate
- Timely
- Concise
- Signed and dated

The record should reflect:

- The seriousness of risk to the child
- What appropriate follow-up action is required
- Who will be responsible for actioning the decision made

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Information should include:

- Type of abuse suspected
- Who noticed the abuse, and their relationship to the child
- Signs and symptoms, for example, physical, emotional, sexual, and behavioural
- Particular incidents with dates, times and places if possible
- Action taken (Report to Police and/or Child, Youth and Family).

These records will be:

- Written individually, to ensure one child's records are not seen along with any others
- Stored securely in the Childcare Manager's locked cabinet (which only they have access to)
- Destroyed by shredding along with the rest of the child's records, as per the MOE requirements

## **INTERVIEWING**

Under NO circumstances should a child be questioned beyond that which he or she voluntarily discloses. Any disclosure should be recorded as soon as possible.

Care must be taken not to ask leading questions, or undertake actions which are more properly suited to a specialist or Child, Youth and Family or the Police.

The Centre's responsibility is to:

- Gather information
- Consult
- Record
- Ensure that the child is safe
- Refer the matter to the appropriate authorities
- Continue to observe the child, as a follow up procedure, while they remain in our care

All actions will be completed within a time frame which takes the best interests of the child into account.

## **CASES OF SUSPECTED ABUSE BY A STAFF MEMBER**

- When it is alleged that abuse has been perpetrated by a member of staff involved with the Childcare Centre no attempt will be made to protect the staff member, or organisation, but the matter will be reported as soon as possible to the Childcare Manager, Licensee, and to the statutory authorities.
- While an investigation is being conducted, the staff member under suspicion will be suspended from all duties and responsibilities relating to the care of children in our Centre.
- While an investigation is in process, the Childcare Manager and Licensee has the responsibility to ensure that the child concerned is not only safe, but is also given continued appropriate support.
- Similarly, the Centre will ensure that the alleged offender is given the support they need, during the time of inquiry, and beyond. This support may come from an outside organisation.

*Updated January 2005*

## **2.4 WALKS & TRIPS**

### **WALKS (trips outside the Centre grounds, not involving transport and/or of less than 1 hour duration):**

- Children's walks may happen at the Centres discretion, without prior specific written permission from the parent. General permission is given/declined on the Enrolment Form.
- Any planned walks may be advised to parents on the day, either verbally or via the Centre whiteboard/notice board.
- Children on walks will always be accompanied by a person holding an Early Childhood Diploma (see Centre Staffing Policy). The ratio will be 1:5 for Over Two's and 1:4 for Under Two's if they are in prams and pushchairs or 1:2 if they are walking. This ratio may include volunteers.
- A list of the children who have gone on the walk will be carried by the person in charge, and a copy left at the Centre.
- Regular head counts will be made and at least one roll call made during the course of the walk.
- A first aid kit and a cellular phone (if possible) will be carried by the person in charge, in case of an emergency.

#### Procedure:

- Determine route, ratios required, compile list of children going on the walk
- Detail the above in the walk/trip book
- Children should be clean and tidy before leaving the Centre – clean faces and hands, and ensure toileting is undertaken (put pull-ups on children, as necessary)

### **TRIPS (trips outside the Centre grounds, involving transport, or in excess of 1 hour duration):**

- When trips are organised, written signed permission must be gained for each child, before that child is allowed to go on that trip. Parents will be advised of the following details:
  - Date of trip
  - Time of departure & return
  - Destination and planned activities
  - Method of transport
  - Any parent costs or fees
  - Planned adult:child ratio

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- Parents must sign the permission slip with a full understanding of the trip. It is the parents responsibility to seek clarification before they sign their trip permission slip, if they are unclear about any aspect of the trip.
- Ratios for each trip will be determined on the safety requirements of the children. (For example a trip involving water would require a 1:2 ratio). In general the ratio will be 1:5 for Over Two's and 1:4 for Under Two's if they are in prams and pushchairs or 1:2 if they are walking.
- A trip can only proceed if the stated ratio is met. Parents, students, or volunteers can be used to meet the required trip ratio.
- A permanent staff member with an Early Childhood Diploma must be present on all trips outside of the Centre (see Centre Staffing Policy).
- Contact information, the trip destination and route, and the approximate time of return will be detailed and left at the Centre.
- A list of the children who have gone on the trip will be carried by the Person In Charge, and a copy left at the Centre.
- A list of the emergency contact phone numbers of unaccompanied children, will be carried by the Person In Charge, on trips which are outside of the Hamilton area.
- Roll calls must be completed a minimum of 2-3 times during the course of the trip. Head counts must be made constantly in between these roll calls.
- A first aid kit and a cellular phone (if possible) will be carried by the Person Responsible, in case of an emergency.
- The Person In Charge will have the final say on any route changes that become necessary as the trip proceeds.
- Progress reports, for long trips, will be made to the Centre, to allow Centre staff to update parents as to the expected return time.
- The Person In Charge must contact the Centre immediately if there is any major change to the plans or if an accident occurs which requires medical attention.
- The cost or fee for a trip will be collected from the parent, and is payable before the child goes on the trip. (Trip fees are to be paid separately from the normal invoicing system).
- A parent not wishing their child to go on a trip, will be given an alternative option, which would usually include having the child cared for at the Centre.

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**TRAVEL ARRANGEMENTS:**

- Each child will be restrained in an approved Child Restraint when traveling in vehicles as per Land Transport Safety Authority Regulation March 1995.
  - Thus a seat belt will be worn and a car seat required in cars, taxi's or vans
  - A seatbelt and car seat are not required in buses
- There must be at least two adults in any motor vehicle carrying more than three children.
- The Person Responsible must check seat belts before departure in the motor vehicle.
- Motor vehicles must have a current Warrant of Fitness and be Registered. The driver is to have a full Drivers License.
- When traveling in a bus, a Person with a Diploma (see Centre Staffing Policy) will accompany the children at all times.
- Children are encouraged to sit at all times and must not stand or move from their seats until the bus has completely stopped.

*Updated January 2005*

## **2.5 TRANSITIONS**

### **TRANSITION INTO THE CENTRE**

- This policy is applied in full consultation at the time of enrolment with the Parent/Caregiver.
- A child's individual needs will be determined prior to being left, so that familiar systems are kept in place, eg pacifiers for sleeping, etc.
- Children are recognised as individuals and therefore settling in strategies will accommodate individual needs.
- All Parents/Caregivers will be encouraged to visit the Centre before their starting date, and spend time free of charge with their child, gradually extending the time period.
- Children will be eased into the Centre's day and routines, at a rate they are comfortable with and can manage.
- Parents/Caregivers are welcome to telephone the Centre during the day to check on their child's progress.

### **TRANSITION FROM THE BABIES AREA TO THE TODDLERS AREA AND FROM THE TODDLERS AREA TO THE PRESCHOOLERS AREA**

- Transition from the Babies area to the Toddlers area, and from the Toddlers area to the Preschoolers area will occur in full consultation and liaison with the Parent/Caregiver.
- To assist with these transitions, at a developmentally appropriate age, children will be encouraged to:
  - Sit at tables.
  - Use cups for drinking.
  - Eat Over Two's lunches including Over Two's sandwiches.
  - Sleep on an Over Two's stretcher.
  - Develop self help skills with cleaning after eating.
  - Begin toilet training.
  - Participate in group activities.
  - Explore the Toddlers or Preschoolers areas.
- The transition process will occur at a pace and in a way that the child can cope with and that will incur minimum stress to the child.

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### **TRANSITION TO SCHOOL**

- Children leaving our Centre for school will be equipped with appropriate self help skills.
- Four and a half year olds will have the opportunity to attend our “School Readiness Programme”.
- Children will be given responsibility for themselves and their possessions.
- Children will be provided with activities which encourage concentration and mat times, in which they are actively involved.
- Children will be encouraged to develop literacy and numeracy skills at their own pace, through the programmes offered.
- Parents are responsible to make their own arrangements for their child’s schooling, including arranging and making any school visits.

Updated January 2005

## 2.6 BEHAVIOUR MANAGEMENT

### STATEMENT OF PHILOSOPHY:

- Our primary focus will be to give positive guidance promoting appropriate behaviour by using praise and encouragement, to build self esteem, within each child. Thus the need to enforce the disciplinary procedure will be minimised.
- We believe children need guide-lines and developmentally appropriate limits within which they are free to make choices and to be shown love and understanding.
- We will be firm and consistent, fair and non threatening. We acknowledge and abide by Regulations 34 (ECE Regulations 1998).
- All children will be treated with respect and dignity at all times.
- Staff will endeavour to be clear and consistent in their expectations and actions.
- We will endeavour to anticipate trouble and take steps to prevent it.
- Staff will ask for help if a situation becomes stressful or they require assistance.

### MANAGING CHILDRENS BEHAVIOUR

We believe that the most effective way of managing children's behaviour is with the use of positive methods. These will include:

- *Good Supervision* – We will endeavour to watch all of the children and the whole area of activity in an effort to anticipate the children's actions and moods before problems develop (see Child Safety Policy).
- *Providing a safe and interesting environment* – All children, including babies need stimulation from things that are familiar and loved, combined with things that are new and interesting. Each day we will include a variety of quiet and noisy, busy and restful, single and group, physical and thoughtful activities.
- *Clear Expectations* – Children need to know what the rules are and why we have them. We will endeavour to give clear and positive instructions.
- *Consistent Handling* – Inconsistent handling confuses children and causes behavioural problems. Children need to be able to predict what will happen in their day, and people reactions to events. We will endeavour to be consistent and predictable.
- *Encouragement* – We will give children lots of encouragement and reinforcement for acceptable behaviour, so that children do not need to misbehave to get attention.

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- *Awareness of Stress* – We will endeavour to be alert to signs of stress in children’s behaviour, and provide appropriate stress reducing activities and techniques. For example, providing books, water play, physical activities, favourite toys, music and quiet times, cuddling and soothing, as well as listening to children’s concerns.
- *Building Self Esteem* – We will help to build the children’s self esteem by expressing respect, acceptance, and comfort for children, regardless of their behaviour, recognising that behaviour such as messiness, crying, resistance and aggression are not unusual or ‘bad’.
- *Building the development of self control* – Children learn self control when adults treat them with dignity and use management techniques such as providing encouragement, guiding children with clear, consistent and fair limits, and in the case of older children, helping them to set their own limits. We will endeavour to do this.
- *Valuing mistakes* – We will help child to value mistakes as a learning opportunity and help them to resolve conflicts and their own problems.
- *Staff modeling* – We will endeavour to model good social skills and positive interactions with other children and each other.

**CHILDREN IN THE CENTRE ARE EXPECTED:**

- To treat other children and adults with respect
- To respect space and activities of others
- To use the equipment appropriately

**HANDLING INAPPROPRIATE BEHAVIOUR**

When inappropriate behaviour occurs, the senior staff will provide guidance and support. When children frequently have challenging behaviors, ‘observations’ are completed and the Childcare Manager will discuss the situation with the child’s parent/whanau/caregiver, and Centre Staff.

The Childcare Manager and Senior Staff will then make a plan of action. This may include short term plans which are designed to immediately manage the problem, and long term plans designed to identify the reason for the behaviour and to help the child learn more appropriate ways of reacting or behaving. It may also include obtaining advice and support from outside agencies.

Information about children and their families is considered confidential and will not be discussed with other Centre parents, or disclosed to an outside agency or person without the parents written permission, unless the staff have reason to be concerned for the child's safety.

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## **TECHNIQUES IN HANDLING INAPPROPRIATE BEHAVIOUR**

Some examples of positive redirection and reinforcement:

- Getting an angry child to dig in the sandpit, pound some play dough or hammer a nail
- Providing two dolls when children are fighting over one
- Helping two children who fight a lot to become friends, rather than putting energy into always separating them
- Smiling and nodding across the room at a child playing gently
- Allowing children to finish playing with a toy before they are expected to share it
- Taking 'scrappy' children outside for a fast run
- Explaining the proper use of a toy and what will happen when it is misused

If at any time in the Centre a child is angry or upset, they must have a staff member with them until they are calm and reassured.

Occasionally the staff use supervised 'sitting apart', where the child is temporarily removed from their play activity until the child decides that they are ready to rejoin the group. This must only be used in extreme cases and with support from the senior staff.

**STAFF MUST NEVER** smack, hit, grab, shake, handle roughly, bite, punch, tease, insult, humiliate, frighten, ridicule, neglect, shout at, threaten, or confine any child. They must not laugh at children' behaviour or discuss it amongst themselves in the presence of children. These methods are illegal in a Early Childhood setting and have proven to be bad for children in Childcare. Children learn acceptable behaviour from positive example and love, and not from violence and anger.

Even if staff believe in some of these methods and/or use them at home they must not do so in the Centre. They are considered to be 'serious misconduct' and any staff who does this will face disciplinary action, as per their employment agreement.

All parents/whanau are welcome at any time to discuss with the Senior Staff or Childcare Manager, any aspect of the care and education their child receives.

*Updated January 2005*

## **2.7 SICKNESS**

- We will follow the guidelines for Illnesses and Infections which are published by the Ministry of Health. Copies of the relevant guidelines will be kept at each centre for staff and parent reference.
- Parents will be asked to collect their sick child(ren) if, in the opinion of the Childcare Manager or Senior Staff, the child either needs further medical attention, or the child is too unwell to participate in the Centre programme.
- Parents who have been asked to collect their child are expected to do so as soon as possible, but no longer than 1 hour after being contacted by the Centre
- At no time is a child (or staff member, or any other person) allowed in the Centre if they are infectious.

### **VOMITING AND DIARRHOEA**

- A child needs to be clear for 24 hours after the last episode before returning to the Centre. In the event of an epidemic, this is extended to 48 hours.
- Children who have had a vomit or diarrhoea during the night must not be brought to the Centre the following day. They need to be kept away for 24 hours after the last episode.
- Following a diarrhoea or vomit at the Centre, the Childcare Manager or Senior Staff, will contact the parent to collect their child.

### **HIGH TEMPERATURE - CHILDREN TEETHING**

- We recognise that as part of the teething process it is not unusual for a child to have a higher than normal temperature
- We will administer Pamol only with prior written parental consent [See Medicines Policy]
- If high temperature over 38°C persists after administering Pamol, the parent will be asked to collect their child

### **HIGH TEMPERATURE - CHILDREN NOT TEETHING**

- If the child's temperature is higher than normal, but less than 38°C, the child will be stripped and sponged with tepid water. We will also administer fluids if required.
- We will administer Pamol only with prior written parental consent [See Medicines Policy]
- If the child's temperature is over 38°C, the Child's parents will be contacted to collect their child.

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### **CONTACTING PARENTS**

- In a situation where every effort has been made by Staff and they are unable to contact parents, the contact names on the child's card will be phoned. If no contact is made, the Childcare Manager or Senior Staff will decide if the child requires immediate medical attention. If this situation arises the child's enrolment card must accompany them to their Doctor and the child must be in a car seat. Whenever possible another adult will also go, for safety reasons.
- The Childcare Manager or Senior Staff are the only people permitted to contact parents. (They may delegate this responsibility to another permanent staff member).
- The Senior Staff are to inform the Childcare Manager of serious illness, notifiable diseases and/or situations requiring medical attention immediately.

### **NITS**

- In the case of Nits, the child will be asked to be removed from the Centre, and will not be able to return until there is no live Nits walking on their scalp.
- Follow up treatments must be administered as per the product manufacturer's instructions.

### **ANTIBIOTICS**

- If antibiotics are prescribed, the child must have been taking them for 24 hours before they can return to the Centre. This is to allow time for the medication to begin working.

### **HOSPITAL**

- If your child is being admitted to hospital and are nil-by-mouth, they need to be kept at home.
- After all operations, children need to stay at home for at least 24 hours to allow time for the child to recover (longer if recommended by the doctor).

### **CHILDHOOD DISEASES**

- The Centre will notify parents as soon as two cases of childhood diseases (eg, chicken pox, measles) have been brought to the attention of Centre staff.
- PLEASE NOTE: There may be times that what the doctor told you and what we tell you may differ. This is to ensure the safety and well-being of all the children and staff in the Centre. Public Health will be called in at any time staff need support and help in ensuring the whole Centre's well-being.

*Updated January 2005*

## **2.8 MEDICINES**

### **ADMINISTERING MEDICATION:**

Details of all medicine (whether prescription or non-prescription) must be recorded by parents daily in the Centre's Medicine Book. Only medicine signed for by parents will be administered (as per Government Regulations).

Record must be made of the following:

- Child's name.
- Date.
- Name of medicine.
- Dosage to be given.
- Time/times of dosage to be given.
- Parent must sign authority to be administered.
- Staff members must sign after medicine is administered.

### **RESPONSIBILITIES FOR STAFF:**

- All medicines must be kept in a safe place not accessible to children.
- The Senior Staff will be responsible for giving medicines.
- Senior Staff are to check early in the day which children require medicine.
- All medicines, amounts, and the child's name, must be checked by a 2nd person before being given to a child.
- Both staff members who have administered the medicine must sign the Medicine Book once the medicine is given.

### **PRESCRIPTION MEDICATION:**

- Prescription medicine will not be given to any child other than whom it is prescribed, that is the name typed on the label by the Pharmacist.
- Medicine will only be given according to the typed instructions on the label.
- Medicine will not be given that is expired.
- Also see Sickness Policy.

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**LONG TERM MEDICATION:**

- All long-term medication must be written up either daily in the medicine book or weekly, on the form provided for this purpose.
- Only prescription medicines can be written up for extended periods or with clear instructions from a doctor.
- All the conditions in the rest of this policy (eg labeling and expiry dates) must also be met for long term medications.
- Paracetamol can only be written up for a week at a time, and must only be given after discussion with the Senior Staff.

**NON PRESCRIPTION, HERBAL, & OVER THE COUNTER MEDICATION:**

- Non-prescription medicines must be named.
- Over-the-counter medicines will be given over a 24 hour period, and afterwards only by direction from a doctor.
- Medicine will only be given according to the typed instructions on the label.
- Medicine will not be given that is expired.

**NAPPY CREAMS AND TEETHING MEDICATION**

- The Centre will only supply Curash and Karitane zinc creams. Any other must be supplied by the parent and treated as per a medicine.
- All teething medications must be treated as a medicine.

*Updated January 2005*

## **2.9 ACCIDENTS**

- All accidents will be attended by a permanent staff member. All permanent staff hold a current First Aid Certificate.
- The Childcare Manager must be informed of ALL accidents.
- It is the parents responsibility to inform the Childcare Manager or Senior Staff of their child's allergies or health risks.

### **RECORDING ACCIDENTS:**

- All accidents involving children are to be recorded in the Centre's Accident Register.
- All accidents involving staff are to be recorded in the Centre's OSH Accident Register.
- Use a separate page for each entry. Record date, child's name, description of accident, treatment, staff signature.
- Parents/Caregivers must be informed of all accidents at the end of the day, shown the entry in accident book and sign below the staff members signature that they have been informed. They should be given a copy of the entry also.
- The Childcare Manager or Senior Staff will review the Accident Register after every 5-10 entries, with a view to reducing the risk or frequency of accidents.

### **MINOR ACCIDENTS:**

- Treat as appropriate and record in accident book.

### **SIGNIFICANT OR SERIOUS ACCIDENTS:**

- Where medical attention is required, the Childcare Manager or Senior Staff will notify the parent/caregiver and explain the nature of the injuries. They will be asked if they would like to take the child for medical attention or meet a permanent staff member at an Accident and Emergency Clinic.
- In a situation where every effort has been made by the Childcare Manager or Senior Staff and they are unable to make contact with the parent/caregiver, the other contact names on the child's card will be contacted. If no contact is made with the alternates, then the Childcare Manager or Senior Staff will decide if the child requires immediate medical attention. If this situation arises the child's enrolment card must accompany them. Another Senior Staff member will be delegated to keep trying to contact the parent/caregiver.

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- In a life threatening situation the Childcare Manager or Senior Staff will call an Ambulance on (1) 111. Another delegated Senior Staff member will contact and inform the parent/caregiver. A permanent staff member will accompany the child to hospital in the ambulance, together with the child's records.
- All head injuries will be treated as a serious accident.
- Where the accident is defined as 'serious' in terms of the Health and Safety in Employment Act (needing hospitalization for more than 24 hours, concussion, loss of eye or limb or life) then the Department of Labour is to be advised as soon as practicable by the Childcare Manager, but no later than 7 days after the accident.

*Updated January 2005*

## **2.10 IMMUNISATION**

### **STATEMENT:**

We fully support Immunisation 2000 and recognise that immunisation is a valid preventative health measure. We strongly recommend that all children enrolling with us, should be fully immunised. However, we also acknowledge the right of choice for non-immunisation or under-immunisation and so all children will be accepted into the Centre regardless of their immunisation status.

To ensure that the Centre is meeting the Immunisation Regulations (1995):

- Parents are expected to provide the Childcare Manager with details of child's immunisation status when enrolling.
- Parents of non-immunised children must agree to remove the children from the Centre in the case of an out-break of a vaccine-preventable disease. This is in the interest of those children who are not vaccinated.
- The Centre will keep an up-to-date Immunisation Register to record each child's immunisation status, this information will be kept private. Parents are expected to inform the Centre of any changes in immunisation status.
- Should an out-break occur, the Immunisation Register may be shown to Health Authorities, as required

*Updated January 2005*

## **2.11 CHILD HYGIENE**

- Children who are contaminated or potentially contaminated will be cleaned immediately
- We will endeavour to keep the children's faces and hands clean (eg, runny noses will be wiped promptly)
- Children will wash & dry their hands before eating and after toileting
- Children will be encouraged to wash their own faces and hands
- Children will be encouraged to maintain effective personal hygiene habits – where they volunteer to wash their own hands before eating and after toileting.
- We will be careful to ensure that the children's play or food practices will not promote cross-infection
- Handy towels and tissues are available for the children to use at any time.

### **DUMMIES**

- Dummies won't be shared
- Dummies will be washed or sterilized as age appropriate
- Dummies dropped on the ground will be washed
- We will encourage the use of dummies for comfort only
- We will assist with weaning, at an age appropriate time

### **CUDDLIES & SOFT TOYS**

- Parents will be encouraged to wash cuddlies and soft toys regularly

*Updated January 2005*

## **2.12 SUN CARE**

To protect children and staff from over exposure to the sun while at the Centre:

- Children are taught the value of sun sense as part of the educational curriculum.
- SPF 30 broad spectrum sun block will be provided by the Centre and will be applied to all children prior to outdoor activities, with the exception of children with allergies. Parents shall provide and the Centre will use the child's own sun block, when allergies are a problem.
- All children will wear a hat while outside (no hat - no outside play).
- Hats will be provided by the Centre for all children. These hats will be washed weekly. Parents can provide their child with their own hat, if they wish.
- Shade cloths will be provided in appropriate areas.
- Staff will offer water frequently to children for fluid replacement.
- Staff are encouraged to wear hats and sunscreen as positive role models.

*Updated January 2005*

## **2.13 SLEEP & REST**

### **SLEEP MONITORING**

- When sleeping or resting, children will be located in an area which for that time will be designated as a sleeping or resting area.
- A member of staff will be responsible for monitoring children who are sleeping or resting.
- If the staff schedule allows, there will be at least one staff member present in the sleep area. If fewer than 4 children under 24 months are asleep at one time, an electronic sleep monitoring device may be used in lieu of a staff member being continually present
- Each sleeping child will be checked
  - Visually to ensure they are breathing comfortably, without restriction, and are settled.
  - To ensure they are still sleeping and to ensure that waking children are not disturbing others who are still asleep.
- The staff member will ensure there is an accurate list of children present in the sleep room and that the time they went to sleep and woke up is recorded. This record is available to parents.

### **SLEEP ROUTINES**

- All children under 24 months will have sleeps according to their routine at home
- Children over 24 months will have a scheduled sleep after lunch. Older children who do not need a sleep will be encouraged to rest after lunch.
- Children will not have access to any fluid or food while in bed or resting.
- Children will be undressed to either nappies or their underwear for sleeping unless alternative attire is provided by parents.
- Children may take a favourite toy to bed if it helps to settle them for sleep.
- Children will not be permitted to stand, walk, or play on the beds at any time.

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### **BEDS AND BEDDING**

- Each sleeping child will have fresh linen weekly (or more frequently if required).
- All bedding will be washed on a regular basis.
- Bedding will be appropriate for the season ie sufficient to keep a sleeping child warm but not over-hot.
- The Centre will ensure that the bed is of a design which is suitable to the age and size of the sleeping child.
- All beds will be kept in good repair.
- Cots will have suitable barriers to prevent a child from falling or climbing out if they stand.

*Updated January 2005*

## **2.14 FOOD & DRINK**

### **MEALS**

- Children will always have access to drinking water
- The Centre will provide children with all the food they require during their attendance at the Centre.
  - Morning Tea
  - Cooked Lunch (or Packed Lunch once a week)
  - Afternoon Tea
  - Plus any additional snacks that are required by the child
- During the Christmas and New Year period, however, lunch may not be provided, as the Food Services staff take annual leave. Parents will be notified of this, and will be required to provide their child with a packed lunch.
- Food is prepared and provided by trained and qualified food services staff.
- It is the responsibility of parents and caregivers to advise the Childcare Manager of any known allergies or special food or dietary requirements of their child. We will endeavour to fulfill or meet these needs.
- Children will be encouraged to try all foods.

### **TABLE MANNERS**

- Appropriate food and hygiene habits and table manners will be expected and encouraged (eg, children will wash their hands before eating)
- Children will wear bibs, as is age appropriate
- Children will sit down to eat or drink, and will have their meals at tables, or in a highchair (as appropriate)
- Food will not be shared, once it has been handled
- Children will be encouraged not to waste, misuse or play with food
- Children will be encouraged to learn 'clean up and put away' habits

*Updated January 2005*

## **2.15 NAPPIES & TOILETING**

### **NAPPIES & PULL-UPS**

- Nappies and Pull-Ups will be provided free of charge to all children who require them, while they are in the care of the Centre
- Nappies and Pull-Ups will be checked regularly, as per the daily schedule
- If a staff member finds a child with a soiled nappy or Pull-Up, it will be changed immediately
- All nappy and Pull-Up changes made during the day will be recorded on the nappy change chart
- Staff will always use gloves when changing soiled nappies and Pull-Ups (and may wear them for wet nappies and Pull-Ups), and will thoroughly clean the change surface after each use
- The used nappy will be promptly and hygienically disposed of
- The nappy change routine will incorporate positive interactions with the child
- The nappy change area is viewable by other staff at all times

### **TOILET TRAINING**

- We will encourage the use of Pull-Ups to assist with toilet training
- Parents should provide a number of changes of underwear and shorts/trousers/skirts in case of accidents
- Toilet Training will begin in consultation with the parents, and when the child is at an appropriate developmental stage
- Children will be toileted as per the toileting schedule
- Children will be treated with dignity and respect.
- Children will be encouraged to be independent over time

### **TOILETING**

- Children will be supervised during the scheduled toileting, and as necessary
- Staff will only be involved in children's personal toileting as necessary
- We will endeavour to ensure that children go to toilet when necessary
- We will ensure that children's toileting practices and habits are hygienic and age appropriate (we will encourage them to flush the toilet)

*Updated January 2005*

## **2.16 SMOKING**

### **SMOKE FREE ENVIRONMENT**

- All buildings and vehicles owned by Hamilton Central Baptist are smoke free.
- All buildings and grounds of the Childcare Centre are smoke free.
- Designated Smoking Areas will be out of sight of the children

### **EXCEPTIONS TO THIS POLICY**

One smoking area may be set aside at each site, at the discretion of the Childcare Manager provided that:

- The area is clearly labeled as a smoking area.
- Work areas, lunch rooms and toilets remain smoke free.

Smoke Free Environment Act 1990

# Section 3: Quality Education Policies & Practices

*Updated January 2005*

### **3.1 EDUCATION**

- We will be familiar with and compile with Te Whaariki, the New Zealand Early Childhood Curriculum (for more details see Section 6: Curriculum)
- We will incorporate Christianity into all aspects of the Centre's daily life, as well as with specific programming (in line with our Centre philosophy) (for more details see Section 6: Curriculum)
- All aspects of the Centre's daily routine will be viewed as opportunities for the children to learn and develop skills
- A copy of the Centre's current daily routine will be available on the Centre Notice board

#### **DEVELOPMENT AWARENESS**

As Early Childhood Educators:

- We will be aware of subtle and significant developmental phases and changes that are experienced by young children
- We will be familiar with significant positive and negative influences on the development of key competencies, knowledge and behaviour of young children
- We will understand the potential for development at various stages
- We will assess or be aware of current challenges or the developmental stage of each child
- We will apply the above components into our programme planning and the programmes we develop and implement

#### **CURRICULUM**

As Early Childhood Educators:

- We will use good and current resources
- We will reflect on and apply relevant theorists and research
- We will understand and use relevant assessment methods and systems
- We will motivate and encourage learning of all the necessary skills and knowledge that the children need

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## **PROGRAMMING**

As Early Childhood Educators:

- We will set clear objectives for each programme that are achievable, and observable
- We will have programs that allow for assessment of the children's competencies
- We will develop programmes that are in line with the Centre philosophy
- We will develop programmes that use resources and equipment in appropriate and resourceful ways
- We will develop programmes that are designed to meet the individual goals of the children (as identified in the individual assessments)
- We will develop programmes that use the children's current knowledge and skills, but also provide an appropriate level of challenge to extend them, while still enabling child success
- We will develop programmes that use new and exciting ideas, to increase the interest and focus of the children (and staff)
- We will develop programmes where the staff and children can have fun
- We will complete an evaluation of each programme, to assess its effectiveness in achieving the objectives set, efficiency of time and resources and 'degree of fun' factor. This evaluation will be recorded, and will include suggestions for improvements or alternatives

*Updated January 2005*

## **3.2 CHILD & STAFF INTERACTIONS**

### **CHILD RELATIONS**

- We will endeavour to have a responsive, reciprocal, positive and encouraging relationship and interaction with all children
- We will encourage independence and appropriate actions and responses, reinforcing and acknowledging good behaviour
- We will have interactions that contribute to a child self esteem and development
- We will endeavour to be aware of and attend to the special needs of each child

### **CHILD ENGAGEMENT**

- We will assist the children to interact with resources, staff and each other during the programme
- We will encourage the children to try activities, and will reinforce and acknowledge focus on task achievement and completion, and productive, developmental and learning opportunities
- We will endeavour to modify our programme or activity to stimulate child interest
- We will encourage and guide children in co-operative play and in building friendships

*Updated January 2005*

### **3.3 INDIVIDUAL CHILD PROFILES**

- Profiles will be made for all children attending on an ongoing basis (as per DOPS 1d)
- Parental permission will be gained on the Enrolment Form for the Centre to collect and collate each child's profile information
- Each child's record will be maintained with full assessment complete, according to this policy
- Observations will be recorded systematically, and are designed to assist with the child's development
- The assessment will be analysed by staff, to indicate a child's current developmental stage or current developmental challenges, with a view to identifying where teacher interaction, programming, or specific child experiences can be most effective
- We will collect relevant 'work' or physical evidence of each child's progress, and sort and store this in a systematic, safe and neat manner
- Each portfolio will contain items as specified in child portfolio policy specification for types and stages of 'work'

#### **PROCEDURE**

- Profiles will be recorded in individual clear files and will usually include photograph of the child's personal data, examples of the child's work, observations, goals and summary statements.
- Goals will be set for each child based on their individual level of development, once the initial observations are completed.
- Observations will consist of mainly learning stories, along with anecdotal records, time samples and running records (as necessary). All records will have the date of the observation recorded on them.
- The time sample records are intended to provide an insight into the emphasis and preferences in play and will be based on observing the child. They will show how play is apportioned between:
  - Outside active play (gross motor)
  - Painting and craft (fine motor)
  - Play dough (fine motor)
  - Puzzles (cognitive & fine motor)
  - Books (cognitive)
  - Mat time (cognitive)
  - Dramatic play (cognitive & social)

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- The summary will consist of a paragraph on:
  - A typical day for that child
  - An inventory of their interests
  - The developmental stage of the child
- Running records will consist of recording things said and done by and to the child
- The individual profiles will be used in their entirety to feedback information to the parents, usually at the yearly 'parent interviews'.
- Profiles are available at other times upon request to the Childcare Manager – it is preferred that time is allowed to ensure that the staff member responsible for that portfolio can ensure it is completely up-to-date.

*Under Review January 2005*

## **3.4 CULTURAL AWARENESS**

- Our Centre recognises the Treaty of Waitangi and will work in partnership with parents and whanau to promote the learning and development of each child.
- We will ensure all cultures of children are given respect in our Centre, and we will endeavour to provide a curriculum that assists all children to be:
  - Competent and confident learners and communicators
  - Healthy in mind, body and spirit
  - Secure in their sense of belonging
  - Secure in the knowledge that they make a valued contribution to society
- Our staff will be encouraged to provide bicultural approaches (in line with our bi-cultural society) that enrich the philosophy and practices in our Centre. Staff will be encouraged to learn and use both Te Reo and Te Tikanga Maori.
- At all times the cultural, spiritual, emotional, and physical well-being of our children is the singular most paramount consideration.

*Updated January 2005*

### **3.5 SPECIAL NEEDS CHILDREN**

This Centre is available to children with special needs, including those with emotional and behavioural needs and those who are gifted.

- Children with special needs will not be denied admittance to our Centre.
- Staff members will focus on what the child(ren) can do rather than emphasizing what they can not do.
- Children with special needs will be included in the mainstream of the Centre's educational programme and not in isolated groups of their own.
- The Centre will endeavour to build up resources, book, and pictures in which children with special needs are shown in a positive manner.
- The needs of the family/whanau will be considered and appreciated at our Centre.
- Where additional support is required, every effort will be made to include the Teachers Aid as a member of staff
- Staff will seek the guidance and consult with the appropriate specialists services and others associated with the child and their family/whanau.
- Staff members should see the special needs of the child as a positive learning experience for all at our Centre.
- Staff members will be given every opportunity for training to develop their skills in these areas.

# Section 4: Staff Policies & Practices

*Updated January 2005*

## **4.1 STAFF APPOINTMENTS**

- The Childcare Manager, in consultation with the Licensee, will establish the need for permanent appointments. It is at the Childcare Manager's discretion as to whether such a position will be advertised internally and/or externally.
- Interested applicants will be sent an Application Form and a Job Description.
- Short listed applicants will undergo an interview by a panel. A draft copy of the proposed Employment Agreement will be made available at the interview.
- The successful applicant will be required to undergo a Police Vet (in line with the Education Standards Act 2001), before their appointment is confirmed.
- Final contract negotiations will be undertaken with the successful applicant.
- Once the Employment Agreement has been completed and signed by both parties, the formal letter of acceptance will be sent/given to the successful applicant.
- All unsuccessful applicants will be sent a letter thanking them for their application, and advising them that they were unsuccessful.
- All unsuccessful applicants will have their CV held for 90 days, in case another similar position becomes available. After 90 days all CV's will be shredded, or returned if the applicant had provided a self address, stamped envelope.

## **EQUAL EMPLOYMENT OPPORTUNITY**

- We are committed to equal employment opportunity in the workplace. Equitable practices which are fair to everyone regardless of race, gender and socio-economic background will be practiced. All applicants will be made aware of the Christian philosophy of the Centre.
- Responsibility for the operation and review of this policy is held by the Childcare Manager and Licensee of our Centre.
- From time to time the Childcare Manager and Licensee will review the processes for the hiring, training and promotion of staff to ensure that these are non-discriminatory.

*Updated January 2005*

## **4.2 STAFF INVOLVEMENT**

- Staff are to be aware (and be able to relate) key aspects of the Centre's philosophy, and its integration into the daily life of the Centre.
- Staff are to be able to promote understanding and the benefits of the Centre's philosophies to parents, and be a role model (as appropriate)
- Staff are to become familiar with the Te Whaariki document and its implementation into the daily programme.
- Staff working with the children are expected to be actively involved in the programme planning of our Childcare Centre.
- Staff are expected to have an ongoing commitment to developing our child portfolios and therefore extending the children by providing appropriate learning experiences based on Te Whaariki.
- Staff are required to be committed to ongoing training and keeping their practices up-to-date.
- Staff are required to be aware of, implement, and comply with the Policies, Practices, DOP's, and Regulations which govern this Centre
- Staff are to be familiar with and comply with the Staff Handbook
- Staff are to be committed to abiding by the Policies and Practices, as laid out in the Centre Handbook.
- Staff are required to attend and be actively involved in all Centre trips and parent/family events. (If not attending, then leave or release time needs to be applied for, as per the appropriate procedure).
- Staff are required to attend monthly staff meetings which are held after hours. (If not attending, then leave or release time needs to be applied for, as per the appropriate procedure).
- Staff are required to attend the quarterly full staff meetings, which are held after hours, and are convened by the Childcare Manager. Professional Development will be a key component of these meetings. (If not attending, then leave or release time needs to be applied for, as per the appropriate procedure).
- Staff are required to be flexible with staff shifts, to enable the Centre to operate smoothly

*Updated January 2005*

## **4.3 STAFF TRAINING**

### **PROFESSIONAL DEVELOPMENT:**

The guiding principle of the Centre, is that the needs of the child shall be the first and major consideration, therefore:

- We will encourage and support staff to attend Professional Development Courses.
- Each Centre will be allocated a yearly budget for Professional Development.
- Information brochures on suitable courses, will be made available to staff.
- The Childcare Manager will have the responsibility to choose which courses are relevant to their Centre and staff for the year.
- Only one staff member will be released for Training per day, unless special circumstances allow. An exception will be made when Internal Training for all the staff is to be held.
- Staff are expected to attend in-service courses provided or organised by the Childcare Manager.
- Information from Staff Appraisals is to be used in selecting and identifying courses and participants.
- Participants for courses will be selected on a fair equitable basis.
- A Training Register will be maintained showing all training undertaken by staff each year. Staff are also to have any training they attend noted in their Staff Appraisal.
- All staff attending training are expected to write-up their learning outcomes and to provide copies of all the handout material (the cost of the copying will be covered by the Centre), so they can be added to the Centre resources.
- At the Childcare Manager s discretion, staff may be able to attend courses not funded (or fully funded) by the Centre.

### **FORMAL TRAINING [COMMENCED BEFORE 1 APRIL 2004]:**

- Financial assistance for formal training will no longer be provided, as the Student Loan Facility is now available.
- The Centre will support staff completing formal training with:
  - Time-off without pay for attendance at courses and lectures
  - Advice and support as required

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**FORMAL TRAINING [COMMENCED BEFORE 1 APRIL 2004]:**

This is a formal course which results in a recognisable childcare related qualification.

- There will be an annual budget for formal training.
- Staff have the opportunity to apply for financial assistance.
- Staff have the opportunity to apply for unpaid release time. This release time is given at the Childcare Manager's discretion for lecture attendance and in other special circumstances.
- Recognising that practicum's are a requirement of formal training, staff may apply for annual leave or special unpaid leave to attend these. This leave may not be unreasonable withheld by the Childcare Manager.
- All staff receiving assistance from the Centre for formal training will have their progress monitored six monthly, by the Childcare Manager.
- All staff receiving assistance from the Centre for formal training will enter into a Training Agreement. This will detail all the conditions of the assistance given.
- Assistance can be withdrawn if a pass has not been achieved. This matter will be decided by the Childcare Manager. Staff will be notified in writing of this decision.
- Staff not completing their training within the approved time will repay whatever financial assistance was received during the period of their training. Staff will be notified in writing of this decision.
- All Staff who have received financial assistance with formal training will be bonded to the Centre for up to two years. This bond period commences after completing their training. Staff may be released from their bond by repaying, without interest, the financial assistance they have received.

*Updated January 2005*

## **4.4 STAFF APPRAISALS**

### **APPRAISAL**

- A staff appraisal on all staff will be completed annually. This appraisal is designed to accurately and fairly assess how well that staff member is doing in their job.
- During this appraisal, areas of competency will be identified and praised, areas requiring improvement will be discussed and an action plan formulated to address them, and plans for development or the future will be made.
- A review date for any issues or for the action plan will be set at three months, or six months, as appropriate.
- Appraisals will be filed on the staff files, and may be reviewed by the Licensee. They will remain confidential to the staff member, Childcare Manager, and Licensee.

### **NON-PERFORMANCE**

- The Childcare Manager is responsible for identifying areas of non-performance.
- The Childcare Manager will discuss any areas of non-performance with the staff member, as the seriousness of the situation requires.
- If no improvement is seen, then the procedure as laid out in their Employment Agreement and in the Employment Relations Act 2000.
- The Childcare Manager is responsible for bringing any issues to the attention of the Licensee, if it is warranted.

### **MISCONDUCT**

- The Childcare Manager is responsible for identifying areas of misconduct.
- The Childcare Manager is responsible for bringing any issues to the attention of the Licensee, if it is warranted.
- The conditions as per the staff members Collective and/or Individual Employment Agreement will be applied, along with the Employment Relations Act 2000

*Updated January 2005*

## **4.5 STAFF HEALTH**

- Staff are responsible for their own well-being and health.
- The Childcare Manager will endeavour to ensure all staff working in any capacity in our Centre are in good health and not suffering from any infectious disease.
- Any staff member who becomes ill will be placed on Sick Leave and advised to see a doctor. A medical certificate may be required, at the Childcare Manager's discretion.
- Staff are required to abide by the same sickness policies as the children (See Sickness Policy)
- The Childcare Manager may recommend to a staff member that they undergo a medical checkup, if that staff member is consistently sick, or a pattern forms (eg only able to work 4 days a week instead of 5).
- We will ensure that no staff member smokes on the Centre premises, as per the Smoking Policy.
- No alcohol or mind altering substance will be allowed on the licensed premises.
- If a staff member is found to have or be under the influence of alcohol or a mind altering substance, they will be ordered to leave immediately. Disciplinary action will then be enacted, as detailed in the staff members employment agreement and as per Regulation 29.5.
- Prescription medicines will be permitted, providing they are locked away and out of contact by the children.
- It is the staff member's responsibility to inform the Childcare Manager of any allergies or medical conditions that may occur while they are working in the Centre or on Centre trips or events (eg allergy to bee stings, asthma, etc).
- All information given to the Childcare Manager about a staff member's health will be kept confidential
- Staff are to feel free to ask their Childcare Manager or the Church Pastoral Staff for pastoral care or prayer support, or any other support they require.
- Staff may be offered an annual subsidised Influenza vaccination.

Regulations 29

*Updated January 2005*

## **4.6 STAFF LEAVE**

- We acknowledge the minimum leave requirements, as detailed in the Holidays Act 1981.
- The individual's Employment Agreement will detail their leave entitlement, and may contain additional leave benefits or conditions (that are "not less favourable" than the Holidays Act).
- Permanent staff are entitled to the following paid leave
  - Annual Leave
  - Sick Leave
  - Bereavement Leave
- Casual staff (eg Relievers) will be paid holiday pay at a rate of 6% of their hourly rate. This will be included in their fortnightly pay, and detailed separately on their pay slip.
- Staff on Fixed Term Agreements are entitled to leave as per their Employment Agreement.
- Staff are expected to self-manage their leave, in accordance with the Centre policy.

### **ANNUAL LEAVE**

- The anniversary day for annual leave is 1 February each year
- Staff are able to take annual leave in the year which it accrues, ie leave entitlements can be taken before a complete year is worked.
- Staff will be advised of the arrangements for the Christmas/New Year period, which may include a 'shut down', to enable staff to make plans for their leave.
- Staff who have been employed for less than 12 months at the time of the Christmas closure will be paid out their accrued holiday pay on the last working day before the closure.
- Staff are expected to have taken one week of their current year's entitlement, as well as any brought forward leave, by 31 July of each year.
- A maximum of 5 day's leave can be carried forward from one leave year to the next. The Childcare Manager may request an intended leave plan or that annual leave must be taken, should an individual's entitlement exceed 5 days of outstanding leave. At least 7 days written notice will be given, if annual leave is to be enforced.
- Preferably, annual leave to be taken in one week periods, however, up to one week's equivalent annual leave may be taken on individual days.
- All annual leave must be applied for at least one week in advance, and be approved by the Childcare Manager before it is taken. Leave will usually only be approved if a Reliever can be found.
- If staff fall sick or have an accident whilst on annual leave, the Childcare Manager is not required to substitute the annual leave for sick leave.

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### **SICK LEAVE**

- Paid sick leave is only available to permanent staff members.
- Sick leave is available after three months employment
- Sick leave will not be advanced
- Once the annual sick leave entitlement has been used, any further time off due to illness may be granted, upon application, as leave without pay, or as annual leave (only if the employees Employment Contract grants them additional leave over the three week minimum, and then only if it still leaves three weeks of annual leave entitlement for the year).
- In special circumstances, an application for additional paid special leave can be made to the Childcare Manager. The granting of any special leave is entirely at the Childcare Manager's discretion.
- Sick Leave will be granted for full, half days, or quarter days, at the Childcare Manager's discretion. The actual time deemed a half day is determined by the length of the shift that the staff member would have worked.
- "Appointments" should be scheduled outside of rostered work time, when at all possible. However, the Childcare Manager, at their discretion, may grant sick leave for a medical specialists appointment, or similar, should this not be possible.
- Unused sick leave has no monetary value at the time an employee resigns or has their employment terminated.

### **PUBLIC HOLIDAYS**

- The Holiday's Act 1891 allows for 11 Public Holidays per year.
- Staff are entitled to a paid holiday on a public holiday, if it falls on a day that the staff would otherwise have worked. (Staff are not entitled to a paid holiday, if it would not have been an ordinary work day for them).
- Staff are entitled to be paid for any public holidays that fall within a period that they are on annual leave, or occur in the period of untaken annual leave, in the case that they are terminating their employment.

### **PARENTAL LEAVE**

- The Parental Leave and Employment Protection Act 1987 will be abided by.

*Updated January 2005*

## **4.7 STAFF'S CHILDREN ATTENDING OUR CENTRE**

- Staff's children may be enrolled at the Centre, only with the Childcare Manager's approval, and under strict conditions.
- Permanent staff members with children attending our Centre, will be granted a 30% discount off normal fees, or as decided by the Childcare Manager and/or Licensee.
- At the Childcare Managers discretion, Relievers' children may attend short term or on a casual basis at a reduced rate, as negotiated.

*Updated January 2005*

## **4.8 STAFF DRESS STANDARDS**

- The Childcare Manager may decide, in discussion with their staff, on appropriate dress standards, after giving consideration to the weather, the nature of the activities undertaken, and the appropriateness of the clothing.
- The following general guidelines are given:
  - All clothing and footwear should be appropriate for playing and working with children, whilst at the same time safe and comfortable for the staff eg, allowing bending, sitting on the floor, and craft and messy play.
  - Shorts higher than mid-thigh, tops showing the midriff, and tops which would show breasts when bending down are deemed inappropriate.
  - Shoes must be worn in the kitchen and bathroom areas, or as is required for the children.
  - If working in the kitchen, hair longer than shoulder length must be tied up.
  - A high level of personal hygiene is expected and a professional appearance must be maintained.

# Section 5: Other Policies & Practices

*Updated January 2005*

## **5.1 ENROLMENT**

- Enrolment enquiries are received over the phone or in person.
- All enrolment enquiries are handled by the Childcare Manager or Senior Staff
- The prospect is given:
  - Brochure
  - AP Form
  - Parent Handbook
  - Enrolment Form
  - WINZ Subsidy information (if appropriate)
- The prospect is given a tour, and a brief run down of the policies and practices of the Centre (especially Sickness, Medicine, Sign In & Out, and Fees Policies)
- A transition period, including some free hours, is encouraged, and will be planned to suit the individual situation
- Confirmation of the enrolment occurs when the Enrolment Form is completed, signed, and returned, and the Booking Guarantee Fee is receipted
- All changes to enrolments require a weeks notice, and need to be confirmed with the Childcare Manager or Senior Staff
- Parents must inform us immediately of any changes to their contact details. Also of any changes to their emergency contact details.
- All existing families are required to re-enrol in January each year.
- A weeks notice is required for cancelling a booking
- Upon leaving the Centre, the “cease to attend” section of the enrolment form must be completed and signed by the parent.

*Updated January 2005*

## **5.2 PARENTS AS PARTNERS**

- We view parents and caregivers as an integral part of the child's life.
- We would like to support parents and caregivers with any issues or questions they have with their child. We will endeavour to provide help ourselves, or can refer them to someone else.
- We will endeavour to talk to parents and caregivers about their child's day and the Centre's activities, and especially 'magic moments'.
- We will provide activities throughout the year that will encourage parents and caregivers to interact with the Centre and their children. We love it when parents are able to come on trips and be involved with us on these events.

*Updated January 2005*

## **5.3 FEES**

- A schedule of fees will be prominently displayed in each Centre.
- It is preferred that parents pay by direct debit plan, or automatic payment.
- If a child is picked up late (after the official closing hours) a late fee will be charged (as per the Fees Schedule).
- There is a fee reduction for full-time care when more than one child from the same family attends (as per the Fees Schedule).
- There is no reduction of fees for Statutory Holidays.
- There is a reduction in the weekly fee if a child is absent from the Centre:
  - Those paying the weekly maximum fee will receive a \$10.00 discount on your booking, if the child is absent
  - Those paying the daily maximum fee will receive a \$7.50 discount on your booking, if the child is absent
  - Those paying the hourly rate will receive a \$5.00 discount on your booking, if the child is absent
- Any fees associated with a Special Programme, or transport to a Special Programme, will be advised to all parents. Their agreement will be sought for the payment of these fees. They will be charged on the weekly invoices.
- Costs for special trips, which occur about once per term, will be advised as they occur. These fees are to be paid separately from the normal fees invoicing system, and must be paid before the trip.
- Parents will be notified of any fee changes as soon as is practicable before the change takes effect. This will usually be four weeks before any such change.

## **PAYMENT OF INVOICES**

- All invoices have a “payment due” date written on them. This date is seven days after the date of the invoice.
- Families who pay their account fortnightly, will receive two invoices, once per fortnight.
- On the next working day after the invoice due date, all families with unpaid invoices will receive a reminder notice with a request to pay within five working days. This reminder notice will also advise there is a risk of their booking being cancelled, if this payment is not received.
- Families who have not made arrangements to pay overdue invoices within five working days will be sent a letter explaining that their booking has been cancelled. They will be given a further five working days to arrange a repayment schedule, otherwise their details will be passed to an external debt collection agency.

*Updated January 2005*

## **5.4 CHURCH OUTREACH SUBSIDIES**

- Subsidies may be available for some families, and is assessed on an individual need basis.
- The decision to subsidise a family is made at the discretion of the Childcare Manager and/or Licensee.
- At the time of providing a subsidy, a review date will be specified.

*Updated January 2005*

## **5.5 THE PRIVACY ACT**

Parents will be required to read and sign an abridged version of the following statement upon enrolment of their child(ren). This is included on the Enrolment Form.

The Privacy Act which came into force on 1 July 1993 sets new standard for the collection, storage and use of personal information in particular the Privacy Act 1993 requires the Central Baptist Early Learning Centre to:

- Collect personal information directly from parents themselves regarding their child/ren and family situation;
- Inform you of the reason why the personal information is being collected;
- Obtain your approval of the proposed uses of the information;
- Give you access to the personal information held about you;
- Give you the opportunity to update information regularly.

The personal information we ask you to provide on your enrolment form is required to enable our Centre to enrol your child in our programme, provide care for your child, and to monitor your child's progress through the programme offered.

The personal information we ask you to provide on your application for enrolment of your child is required to ensure that our Centre meet the terms of licensing requirements and Chartering requirements contracted with the Ministry of Education.

All those within our Central Baptist Early Learning Centre who have access to your personal information are bound by the terms of their employment to keep that information confidential. The security of the personal information we provide to the Ministry of Education is safeguarded by the protocol which the Central Baptist Early Learning Centre has entered into with the Ministry.

The personal information you supply is held permanently by the Central Baptist Early Learning Centre. We also use personal information in aggregate form for a variety of statistical research purposes but in doing so it always ensures that no individual can be identified.

If you have any questions about the privacy of your personal information, please contact the Childcare Manager.

*Updated January 2005*

## **5.6 STATUTORY OBLIGATIONS**

### **DOCUMENTATION**

- Copies of our Centre Handbook (Policies & Practices), Charter, our Philosophy Statement, Education (Early Childhood) Regulations 1998, and ERO reports are available to staff and parents for viewing (located on or near the Parent Noticeboard).
- A personal copy of the Centre Handbook and our Statement of Philosophy is available to all staff members.
- A personal copy of the Centre Handbook and our Statement of Philosophy is available to all parents and caregivers, upon request to the Childcare Manager. An abbreviated version of the most information contained in these documents is available in the Parent Handbook.

### **DISPLAY OF LICENCE AND INFORMATION**

- Management will ensure that:
  - Our Licence issued by the MOE is displayed on the Centre Notice board.
  - The full name of each person who is qualified to be the 'Person Responsible', along with their qualification, is displayed next to the Licence.
  - The procedure which describes how parents can make complaints about non-compliance with license conditions, and the times they may have access to a copy of Regulations and any ERO reports on the Centre, is displayed next to the Licence.
  - Any changes to the displayed information is updated as soon as possible.

*Updated January 2005*

## **5.7 VISITORS AND TELEPHONE CALLS**

### **PROSPECT VISITS**

- All visitors to the Centre, who are prospects, will be referred to the Childcare Manager or Senior Staff.
- The Childcare Manager or Senior Staff will go through the enrolment procedure, answer any questions and assist the prospect to make an informed assessment of the Centre.
- Other staff will assist the Childcare Manager and Senior Staff by making a prospect visit a positive experience

### **OTHER VISITORS**

- All staff and relievers are to wear their name at all times
- Any unknown visitor to the Centre will be challenged, and referred to the Childcare Manager or Senior Staff
- The identity and/or authority of unexpected visitors is to be viewed (ID provided) and recorded with the reason or purpose for being at the Centre
- Persons being on the premises without good reason or purpose will be asked to leave and if they refuse and/or are acting suspiciously, the Childcare Manager or Senior Staff will call the police
- Visitor activity (or enquiries) should be limited to a valid purpose and should not inconvenience or disrupt the operation of the Centre
- Visitors with valid reasons will be welcomed

### **TELEPHONE CALLS**

- The telephone is to be answered professionally, at all times
- All telephone enquires for enrolments or information about the Centre should be handled by the Childcare Manager or Senior Staff
- All messages should be taken accurately and detailed in the day dairy. Important messages should also be referred verbally.
- Staff should not make or accept personal phone calls during work hours, except in emergencies. All personal phone calls should be made or accepted in break times, usually using the phone in the staff room (and with a mind to the fact we pay for all local calls).

*Updated January 2005*

## **5.8 CENTRE HYGIENE**

- The Centre hygiene will be maintained during the day by staff, as per the Cleaning Schedule (a copy of which is available upon request).
- The Centre will be cleaned by professional cleaners at the end of the day, as per the Cleaning Schedule (a copy of which is available upon request).
- The Centre's laundry facility is offsite, and is monitored to ensure appropriate hygiene is maintained
- The Centre will be maintained in a clean, tidy and attractive manner, at least at the beginning and end of the day
- All bedding will be cleaned and stored as per the Sleep and Rest Policy
- Nappy changing facilities will be cleaned as per the Nappy and Toileting Policy

### **PESTS AND VERMIN**

- The Centre is fitted with 'fly spray' dispensers, to help control fly's. The spray has been tested and approved for allergy and asthma sufferers.
- If there becomes a problem with pests and or vermin, a professional contractor will be called to come in, preferably after hours, to eradicate the problem.

*Updated January 2005*

## **5.9 HEALTH & SAFETY**

- We will develop and maintain an Evacuation Plan, which all staff will be familiar with
- We will practice fire evacuation and earthquake procedures as least six monthly
- All permanent staff will hold a current First Aid Certificate
- Advise the Childcare Manager of any breakage's, repairs needed and hazards
- We will practice risk management - identifying, eliminating, isolating or minimising risks
- We will ensure staff have had appropriate training for equipment use
- We will endeavour to ensure that staff use appropriate personal practices to lesson the likelihood of injury
- All medicines, equipment, or resources that could cause harm to a child will be supervised or stored out of reach or access of children at all times

*Updated January 2005*

## **5.10 CENTRE PETS AND ANIMALS**

### **GOALS:**

- To encourage through example the proper care of living things.
- To provide opportunities for children to observe, handle, and care for a range of animals in humane ways.
- To ensure that in any activity involving the keeping of an animal or its study, the welfare of the animal is given high priority.
- To educate children by example and discussion about the importance of caring for animals and the responsibilities this involves.

### **GUIDELINES:**

- The Centre recognises the Animal Welfare Act 1999 and its moral responsibilities to care for animals.
- All living creatures at the Centre will be treated with care and respect.
- The care of the animals rests with each staff member, but the Childcare Manager holds the final responsibility to care for the needs of the animal.
- Animals kept at the Centre will be provided with their five basic needs:
  - Freedom from thirst, hunger, and malnutrition (including during weekends and holidays)
  - Freedom from discomfort and lack of shelter (by being provided with appropriate cages)
  - Freedom from injury, disease, and parasite infestation. Diseased or injured animals will be treated promptly, and will not be returned to the Centre until they are fully recovered.
  - Freedom from distress (through proper care and handling)
  - Freedom to display their normal patterns of behaviour
- If appropriate care and facilities can not be provided, then animals will not be kept at the Centre.
- In the case of Centre pets, prior arrangements about long term care (including holidays) will be made before any animal is accepted into the Centre. When the animal is no longer required or is no longer able to be kept, appropriate arrangements will be made to return it to its natural habitat (in the case of wild animals) or to find a suitable home for it. Non-native pets will not be released into the wild under any circumstances. If appropriate arrangements can not be made, the animal will be humanely destroyed by a veterinarian.
- When animals are used for a specific study, the surviving animals will be returned to their natural habitats or home, at the end of the study.
- Native animals will not be kept at the Centre.

Updated January 2005

## 5.11 COMPLAINTS

- The purpose of this policy is to provide an avenue to air concerns which in turn will contribute to the smooth running of the Centre.
- Staff are to refer parents to this Complaints Policy.
- Parents are encouraged to voice initial concerns to the Childcare Manager.
- Written complaints may be addressed to the Childcare Manager and/or Licensee at the following address:

33 Charlemont Street  
Private Bag 3120  
Hamilton

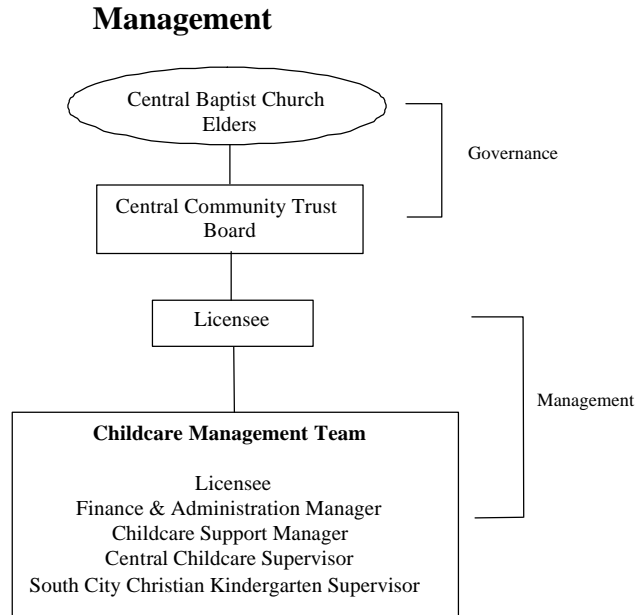
- All written communications will be acknowledged.
- If a written complaint is lodged against a staff member then:
  - The staff member has the right of reply
  - Reasonable notice is to be given of any meeting they are to attend regarding the complaint. A support person may attend such a meeting.
- The Complainant has the right to request an interview with management representatives.
- If a parent believes the Centre is in non-compliance with the license conditions they should immediately contact the Childcare Manager and/or Licensee (at the above address).
- If the person who has made the complaint feels the issue is not satisfactorily resolved, then they are entitled to take their complaint to the Licensee or to any other appropriate authority.

License	John Lockley Licensee C/O 33 Charlemont Street Private Bag 3120 Hamilton
Regulations	Ministry of Education Cnr Grey & Bridge St Private Bag 3011 Hamilton
Health	Public Health Unit PO Box 505 Hamilton
Child Related	CYPS Angelsea Tower Cnr Angelsea & Collingwood Strs Private Bag 3119 Hamilton

*Updated January 2005*

## **5.12 MANAGEMENT**

- The Management of the Central Baptist Early Learning Centre is as follows:



- Standard management practices will be employed, with consideration of the special nature of the Early Childhood environment and the Churches ministry emphasis in having this Centre.
- Annual budgets will be prepared by the Licensee, Childcare Manager and the Financial Advisor/Accountant, and will be presented to the Board for approval. These budgets will ensure the well being and financial viability of each Centre.
  - Draft budgets will be prepared by the end of January.
  - The final budget will be completed and approved by the end of February.
- The Childcare Manager and Licensee are committed to having trained staff in the Centre. They will support non-trained staff to become trained, within the guidelines of the Ministry of Educations Strategic 10 Year Plan.
- The Church Pastoral Staff are committed to supporting the staff in anyway they can, and are available for pastoral care and prayer support.

*Updated January 2005*

## **5.13 SELF REVIEW**

### **SELF REVIEW**

- Our Centre Policies, Practices, Charter and Statement of Philosophy may be updated at any time, and will be reviewed annually, to determine if any changes need to be made in light of any changes to our statutory obligations, governing authorities, market conditions, resources, service intentions and features, and the like.
- If changes are deemed necessary, they will be made in consultation with staff and parents. This may be completed verbally (at meetings or the like) or in writing, at a scale that reflects the proposed changes.
- After this consultation is completed, the necessary documentation will be amended (submitted for approval to our governing bodies if necessary), and made available to staff and parents, as appropriate.

# Section 6: Curriculum

*Updated January 2005*

## **6.1 TE WHAARIKI, THE NEW ZEALAND EARLY CHILDHOOD CURRICULUM**

Our Centre uses Te Whaariki, the New Zealand Early Childhood Curriculum, which is based on five areas of essential learning:

### 1. Well-being - Mana Atua

The health and well-being of the child are protected and nurtured.

Children experience an environment where:

- Their health is promoted
- Their emotional well-being is nurtured
- They are kept safe from harm

### 2. Belonging - Mana Whenua

Children and their families feel a sense of belonging.

Children and their families experience an environment where:

- Connecting links with the family and the wider world are affirmed and extended
- They know that they have a place
- They feel comfortable with the routines, customs, and regular events
- They know the limits and boundaries of acceptable behaviour

### 3. Contribution - Mana Tangata

Opportunities for learning are equitable, and each child's contribution is valued.

Children experience an environment where:

- There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background
- They are affirmed as individuals
- They are encouraged to learn with and alongside others

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4. Communication - Mana Reo

The languages and symbols of their own and other cultures are promoted and protected.

Children experience an environment where:

- They develop non-verbal communication skills for a range of purposes
- They develop verbal communication skills for a range of purposes
- They experience the stories and symbols of their own and other cultures
- They discover and develop different ways to be creative and expressive

5. Exploration - Mana Aoturoa

The child learns through active exploration of the environment.

Children experience an environment where:

- Their play is valued as meaningful learning and the importance of spontaneous play is recognised
- They gain confidence in and control of their bodies
- They learn strategies for active exploration, thinking, and reasoning
- They develop working theories for making sense of the natural, social, physical, and material worlds

*Updated January 2005*

## **6.2 CHRISTIAN EDUCATION**

We are committed to seeing children develop according to God's plan. We will begin to build your child's foundation for spiritual growth, that is, love, trust, and obedience. Christian values and principles will be taught and modeled in a fun and creative way, and will be integrated into the daily life of the Centre.

Children can learn basic concepts about God, Jesus, the Bible, Prayer, the Church, themselves, their family, others, and the world.

We want children to grow up not only knowing about the Bible, but understanding it and applying it to their lives. Each child will grasp the biblical foundations at their own pace and according to their own abilities. Learning is not measured by what children can say, but by what they understand and can put to use.

We want to help establish biblical foundations in the children's lives, that will help them manage and live their lives in this rapidly changing world.

### **KEY BIBLICAL CONCEPTS**

The following key biblical concepts will form the basis of the children's Christian Education.

#### God

Infants can learn that:

God is a name	We provide opportunities for each child to hear God's name in a warm and positive way
God is a person	Each child hears about ways that God is good to them; they hear the words "God loves you"; they hear their teachers say "Thank you God "

Toddlers can also understand that:

God made people	We help each child become aware that God made them and others
God loves people	Each child hears that God loves them; they become aware of ways that God shows His love for people
God wants people to love Him	Each child hears of ways that people show their love for God

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People talk to God	We help each child express thanks to God; we provide opportunities for each child to hear their teachers talk to God, and for them to talk to God
God wants people to love and help each other	Each child hears about ways that people can help each other; we provide opportunities for them to help each other
God made the world	Each child becomes aware that God made plants, animals, earth, sky etc; we provide opportunities for them to help care for plants and animals

Young children can learn that:

God cares for people	Each child grows in their understanding that God provides and cares for people.
God can do things that people cannot do	Each child has an increased awareness that God can do things people cannot do.
God wants people to worship Him and thank Him	We help each child understand that God wants people to worship Him (read the Bible, pray, sing, tell Him we love Him); we provide opportunities for them to worship and thank God, because God is good.
God wants people to talk to Him	Each child becomes aware that they can talk to God any time and any place and that God hear our prayers any time.
God wants people everywhere to learn about Him	Each child is more aware that God wants people to learn about Him.

Jesus

Infants can learn that:

Jesus is a name	We provide opportunities for each child to hear the name of Jesus used warmly and positively.
Jesus is a person	Each child sees pictures and hears about Jesus as a baby, child and man; they hear the words, "Jesus loves you"; they have a growing awareness that Jesus helped others and that Jesus is a special person.

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Toddlers can also understand that:

Jesus was born, he grew, he had a family who cared for him	We help each child associate the birth of Jesus with Christmas; we help them realize that Jesus grew up and that he was part of a family.
Jesus loves people and wants people to love him	Each child will hear that Jesus loves them and other people, and will hear Bible stories about the way Jesus showed his love for people; they will hear about people in the Bible who loved Jesus, and about people today who love Jesus.
Jesus wants people to love and help each other	We provide opportunities for each child to hear about ways people help each other; we provide activities that enable them to help others.

Young children can learn that:

Jesus is God's Son	Each child will develop more awareness that Jesus is God's Son and that God showed his love by sending Jesus, so that they can come into a personal relationship with Him.
Jesus helped people because He loved them	We help each child begin to understand that not only did Jesus help people in the Bible who needed his help, but Jesus loves and helps them, too.
Jesus can do things that people cannot do	Each child has an increased awareness that Jesus can do things people cannot do.

The Bible

Infants can learn that:

The Bible is a special book	Each child has opportunities to see and touch the Bible.
The Bible tells about Jesus	We provide opportunities for each child to hear stories about Jesus when the Bible is used.

Toddlers can also understand that:

The Bible has stories and verses about God, Jesus and people	We help each child have an increasing desire to hear stories from the Bible.
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Young children can learn that:

The Bible is an important book	Each child sees teachers handle and use the Bible frequently.
The Bible helps us to know how God wants us to live	We help each child to hear stories and verses from the Bible that tell how to treat other people; we help each child become aware that Bible truths relate to their everyday life.

Natural World

Infants can learn that:

God made things that we can see, touch, taste, smell and hear	We provide opportunities for children to explore and discover things that God made.
God made the animals	Each child sees pictures of animals and hears that God made the animals.

Toddlers can also understand that:

God made the world and he provides food for people and animals	Each child hears about the plants and animals God made; we help them associate God's name with nature.
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Young children can learn that:

God made sun, moon, stars, snow, rain, wind, day and night	Each child grows in their understanding that God showed His love by making the natural world.
God wants people, animals and plant to grow	We provide opportunities for each child to see how plants, animals and people grow.
God wants people to care for the thing he made	Each child becomes more aware that the things God made need care, and that they can help care for them.

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Self

Infants can learn that:

I am a person	We provide opportunities for each child to hear that God made him/her. God planned for him/her to grow; God gave him/her different parts of his/her body so that he/she can do different things; we allow him/her to begin to make simple choices when appropriate (like which book to look at or which toy to play with).
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Toddlers can also understand that:

I am growing and I can do many things	Each child becomes more aware that God planned for and helps them to grow; they associate their ability to do things with God.
I am a special person	Each child discovers that they are special to other people and that they are accepted and loved by others; they become more aware that God loves them and that God made each person special and different.

Young children can learn that:

I am important to God, others and myself	We help each child realize that not only are they important to God and others, but to have a sense of self-worth also.
I can make choices	We provide opportunities for each child to make choices when appropriate, and help them express their feelings, attitudes and actions positively through those choices.
I can take turns and share	Each child has specific opportunities to share and take turns with others.

Family

Infants can learn that:

I have a family.	Each child becomes aware that God made families; they hear about ways that Christian family members show their love; they associate warm feelings with their family.
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Toddlers can also understand that:

God planned for family members to love and help each other	We help each child understand that being part of a family is God's plan for people.
Other people are in my family	We help each child to feel that they are a significant person in their family.
I can help my family	Each child becomes aware of ways they can help their family.

Young children can learn that:

God wants people to live, work and play together in families	We help each child to understand this in the context of their own family situation.
Each person in a family has their own possessions and jobs to do	Each child begins to understand that others in their family have things that belong to them, and that different family members have different responsibilities.
The Bible has stories about families	We provide opportunities for each child to hear Bible stories about families that love and help one another.

### Church

Infants can learn that:

People love me and take care of me at church	We help each child feel loved, cared for and secure at church; we help each child enjoy being at church.
People sing and talk about God and Jesus at church	We provide opportunities for each child to hear teachers sing and talk about God and Jesus.
There are lots of things for me to do at church	We provide a variety of learning activities for each child.

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Toddlers can also understand that:

I have friends at church	We help each child be aware of friends at church who love them; each child will feel happy and secure with their friends at church; each child will feel that they are a significant person at church.
People at church help others	We provide opportunities for each child to hear Bible stories about people who helped at church and to hear of ways that people help at church today; we give each child opportunities to help at church.

Young children can learn that:

At church we sing, use the Bible and learn about God and Jesus	Each child becomes aware of the importance of the things we do at church.
Going to church is important	We help each child understand that being part of a church is what God wants for people.
People at church have different jobs to do	The child becomes aware that although people at church have different jobs to do, we all work together to help other people learn about God and Jesus.
People go to different church buildings	We help each child learn that there are other churches besides theirs.

Others

Infants can learn that:

People love me and take care of my needs	We help each child to become aware that other people take care of them.
I am aware of other people	Each child becomes more aware of other people around them and enjoys being with other people.

Toddlers can also understand that:

Other people love and help me	We talk to each child about the ways other people care for them.
I can love and help others	We help each child to learn ways that they can be kind and loving to others.

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Young children can learn that:

I can be considerate of other people	We help each child become aware that each person has feelings.
Some things belong to me and some things belong to others	We help each child to grow in their understand that not everything belongs to them.
God (Jesus) wants people to love and help each other	Each child has opportunities to learn ways that they can help others.
People are alike in some ways and different in some ways	We help each child understand that although we are alike in many ways, God has made each one of us different.
God planned for us to have friends	Each child grows in their understanding of what it means to be a friend.

Prayer

Infants can learn that:

Praying is talking to God	Each child becomes aware that God loves and cares for them, from hearing their teachers thanking God for their food, asking God to calm an upset child, to heal a child who is sick, or to keep them safe when they go to bed.
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Toddlers can also understand that:

You can talk to God like you talk to your friends	We provide opportunities (mat time - prayer circle) for children to talk to God.
God is always listening	Each child is aware they can talk to God at anytime.
There are different sorts of prayers	Thank you. Please, and Sony.

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Young children can learn that:

God wants people to talk to Him	Each child becomes aware they can talk to God any time, any place, about anything. God wants to know us and wants us to know Him.
People can talk to God	On their own, with others, out loud or quietly inside. Each child learns they can thank Him for things, ask for things, say they are sorry.
God is always listening	Each child can learn we cannot see God, we do not actually hear His voice, but He is always there. Jesus said God always answers our prayers.
God doesn't always give us what we ask for	Each child can learn that sometimes we do not ask for the right things, or God says "you must wait", sometimes he says "no".