



Excursions from the Centre:

Practices:

1. Adult/child ratio 1:5 on walking trips,
2. Children will remain with adults at all times,
3. When travelling by vehicle and children exceed 3 there will be at least 2 adults,
4. Correct car restraints correctly attached in use during travel,
5. The responsibility is with the qualified teaching staff for all safety of children in his/her charge,
6. Planned trips away from the Centre require written permission from parents/guardians/whānau to be given on enrolment forms,
7. Transport between alternative Educational institutions are to be arranged by the family/whānau,
8. There is a Centre note book in which all departures by teaching staff and children will be recorded in, there is also the white board on which short impromptu walks may be recorded,
9. A fully qualified early childhood teacher will remain at the Centre for other children attending,
10. At times, especially during school holiday periods, school children may be attending. When a school child is under 8 years of age, s/he will be included in the ratio number.
11. In the case of water involved on an excursion, adult/child ratio will exceed that of the above in negotiation with parents/guardians/whānau.

SLEEP POLICY SUMMARISED

Rationale: it is the intention of the Aroha Early Learning Centre management and staff to ensure children who are in bed ready for sleep, asleep, just woken will be observed in a way that ensures their maximum safety.

Procedures: to do this we:

- Provide space for undisturbed sleep,
- Cots meet required standards,
- Individual linen is provided and kept separate,
- Cots and mattresses are aired and washed weekly,
- Bedding and blankets are laundered,
- Viewing of children in sleep area is every 10 minutes for warmth, breathing and well being; when numbers are 5 or over, a teacher remains in room,
- Discussion and reviewing of policy is documented at meetings,
- Parents/guardians view practices and sign approval or make suggestions for improvement on enrolment,
- Sleep procedures are displayed,
- No food/drink to go into sleep area,
- Tikanga Maori protocol is observed, such as: no stepping over sleeping children/tamariki,

Practices:

1. Children are observed when sleeping/resting (for warmth, breathing & well being),
2. A timer rings every 10 minutes for observation of sleepers,
3. 10 minute observations are documented,
4. Sleep time lengths are recorded for parents/guardians to refer to.



Aroha Early Learning Centre method of reporting on child progress:

1. Child portfolios are a journey of your child's learning at the Centre. These can go home (record on white board when they go home) They belong to you, look for the space where you comment, and dialogue with designated teacher of your child.
2. This centre works with the early childhood curriculum, Te Whāriki; the teaching staff observe, document and programme.
3. Questions teaching staff ask and reflect on in the dialogue when programming: what schema are we noticing currently in child play? How can we as teachers support this schema learning so we challenge child thinking?
Teacher-parent formal evenings: every 3rd Monday evening in the month.
Families/whānau, you are encouraged to talk and share information with your child's teacher, please arrange a time for more in-depth discussion if informal times are insufficient.

Teacher-parent formal evenings:

Every 3rd week in the month invites go out:

For:

1. Discussion with your child's teacher,
2. 9 families attend monthly,
3. The time slots and days are negotiated
4. This is a time for information sharing, learning, adding to our knowing of your child. This is a time to share cultural and ethnic differences/similarities, goals and expectations. We ask our Māori whānau to share what you wish and hope for in respect to the early childhood bicultural document Te Whāriki, and the partnership inherent in Te Tiriti o Waitangi.
5. Feedback forms are handed out for your feedback and comments on where improvements can be made.
6. Questions explored in partnership, parent/guardian and teacher
 - What has been noticed?
 - What and how learning can be deepened?
 - How Centre and Home can work together for you and your child's learning?