

IMPLEMENTATION AND REVIEWS OF PROGRAM STATEMENT, POLICIES, PROCEDURES AND INDIVIDUALIZED PLANS

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning. Our aim is to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

We will ensure that the policies, procedures and individualized plans are implemented at our centre and monitored on an ongoing basis.

Implementation Procedure

Reviews

We will ensure that the policies, procedures and individualized plans are current and they are reviewed as follows:

- annually by **the Principal**
- with **employees**, before they begin their employment
- with **volunteers or students** who will be interacting with children, before they begin to volunteer or before they begin their educational placement
- with employees, volunteers or students **at least annually** after the first review and at any other time **when changes** are made to a policy, procedure or individualized plan

A written record of review is:

- dated
- signed by the person who made the review
- signed by the Principal who made the review
- retained for at least 3 years after the entry is made

We will keep a record with the date of each review conducted and each record to be signed by each person who conducted or participated in the review, or in the case of a review made by a licensee that is a corporation, by an officer or employee of the corporation who had knowledge of the review.

All information, including staff involved, dates of reviews and observations, summaries of complaints and discussions etc. will be kept in the Office binder of centre policies and forms.

Teachers will receive their own copy of *How does learning happen?* for their own study and guidance.

Teachers will reflect on *How Does Learning Happen?*, reviewing their observations and engaging children in meaningful activities, by maintaining communication with parents and building trusting relationships with the families, by working with their co-workers to create a safe and healthy environment and by taking the time to engage in self-reflection on a regular basis.

Our center is subscribing the Montessori International magazine where are published numerous interesting articles related to Montessori education, dealing with the proper activities, procedures and practices applicable in the classroom. Teachers have available hard copy of the magazine for their self-study and self-education.

We supports staff training and development as an opportunity for preparing individuals to implement our Program statement as well as the policies, procedures and individualized plans. Our staff are encouraged to keep up to date in the field by attend workshops, training, conferences and other professional development opportunities as well as on-job-training.

Permitted Practices

Our permitted practices consist from following steps:

1. If child misbehaves (spitting, biting, kicking etc.), the teacher will explain the child that this type of behaviour is inappropriate.
2. If child continues to show inappropriate behaviour then he/she will lose a privilege for a short time and will be re-directed to a different area in the room to calm down.
3. After a short period of time, the teacher will discuss with the child his/her inappropriate activity, in seeing what was wrong and will work towards a better pattern.
4. The child will return to group, play or session.

Staff use always positive approach to eliminate inappropriate behaviour and is expected to use the following practices:

1. Make simple, consistent and reasonable rules, once stated to be followed through. Do not make too many rules.
2. Be patient.

3. Give the child time to comply.
4. Offer the child choices, when child needs to make a decision.
5. Behavior management strategies should respect individual children's level of understanding and maturity.
6. The unacceptability of the behavior will be made clear immediately, but by means of explanations rather than personal blame.
7. It will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
8. Staff may implement the various strategies, depending on situations and individual children:
 - to mediate the dispute to help children solve their problem
 - to encourage children to settle their own disputes.
 - to explain why a particular behaviour is inappropriate
 - to offer child the choices of alternative solutions
 - selective ignoring of low level misbehaviour
 - distractions (preventing potential disruptions from escalating)
 - to redirect the child to another activity
 - to remove a child from a critical situation
 - to give a hug / to hold child's hand
 - encourage children to talk about their feelings

Staff will discuss and explain the problem to the child and instruct the child to think about the reason for the discipline method. Used discipline methods should be friendly, fair and flexible. Staff will be aware that some kind of behaviour may arise from a child's special needs.

Teachers, students and volunteers will make themselves aware of, and respect a range of cultural expectations/differences that may lead to different behaviour.

Prohibited Practices

Teacher, student or volunteer will be immediately suspended if:

1. Deliberately expose the child to a serious danger.
2. Applies corporal punishment of a child.
3. Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of

supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.

4. Locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
5. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
6. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
7. Inflicting any bodily harm on children including making children eat or drink against their will.
8. Presents the false information regarding his/her qualifications or experience.
9. Steals or deliberately damages the property of the centre, or the property of others.

Staff will not:

- shout at children
- make statements or threats not willing to follow through
- allow child to lash out either physically or emotionally against another child

Monitoring of compliance or contraventions of the policies, procedures and individualized plans

The Principal will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care.

The Principal will use daily observations, interactions and conversations to monitor all staff.

1. Staff, students and volunteers will review Program Statement, school policies and individualized plans.

2. Teachers, students and volunteers will be explained the Program Statement, school policies and individualized plans and any aroused questions will be thoroughly discussed and clarified to ensure the full understanding of the policies.
3. The Principal will review all sign offs by staff, students and volunteers and sign the review sheet to indicate that the process has been completed. The Principal must be confident that the staff, volunteer or student is fully aware, and understands the Program Statement, school policies and individualized plans and their implementation.
4. To monitor the employees, the Principal will make unexpected visits into the classrooms, making an observation of the teacher's performance and behaviour as well as the employee's words and actions.
5. The Principal will use also daily common presence in the classroom as well as interaction with the staff to observe the staff behaviour as well as the interaction of staff with children, parents, other staff members, volunteers and students. The Principal may comment and discuss the specific observations immediately on the spot, depending on the situation.
6. The Principal will meet with each staff member and discuss the observations on a regular basis, at least two times per year, and consequently complete staff performance evaluation, including the review of the individualized development goals. The evaluation is to establish a clear understanding of the Program Statement and to support staff in their delivery of the Program Statement as well as to aid the staff in self-reflection.

This evaluation will include information regarding compliance or contraventions of the policies, procedures and individualized plans and both compliance and contraventions will be discussed with employees on an individual basis and recorded in **Program Statement Implementation Review Sheet** and added to the staff personal binder.

Records of compliance or contraventions are stored in a secure location for at least three years from the date of creation.

7. Volunteers and students working in the centre will be monitored by staff every time.
8. The Principal will act upon any concerns/complaints concerning any contraventions of the policies, procedures and individualized plans. Occurred unusual disciplinary problems will be discussed with at staff meetings and /or with parents.

9. Any concerns regarding a child's behaviour will be discussed with the parents/guardians in an effort to help the child and the family. Parents/Guardians are welcome to raise any concerns with members of staff.
10. Parents likewise are allowed to discuss their observations of the supervisor and teachers as well as our practices with us. If there are any concerns or uncertainties about a child or volunteer, these will be discussed, with guidance and suggestions given.

Contravention of the policies, procedures and individualized plans or engaging in a prohibited practice

All staff and volunteers are expected to comply with our policies, procedures and individualized plans. Teacher, student or volunteer who disregards the respective policy will be subject to discipline measures of the Principal. Failure to comply could result as follows:

1. The first verbal or written warning issued by the Principal.
2. The second verbal or written warning issued by the Principal.
3. Dismissal of teacher, student or volunteer.

The Principal may decide to dismiss the employee after the first verbal or written warning depending on seriousness of the contravention and will consider the following criteria to determine, which discipline measure to be taken:

1. Seriousness of the offence.
2. Actual and/or potential risk to harm the child.
3. Frequency of occurrence.
4. Past performance of the employee.
5. Previous discipline measures taken.

Physical punishment is strictly prohibited and will result in immediate dismissal.

Program Statement Implementation Review Sheet

Name: _____

Date: _____

Position: _____

No	Program Statement / Policies / Child Guidance Practices to be Reviewed	Compliance (Y/N)	Contravention (OBSERVATIONS)
1	Provides constant supervision of all children, never leaving them unattended.		
2	Sets age appropriate limits.		
3	Uses appropriate language and voice level.		
4	Guides behaviour in a positive way.		
5	Is firm and consistent when guiding behaviour.		
6	Models attitudes and behaviour pattern as expected of children.		
7	Establishes and maintains room control.		
8	Encourages problem solving and decision making.		
9	Shows respect for children by acknowledging their feelings and responding appropriately.		
10	Body language is positive and reflects spoken word.		
11	Respects individual differences and needs, does not make comparison or degrading comments.		
12	Avoids power struggle with children.		
13	Emphasizes strengths not weaknesses.		
14	Communication on child's level:		
15	Voice is calm, clear, firm and polite:		
16	Concerned and supportive facial expressions:		
17	Clear explanation of child's inappropriate behaviour:		
18	Explanation is specific, not general:		
19	The child is asked if he/she understands:		

20	Explanation is modified if child does not understand:		
21	The child is given an alternative activity:		
22	The child is told what they can do:		
23	The child is not told what they cannot do:		
24	Choices offered are realistic and feasible:		
25	Choices offered are carried through:		
26	The behaviour is commented on, not the child:		

27	The child is encourage to communicate the feelings:		
28	The child feelings are acknowledged:		
29	The child is encourage to solve the problem:		
30	Negative reinforcement is not used:		
31	Realistic consequences related to the behaviour are used:		
32	Consequencies are clearly explained to the child		
33	The child is given time to calm down:		
34	Assumptions are not made:		
35	Montessori activities and procedures are properly and correctly executed		
36	Familiar with and carry on the Individualized plans		
37	School policies and procedures understood and implemented		

COMMENTS / IMPROVEMENTS / GOALS / ACTION TAKEN:

Signature of Person Reviewed

Signature of Supervisor