

Genesis Preschool Handbook



THE CHILDCARE PHILOSOPHY OF OUR CHRISTIAN PRESCHOOL

We believe that young children are spiritual beings who are loved by God. Young children are open to converse, question, reflect and meditate on the enormous scope of who God is and what God is all about. Within this context children are taught the gospel story where love abounds in every area of their little lives.

Young children are masterfully designed wrapped with unique personalities and abilities, each celebrated and regarded with respect and dignity.

Young children who get together must feel safe and secure within their classroom environment. First and foremost, security in relationships with peers and staff is the foundation within which learning takes place. Within this context of relationships, each child is an individual who is an integral member of a group, and whose uniqueness is acknowledged and appreciated by that group.

The program is based on sound principles of child development. Our goals are to give children a sense of positive self worth by helping them develop at their own individual pace while learning basic skills. Children will feel confident and secure to explore and grow in a stimulating educational and social environment.



Learning takes place in a variety of ways and respectively the areas of learning are designed to be incorporated in every class.

Young children learn through play scenarios. Behavioral attributes such as cooperating, sharing, taking turns can be molded and modeled through play scenarios. Arranging, counting, sequencing, matching, language building are other curriculum areas that can be integrated through play.

Young children are inquisitive learners who are eager to discover the world around them. We believe that by offering a program that includes multi-sensory experiences, children who come with different learning styles, will have equal opportunity to engage in the activities and projects designed by the teaching staff. Multi-sensory opportunities allow for experiential discovery and are key to captivating the inquisitiveness of a child.

Children will participate in a variety of individual and group activities designed to develop language and reading readiness skills enhancing physical, social, emotional, spiritual and intellectual growth, skills and attitudes.

The daily activities are designed to provide appropriate experiences in the following early childhood development areas:

Social/Spiritual Development

Getting along in groups
Learning responsible behavior (such as sharing)
Respecting cultural/ethnic/gender/age differences
Expressing feelings appropriately



Cognitive Development

Providing experiences that include math and science concepts
Promoting children's curiosity about the world by encouraging observation, exploration and experimentation
Building reading and writing skills by presenting creative integrative activities
Fostering imagination and creativity

Language Skills

Listening, speaking, following directions
Children learning numbers, relational concepts and classification skills leading to problem solving

Physical Development

Developing large and small muscle skills
Increasing body awareness
Improving eye-hand coordination and perceptual skills
Exploring rhythm and movement



Emotional/Spiritual Development

Promoting positive self-image as created special by God
Nurturing cooperation
Developing independence, initiative and trust
Experiencing art, music, drama and dance

DISCIPLINE AND MANAGEMENT

We will provide an environment where discipline occurs naturally through a combination of support, encouragement and a well-designed setting. Directions and expectations will be presented in a gentle positive manner.

Discipline Strategies

- Maintaining realistic expectations of children.
- Providing clear and simple limits.
- Planning an environment that facilitates a caring atmosphere.
- Keeping children busy to prevent problems from occurring in the first place.
- Modeling appropriate behaviors.
- Redirecting inappropriate behaviors toward desired outcomes.
- Giving children choices between two appropriate alternatives.
- Encouraging children to work together to solve problems.
- Encouraging children to use words to solve problems or to elicit peer cooperation.
- Providing logical and natural consequences for children's actions.
- Removing children from the situation until they are able to discuss the problem and calm down.
- Conflict resolution – using words by talking things through.



It is our policy to discipline first by setting up our room and activities to eliminate problems. When a problem does arise, we can often solve it by merely appearing on the scene – such as sitting by the child. It is critical that the sensitivity and knowledge of the teacher gently intervenes to assist in verbalizing these feelings for them. Young children, due to their developmental age, are not always capable of understanding the ramifications of many of their behaviors; therefore they need to be encouraged to make good choices. This can best be accomplished through close supervision, gentle guidance, and most importantly, redirection.

Only when all pro-active reinforces have been exhausted and non-responsive behavior continues to reoccur, a time-out away from the activity may be required. The child may be required to stay in time-out for 3 minutes or until the activity is completed. At that time, he/she is asked if they are ready to cooperate and participate. If disruptive behavior continues and none of these actions seem to be effective, the parent will be consulted and a mutual plan of action will be discussed and implemented.

We believe that the preschool age group is a critical age when children need the opportunity to build a healthy self-concept – knowing who one is as a person within the context of Christian principles, knowing one's talents, strengths, and limitations. This includes giving children respectful, but honest feedback, acknowledging their accomplishments, helping them with their limitations and helping them realize their own strengths and limitations so they can begin to work on them.

SNACKS



Parents are responsible to provide a nutritious snack for their child.

Standards for snacks are upheld in the Canada Food Guide. A child's snack must contain a food from the following 4 food groups: 1) milk/dairy, 2) grain, 3) meat/meat alternative, and 4) fruit and vegetables. The school encourages limited sweet, non-nutritious desserts and drinks.

If a parent is supplying a special snack due to birthday etc., it will be accompanied with a list of ingredients. The date and ingredients will be recorded and filed in the record book.

Parents will explain in detail any food allergies and special diets applied to their child. A class listing of allergies and special diets will be compiled and discreetly posted for all classroom staff as reference. For safety reasons there will be no sharing of snacks amongst the children due to allergies and in-tolerances.

MEDICATIONS



In order for medicine to be administered the following is required:

1. Written permission from parent and from the child's doctor.
2. Medicine labeled by a pharmacist with dosage and time of administration. (You may wish to have pharmacist use two containers for medicine so that one may be left at school.)
3. No administration of aspirin, aspirin free tablets, cough lozenges or medical ointments unless a doctor prescribes them in writing.

A PARENT VOLUNTEER'S RESPONSIBILITIES ARE:

- To aid under the supervision and instruction of the classroom teacher
- To assist with the set up and take down of equipment
- To interact with other parents answering any questions they may have
- To interact with the children and using positive role modeling
- To be a positive role model following all preschool policies
- To provide the appropriate language to assist children in social interaction
- To help provide consistency by being familiar with the routine
- To maintain confidentiality in and out of the classroom
- To give equal time to each of the children in the class