



		T/F
1.	<p>Children should line up and walk quietly every time they go from one room to the next</p> <p>T here is no need to 'line up', but there is a requirement to be sensible on the stairs, to be organised and not get mixed with other groups. Its also fun to sing 'transition,' songs with the children as they move around the space. So, we would not expect children to be 'quiet'...</p>	F
2.	<p>During settling, it's important that children are taken to the Rainbow Room, garden and Mitbachon, even if they are crying – they need to get used to it!</p> <p>Let the children take time to get used to their own classroom, if they are upset or finding it difficult to settle, don't introduce new areas, spaces and staff until they are secure with the space they are in.</p>	F
3.	<p>The best thing you can do for a crying child during settling, is hug and reassure them; it helps them feel secure</p> <p>Of course, it is important to reassure, provide physical and emotional comfort to children, but this should form part of a broader strategy to help children settle. JUST hugging children, won't help them, they will become attached to you, and you will become a surrogate (replacement) for their primary carer. You need to engage them in activity and support them to play and become independent</p>	F
4.	<p>The cleaners clean the units in my classroom, I don't need to help with these kinds of things</p> <p>The cleaners generally focus on the floors, rugs, bathrooms, toilets, hallways and not cleaning furniture. We need your help with this, to make sure that things in the classroom are really clean! Also remember, to send toys (plastic) for deep cleaning, each month. They should be run on a hot dishwasher cycle to kill bacteria.</p>	F
5.	<p>It's great to take the children in the lift when going to the garden rather than the stairs</p> <p>Sometimes the lift is a great alternative to the stairs. It can also give lots of situational learning opportunities for you. Don't always take the lift (unless the children don't walk!) and don't always take the stairs. Variety is great!</p>	T
6.	<p>It's important to tell parents if their children were crying all day</p> <p>This is all about framing. Its important to be honest with parents, and provide a genuine appraisal of the day, however this needs to be framed positively and sandwiched in-between 'good news' such as what the child enjoyed, who and what they engaged with, what interested them. START and END on a positive note, and provide objective information about the crying and if possible what it related to.</p>	
7.	<p>Always double check with Emma, when possible, if a child is sick and whether they should be sent home</p> <p>This is the team leader's responsibility, obviously refer to Emma if its something 'out of the ordinary' – but normally team leaders should make these kinds of decisions.</p>	F
8.	<p>The Rainbow room is a great place for the children to let off steam and go a bit crazy</p> <p>No! The Rainbow room is a classroom and should be treated with respect. Activity should be well planned and managed by staff. A clear learning or development objective should in place for any time spent in the Rainbow room, this also needs to be closely monitored by team leaders. Clear ground rules, and behaviour expectations should be no different to when you are in the regular classroom. Children should enter, and sit on the blue mat, while staff provide clear instruction on how the room will be used today. Children who are unable to exercise self-control needed to</p>	F

	behave sensibly in the Rainbow room, should be invited to sit in the Mitbachon with a book, until they feel ready to join in appropriately.	
9.	<p>It's important when supervising children in the Rainbow Room to sit back and watch – it's their space, they should do what they want!</p> <p>Staff need to be actively engaged with supporting learning, encouraging children to explore and experiment, and there should be lots of evidence of 'scaffolding' (Vygotsky's ZPD theory).</p>	F
10.	<p>Using the 'distraction' technique is a great way to support children settling</p> <p>Yes – distract children from the 'thing' they are upset about (usually being separated with their parents) – support them to become interested in OTHER things, and engage with the activities, environment and adults in the space, taking their mind off what is upsetting them. Its GOOD to acknowledge their feelings "I know its sad when daddy leaves..." but move on quickly.. "But, look at these magnets, can you help me build a house...?"</p>	T
11.	<p>Children should always be involved in washing up and cleaning the mitbachon after cooking activities</p> <p>Part of doing any activity is cleaning up fully afterwards. There is a dishwasher that can be opened, the children can help to fill it, and there is a large blue pool, that can be filled with water, so the children can wash up. Please do not leave the clearing up for the adults to do 'later'; involve all children in cleaning the space after use.</p>	
12.	<p>It's good to carry children around a bit when they first join us, as this is what they are used to at home</p> <p>We don't carry children around, apart from when we are 'transporting' them (if they don't walk). When an adult picks up a child, they are 'disabling' them, removing them from the environment where they can move and explore freely, and making them entirely reliant on the adult to manage their movement. This does not promote independence! Please do not carry the children around! This might take children some time to get used to, especially if they are new and are used to being carried all the time at home. But... our approach is HUGELY beneficial for the children.</p>	F
13.	<p>Settling children need to learn to get on with the day, so using the 'ignoring' technique can ultimately help them settle and be less reliant on staff</p> <p>There is no such thing as the IGNORING technique. Do not ignore children. Ever. Ensure that you fully recognise and validate their feelings, support them in ways to engage and interact in the space. Provide options if needed, such as "come and join in the circle time when you are ready, if you would like to rest in the basket – that's fine too"</p>	F
14.	<p>English speaking staff should reinforce the key message or instruction to children in Hebrew, if they don't yet understand English</p> <p>If you are an English speaker, speak ONLY English. But, do be expressive, use your WHIOLE body, tone and volume to communicate, use visual clues around you, and repeat the simple or key words many times. Do not switch between languages.</p>	F
15.	<p>Gently patting children until they fall asleep is the right thing to do</p> <p>Children need to sleep independently. Ideally, they head straight to their own mattress, get in pull the blanket up, take their dummy if they have one, and close their eyes. Some children will need help getting to this independent stage. You may gently pat the child's back for a short time, but then stop, and return if needed, you can rest a hand on a child's back for a few seconds in reassurance if this is needed. You can also use your voice and words. Be kind and gentle to children as they are going to sleep, but also use your 'stern' voice to remind them after a while 'Lishon, head down Dvir!"</p>	
16.	<p>Before starting lunch breaks in the staff room, it would be a good idea to give it a quick organise, such as removing things from the table, so the rest of the staff can enjoy the space</p>	T

	Yes – this is your space – make it nice, for you and the other staff. Take responsibility, manage the space!	
17.	<p>In the mornings, for some children its best to take them in your arms when welcoming them, especially if their parents are already carrying them</p> <p>No no! Bend down, ask the parents to put the child down, and take the child at floor level. We don't carry children! Its much more helpful also for parents, if they walk to the door with the children, rather than carrying them. You can gently remind parents of this after they have said goodbye.</p>	F
18.	<p>Wherever possible use the parents' first name when talking to them</p> <p>Yes! Get to know the parents (no facebook friends!) and show the parents that you have taken the time to invest in getting to know their family. All parents names are in your group folders.</p>	T
19.	<p>Give as much feedback to parents as you can about the children's day</p> <p>Yes! Yes! Yes! The parents CRAVE information, stories and feedback from the day. We know you have written on the 'white board' but evenso! Tell the parents what you did today, show off your best moments, tell them funny stories of what their child did. Talk to them about what their child enjoyed, what they took part in . And of course, the regular feedback about how long they slept, what they ate, and how much the pooped! Give as much as you can... talk to parents in small groups also.... Share the stories!</p>	T
20.	<p>Parents should alert us by message if someone other than the parent is picking up the child, even if this person is on the authorised pick up list</p> <p>No. If the person is already listed as 'authorised' they do not need to inform us again. Lets cut down on the Whatsapp traffic.</p>	F
21.	<p>Staff should learn which colour groups the children are in</p> <p>200% you should know this!</p>	T

18th October, 2018