

## Teacher/Child Placements

Grandma's House Child Care Centers

During your probationary period and throughout your employment, your Director will take into consideration your educational qualifications, talents and personality when making decisions about final classroom assignment. We take great care to assign teaching staff to groups of children by looking at the make-up of the class, demands of that age group along with teacher strengths and talents to create a positive match and enriching relationship for teacher(s), children and families. Once teaching staff is assigned to a class, your primary responsibility is working with that group of children: caring for their needs (diapering, feeding, special needs), working with families, lesson planning and prep work just to name a few with consistency being key to providing a quality experience.

Children are placed into classrooms based on developmental levels, not solely on chronological age. For organization purposes, our classrooms are divided by age group, typically every six months but developmental needs take precedence in child placement and infants typically remain with their teachers for close to nine months. When infants begin showing signs of mobility (i.e. scooting, rolling, crawling, and pulling up) we transition them into the next classroom for safety reasons. The infant classrooms have baby swings and bouncy chairs which can be a hazard to a child who pulls up or crawl underneath. Toddlers and two year olds will typically remain with the same teachers for six to nine months.

When a child is assigned to a new classroom your Director will send home a "Moving Up" notice (see attached) to parents at least one week prior to the classroom change which states the new child's teacher(s) and date they will officially begin in their new room. Every child who "moves up" is given one full week to transition and visit their new classroom, teacher(s) and friends. Transitions begin slowly to allow the child time to become familiar with their new classroom. If visits are tolerated well by the child we increase the amount of time spent in the new classroom.

Once full-time teaching staff arrives for the day, children remain with their teachers for the majority of the day, the exceptions being the first and last two hours of each day when age groups are combined.

Some of the things we regularly incorporate to help a child transition from us to a new program include:

- \*Talking to the class and with the child about their last day approaching and where they're going (if a child is moving away, going to 5K, etc.)
- \*Creating class books from peers to the child to help them remember their friends at Grandma's House that they can take with them
- \*Talking about how they will meet new children and make new friends at their new program/school and how to make new friends
- \* Discussing 5K screening in the springtime with our 4K students prior to the morning of, and encouraging them to share about the "games" they played with teachers at their "big kid" school.

We also find it very comforting to the children (and parents) to discuss that some friends will be going to the same Elementary School in the fall after our 4K Graduation

As mentioned previously, consistency for the children in our care is vital to providing a high quality experience. You, the teacher, are a huge part of their lives and experiences with Grandma's House. We rely on your attendance and talents daily to make sure the quality we've provided for over 35 years is maintained.