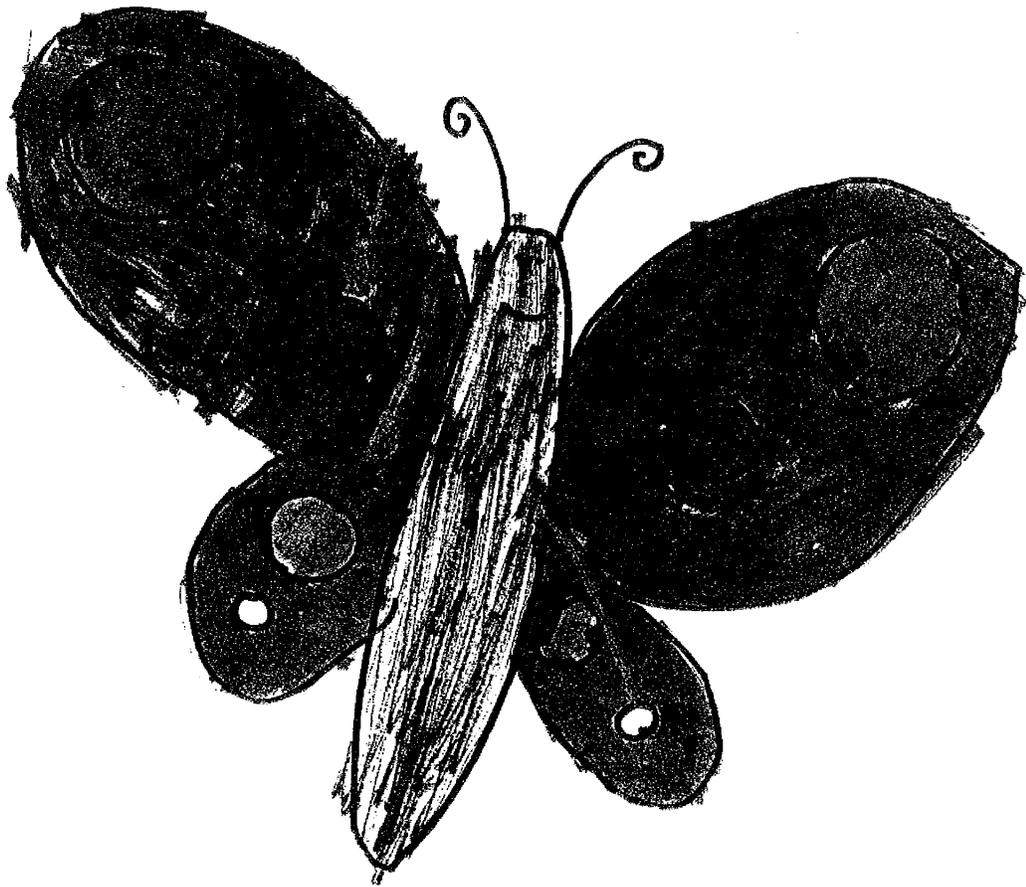


# DISCOVERY

*Children's Centre* INC.

*Welcome to*  
*School Age One*



# *Welcome to School Age One!*

The teachers look forward to getting to know you and your child throughout the year. This booklet is designed to answer some of the questions you may have and give you some information about how we work with children.

**Now that your child is going to Kindergarten he or she will be developing more skills and independence throughout the course of the year.**

- Children will be more responsible for their belongings which go back and forth to school (back packs, indoor/outdoor shoes and clothing)
- Staff will assist with your child's growing independence. This will be a gradual process as your child develops more skills throughout the year.
- At the beginning of the year your child will walk to school or the bus with a partner. Staff will lead the group to the teacher at the door of the school or bus. Also, staff will meet your child at the school door or the bus when returning.
- Later in the year there will be gradual steps towards your child walking to school independently. A staff will be at the cross walk supervising his or her walk to school or to the bus. This prepares your child for their eventual move to School Age 2 where the children go to school in a large group with staff.
- Instead of journals your child will participate in a summer project which will document ideas, knowledge and the experiences of all the children. **A project book will be available daily for you to look at and add your comments and ideas.**
- Your child will have a busier day during the summer and school year. You may notice your child is Hangry: a state of anger caused by lack of food; hunger causing a negative change in emotional state. Please pack extra healthy snacks in your child's lunch to help them get through the day.

## *Things to Bring Everyday*

Please send the following items with your child everyday:

- Extra clothes
- Indoor and outdoor shoes (suitable for running and climbing)
- Proper outdoor clothing
- Back pack
- Pack a bigger lunch with extra healthy snacks

# *The Virtues Project*

The virtues project provides a framework to include instruction and practice in social skills at every opportunity. The staff see conflict situations as a way to teach children to respect each other and empathize with others.

In School Age One, we use the Virtues Project to create a culture of character in our class. The use of virtues language empowers children to make moral choices and resolve problems with their own inner strength. The children are taught to lift each other up instead of put each other down.

Assertiveness	Caring	Cleanliness
Commitment	Compassion	Confidence
Consideration	Cooperation	Courage
Courtesy	Creativity	Detachment
Determination	Diligence	Enthusiasm
Excellence	Flexibility	Forgiveness
Friendliness	Generosity	Gentleness
Helpfulness	Honesty	Honor
Humility	Idealism	Integrity
Joyfulness	Justice	Kindness
Love	Loyalty	Moderation
Modesty	Orderliness	Patience
Peacefulness	Perseverance	Purposefulness
Reliability	Respect	Responsibility
Self-Discipline	Service	Tact
Thankfulness	Tolerance	Trust
Trustworthiness	Truthfulness	Understanding
Unity		



## *The Reggio Emilia Approach*

In School Age One, we are interested in learning about and incorporating the Reggio Emilia principles into our program. This approach to child care was developed in the city of Reggio Emilia in Northern Italy where municipal funding has been providing a combination of school and child care for children under the age of six since World War II. Since it is difficult to take a philosophy from another culture and duplicate it, the principles are interpreted to fit within our Canadian culture. If you are interested in learning more about Reggio Emilia, we have books that we are willing to lend out.

The following principles talk about how children, teachers and parents are viewed in the Reggio Emilia approach. These principles guide the work we do with children.

### *1. The Child as the Protagonist*

Children are strong, rich and capable. All children have preparedness, potential, curiosity, and interest in constructing their learning, negotiating with everything their environment brings to them. Children, teachers and parents are considered the three central protagonists in the educational process. (Gandini, 1993)

### *2. The Child as the Collaborator*

Education has to focus on each child in relation to other children, the family, the teachers and the community rather than on each child in isolation (Gandini, 1993). There is an emphasis on work in small groups, allowing for discussion.

### *3. The Child as the Communicator*

The Reggio Emilia approach fosters children's intellectual development through a systematic focus on symbolic representation, including words, movement, drawing, painting, building, sculpture, shadow play, collages, dramatic play and music which leads to children to surprising levels of communication, symbolic skills and creativity.

### *4. The Environment as a Third Teacher*

The design and use of space encourages encounters, communication and relationships (Gandini, 1993). There is an underlying order and beauty in the design and organization of all the space and the equipment and materials within it (Lewing, 1995). Every corner of every space has an identity and a purpose. It is rich in potential to engage and to communicate. It is valued and cared for by children and adults.

### *5. The Teacher as a Researcher*

Teachers work together and maintain strong, collegial relationships. They engage in continuous discussion and interpretation of their work and the work of the children.

### *6. Documentation as Communication*

Careful consideration and attention are given to the presentation of the thinking of both the children and the adults who work with them. Teacher's commentary on the purposes of the study and the children's learning process, transcriptions of the children's verbal language (i.e. words and dialog), photographs of their activity and representations of their thinking in many media are composed in carefully designed panels or books to present the process of learning.

### *7. Parents as Partners*

Parent participation is considered essential and takes many forms. Parents play an active part in their children's learning experience and help ensure the welfare of all the children. The ideas and skills that families bring, and even more important, the exchange of ideas between parents and teachers favour the development of a new way of educating.



## Daily Schedule During the School Year

6:30 - 8:30	Free play (snack available)
8:30 - 8:40	Walk to school*
11:40 -11:50	Meet children at school
11:50 - 12:30	Lunch
12:35 -12:45	Walk to Stevenson School*
3:40 - 3:50	Meet children at Stevenson School
	3:10 pm - Early Dismissal days
3:50 - 4:15	Snack
4:15 - 5:30	Free Play

\*Kindergarten children who attend other schools will be walked to and helped on to the bus. They will be met at the bus after school.

During free play times, the group may be playing outside, in the Large Muscle room, on the deck, or in the School Age One room.

## Summer and Holiday Schedule

6:30 - 9:00	Free play (snack available)
9:00 - 9:30	Morning Meeting
9:30 - 12:00	Outside play/ Activity
12:00 - 1:00	Lunch
1:00 - 2:15	Rest time/Reading books*
2:15 – 3:00	Activity/Free play
3:00 - 3:30	Snack
3:30 - 5:30	Free play/ Outside play

During free play times, the group may be playing outside, in the Large Muscle room, or in the School Age One room.

\*We will be having a 30 minute rest every day. If your child falls asleep they will be permitted to sleep 45 minutes as per Discovery's policy.