

## New Staff Orientation Checklist and Package

Required for all new staff at Kinder College

### New staff to provide/fill out:

- Copy of resume
- References
- ECE diploma (if applicable)
- Registration with College of ECE
- Proof of First Aid/CPR qualification
- Immunization record (up to date)
- Letter from medical practitioner that employee is fit to work in child care
- Kinder College Application
- TD1 form for Income Tax deductions
- Personal and Emergency contact information
- Probationary period form
- Day Nursery Qualification form
- FIPPA form

Item	Information	Staff Initial
Read Staff Handbook	Centre Overview	
Read Policies and Procedures	Policies and procedures required according to the Day Nursery Act, Ministry of Education, and Ontario Labour Standards.	
Emergency / Fire Evacuation Procedure	Importance of head counts before leaving the room and after arriving at location; exits for emergency situations; alternate emergency location.	
Medication Policy / Medication form	Location of locked medication boxes (shelf/fridge), administration of medication.	
Anaphylaxis Policy, nut free centre	Form, picture, epi-pen (check that employee knows how to administer epi-pen).	
Behaviour Management Policy	Importance of setting up the environment for children to be successful; developmentally appropriate activities; change between active and quiet play; providing appropriate balance between stimulation and relaxation.	

<b>Item</b>	<b>Information</b>	<b>Staff Initial</b>
Behaviour Management Monitoring	Form, quarterly assessment by supervisor.	
Serious Occurrence	Processes (initial notification, initial notification form, SO report), designate when supervisor is absent.	
Signing children in/out	Signing children in and out as soon as they arrive and leave – maintain head count at all times.	
Late Pick-up Policy	Parent late fee with form to sign. Centre does not pay beyond 6 pm.	
First Aid Kit	Location of kit, identify centre Health and Safety rep.	
Sanitization (Room and Washroom) Schedule/Routine	Must be followed, signed off.	
Sick Child Form	To be used when child is ill, illnesses that require time away from the centre/child sent home.	
Incident report, Accident report	Incident Report used in most cases. Accident Report used for serious injuries (when it is a serious occurrence).	
Parent Communication	Providing positive feedback about the child at the end of the day, professional approach – describe the behaviour – don't label.	
Staff Communication	Importance of talking with your team so that all staff are on the "same page"; everyone has input into program, schedule, new ideas, changes and parents receive the same information from all staff. When in doubt check with the "office".	
Staff sign in/sign out	Sheet for payroll, time guard fingerprint, importance of being on time and calling the office if you will be late. What happens if you are late?	

Item	Information	Staff Initial
Sick Staff policy	Call for a supply staff to cover your shift if possible and then notify the office. Must be a middle shift so you may need to switch shifts with a team member in your room. Phone numbers for supply and regular staff are on Gmail account.	
Staff room, lunch breaks, staff storage, washrooms	Location, times.	
Toy storage room, craft storage	Location, maintenance.	
Laundry days, times (daily, weekly)	See Laundry schedule for your room days/times to do laundry.	
Room Budgets – Toy, craft, petty cash	Each room has a petty cash for purchasing craft and other room needs. General arts and craft order is placed by the supervisor once per month.	
Meals and Snacks	Staff should sit with children at meal and snack times to model proper etiquette and conversation/interaction at the table.	
Room Duties	See room duty schedule for your room.	
Curriculum	Emergent curriculum, utilizing ELECT Continuum of Development in combination with daily observations of children to find interests and level of child/children's development.	
Programming Time	One hour per week, per room.	
Room Meetings	Once per month, each room meets with Director, Supervisor, and Operations Manager to discuss centre wide as well as room specific topics of importance.	

## **Importance of Head Counts**

As a program staff at Kinder College you must always know the number of children in your care at any given time. As children start coming in, in the morning, be in the habit of signing them into the attendance log immediately and adding each child to your count.

Check by counting children periodically to make sure you have the right number according to your attendance. Whenever a teacher comes into the room to start their shift let them know how many children you have, or if you are the staff entering, ask how many children are in that program at that time.

During transition times it is important to count children before starting the transition and check the number with the other staff in the room. Then let the staff know, "I am taking 3, you have 7". Once children are all back in one large group a head count needs to be done again.

## **Importance of Acting as a Role Model**

Children are always watching and emulating you as a teacher. If you do something, or behave or talk in a certain way, children will likely mimic you. Therefore please do not act, behave or speak in a way that you would not want a child to emulate.

For example, do not sit on bookshelves or tables, please sit on chairs or the floor. Please sit with children at meal time, interact and have conversations with them, so they learn about the social aspect of sharing a meal together.

Informing supply staff of Kinder College rules and philosophy

When you have a supply staff in your room, please ensure that the staff understands the importance of doing head counts, acting as a role model, sitting with children at meal time and at snack whenever possible.

## **Stairs at Kinder College**

There are quite a few flights of stairs for Kinder College children to climb up and down, therefore it is very important to protect the safety of the children and ensure that they receive the adequate amount of assistance required for their development.

There are 3 levels of competency for climbing and descending stairs:

Beginner Level – This child is often an infant and requires one-on-one adult assistance going up and coming down the stairs. The staff must hold the child using both hands to provide appropriate assistance.

Intermediate Level – This child requires an adult close by to assist at a minimum level or assist in an emergency. This child can be paired with another child at the intermediate level of competency, so staff would have 2 children together at the intermediate level.

Mastery Level – This child can climb and descend the stairs on his/her own without any assistance. A child at the mastery level could be combined with two children at the intermediate level for a group of three; or a group of 8 preschool children who are all at the mastery level may climb or descend the stairs with one staff.

Please discuss with your room which group of children you will be responsible for as Kinder College designates specific groups for transitions up and down the stairs.

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I have read, understand and agree to abide by the Kinder College Staff Policies and Procedures.

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director/Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_