

# EtonHouse® International Pre-School

## *Mission Statement*

***"To provide quality, inquiry-based education that allows each learner to reach their full and unique potential within a caring setting that celebrates its cultural and linguistic diversity"***



Inquire-Think-Learn

## Parent Handbook

***EtonHouse is committed to the pursuit of excellence and leadership in educational services and practice.***

Villa No. 539, Road 7908, Block No. 579  
Hamala Kingdom of Bahrain

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# The 8 Big Ideas at EtonHouse International Pre-School

1. We are committed to the 'pedagogy of listening'
2. Play is the central mode of learning for young children
3. We acknowledge children as competent thinkers and communicators
4. We have accountability to children, parents, management and community. This is addressed through documentation which we make teaching and learning visible
5. We want to create an alliance with parents
6. Our programme has intellectual and pedagogical integrity
7. We focus on seeing children within a socio-cultural context where knowledge is constructed as the child interacts with the physical and human environments they encounter
8. We view teachers as researchers



My ship is really strong and big! (Grace 5 yrs. Old)



My ship has secret doors! (Teague 4 yrs. Old)

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# Welcome to EtonHouse

Eton House offers a unique multicultural learning environment for children and everyone is offered the opportunity to achieve their full potential with the support of our highly qualified and trained staff. All the teachers are experienced in their respective academic fields and are passionate about encouraging students to be creative lifelong learners.

To create a truly global perspective, an inner vision of it must first be built from within. Our Play and concept-based curriculum allows learners to reach their full unique potential within a global context of cultural and linguistic diversity. Eton House International School, Bahrain, will be working to provide cohesion and continuity throughout our programs and to oversee the creation of a warm, engaging and thoughtfully prepared learning environment for all. At Eton House, we focus not only on developing the school but also on building relationships with staff, students, and parents within the community.

At Eton House, we are committed to inspiring children to learn how to take responsibility for their own learning. We would like to instill the importance of life-long learning in each and every child who comes through our doors. We are devoted to building a community with parents, students, and staff. We welcome parent involvement and believe communication between the school and parents is the key to success. We look forward to creating a positive and productive partnership between home and school.

**Warmest Regards,**  
**Your EtonHouse Team**

### **EtonHouse Vision:**

EtonHouse is committed to the pursuit of excellence and leadership in educational services and practice.

### **Mission:**

To provide quality, inquiry-based education that allows each learner to reach their full and unique potential within a caring and committed international setting that celebrates its cultural and linguistic diversity. We will empower each individual to be an enthusiastic lifelong learner and a confident global citizen of the future.

### **EtonHouse will meet its vision through:**

- ◆ Empowering each individual to be enthusiastic life long learners and confident global citizens of the future
- ◆ A curriculum focused on pedagogical integrity and research based best practice
- ◆ Acknowledging and responding to each learner's potential
- ◆ An authentic partnership with families and community
- ◆ Continuous evaluation, improvement and quality assurance across the organization

### **Image of the Child:**

At Eton House Bahrain, we see children as active, curious, enthusiastic and capable human beings. We see them as able to convey complex ideas, to form strong relationships and to feel deeply. We see each child as a unique individual; with ideas, wishes, hopes and preferences that deserve to be respected and nurtured.

We see children as constructors of their own learning, as constant discoverers of themselves, others and the environment. We believe that what they experience everyday helps to shape their idea of the world and how it works.

We believe that children express their ideas, needs and feelings in multiple ways and that our role as educators is to recognize, observe, bring out and challenge those characteristics.

### **At EtonHouse International Pre School Bahrain, we offer:**

- ◆ Inquiry and play based curriculum inspired by International best practices
- ◆ A Kindergarten for local and international students
- ◆ Qualified and experienced international teachers
- ◆ A multi-cultural learning community
- ◆ Daily Arabic lesson
- ◆ Specialized Art and PE lessons
- ◆ A nurturing and supportive family environment
- ◆ Spacious, well equipped and outdoor play areas

### **EtonHouse is committed to the pursuit of excellence and leadership in educational services and practice.**

EtonHouse Education Group opened its first International School in 1995 in Singapore and currently operates over 95 schools throughout Singapore, China, India , Korea, Malaysia, Indonesia, Japan and Middle East.

## **About EtonHouse International Pre School Bahrain:**

Address	Villa No. 539, Road 7908, Block 579 Hamala, Kingdom of Bahrain
Telephone	(973) 1749 0333
Mobile	(973) 3360 4244
Website	<a href="https://www.etonhouse.me/">https://www.etonhouse.me/</a>
Email	info@etonhouse.me
Pre School	
Nursery 1 and 2	Sunday-Thursday 8:00 am to 1:00 pm
Administration	Sunday-Thursday 7:00 am to 3:00 pm
⇒ <i>The Pre School calendar is available on our website</i>	

## **Leadership Team and Support:**



**Carol Ann Pedersen**

Executive Principal

MASTERS in EDUCATION

BA HON Social Sciences & Child Psychology

Carol Pedersen originates from the UK and has been actively involved in various educational management positions in international schools around the world. Her career has involved creating and developing new International Schools over the past twenty years around the globe. She has been involved in developing new schools, IB candidate schools, British Curriculum schools, in Europe and the Middle East, China and now here in Bahrain.

Carol believes that today's world of ultimate competition poses the greatest challenges for finding and securing a prosperous future. A child is our biggest investment and a sound and excellent education starting at the earliest stage is the key to a child's progress, development and success. Striking the balance between the importance of play and holistic and grounded education in core and specialist subjects is imperative for our youngest students attending EtonHouse Bahrain.

Carol believes in promoting international awareness in children, with emphasis on skills, knowledge and attitudes, that are required to participate in an increasingly globally society. She believes EtonHouse has a strong sense of community in the values we celebrate, in our commitment in realizing the potential of our children, and in providing a balanced education that addresses the academic, social, physical, aspects of our children's lives. Our children come from many cultural backgrounds, forming a happy, inclusive international school community.

We also have a variety of colleagues on hand to ensure there is smooth communication and support between home and school.

Administrator:

Drayzelle Panopio - drayzelle@etonhouse.me/ +973 3727 7373



### **Your Child's Class Teachers:**

The class teachers share their e-mail contacts at the start of the Pre-School year and are available for informal day to day dialogue, appointments, communication by e-mail or office telephone.

Kindly note the teachers would not be able to respond to e-mails during core teaching hours, out of office hours or during the Pre-School holidays.

At EtonHouse Bahrain, we have a boutique environment full of character. As the physical size of the classrooms vary, we also take into consideration the physical space as well as the teacher: child ratio when deciding on a class size. We also continue to enjoy the shared learning spaces where children can move into the atelier, play area, music room etc. for small group inquiry time.

**These spaces are seen as fluid extensions to the classroom.**

### **Our Teacher's in Bahrain:**

At EtonHouse Bahrain, we welcome a diverse, international community. Our teaching staff reflect this diversity, joining us from overseas and locally. EtonHouse believes there is a direct relationship between high quality education and qualified staff. The teaching team bio for your respective class (with qualifications and experience) will be shared in the welcome information to parents as well as in the respective classrooms. This ensures transparency and that you feel knowledgeable about your child's teachers each academic year.

We also enjoy specialist teachers at EtonHouse Bahrain (Arts, Arabic and Physical Education). The specialist teachers are seen as a complement to the programme, they bring expertise in their respective field to enrich and extend the children's learning experiences. You will find the specialist teachers reflected in the class schedule (sent during term 1) and their bios on display in the parent waiting area.

### **Standard English / Arabic:**

All our teachers are western native speakers and our Arabic teachers are native speakers.

## **How We Use Reggio**

Being a Reggio-inspired preschool, we have adopted the core values and beliefs of the Reggio Emilia approach. These values include the image of the child, emergent curriculum, project work, the role of the teacher, the role of the environment, parental involvement and documentation. Children are encouraged to think, explore, investigate and question the world around them. After careful observation, our teachers plan and provide a variety of provocations to simply provoke discussions, interest, creativity and ideas. The role of the teacher is to observe how the child will proceed.

We work with calm colours, natural resources, loose parts and by bringing nature into the classroom. The separate art studio allows the children explore collaborative art projects by using wire, wood, clay, paints and variety of parts they can add to their creations. Reflective surfaces, mirrors on the walls, at right angles to one another and arranged in triangular prisms provide unusual viewpoints and prompt reflection, both literal and meta-phorical. Light and shadow activities help to support active exploration and discovery therefore, allowing the teacher to activate and understand prior knowledge the child may have about a topic, or to gauge the child's interest level. Teachers then listen to what questions children ask, or how they use their body language to plan extension activities to further learning.

## **Image Of The Child**

As our 'Image of the Child' statement declares, we believe that children are competent, capable and social human beings. Therefore, our curriculum breaks away from traditional approaches to early years' education by encouraging children to become critical thinkers, life-long learners and responsible members of our community through their own actions. As part of our inquiry-based learning approach, children at Eton House are respected as competent thinkers and communicators who are offered many opportunities to engage with a range of material and resources that extend and challenge their thinking.

## **Learner Profile**

The International Baccalaureate has developed a learner profile with ten attributes that embodies their mission statement. We, as a candidate school, have embraced this learner profile as it aligns with our own mission statement and we believe it that, children that from a very young age are aware of their role in the community and that strive the attributes of the learner profile, will grow up to be the global citizens that our world needs.

The learner profile does not only apply to students, but to everyone involved in our learning community. Teachers, administrators and parents should active part in it too. Modeling and encouraging young students to demonstrate the attributes. The Learner Profile is embedded in everything we do in the school- academic or not- and it should be considered at the heart of our daily endeavor.

### **The 10 Attributes of the Learner Profile are:**

**Inquirers** – They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** – They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** – They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** – They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** – They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** – They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of the other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** – They show empathy, compassion and respect toward the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** – They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** – They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Play and Conversation

Definition of play: "Engage in activity for enjoyment and recreation rather than a serious or practical purpose."

Play is a corner stone of our daily life, as it is what children do naturally. Play allows children to develop independence, responsibility, ownership of their learning and self-confidence. Play is often spontaneous and unstructured but teachers purposefully work on designing provocations linked to the learning goals that will engage children in a type of play that gives them opportunities to further explore and demonstrate what they know about the world and themselves. During play children apply communication, social, research, thinking and self-management skills. They pursue their own interests and develop their imagination. Throughout the day, play happens in many forms and contexts, during recess, shared spaces or in the classroom. We want to share some information with you about play so that you understand what teachers and children do in school.

Age	Stages of Play	Description
<b>0 to 2</b>	Solitary	Child plays alone. Limited interaction with other children.
<b>2 to 2 ½</b>	Spectator	Observes other children playing around him but does not play with them.
<b>2 ½ to 3</b>	Parallel	During Parallel play, children play next to each other but will not share the same activity.
<b>3 to 4</b>	Associative	Starts to interact with others in their play and there may be fleeting cooperation between play. Develop friendships and preferences for playing with some but not all other children. They may play at the same activity but will not yet be working together or making connection with peers. Play normally is in mixed ages groups.
<b>4 plus</b>	Cooperative	Plays together with shared aims of play with others Children start to use social skills and interact with their friends.

### **Types of Play Explained:**

SYMBOLIC PLAY	Using objects, actions or ideas to represent other objects, actions, or ideas, e.g., using a cardboard tube as a telescope.
SOCIO-DRAMATIC PLAY	When children act out experiences, e.g., playing house, going to the shops or going to a restaurant
SOCIAL PLAY	Any social or interactive situation where the expectation is that everyone will follow the set rules - like during a game or while making something together.
ROUGH AND TUMBLE PLAY	Close encounter play which is less to do with fighting and more to do with gauging relative strength. Discovering physical flexibility and the exhilaration of display and it's friendly and positive. This type of play can burn up a lot of energy.
CREATIVE PLAY	Allows children to explore, try out new ideas and use their imagination. They can use lots of different items, altering something and making something new.
COMMUNICATION PLAY	Play using words, gestures, e.g., charades, telling jokes, play acting, etc
DRAMATIC PLAY	Play where children figure out roles to play, assign them and then act them out.

LOCOMOTOR PLAY	Movement for movement's sake, just because it's fun. Things like chase, tag, hide and seek and tree climbing fall into this category.
DEEP PLAY	Play which allows the child to encounter risky experiences and conquer fears, like heights, snakes, and creepy crawlies. Some find strength they never knew they had to climb obstacles, lift large objects, etc.
EXPLORATORY/SENSORY PLAY	Using senses of smell, touch and even taste to explore and discover the texture and function of things around them. An example of this would be a baby mouthing an object
FANTASY PLAY	This is the make-believe world of children. This type of play is where the child's imagination gets to run wild, and they get to play out things that are unlikely to occur, like being a pilot or driving a car.
MASTERY PLAY	Control of the physical and affective ingredients of the environments, like digging holes or constructing shelters.
OBJECT PLAY	Play which uses sequences of hand-eye manipulations and movements, like using a paintbrush.
ROLE PLAY	Play exploring ways of being, although not normally of an intensely personal, social, domestic or interpersonal nature. For example, brushing with a broom, dialling with a telephone.
IMAGINATIVE PLAY	Play where the conventional rules, which govern the physical world, do not apply, like imagining you are a bee or pretending you have wings.

### **Flexible Environments**

We understand that the environment plays a vital role in developing happy, confident and resourceful children. That is why our school places great emphasis on creating a warm, nurturing and family orientated atmosphere. Teachers purposefully plan the environment considering the long and medium - term goals and the type of learning experiences they wish to offer children.

### **Teachers as Researchers**

At Eton House, we believe that the teacher's role is supporting and guiding learning, not merely transmitting facts and information. Therefore, our teaching teams collaborate regularly to plan for possibilities in students learning. To help them in this process they use a planning cycle: observe, analyze, reflect, plan, experience, evaluate. Using this cycle allows teachers to ask questions about how students learn best and evaluate their own practices constantly.

Teachers see themselves as researchers who work with colleagues, children and families to deepen their understanding of their own teaching by:

- 1) engaging in critical reflection on practice;
- 2) seeking opportunities for collaborative dialogue with peers;
- 3) participating in process of formal and informal mentoring;
- 4) participating in relevant professional learning opportunities; and
- 5) deepen their understanding of recent and relevant education theory.

## **Accountability**

Our school has a solid Early Years Programme based on expected learning outcomes that outline the specific knowledge, concepts, skills, attitudes and dispositions to action which demonstrates each child's progress towards achieving their potential. The learning outcomes support the planning of learning environments and the types of experiences in which children engage. These learning outcomes form part of a continuum of learning that reflect our belief in life-long learning by deepening understandings and continually refining skills.

Assessment forms part of an ongoing cycle which includes observation- reflection – planning- implementation- documentation- evaluation/ assessment. The assessment is aligned with the selected learning outcomes and designed to allow students to show to what extent they have understood a concept or developed a skill or an attitude. Assessment does not mean comparing one learner's achievement to another, because each child is unique and learn at their own space.

Professional development for our teachers is fundamental for the implementation and the development of the programs in our school. We are a community of learners and therefore in our annual calendar and weekly schedule we include PD sessions for our teachers. These sessions are sometimes delivered by external workshop leaders and others they are provided by members of the Pedagogical Leadership Team.

## **Curriculum**

### **Inquire, Think, Learn, Primary Years Programme and Reggio Emilia**

#### **Primary Years Programme IB (PYP)**

This Programme is inquiry and concept based. It serves as a framework to our curriculum and allows us to develop our own program of inquiry in accordance to worldwide educational practices. The Programme is inclusive which means that all children from Nursery 2 years and upwards are part of their Programme, regardless of their language profile, abilities or cultural background. The PYP framework ensures that learning is **engaging, relevant, challenging, and significant:**

#### **The PYP stipulates Six Transdisciplinary themes that:**

- ◆ have global significance- for all students in all cultures
- ◆ offer students the opportunity to explore the commonalities of human experience
- ◆ are supported by knowledge, concepts and skills from the traditional subject's subject areas

#### **These transdisciplinary themes are:**

##### **1. Who we Are**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

##### **2. Where We Are in Place and Time**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

##### **3. How We Express Ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

#### **4. How the World works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

#### **5. How We Organize Ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

#### **6. Sharing the Planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

#### **Units of Inquiry**

The Units of Inquiry (UOI) are based around a central idea that explores and aspect of a determined transdisciplinary theme. The scope of the central idea is defined through the lines of inquiry and the approach through the key concepts. Through the inquiry-based approach, students develop an understanding of important concepts, acquire essential skills and knowledge, develop attitudes and learn to take socially responsible action.

#### **Concept-driven Curriculum**

More than ever, in the 21<sup>st</sup> century, knowledge is not static. New discoveries and technological advances give us new information every day. Also, we know that children's learning is not compartmental; children learn whole and complex ideas and concepts that often are not exclusive to a subject or are of knowledge, on the contrary, these ideas are concepts apply to many disciplines and subjects. Therefore, our main emphasis is not on memorization of facts and information, but on the development of critical thinking and research skills that allow children to become thinkers, inquirers and lifelong learners.

A concept-driven curriculum considers student's prior experiences and knowledge and provides a structure in which children can inquire and construct meaning and transfer knowledge from one subject to the other. Children learn to use concepts beyond the school setting and use them in significant and authentic contexts. They also learn to encounter information and approach it through concepts.

The PYP has selected eight key concepts that help teachers and children consider ways of thinking and learning about the world around them. The key concepts are:

<b>Key Concept</b>	<b>Key question</b>
Form	What is it like?
Function	How does it work?
Causation	Why is it like this?
Change	How is it changing?
Connection	How is it connected to other things?
Perspective	What are the points of view?
Responsibility	What is our responsibility?
Reflection	How do we know?

Each central idea of the Unit of inquiry is explored through three key concepts and three related concepts- concepts that directly derive from the central idea such as family, system, language. Please look at your child's year level POI for more details.

### **Skills**

Skills are defined by the IB as: "Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature". The skills are divided in five categories: social, communication, thinking, research and self-management. The development and application of this skills is purposely planned and incorporated into the learning experiences, however, they extend beyond the classroom and parents and teachers should work together to support children in their development.

### **The Early Years Foundation Stage builds upon six learning areas for children.**

Personal, social, and emotional development

Communication, language

Literacy development

Mathematical development

Knowledge and understanding of the world

Physical development

Creative development

### **Language Learning**

At Eton House, we believe that Language underpins children's development and in turn, their access to all aspects of the curriculum. We aim to deliver quality teaching of reading, writing, speaking and listening to enable all our children to become independent and successful readers and writers, who can communicate meaningfully and effectively with others. We want children to 'learn Language, about Language and through Language'.

At our school, all children have the opportunity to learn two languages, Language A refers to main language of instruction (English) and Language B to the additional language (Arabic). The children will be receiving one hour of integrated Arabic daily.

### **Special subjects**

To complete a round-up learning for our students they receive classes with specialist teachers once or twice a week- it will be specified in the class timetable. The special subjects are: Performing arts, Visual arts and Physical Education.

The special subjects are also part of the PYP and each has its own year-long Unit of Inquiry to develop. Specialist teachers work collaboratively with each year level teaching team to find relevant connections between their own subject and the UOI that children develop in class.

### **Reggio Emilia Key Concepts**

- ⇒ Children are capable to construct their own learning.
- ⇒ Children are collaborators and learn through interaction within their community
- ⇒ Children are natural communicators and should be encouraged to express themselves however they feel they can.
- ⇒ The classroom environment acts as the third teacher
- ⇒ Teachers are partners, nurturers and guides who help to facilitate the exploration of children's interests as they work on short and long term projects.
- ⇒ Documentation is a critical component of communication
- ⇒ Parents are partners in education.

### **Classroom Management**

#### **Student Behavior Management and Attitudes to Learning**

At Eton House classroom management is based on 'positive guidance'. Positive guidance reflects us believe belief that children can understand the implications of their actions if supported by a caring and sensitive adult who attempts to understand and see the child's perspective.

#### **Essential Agreements**

At Eton House, it is important that behavior be managed successfully and positively. Teachers aim to create a safe environment through consistent clarification of expectations, roles, rights and responsibilities. They also endeavor to create a positive and orderly atmosphere where high quality learning and teaching can take place. In order to make children an active part of the decision making in the classroom and to help them become responsible and reflective of their own actions, each class establishes essential agreements at the beginning of the school year, aligned with the principles of fairness, truth, equality and inclusion. The essential agreements are positive statements that indicate the expectations for harmonious and positive relationships between the members of the class. The essential agreements are positive statements that indicate the expectations and harmonious and positive relationships between the members of the class. The essential agreements cannot be dictated by the teacher- that would defeat the purpose, but they are negotiated statements that all members of the class have accepted and understood.

The essential agreements will be communicated to parents through the communication book once they have been established and they will be displayed in the classroom throughout the year. Essential agreements are the main tool that teachers have for motivating students to have a responsible conducted in class.

Teachers use the attributes of the learner profile such as caring, principled and open-minded to motivated students to monitor their own behavior. Positive behavior at Eton House is **valued, praised, rewarded**, and used as an example to build upon. Each class has an action board in which children and teachers document and celebrate their positive actions.

Children will also reach agreements for the use of common areas in the school: lobby, hallway, playground and library. Parents and children are encouraged to follow these codes for good functioning and harmony in the school.

### **Routines and Structures**

Routines and structures are the backbone of the functioning in the classroom. They give everyone in the classroom a sense of security and belonging. During the first few weeks of the school year, the first few weeks of the school year teachers work hard establishing these routines that will support the socialization and self-management skills of the children.

For children that are new to the school, we allow time for them to settle and to cope with separation from their parents. However, over time children find having regular timetable reassuring children to act independently and gain control over their surroundings. They save time and help avoid possible 'messy' situations.

### **Behavior Management Procedure**

Preschool students will establish a personal goal in an area in which they need improvement during the conference with their teachers. The teachers will work with the child to support his or her development of self-help, academic and social skills.

At the beginning of the school year, teachers and children make essential agreements that will allow them to develop a harmonious learning environment in which the attributes of the learner profile are put into action. Each child will have a personal sticker book in which they will receive a stickers or stamps when they follow they demonstrate with their actions and attitudes the attributes of the learner profile. The sticker book is personal and teachers shall not use it to make comparisons or foster completion amongst children.

The cooperation and consistency in codes of behaviors at school and home is fundamental for the positive development of the child. Teachers and parents must work in a partnership. Therefore, it is possible that, if the teaching team evaluates it convenient they will call parents to a conference to discuss the child's behavior and together find possible causes and solutions.

## **Challenging Behavior:**

On occasions where a more structured approach is necessary to monitor the level of a child's behavior the following steps are taken:

- ◆ Teacher reminds the student of inappropriate choices. Discussions with student take place to support their behavior development.
- ◆ Encouragement and positive reinforcement is consistently applied.
- ◆ If necessary, a child who is struggling to follow with the essential agreements will be momentarily separated from the rest of the group until, he or she is calmed enough to express his feeling and needs. Teacher may decide to schedule an appointment with parents to gain more information about the child's behavior and to set goals and actions for an intervention plan.

## **Attitudes: What do we want students to feel value and demonstrate?**

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group. Attitudes to learning support our whole school culture and classroom environment.

### **Attitudes**

Appreciation	Appreciating beauty of the world and its people
Commitment	Being committed to their own learning, persevering and showing self discipline and responsibility
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices
Cooperation	Cooperating, collaborating, and leading or following as the situation demands
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas
Curiosity	Being curious about the nature of learning and of the world, its people and cultures.
Empathy	Imaginatively projecting themselves into another's situation in order to understand his/her thoughts, reasoning and emotions
Enthusiasm	Enjoy learning
Independence	Thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments
Respect	Respecting themselves, others and the world around them
Integrity	Having integrity and a firm sense of fairness and honesty
Tolerance	Being sensitive towards differences and diversity in the world and being responsive to the needs of others

## **Assessing, Documenting and Reporting**

Teachers keep ongoing assessments and developmental observational checklists on each of their students.

Week of December: Initial reports, portfolios and parent conferences

Week of March 29<sup>th</sup>- PowerPoint presentation and activities. Followed by a parent teacher conference.

Week of June 21<sup>st</sup>- full reports followed by a learning gallery

Teachers are available to discuss the progress of your child at any time of the year, please make an appointment at a mutually convenient time with the class teacher. We use the Development Matters to make best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. The prime and specific areas of learning are as follows:

**Prime areas** are fundamental, work together, and move throughout support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific areas** include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## **Homework Policy**

In the Early Years children seldom take homework home. They may eventually bring a project to work on with parents related to their unit of inquiry or to support their language development. We do encourage children to be playing and exploring at home and to be having as much outside time as possible.

## **Classroom Administration Information**

Age and Year Level:

<b>Age</b>	<b>Year Level</b>
<b>18 months – 3 years old</b>	<b>Nursery 1</b>
<b>3 years old – 4 years old</b>	<b>Nursery 2</b>

## **School Hours**

Nursery 1 and Nursery 2

School hours are 8:00 am to 1:00 pm Sunday to Thursday

## **Absences**

Parents are responsible of notifying the school if their child will be or has been away from school, especially if the child is away due to symptoms of a communicable disease, such as Hand, Foot and Mouth or chicken pox. In such cases the school has bares the responsibility of informing the other parents in the classroom and the government bodies as necessary. If a student has been away due to a communicable disease, he/she must be seen by a doctor and be given medical clearance to return to school. Please read 'Medical Assistance and Medication' for further information.

## **Arrival**

During arrival it is very important to set up a routine that your family can follow every day. This provides your child with a sense of security. Please keep teachers informed about your child's health, mood, eating habits, family situation, or anything you think might affect your child's behavior at school. We recommend that you help put away items in their cubby, walk your child into the room, greet the teachers and friends, and assist your child in selecting a toy or joining an activity. When it is time for the person dropping the child off to go, tell the child you are leaving, and say, "Good-bye". If your child is having difficulty separating, signal a teacher for assistance. Feel free to call us later if your child is upset when you leave, and we will let you know how he or she is doing.

## **Departure**

If someone we do not know is to pick up your child, please inform the teacher. This person must be listed as authorized to pick-up your child on the enrollment paperwork. Remind the authorized person that we may ask for picture identification to insure your child's safety.

## **Separation**

Children sometimes have difficulty separating upon arrival. This typical behavior which, over time, should decrease as children become more secure in their new environment. Here are a few suggestions to help ease separation:

- Allow adequate time in the morning for arrival adjustment before needing to leave for work.
- While traveling, talk to your child about going to "school," who will be there, etc. This prepares your child for what will occur. When you are rushed, children feel hurried and anxious.
- When you arrive, help your child get "settled in" by becoming involved in play.
- Once your child is playing comfortably, tell your child it's time for you to go. (You might also try a two-minute warning ahead of time.) Please, do not leave without letting your child know. Children are establishing their sense of trust and need to see you go and see you return at the end of the day.
- Give hugs and kisses and reassure your child you will be back. It is helpful to give them an idea of your return by identifying a time of day you will be back (e.g. "I'll see you after snack").

- If there is still protest and difficulty, teachers are close by to help your child when you leave. Usually, children calm down and begin to play soon after you leave. Remember, even those children who are comfortable in play and in their environment need your attention, affection, and reassurance.

### **Healthy Food Policy**

Children in their first five years of life are developing rapidly and require a nutritious and safe diet for their intellectual, behavioural and physical development. These early years are also the time when a child's eating habits and food preferences are formed. This is why we ask that each snack and lunch that is sent to school provides your child with the nutrition they will need to get through the day. We do not allow sugary products, drinks, chips, please ensure your child has some fruit, yoghurt, vegetables or sandwich. Teachers will not offer sweets as a reward for good work or behavior. 'Instant Lunches' which require hot or boiling water not allowed at school due to the unacceptable risk of burns. As a rule, apart from special occasions, i.e. birthdays, etc., food is not to be shared between children as some children have reactions to certain foods/food products.

### **Birthdays**

Birthdays are a special time in a child's life and it is understood that parents would want their child to share this occasion with his/her classmates. To facilitate this, parents are welcome to send along a cake to share with the class. Please inform the teacher in advance if you plan to celebrate your child's birthday at school and send a list of the ingredients of the cake, as there are children that may be suffer from food allergies. The receipt of the birthday cake should provide to the school nurse. When selecting a cake please keep in mind our **nut-free policy**. As we are a healthy eating School, please understand that any other birthday snacks/treats that are sent in should be healthy for the children. Some ideas are fruit platters, veggies and hummus, cheese and crackers.

### **Communication to and from parents**

We believe that as a learning community we need your constant support and feedback to be successful. We would like to invite you to get involved in the classroom and participate in the multiple activities that we will organize in school throughout the year. You can volunteer to read to your child's class once a week, attend the assemblies and workshops for parents, donate books in your own language or other objects that represent your culture, and send constant feedback about the learner profile and the other academic information that we send to you through the newsletters.

TOOLS	PURPOSE	FREQUENCY	RESPONSIBLE
Class Newsletters and Specialist Teacher' Newsletter	Child's Development and contains information of upcoming events, recent classroom activities and learning experiences and the learning goals and experiences and the learning goals and experiences next month	Once a month	Teacher and Specialist Teacher
Classroom Curriculum Booklet	Admin + Academic Teachers' contact information Class Structure and timetable Year academic overviews	Once per year (Beginning of the school year)	Class Teacher

TOOLS	PURPOSE	FREQUENCY	RESPONSIBLE
Portfolio	Child's development Record of children's learning experiences including the analysis from the teacher, child's voice and parent's voice	2x per year	Child Teacher Parent
Report	Academic and Child's Development Summary of all the formative and summative assessments during the term	3x per year (end of each term)	Core Teacher and Specialist teacher
Educational School Application	Academic and Child's Development Up to date information about current UOI and school academic programs	Weekly	Teachers
Documentation Panels	Child's Development An analysis of group or individual learning experiences connected to the UOI and the 5 essential elements of the PYP	On going	Teachers and Parents
School website	Admin and academic	On going	

## **Communication**

### **Newspapers**

Class e-newsletters will be distributed electronically by your child's teacher, every end of the month during term time. Newsletters aim to keep parents informed about the inquiry learning experiences with links and connections to our Inquire-Think-Learn framework. Please take time to discuss these with your child, who will be delighted to share his/her learning with you.

## **Home- School Connections**

At EtonHouse Bahrain, we value strong partnerships with parents as partners in the child's learning journey. Parents and families play a major role in our school. We believe that when children see a positive and collaborative working relationship between their family and teachers, they feel a sense of stability and continuity. Therefore, parent involvement is encouraged and appreciated.

We seek many opportunities to invite families to be partners in the education of their children, such as:

- ⇒ Participating in school events and initiatives (International Day, Book Week, UOI projects)
- ⇒ Volunteering regularly to read for your child's class.
- ⇒ Attending to parent-teacher conference, exhibitions, assemblies, concerts and special events.
- ⇒ Offering ideas and feedbacks to enhance the operation of the service and the quality of curriculum.
- ⇒ Being a member of the PAC (Parents Association Committee).

## **Health and Safety**

### **Health and Safety Policy Statements:**

EtonHouse acknowledges its responsibilities for the ongoing safety and well being of all children enrolled in our schools and pre-schools. We have developed a number of policies which outline practices and procedures in relation to:

- ◆ Health and Safety
- ◆ Curriculum development
- ◆ Communication

### **Safety and Emergency Procedures**

Eton House has set policies and procedures in the case of Fire, Earthquake or Lock Down. Children, teachers and staff regularly practice fire and earthquake evacuations and Lockdown drills. Emergency procedures and exit routes are displayed throughout the school and in every classroom.

All parents need to supply the school with emergency contact telephone numbers in case of emergencies. In the case of emergency school closure (e.g. No power or water) all parents will be informed as soon as possible. We will wait for all children to arrive in school before planning for them to return home either by school bus or parent collection. Parents will be fully informed before any decision is made regarding their child.

**Please Note:** All parents need to supply the school with emergency contact telephone numbers in case of such emergency.

### **Excursions and Permission**

Class excursions and field trips are planned regularly. These are usually related to the unit of inquiry being studied in class and offer a further opportunity for learning.

Teachers will send home a note prior to the excursion indicating the details of the excursion. A signed permission slip must be returned to the teacher before your child will be allowed to leave the school premises. No student will be allowed to attend a school excursion without a written permission from his or her parent or guardian or their full school uniform.

### **Identification of Personal Property**

It is important to be able to keep track of all the items that students bring to school each day. Labeling all clothing, bags, water bottles, lunch containers, etc. with your child's name and class clearly marked assists to ensure the return of an item should it be misplaced. Lost property tubs are located at the reception desk. The teachers are not responsible for the loss of unmarked items and the school accepts no financial responsibility for items that are lost.

Children are encouraged to bring photos, books or other similar items rather than toys for 'show and tell'. Electronic games, no guns or other violent toys are not permitted at school and will be confiscated. It is preferred that students do not bring their toys to school as children are discouraged from bringing non-essential items to school.

## **Medical Assistance and Medication**

The school provides adequate facilities to handle most minor accidents and emergencies that may occur. A qualified nurse is on duty during school hours. If a student has had an accident or become ill, parent will be notified and depending upon the injury, parents maybe asked to take their child home.

If your child has been absent due to illness, it is your responsibility to inform the teacher through the communication book. Please advise the school if your child has been exposed to a contagious illness. If your child has had such an illness, they must be seen by a doctor and be given medical clearance to return to school.

The school clinic does not stock or administer any other than basic medical supplies e.g. ice for bruising, a saline solution for the cleaning of wounds, simple dressings. Panadol in liquid or tablet form may be administrated if parent permission is obtained. The clinic operates under these conservative guidelines so that no medication is administered that a student could be allergic to, and so that any follow-up specialist treatment can be conducted without the masking effects of school clinic treatment.

Medication can only be administered at school only if written authorization is given by parents and full written instructions are provided. These instructions must include the student's name, year level and teacher, the name and dose of the medication and the time of administration. The information should be for the completion of a required course of medication as prescribed by a medical practitioner. Please note that over the counter analgesics are not administered by the nurse unless permission has been given.

**All EtonHouse staff have been trained in Pediatric First Aid programme.**

**In consideration of other children, and your own child's health, please keep your child at home if he/she has (1) ONE OR MORE of the following:**

- Diarrhea: More than one (1) abnormally loose stool
- Headache or stiff neck
- Severe coughing
- Unusual dark, tea coloured urine
- Difficult or rapid breathing
- Grey or white stool
- Severe itching of the body or scalp or scratching of the scalp. These may be symptoms of lice or scabies.
- Fever over one hundred degrees Fahrenheit (100F) by mouth or ninety-nine degrees Fahrenheit (99o F) under the arm
- Pinkeye-tears, redness of eyelid lining, irritation, followed by swelling or discharge of pus
- An infected skin patch(es)-crusty, bright yellow, dry or gummy areas of the skin
- Unusual spots or rashes
- Vomiting
- Sore throat or trouble swallowing
- Yellowish skin or eyes

**Also, the child may not be brought to school if he or she is taking an antibiotic prescribed within the last 24hours – children must be on antibiotics for 24 hours before returning to school.**

## **24 Hour Fever Free Rule: EH Policy Statement on sick children**

A child must be fever free for 24 hours before returning to Pre-School. A child's temperature is lowest in the morning but a low temperature is often not a true indicator of 'wellness'. If a child has been given Panadol, Tylenol, Motrin or equivalent the previous night, this medication could still be at work lowering the child's temperature. Therefore a child must be fever free (without the assistance of medication) for a period of 24 hours before returning to Pre-School.

### **Administration of Medication**

Medication will only be administered if full written permission and instructions are given (in English) for the teachers to do so and only with medication that is prescribed by a medical practitioner for the particular child. Over the counter medication will not be administered by staff. Please refrain from asking your child to take his/her own non-prescribed medicine without the Pre-school's knowledge as this could have detrimental consequences for your child (and or other children). Medication will only be administered under adult supervision and with written authority from the parent of the child. This form can be found in the Pre-School office. No over the counter medication will be administered by our staff.

### **Children Sent Home for Illness**

Children sent home from EtonHouse due to illness shall not return to school the following day. A child who is feeling ill needs to be in a quiet place where he/she can rest and have lots of attention and tender loving care. If children develop a fever while at school they will be isolated and cared for in the Nurse's office on first floor until the parent or emergency contact person can pick them up. **Children may return to school 24 hours after the disappearance of all symptoms, including the disappearance of fever, ever-reducing medicine free.**

### **Accidents/Incidents:**

Whilst our teachers are diligent with supervision, from time to time, minor accidents occur. Our teachers are trained in first aid and will take action to apply first aid and tend to your child to ensure that he/she is not distressed.

If an accident/incident occurs, you will find an accident/incident form in your child's bag detailing what happened and how your child was supported as a result (we draw your attention to this form by e-mail/ face-face discussion/ phone call). If the injury is more serious you will be notified immediately.

### **Emergencies:**

In the event of an emergency, the preschool's first point of contact will be the parents or primary care-giver. If neither parent can be reached, we will contact the emergency number you have provided to us at the time of registration.

### **PLEASE NOTE:**

Should your emergency contact details change please make sure that you keep the Pre-School informed in writing. In the instance that both parents are traveling simultaneously, please inform your child's class teacher/administration of emergency contact numbers.

Should neither parent or care giver be reached at the time of an accident EtonHouse will take the child to the nearest hospital or doctor. All bills related to the medical care will be passed on to the parents.

### **Parent Association Committee (PAC)**

There is a Parent Association Committee at Eton House that works for the benefit of the children, the school and the community. Regular committee meetings, morning teas, social events and gatherings take place throughout the year open to all parents to attend.

The association assists at functions such as Sports Day, cultural days, Interschool Activities, School Concerts and works for the general well-being of the student and the community.

Please consider being part of this body and contributing to the school. We warmly welcome parent involvement and support for the benefit of our school community and culture.

### **Visitors to the School**

All visitors must sign the visitors' book in Reception, before entering the school. Visitors will be issued with a badge for identification.

### **What to Wear**

#### **Uniform**

All children will receive a uniform voucher for a Tartan uniform, PE uniform, hat and school bag. The use of school uniform is compulsory and all students are expected to wear full school uniform. School uniforms are available for pick up at the House of Uniforms.

**House Of Uniforms:** Shop No. 41, New Tala Plaza, Building No. 142 Block No: 328, Road 28, Avenue 29, Segaya, Manama, Kingdom of Bahrain. Post Box No: 10174

On special occasions, students are allowed to wear 'casual clothes' Parents will be informed in advance of these circumstances. At all other times students are required to wear the uniform. Long hair is to be tied back. Ribbons/hair accessories should be the same colour as the school uniform. We highly recommend that you send a few extra sets of clothes in a labeled bag, as accidents and spills happen fast and we want your child to feel comfortable. We are happy to store the extra clothes at school for when they are needed. We like to take care of our planet and ask that you bring in a swimming bag, or canvas bag for your child's soiled clothes to be sent home in. This bag can be washed and sent back the next day. We are doing our best to remove all plastic from the school and would appreciate your support.

#### **Shoes**

Please ensure your children's footwear is suitable for everyday school activities and is easy to remove and put on. Due to safety reasons, students are not to wear 'crocs' or shoes that are not securely fastened e.g. flip-flops or thongs. All children must keep a pair of sports/trainers at school for PE they will be sent home at the end of each term. Students are permitted to wear white/cream socks and gym or black shoes with their uniform. During warm summer periods children, may wear black or brown securely fastened sandals.

## PRE SCHOOL UNIFORM

Girls	Boys
Tartan EtonHouse School Dress	Tartan EtonHouse Shirt and Green Etonhouse Short
Hat	Hat
School Bag	School Bag
For PE: White EtonHouse Shirt and Tartan Skort	For PE: White EtonHouse Shirt and Green Short
<b>For Purchase only:</b> Red Fleece Jacket Black down coater Track suit (recommend for colder day)	

**Hats:** It is essential for your child to wear a sun hat when playing outside during break and lunch and for PE activities. Hats can remain at school; however, it will be sent home on a regular basis to be washed. Please ensure your child's hat is clearly named.

**Sunscreen:** Please bring in a labeled bottle of at least SPF 30 lotion for each of your children. We recommend that you take the time to thoroughly apply sunscreen to your child before arriving at the school for the day, as experts recommend application should take place at least 30 minutes prior to exposure.

**Toothbrush:** Please send to school a labeled toothbrush, cup and toothpaste (if necessary) for your child to use after lunch every day at school. These will be sent home every fortnight.

**Water Bottles:** Due to the hot weather, students are regularly encouraged to maintain their fluid intake. Each student must have a water bottle, clearly labeled with his/her name and class. Students should only bring water to school – no fizzy drinks are allowed. For health reasons water bottles are not shared. Students can refill their water bottles during the day. Younger students will have their bottles refilled by the classroom teachers and assistants.

**Diaper/Potty-training:** We will change diapers on a regular basis throughout the child's day. We ask that parents pay **12 BD each** and we will provide eco-organic bamboo diapers.

Teachers and School nanny will put on a new pair of gloves with every diaper change. After the diaper change, teachers will wash their hands as well as the child's hands. The diaper table is disinfected between each diaper change. When your child begins to show an interest in toilet learning and you, the parents or guardians, are also ready to begin the process, a plan will be developed that is developmentally appropriate for your child. You will be responsible for bringing several extra changes of clothing and underpants during this time period.

**Toys at Pre school:** To avoid loss or breakage of special toys, we request that children do not bring toys from home. Should your child need a special comfort toy, we ask that you please discuss this with your child's teacher.

**Jewellery:** For health and safety reasons it is strongly recommended that children do not wear jewellery, particularly hoop and drop earrings. If parents wish their child to wear jewellery, please discuss this with your class teacher e.g. stud earrings may be acceptable. No other expensive jewellery should be worn.

**Lost and found:** Items found without a label are placed in the *lost and found* box (located outside the office). If your child has lost an item please check this box or enquire at the front desk. Items will be kept until the beginning of a new term before the box is cleared.

→ **Please ensure that your child's belongings are clearly labelled. We ask that you please do not send precious or expensive items to school.**

## TERMS AND CONDITIONS (Overview)

The Terms and Conditions of Enrolment at Eton House International Education group (hereinafter referred to as "the School") are to be read in conjunction with the School's calendar.

These form part of the agreement between the school and the parent/ guardian of the student (hereinafter referred to as "Parent") as named herein.

### 1. ENROLMENT

1.1. All enrolments are subject to the following terms and conditions, which becomes legally binding on written confirmation of acceptance by the school.

1.2. The School reserves the right to withhold acceptance of an enrolment at its discretion, if such action is deemed to be in the best interests of the student or the School.

### 3. ENROLMENT MANAGEMENT FEE

3.1. A non-refundable enrolment management fee (*Application, Registration Fee*) is payable upon registration of the student at the School.

### 5. TUITION FEES

5.1. School fees are annual and can be billed annually or bi-annually (August and February) or Term 1 payable **June 1<sup>st</sup>**, Term 2 payable **November 1<sup>st</sup>**, and Term 3 payable **February 20<sup>th</sup>**.

5.5. All payments must be within 14 days from the date of invoice.

### 7. WITHDRAWAL

7.1. Request for withdrawal must be made in writing addressed to the Executive Principal. Any request for withdrawal from the School, other than in writing, will not be accepted.

7.2. Tuition fees paid in advance will be refundable as prorated.

7.3 A minimum of 8 weeks withdrawal notice in writing is required. Failure to do so will result in administrative delays in the preparation of student tuition fee refund and student records for the departing student and no refunds will be given.

### 14. MISCELLANEOUS

14.1. The School shall not be liable for any loss suffered by the student resulting from any event that is beyond the reasonable control of the school.

14.3. The School reserves the right without prior notice to make changes as deemed appropriate in course offering, curricula, academic policies, and other rules and regulations affecting students and to substitute any teaching staff at any time.

**(A separate copy of the full Terms and Conditions will be provided upon enrollment)**

### Explanation of 8 Term-week fee withdrawal notice

- 8 term week: Refer to EtonHouse school calendar for the academic term dates.
- Fee paying Notice: School fees are payable for the full withdrawal notice period
- For the calculation of the 8 term-week notice period; holiday activity programmes, holiday periods, or school closure period will not be taken into account. To be effective, notice of withdrawal must cover at least 8 complete teaching weeks of the preceding term(s). This applies even in the case of attendance, and payment for, holiday activity programmes

Examples:

- Child not continuing into Term 2, withdrawal notice must be received by the school at least 8 term-weeks before end of Term 1.
- Child not continuing into next academic year, withdrawal notice must be received by the school: at least 8 term weeks before the end of Term 3.

## Permission to Observe

This **permission to observe form** specifically requests your permission to access photographs (of your child at work; engaged with peers and teachers) as a form of documentation of your child's learning and engagement in curriculum experiences. We also seek your approval for the use of photographs for a variety of purposes outlined below.

Ongoing observation and documentation of children's interactions with peers, materials and adults is one of the most powerful ways that teachers build understanding of each child's learning and development.

Teachers employ a wide variety of observational tools including written observations; transcriptions of children's conversation; work samples and photographic evidence of the learning experience. Issues related to permission to observe relate most specifically to photographic documentation.

### **Classroom Teacher Observation:**

Classroom teachers observe children on a daily basis to better understand the child's overall growth and development over a period of time. Many of these observations are shared with you via your child's portfolio, notice board displays and the regular class newsletter as 'evidence' of children's learning.

### **Student Observation:**

The EtonHouse preschools and International school also serve as host centres for early childhood students undertaking studies in a variety if Diploma or Degree courses. Throughout the year there may be student teachers working in your child's classroom as part of their practicum placements. These students are required to observe and record children's learning and development.

**Observations are used for the purpose of student learning only.** Student teachers must seek permission (informed consent) from the children i.e. student teachers must ask the children if they are willing to support the student's research project. **Please Note: All observational work undertaken by students will be under the direct supervision of your child's classroom teacher.**

### **Observation for other purposes:**

1. At times there may be other adults present in the classroom environment e.g. parents of children within the class. This may be the case for celebratory reasons e.g. the child's birthday; a class outing. In documenting their own child, parents may (inadvertently) include photographic images of your child.

2. There may also be overseas visitors present in the children's classrooms from time to time. The class teacher and or Principal/Director hosting these visits will carefully monitor the situation and may require that no photographs be taken.

3. EtonHouse also works closely with professional media consultancies which at times seek media images of children engaged in curriculum experiences for marketing purposes. Inclusion of photographic images may be hard copy (brochures) or electronic media. At all times the confidentiality of the child and his/her family is paramount. In public forums no individual child's name will be used. However children will be identified as EtonHouse children via the uniform.

We seek your co-operation and understanding in consenting to offer permission to observe your child (ren). Should you have any specific queries, please do not hesitate to contact the Principal.



Dear Parent/Guardian

In signing below you are indicating that you:

**Have read and understood the details given to you in the *Permission to observe* form**

**Have had any questions about the observation process answered to your satisfaction.**

**Agree to give consent to EtonHouse International School/Preschool Pte. Ltd. /**

**EtonHouse Education Centre access to my child/children's photograph(s):**

- For inclusion into my child's individual portfolio, class newsletter and documentation panels within the classroom and school/preschool environment
- Student research projects as part of the EEC training teacher research requirements
- In situations where other EtonHouse parents are present in the classroom documenting special events e.g. birthdays; school outings
- For EtonHouse marketing/promotional materials (including electronic media formats)

Name of child (ren): \_\_\_\_\_

Name of parent: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**(Please return this page to Administration Office along with the Registration form or you may also request a separate copy at the Administration Office)**

# A Final Reflection

A strong home and school environment is essential when building a good environment for young children. All of our staff will try to do our very best to keep you informed and involved in our preschool program. Clearly, ongoing communication and support from both families and staff make the connection between home and school a two-way street. Please share with us information about your child and report any changes especially during a major crisis. Anything you share with us will be held in confidence.

## We ask that you help your child in the following ways:

Please show an interest in what is happening in our Pre-School/in your child's classroom by attending our events, parent conferences and talking to the staff.

- ◆ Look at what your child brings home and talk about it with him/her e.g. newsletters; art work; portfolio; notes from the class teacher
- ◆ Share books with your child; read stories and together talk about the story – this helps to support your child's literacy development
- ◆ Create opportunities for your child to write/draw/paint/construct/take photographs of important experiences, encouraging them to bring their work to our Pre-School to share with their teacher and friends.

We hope to nurture mutual trust and respect at every opportunity. We look forward to getting to know you and your family. We welcome your feedback and comments at any time.

