

Effective Supervision

Adopted:

Written: Feb 2012

Reviewed: Feb 2023

Next review Feb 2026

Policy: To provide **effective supervision** that promotes an environment where a child can feel safe, secure, and respected by all, and promotes positive interactions for learning through well laid out play spaces, communication, and sight.

- **Guidelines:** Educators should be involved and familiarized with the children who are in your care. Be observant for patterns that can off balance a classroom or playground environment. Incorporate well-designed play areas/centers including outside, where engaging in play allows easy sight of the overall area and potential issues. Only when ratio allows, carry out activities that draw your attention away from the children. Notify co-educators that you are not actively supervising while you are engaged in housekeeping, phone calls etc. Be familiar with child to educator ratios and max. group sizing. Become familiar with all other Centre Policies and the program plan that outline supervision practices for the Centre. Interacting and engaging in play with the children will help in planning experiences that interest the children and gives opportunity to talk about staying safe during play as events occur. Routinely do head counts throughout the day as educators and parents come and go and during transition time, documenting on the head count form according to the procedure found in the program plan, page 23 #25. Always have an educator in front of small and large groups and an educator behind when heading to the play yard and gymnasium. Be prepared to review potential safety issues and evaluate past issues during weekly planning sessions and monthly educator meetings.

Procedures

- Complete all required checklists and notify the director of any hazards that you cannot rectify or fix yourself.
- Do head counts every hour of the day inside and outside using the head count form following the procedure listed in the program plan. As you sign in and out, leave the room for more than 5 minutes and when there are more arrivals/ departures in a short period of time, do head counts.
Position yourself and equipment (through well designed play learning environment that foster the best development opportunities for a child's development) so that it allows for the best view of children in your care.
Giving you the opportunity to see potential problems quickly or be proactive by engaging in communication before issues develop. For this reason, keeping cubbies from being placed in a horseshoe pattern.
- Know your accurate group number at all times. Do not carry out activities that take your attention away from a group of children e.g., Phone use, vacuuming, files, when you are in ratio for your group size. This also includes communications with parents, keeping them short with need-to-know information being exchanged, if more discussion is needed, organize a time that is convenient for you to be out of ratio. This could be over the phone or in-person.
- ID unfamiliar people who are picking up a child/ren, seeking out whether the parent has given permission or does the person have authorization from parent, this information is found on child's emergency card or file. A call to the parent may be needed, for the child's release.
- Establish simple, age-appropriate classroom rules that are positive ("indoors we walk") and simple that reinforce safety and respect to all in the Centre.
- Monitor children's health by being watchful for early signs; fever, illness, or unusual behaviors, inform parent.
- In the event of an incident that has injured the child physically or impacted the child emotionally but is not of a serious life-threatening nature a quick phone call to the parent should be considered.
- Maintain Educator to child ratios and max group sizes at all times.
- When using wagons ensure that they are at the beginning or in the middle of the group so that the children in the wagon are being supervised.
- Even with small groups, an educator must be in front and one behind the group for effective supervision heading to the boot room.

WORKING ALONE

- Engage yourself directly with the children. Situate yourself with a small group so that you can still see or actively engage verbally without the need to shout across the room to give guidance to other children.
- Plan for this part of the day, to ensure that developmentally appropriate centers of interest are available for the children present.
- Check to ensure you have enough supplies before 2nd educator leaves for the day.
- Close centers when you feel that you are not able to supervise or have a good visual on the happenings within that part of the room or play center.
- Reduce lively play to where you can be directly involved only.
- Keep communication to the necessary, with parents when they are entering to pick-up or drop off children.
- Merge at the end of the day into closing rooms as indicated in the end of the day policy.
- Under no circumstances should you have your back in the playroom or engage yourself in an activity that reduces your sight or hearing (vacuuming, playing in a tent, chatting with parents etc.)
- Keep the doorway open to the hallway, so that you will be heard if you need to call out for help. Ask for a gate if needed.
- In the event of an emergency and you cannot move an injured child, Yell for HELP, or send out an older child to get help.
- If something did not get complete, like mopping the floor or sanitizing cups, leave a note for one of the openers or your educator that opens your class in the morning.