



# PROSPECTUS

2025



## UCT EDUCARE CENTRE

Properties and Services Department: Estates and Custodial

### UPPER CAMPUS

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## **OUR VISION**

At UCT Educare we are committed to providing quality educational programmes that guide the growth and development for a diverse community of children in their early years.

As a dedicated and passionate dynamic team we work together to create an environment that is safe, honest, kind, and respectful for all.

## **MISSION STATEMENT**

The UCT Educare Centre is committed to the provision of quality early childhood development. We aim to create an environment which encourages awareness of issues relating to discrimination based on race, gender, class, language, culture, or disability.

The curriculum is designed to reflect the diverse backgrounds from which children at the Educare Centre are drawn and to value their differences. We encourage self-esteem and confidence in children and build on their innate potential.

We are strongly committed to countering the culture of violence prevailing in South African society and are actively implementing non-violent practices.

The UCT Educare Centre encourages children and staff to work, play and learn together in a spirit of co-operation rather than competition. Policies of consultative management ensure participation in all aspects of the centre's work.

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## 1. Admission Policy procedure

- Parents **MUST** be a staff member or student at the University of Cape Town to enrol their child at the Educare Centre.
- Completion of the application form does not guarantee that your child will be accepted at the UCT Educare Centre.
- Admission package includes – admission form, admission letter, requirements list, fee schedule form and the **SIGNED** Educare prospectus (to be signed in acknowledgment that you have read the Prospectus). Your child/ren will not be admitted to the Educare without these documents.

### **School going age impacting Educare ages.**

- The Compulsory school-going age (Grade 1) is 7 years in the year that the child is in Grade 1. Admission to Grade R is 6 years in the year that the child is in Grade R extracted from the WCED eportal, see link below. The Educare has to align with regulations to avoid the child repeating a year at the Educare.  
[https://wcedonline.westerncape.gov.za/learner-admissions-faq#:~:text=Compulsory%20school%2Dgoing%20age%20\(Grade,child%20is%20in%20Grade%20R.](https://wcedonline.westerncape.gov.za/learner-admissions-faq#:~:text=Compulsory%20school%2Dgoing%20age%20(Grade,child%20is%20in%20Grade%20R.)

## 2. Arrival

### **The Educare Centre officially opens at 07:30am (time subject to change)**

- The Educare will be operating from **7:30am – 16:45pm** daily.
- No child or parent will be admitted prior to that time. Children are not permitted to be left on their own in the car-park area unless they are accompanied by an adult.
- Please escort your child and hand him/her personally to the staff members on duty.
- No child will be admitted after 9am
- Admission before 11am will only be considered in exceptional circumstances (e.g. school holidays, specialist appointment excluding vaccinations) which must be communicated prior with the office and the class teacher.

## 3. Breakfast

Breakfast will only be served to 3 – 12 months in nursery. We encourage parents to serve 12 month – 5 years old children breakfast at home before coming to school.

## 4. Closure

### **The Educare Centre closes at 16:45pm.**

It would be appreciated if parents can be punctual as late collections is stressful for your child but also impacts the safety of staff who need to travel and fetch their own children.

## 5. Fetching

Children may not be fetched by anyone other than the parents or persons listed on the admission form unless prior arrangements made with the Office and class teachers. Parents need to provide the day before a copy of ID document of the person/s, collecting their child on that day.

### **5.1. Parents in the process of divorce**

Legal documentation must be provided if there is a custodial dispute.

### **5.2. Late Fetching**

In the event that you are late, (i.e., **your child/ren are collected after 4:45pm**), a late penalty fee will be charged in addition to your child's fees. **Please refer to page 22.** In addition to late fetching parents must sign the late fetching register and contact the Office and class teachers.

## 6. Morning Ring starts 9AM

Children who arrive later than 9:00am are at a disadvantage, as they miss an essential part of the day's programme, that is, morning ring. Morning ring starts with greetings, news, songs, weather, and theme discussions. The late comers are therefore less motivated to participate. Let's work together to ensure our children remain active and simulated starting with making it in time for morning ring at 9AM.

## 7. Lunches/Snacks

Parents are required to provide nutritious and well-balanced lunches (sandwiches, fruit, veggies, healthy biscuits, bran muffins, yogurt, etc.) and juice / water for their children. No heating of food is permitted for health and safety reasons; therefore, parents must provide a lunch that does not need heating. All lunch items, including juice bottles and fruit must be clearly marked. **Learners should not share utensils, food, or drinks due to allergies and dietary requirements. No plastic bags will be allowed except snack and lunch boxes.** Chips, sweets, chocolates, cakes, and fizzy cool drinks are not considered nutritious and will therefore **not be given to your child.**

## 8. Children's birthday parties

If parents wish to celebrate their child's birthday at the Educare, they could bring a cupcake for each child and perhaps donate a book or other item for the class (**party packs are permitted but will be sent home with children**). The book or other educational item would have the child's name inscribed and the year of donation.

If parents wish to use the Educare to distribute invitations to external parties, **then all children in the class must be invited.** If the parents wish to invite just a certain number of Educare companions, then they would have to contact the parents independently and would have to **distribute invitation outside of the Educare centre.**

## 9. Educare Fees

Please note that the completion of the Educare fee schedule form is **compulsory.**

### 9.1 Staff parents

In the case of parents working at UCT, to instruct HR to debit your monthly salary.

### 9.2 Student parents

In the case of parents studying at UCT, to instruct the student fees Office to debit your student fees account as a once-off (12 months fees) payment at the beginning of the year.

### 9.3 Joint Staff

Parents not on the UCT STAFF MONTHLY PAYROLL are to pay the fees in advance, by the first day of each month. No cash payments will be received. Proof of payment (POP) for electronic transfers must be emailed to [educare@uct.ac.za](mailto:educare@uct.ac.za) before or on the 31st day of each month. Without POP it will be assumed that the fees have not been paid, in this instance you will receive a statement indicating an arrear amount.

Parents who would like to pay via EFT need to complete the necessary paperwork by the end of January of each year and arrange a stop order with their bank sending proof thereof, details to follow.

**Reference used for payment:** Please use **"CRY initial/s and surname"** as a reference to allocate the payment.

### 9.4 Notice period

Notice must be given **in writing, 3 months** prior to the date of withdrawal and no refunds will be made for short absences. Please note that staff debit orders can only be cancelled by the Head or student fees accounts can only be credited if she has received the letter of resignation 3 months prior to your child's withdrawal. No tentative withdrawal will be considered.

## 10. Contact numbers

Please inform us if your home and/or work numbers change. It is essential that we are able to contact you at all times, especially in an emergency.

## 11. Clothing

Your child is required to have a small bag/suitcase, clearly marked, for belongings. Please provide a spare set of clothing, in case of accidents. All clothes must be clearly marked. The staff cannot be held responsible for missing

unmarked items. Parents are encouraged to dress their children in comfortable clothing (tights underneath) that is also appropriate to the weather.

## 12. Toys

**No toys** from home may be brought to school as we cannot be responsible for the loss or damage. Parents are also requested to not allow their children to wear dressing up clothes or character clothing such as spider man outfits to school as it negatively affects their play at school. This would include wearing high heeled shoes and make-up to school.

## 13. Sick Children

Sick children need extra love and attention. This is not possible when there are other children to attend to. **It is therefore necessary that the ill child be kept at home.** This will decrease the chances of infection of others and re-infection. Kindly notify the teacher if your child is ill and attaching a sick note from doctor indicating length of absences and illness.

It is policy at the UCT Educare Centre **not to admit children when they are sick.** Parents are requested **NOT** to bring their children to the Educare Centre when they are ill. If children should fall ill during the day, parents are contacted immediately and asked to come and collect their children.

*Conditions under which a child may be sent home; (s)he displays these symptoms:*

- a high fever
- vomiting
- diarrhoea
- cough
- thrush
- a rash that suggests infectious illness
- Covid related symptoms

In compliance with relevant laws (Disaster Management + OHS Act); unsafe acts (where staff, parents or children are endangered) can be [reported to the DoE](#) and civil action can be taken against the offender for reckless endangerment. Parents are responsible for the necessary immunisation of their child/ren. A copy of the clinic card is to be attached to the admission forms.

## 14. Medication

**No Medication** will be administered at school, as medicine is not allowed to be dispensed without a dispensing license. For this reason, sick children are advised not to come to school and parents should not send children to school with medication unless specific permission is granted on a case-by-case basis e.g. The child is on chronic medication and overseen by a medical specialist to manage a known chronic condition such as diabetes etc. Where this is applicable, an official doctor's note outlining the conditions and administration of medication is required.

## 15. Accidents – UCT

In the event of a minor accident (fracture or open wound) the parent will be contacted immediately so that the child can be taken to a doctor for assessment.

In view of the accident being of a more serious nature (loss of consciousness, immobility, asthma attack) the **University's ER24 emergency call-out service will apply.** ER24 will provide trained personnel to transport the affected person to hospital if required. The cost for this transportation will be for the parent's medical aid or personal account. *Parents who are not at ease with the procedure need to indicate their preference to the class teacher.*

## 16. Communication

Please be more aware of the fact that calls to speak to your child's class teacher will result in the class being left unattended, as they are not stationed at a phone. Teachers' availability is at different times; therefore, you are strongly advised to leave a message at the office or contact the teacher via email, WhatsApp or Ms Teams. There is also a class rep for each class group.

**Duties of the class rep include:**

- *Communicating with class parents (reminders, volunteers for events, etc.) – set up class WhatsApp group.*
- *Participating in monthly committee meetings (raising queries or concerns from class parents).*
- *Helping to plan and organize fundraising events.*

**17. Class meetings, Open days and Progress reports**

Parents are required to attend two (2) meetings per year (i.e. March and September), co-ordinated by the Class teacher, Head or Curriculum Administrator for ALL children. Open day will be held in November to provide new and current parents with information about the following year. Progress reports will be issued in June and December; only meetings with parents of children who require additional support will take place during this time. Parents will be notified in advance.

**18. Educational Shows**

Educational shows are an engaging way to enhance learning and bring curriculum themes to life. These shows are organised to complement the nursery and pre-school curriculum, providing a safe and stimulating alternative to outings and excursions for both children and staff. Starting in 2024, educational shows will be regularly scheduled for all classes, catering to children from 3 months to 5 years old. In Term 3, a parental contribution of R250 is required to support these enriching experiences.

**19. Fundraising: Quarterly Fundraising Drive**

To maintain and enhance Educare's facilities, a Fundraising Drive has been introduced in consultation with the Parent Committee. The Head, in collaboration with the Parent Committee, determines how these funds are allocated to ensure the best possible improvements to Educare's facilities. Should any parent face difficulties in paying the fundraising contributions, they are encouraged to discuss the matter confidentially with the Head.

- Term 1: We host our annual Bike & Trike event, and parents contribute R200 per child.
- Term 2: We request a Fundraising Levy of R300 per child, along with encouraging parents to sign up for MySchool.
- Term 3: Parents contribute R250 towards Educational Shows to help us bring learning to life.
- Term 4: We produce our Annual Art E-Book for R130 per child (siblings at no cost). This features the artwork of all our groups, from babies to preschoolers.

To make it easier for parents, we offer the option to pay termly or as a one-time package for R880 per child (siblings at R750).

**20. Parent Committee structures**

The Centre has an active Parent Committee which meets monthly. This committee is constituted as follows:

- 6 Parents Representatives
- Chairperson
- 2 Staff representatives
- Educare Head
- Curriculum Co-Ordinator
- Operations Administrator

The Educare Parent Committee is accountable to the University Council.

**21. University shutdown during protest action / National Disasters - Lockdown**

The Educare Centre will be closed during university shutdowns as per the announcement by the Vice-chancellor and that during such times, we will take direction from the UCT Executive council informed by the Director at Properties and Services, Estates and Custodial regarding the opening and closing of the Educare. Parents will be kept informed of the number of staff in attendance with children being kept safe until parents collect children should the Educare be understaffed.

## 22. Guidelines for addressing concerns

Any concerns must first be addressed with the class teacher and/or assistant. Should you not be satisfied with the outcome the next step is to address the concern with the line manager. If you are still unsatisfied, the Head will be the next point of call. In the event that a parent might still feel aggrieved, your concern may be referred to the Director of Estates and Custodial.

## 23. Children and Specialist Therapy

If your child is receiving specialist therapy the centre must be informed in consultation with the class teacher, in the best interest of the child.

Prior to admission It is obligatory for parents to take their child for an assessment if the teacher, in consultation with the Head and Curriculum Co-ordinator, indicates that there is a concern.

- In the best interest of the child and all the children, a suitable skilled facilitator needs to accompany the child at the parents own cost depending on the outcome of the assessment.
- For health and safety reasons as well as incapacity, If the parent refuses to take the child for an assessment and the situation becomes beyond control then the parents will be required to withdraw the child.

## 25. Settling-in period

A child, who is taking longer than 6 weeks to settle, should be identified by the teacher as soon as it becomes apparent. Consultation should immediately commence between the class teacher and the parent(s) to try to ascertain why the child/ren continues to be unsettled.

### 25.1 Three things to expect when children start educare for the first time.

**Ease into transition:** expect things to be a bit bumpy for a few days and try to avoid making too many other changes to your family's routine at the same time. Starting slowly is key to ease your child into this new environment. For example, if it works for your family, you could start with short days, building up to leaving your child for a whole day.

**Separation anxiety:** crying is expected and normal, although it can be heart breaking for parents. When going through transitions, children usually need some time to adjust to new environment and unfamiliar faces. In general, children with a more sensitive temperament may be slower to warm up to their new environment, this could take any time between 2 months to 6 months.

**Emotional and physical exhaustion:** the separation from parent can be emotionally and physically exhausting for your child. You might try letting your child nap longer, put them to bed early, and/or spend more time cuddling and playing with your child. You can expect your child to be hungry and thirsty when they get home.

## 26. Extra Mural

Extra Mural Activities is an activity, performed by children, that falls outside the realm of the normal curriculum of early childhood education. Parents, you are required to sign up and enrol directly with the extra mural providers. The selection form that you return to us, helps Educare to:

1. Keep up with the activity's children are signed up for.
2. Keep children ready before coaches arrive.
3. Keep attendance record and conduct a head count on their return to class.

Demonstrations will be held in November for parents and in January for children. Parents are encouraged to attend demonstrations. Dates will be communicated via the Curriculum Office. **Refer to pages 15, 16 & 17 for the list of extra mural activities in more details.** Extra Mural forms an integral part of children's learning and development; therefore, parents are encouraged to enrol their child in one or two of the extra-mural activities offered at the Educare.

## 27. Daily Programme



The daily programme is carefully tailored to balance periods of structured learning with creative activities, ring time and free play. Snack time, music, stories, and generous amounts of outdoor play also make up the morning routine. Components of the daily programme are discussed in more detail below.

In each classroom a highly qualified teacher plans and directs the programme with the help of an experienced teaching assistant. This allows the teacher to work with small groups of children (allowing for more individual attention while adhering to the child to teacher ratio).

For components of the daily programme for each age group/class refer to the following page numbers.

<b>3 – 12 mnths</b>	Page 11
<b>1 – 2 years A</b>	Page 12
<b>1 – 2 years B</b>	Page 13
<b>2 – 3 years</b>	Page 14
<b>3 – 4 years</b>	Page 15
<b>4 – 5 years</b>	Page 16

## **28. Requirement List**

Please ensure that you've read the requirement list. All items on the requirement list are to be handed to the class teacher by the end of March. You are welcome to contact the school to clarify the items on the requirement list.

## **29. Important Links: Learning through play, The Parent Centre, Myschool, Consolidate milestones, Potty training and Virtual tour.**

### **Learning through play**

[https://www.youtube.com/watch?feature=youtu.be&v=C3No2\\_ObHLY&app=desktop](https://www.youtube.com/watch?feature=youtu.be&v=C3No2_ObHLY&app=desktop)

### **The Parent Centre**

[www.theparentcentre.org.za](http://www.theparentcentre.org.za)

### **MySchool**

MySchool – We welcome parents who would like to participate in our ongoing, passive income fundraiser for the Educare by registering for Myschool below, it will take 5 minutes to complete.

[www.myschool.co.za](http://www.myschool.co.za)

### **Consolidated milestones**

<https://uct.ac.za/media/10507>

### **Potty training**

<https://uct.ac.za/media/10508>

### **Virtual tour**

<https://uct.ac.za/media/10508>

## **Curriculum introduction**

The National Curriculum Framework (NCF) provides guidance for those developing programmes and working with babies, toddlers, and young children from birth to age four. The NCF draws on the values in our constitution, the principles set out in existing legislation, policies and plans, review of South African curricula for birth to four (Free State, Gauteng, Limpopo), the findings from the international literature on ECD, global imperatives for ECD and voices from the ECD field (through the stakeholder consultations carried out in South Africa). The National Early Learning Standards (NELDS) form the foundation for the NCF.

As from the 1st of April 2022, Early Childhood Development (ECD) – the ECD function shifted from the Department of Social Development (DSD) to the Department of Basic Education (DBE). Following the function shift, DBE expected all ECD Centre's to revisit their classroom daily programmes and learning programmes to ensure that these are aligned to the National Curriculum Framework.

Herewith, the NCF aligned daily programmes.

Please note: Our routine is flexible to meet the individual needs of children in the Nursery Phase. Individual feeding and sleeping times are respected and schedule is adapted accordingly.

<b>Caterpillars</b> <b>DAILY PROGRAMME (3 – 12 months)</b> <b>Ratio 2:8</b> <b>Teacher: Janice Jaftha</b> <b>Assistant: Brenda Dosi</b>	
<p>Please note: Our routine is flexible to meet the individual needs of the infant. Individual feeding and sleeping times are respected and schedule is adapted accordingly.</p>	
<b>7:45 AM – 9.00 AM</b>	<p>Arrival and Settling In</p> <ul style="list-style-type: none"> <li>○ Quiet play or sensory exploration.</li> <li>○ Gentle music to create a calming environment.</li> <li>○ Nappy Change (As needed)</li> <li>○ Breakfast and Bottle Feeding (As needed)</li> </ul> <p>ELDA 1: Well-being and ELDA 2: Identity and Belonging</p> <ul style="list-style-type: none"> <li>○ Helps babies and toddlers feel safe and secure through familiar routines and nurturing environments.</li> </ul>
<b>9.00 AM – 9.30 AM</b>	<p>Morning Circle</p> <ul style="list-style-type: none"> <li>○ Greeting with songs and rhymes.</li> <li>○ Age-appropriate language and communication activities.</li> <li>○ Use simple visuals to introduce themes (colours, animals, etc.).</li> </ul> <p>ELDA 3: Communication</p> <ul style="list-style-type: none"> <li>○ Focuses on language development through songs, gestures, and early conversations.</li> </ul> <p>ELDA 2: Identity and Belonging</p> <ul style="list-style-type: none"> <li>○ Reinforces the sense of self and connection to others in a group setting.</li> </ul>
<b>9.30 AM – 10.00 AM</b>	<p>Fine Motor Activity</p> <ul style="list-style-type: none"> <li>○ Simple hand-eye coordination tasks like stacking blocks, puzzles, or finger painting.</li> </ul> <p>ELDA 1: Physical Development</p> <ul style="list-style-type: none"> <li>○ Focuses on fine motor skills and hand-eye coordination.</li> </ul> <p>ELDA 5: Creativity</p> <ul style="list-style-type: none"> <li>○ Encourages early artistic expression and creative exploration.</li> </ul>
<b>10.00 AM – 10.30 AM</b>	<p>Snack Time and Bottle Feeding (As needed)</p> <p>Nappy Change (As needed)</p> <p>ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Supports healthy eating habits and self-care skills.</li> </ul>
<b>10.30 AM – 11.00 AM</b>	<p>Sensory Play</p> <ul style="list-style-type: none"> <li>○ Activities like water play, sand play, or sensory bins (soft balls, fabrics, rattles).</li> <li>○ Focus on textures, sounds, and visual stimulation.</li> </ul> <p>ELDA 4: Exploring Mathematics</p> <ul style="list-style-type: none"> <li>○ Encourages understanding of shapes, sizes, textures, and spatial awareness.</li> </ul> <p>ELDA 6: Knowledge and Understanding of the World</p> <ul style="list-style-type: none"> <li>○ Promotes curiosity and exploration of the surrounding environment through sensory experiences.</li> </ul>
<b>11.00 AM – 12.00 PM</b>	<p>Gross Motor Play</p> <ul style="list-style-type: none"> <li>○ Crawling mats, walking assistance, or tummy time for younger babies.</li> <li>○ Obstacle courses or simple climbing equipment for toddlers.</li> </ul> <p>ELDA 1: Well-being and Physical Development</p> <ul style="list-style-type: none"> <li>○ Supports physical health, mobility, and coordination.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Enhances gross motor skills like crawling, walking, and balancing.</li> </ul>
<b>12.00 AM – 12.45 PM</b>	<p>Lunch Time and Bottle Feeding (As needed) Nappy Change (As needed) ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Focuses on nutrition and learning self-feeding practices (where age-appropriate).</li> </ul>
<b>12.45 PM – 14.00 PM</b>	<p>Nap Time</p> <ul style="list-style-type: none"> <li>○ A quiet environment with soft music or white noise.</li> </ul> <p>ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Promotes rest and relaxation as essential elements of a child's physical and emotional development.</li> </ul>
<b>14.00 PM – 14.30 PM</b>	<p>Afternoon Snack and Bottle Feeding (As needed) Nappy Change (As needed) ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Supports self-care and healthy eating habits.</li> </ul>
<b>14:30 PM – 16.45 PM</b>	<p>Afternoon Free Play ELDA 1 &amp; 2 Teacher's Admin and Planning Nappy Change (As needed) and Bottle Feeding (As needed)</p>

<b>Ladybirds DAILY PROGRAMME (1-2 years) Ratio 2:9</b> <b>Teacher: Jean Jaftha</b> <b>Assistant: TBC</b>	
Please note: Our routine is flexible to meet the individual needs of the infant. Individual feeding and sleeping times are respected and schedule is adapted accordingly.	
<b>7:45 AM – 9.00 AM</b>	Arrival and Settling In <ul style="list-style-type: none"> <li>○ Quiet play or sensory exploration.</li> <li>○ Gentle music to create a calming environment.</li> <li>○ Nappy Change (As needed)</li> <li>○ Bottle Feeding (As needed)</li> </ul> ELDA 1: Well-being and ELDA 2: Identity and Belonging <ul style="list-style-type: none"> <li>○ Helps babies and toddlers feel safe and secure through familiar routines and nurturing environments.</li> </ul>
<b>9.00 AM – 9.30 AM</b>	Morning Circle <ul style="list-style-type: none"> <li>○ Greeting with songs and rhymes.</li> <li>○ Age-appropriate language and communication activities.</li> <li>○ Use simple visuals to introduce themes (colours, animals, etc.).</li> </ul> ELDA 3: Communication <ul style="list-style-type: none"> <li>○ Focuses on language development through songs, gestures, and early conversations.</li> </ul> ELDA 2: Identity and Belonging <ul style="list-style-type: none"> <li>○ Reinforces the sense of self and connection to others in a group setting.</li> </ul>
<b>9.30 AM – 10.00 AM</b>	Fine Motor Activity <ul style="list-style-type: none"> <li>○ Simple hand-eye coordination tasks like stacking blocks, puzzles, or finger painting.</li> </ul> ELDA 1: Physical Development <ul style="list-style-type: none"> <li>○ Focuses on fine motor skills and hand-eye coordination.</li> </ul> ELDA 5: Creativity <ul style="list-style-type: none"> <li>○ Encourages early artistic expression and creative exploration.</li> </ul>
<b>10.00 AM – 10.30 AM</b>	Snack Time and Bottle Feeding (As needed) Nappy Change (As needed) ELDA 1: Well-being <ul style="list-style-type: none"> <li>○ Supports healthy eating habits and self-care skills.</li> </ul>
<b>10.30 AM – 11.00 AM</b>	Sensory Play <ul style="list-style-type: none"> <li>○ Activities like water play, sand play, or sensory bins (soft balls, fabrics, rattles).</li> <li>○ Focus on textures, sounds, and visual stimulation.</li> </ul> ELDA 4: Exploring Mathematics <ul style="list-style-type: none"> <li>○ Encourages understanding of shapes, sizes, textures, and spatial awareness.</li> </ul> ELDA 6: Knowledge and Understanding of the World <ul style="list-style-type: none"> <li>○ Promotes curiosity and exploration of the surrounding environment through sensory experiences.</li> </ul>
<b>11.00 AM – 12.00 PM</b>	Gross Motor Play <ul style="list-style-type: none"> <li>○ Crawling mats, walking assistance, or tummy time for younger babies.</li> <li>○ Obstacle courses or simple climbing equipment for toddlers.</li> </ul> ELDA 1: Well-being and Physical Development <ul style="list-style-type: none"> <li>○ Supports physical health, mobility, and coordination.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Enhances gross motor skills like crawling, walking, and balancing.</li> </ul>
<b>12.00 AM – 12.45 PM</b>	<p>Lunch Time and Bottle Feeding (As needed)  Nappy Change (As needed)  ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Focuses on nutrition and learning self-feeding practices (where age-appropriate).</li> </ul>
<b>12.45 PM – 14.00 PM</b>	<p>Nap Time</p> <ul style="list-style-type: none"> <li>○ A quiet environment with soft music or white noise.</li> </ul> <p>ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Promotes rest and relaxation as essential elements of a child's physical and emotional development.</li> </ul>
<b>14.00 PM – 14.30 PM</b>	<p>Afternoon Snack and Bottle Feeding (As needed)  Nappy Change (As needed)  ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Supports self-care and healthy eating habits.</li> </ul>
<b>14:30 PM – 16.45 PM</b>	<p>Afternoon Free Play ELDA 1 &amp; 2  Teacher's Admin and Planning  Nappy Change (As needed) and Bottle Feeding (As needed)</p>

<b>Butterflies</b> DAILY PROGRAMME (1-2 years) Ratio 2:9 <b>Teacher:</b> Elsie Witbooi and Natascha Hare <b>Assistant:</b> TBC	
Please note: Our routine is flexible to meet the individual needs of the infant. Individual feeding and sleeping times are respected and schedule is adapted accordingly.	
<b>7:45 AM – 9.00 AM</b>	Arrival and Settling In <ul style="list-style-type: none"> <li>○ Quiet play or sensory exploration.</li> <li>○ Gentle music to create a calming environment.</li> <li>○ Nappy Change (As needed)</li> <li>○ Bottle Feeding (As needed)</li> </ul> ELDA 1: Well-being and ELDA 2: Identity and Belonging <ul style="list-style-type: none"> <li>○ Helps babies and toddlers feel safe and secure through familiar routines and nurturing environments.</li> </ul>
<b>9.00 AM – 9.30 AM</b>	Morning Circle <ul style="list-style-type: none"> <li>○ Greeting with songs and rhymes.</li> <li>○ Age-appropriate language and communication activities.</li> <li>○ Use simple visuals to introduce themes (colours, animals, etc.).</li> </ul> ELDA 3: Communication <ul style="list-style-type: none"> <li>○ Focuses on language development through songs, gestures, and early conversations.</li> </ul> ELDA 2: Identity and Belonging <ul style="list-style-type: none"> <li>○ Reinforces the sense of self and connection to others in a group setting.</li> </ul>
<b>9.30 AM – 10.00 AM</b>	Fine Motor Activity <ul style="list-style-type: none"> <li>○ Simple hand-eye coordination tasks like stacking blocks, puzzles, or finger painting.</li> </ul> ELDA 1: Physical Development <ul style="list-style-type: none"> <li>○ Focuses on fine motor skills and hand-eye coordination.</li> </ul> ELDA 5: Creativity <ul style="list-style-type: none"> <li>○ Encourages early artistic expression and creative exploration.</li> </ul>
<b>10.00 AM – 10.30 AM</b>	Snack Time and Bottle Feeding (As needed) Nappy Change (As needed) ELDA 1: Well-being <ul style="list-style-type: none"> <li>○ Supports healthy eating habits and self-care skills.</li> </ul>
<b>10.30 AM – 11.00 AM</b>	Sensory Play <ul style="list-style-type: none"> <li>○ Activities like water play, sand play, or sensory bins (soft balls, fabrics, rattles).</li> <li>○ Focus on textures, sounds, and visual stimulation.</li> </ul> ELDA 4: Exploring Mathematics <ul style="list-style-type: none"> <li>○ Encourages understanding of shapes, sizes, textures, and spatial awareness.</li> </ul> ELDA 6: Knowledge and Understanding of the World <ul style="list-style-type: none"> <li>○ Promotes curiosity and exploration of the surrounding environment through sensory experiences.</li> </ul>
<b>11.00 AM – 12.00 PM</b>	Gross Motor Play <ul style="list-style-type: none"> <li>○ Crawling mats, walking assistance, or tummy time for younger babies.</li> <li>○ Obstacle courses or simple climbing equipment for toddlers.</li> </ul> ELDA 1: Well-being and Physical Development <ul style="list-style-type: none"> <li>○ Supports physical health, mobility, and coordination.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Enhances gross motor skills like crawling, walking, and balancing.</li> </ul>
<b>12.00 AM – 12.45 PM</b>	<p>Lunch Time and Bottle Feeding (As needed)  Nappy Change (As needed)  ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Focuses on nutrition and learning self-feeding practices (where age-appropriate).</li> </ul>
<b>12.45 PM – 14.00 PM</b>	<p>Nap Time</p> <ul style="list-style-type: none"> <li>○ A quiet environment with soft music or white noise.</li> </ul> <p>ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Promotes rest and relaxation as essential elements of a child's physical and emotional development.</li> </ul>
<b>14.00 PM – 14.30 PM</b>	<p>Afternoon Snack and Bottle Feeding (As needed)  Nappy Change (As needed)  ELDA 1: Well-being</p> <ul style="list-style-type: none"> <li>○ Supports self-care and healthy eating habits.</li> </ul>
<b>14:30 PM – 16.45 PM</b>	<p>Afternoon Free Play ELDA 1 &amp; 2  Teacher's Admin and Planning  Nappy Change (As needed) and Bottle Feeding (As needed)</p>





## Grasshoppers

DAILY PROGRAMME (2 – 3 years)

Ratio 2:18

**Teacher:** Gerchia Thorne

**Assistant:** TBC



Please note: Our routine is flexible to meet the individual needs of the infant. Individual feeding and sleeping times are respected and schedule is adapted accordingly

<b>7:45-8:45</b>	Morning Free Play ELDA 1 & 2
<b>8:45-9:00</b>	Morning Circle ELDA 1 & 2 Nappy change / potty training/ toilet routine (as needed/ required)
<b>9:00-9:15</b>	Themed Learning ELDA 6
<b>9:15-9:45</b>	Creativity (Visual and Performance Art) ELDA 5
<b>9:45-10:00</b>	Early Mathematics ELDA 4
<b>10:00-10:30</b>	Snack Time ELDA 1 & 2 Nappy change / potty training/ toilet routine (as needed/ required)
<b>10:30-12:00</b>	Outdoor Play ELDA 1 Extra-Mural Activities Micro Development
<b>12:00-12:15</b>	Communication ELDA 3
<b>12:15-12:30</b>	Story Time ELDA 3 Nappy change / potty training/ toilet routine (as needed/ required) Washing hands
<b>12:30-13:00</b>	Lunch ELDA 1 & 2
<b>13:00-14:00</b>	Rest ELDA 1 & 2
<b>14:00-14:30</b>	Snack Time ELDA 1 & 2 Snack/ feeding/bottles Nappy change / potty training/ toilet routine (as needed/ required)
<b>14:30-16:45</b>	Afternoon Free Play ELDA 1 & 2 Extra Mural Activities Teacher's Admin and Planning



## Bees

DAILY PROGRAMME (3 – 4 years)

Ratio 2:25

**Teacher:** Lungiswa Ngqukuvana

**Assistant:** Buyelwa Sishuba-Mthandana



Please note: Our routine is flexible to meet the individual needs of the infant. Individual feeding and sleeping times are respected and schedule is adapted accordingly

<b>7:45-8:45</b>	Morning Free Play ELDA 1 & 2 Toilet routine and hand-wash
<b>8:45-9:00</b>	Morning Circle ELDA 1 & 2
<b>9:00-9:15</b>	Themed Learning ELDA 6
<b>9:15-9:45</b>	Creativity (Visual and Performance Art) ELDA 5 Toilet routine and hand-wash
<b>9:45-10:00</b>	Early Mathematics ELDA 4
<b>10:00-10:30</b>	Toilet routine and hand-wash Snack Time ELDA 1 & 2
<b>10:30-12:00</b>	Outdoor Play ELDA 1 Extra-Mural Activities Micro Development Toilet routine and hand-wash
<b>12:00-12:15</b>	Communication ELDA 3
<b>12:15-12:30</b>	Story Time ELDA 3
<b>12:30-13:00</b>	Toilet routine and hand-wash Lunch ELDA 1 & 2
<b>13:00-14:00</b>	Rest ELDA 1 & 2 Toilet routine and hand-wash
<b>14:00-14:30</b>	Snack Time ELDA 1 & 2
<b>14:30-16:45</b>	Afternoon Free Play ELDA 1 & 2 Toilet routine and hand-wash Extra Mural Activities Teacher's Admin and Planning



## Dragonflies

DAILY PROGRAMME (4 – 5 years)

Ratio 2:25

**Teacher:** Joy Marthinussen

**Assistant:** Ellenore Le Roux



Please note: Our routine is flexible to meet the individual needs of the infant. Individual feeding and sleeping times are respected and schedule is adapted accordingly

<b>7:45-8:45</b>	Morning Free Play ELDA 1 & 2 Toilet routine and hand-wash
<b>8:45-9:00</b>	Morning Circle ELDA 1 & 2
<b>9:00-9:15</b>	Themed Learning ELDA 6
<b>9:15-9:45</b>	Creativity (Visual and Performance Art) ELDA 5 Toilet routine and hand-wash
<b>9:45-10:00</b>	Early Mathematics ELDA 4
<b>10:00-10:30</b>	Toilet routine and hand-wash Snack Time ELDA 1 & 2
<b>10:30-12:00</b>	Outdoor Play ELDA 1 Extra-Mural Activities Micro Development Toilet routine and hand-wash
<b>12:00-12:15</b>	Communication ELDA 3
<b>12:15-12:30</b>	Story Time ELDA 3
<b>12:30-13:00</b>	Toilet routine and hand-wash Lunch ELDA 1 & 2
<b>13:00-14:00</b>	Rest ELDA 1 & 2 Toilet routine and hand-wash
<b>14:00-14:30</b>	Snack Time ELDA 1 & 2
<b>14:30-16:45</b>	Afternoon Free Play ELDA 1 & 2 Toilet routine and hand-wash Extra Mural Activities Teacher's Admin and Planning

Day	Activity	Information	Contact
<b>Monday</b> (morning)	Aqua Swim 10.30 (weekly)	<ul style="list-style-type: none"> <li>• Age 2-5 years</li> <li>• Mondays</li> <li>• 1 class/week @10.30</li> <li>• 15 min lesson</li> <li>• Incl. transport</li> </ul>	<b>Amina or Thaniya</b> <b>021 532 2053</b> <b>info@aquacrazy.co.za</b>
<b>Monday</b> (afternoon)	Robotics 14.30 (2x monthly)	<ul style="list-style-type: none"> <li>• Age 3-5 years</li> <li>• Mondays</li> <li>• 2x classes monthly @14.30</li> <li>• 30 min lesson</li> </ul>	<b>Joy</b> <b>071 883 4800</b> <b>joy.levitt@ontheballcollege.co.za</b>
<b>Tuesday</b> (morning)	Swimmattix (NEW) 08.15 (weekly)	<ul style="list-style-type: none"> <li>• Age 2-5 years</li> <li>• Tuesdays</li> <li>• 1 class/week @0830</li> <li>• 15 min lesson</li> <li>• Incl. transport</li> </ul>	<b>Carla</b> <b>021 827 9768 (Ext. 2)</b> <b>info@swimmattix.com</b> <b>www.swimmattix.com</b>
<b>Tuesday</b> (morning)	Culinary 10.30 (weekly)	<ul style="list-style-type: none"> <li>• Age 3-5 years</li> <li>• Tuesdays</li> <li>• 1 class/ week @10.30</li> <li>• 40 min lesson</li> <li>• Child receive a kids apron and lunchbox</li> <li>• Certificate and medal</li> </ul>	<b>Nicole</b> <b>066 063 6661</b> <b>nicole.culinarykids@gmail.com</b>
<b>Tuesday</b> (afternoon)	Monkeynastics 14.30 (weekly)	<ul style="list-style-type: none"> <li>• Age 2-5 years</li> <li>• Tuesdays</li> <li>• 1 class/ week @ 14.30</li> <li>• 30 min lesson</li> <li>• 8 classes per term</li> <li>• Certificate and medal</li> <li>• T-shirt</li> </ul>	<b>James</b> <b>083 324 2458</b> <b>james@monkeynastixcapetown.co.za</b>
<b>Wednesday</b> (morning)	Groovy Moovers 10.30 (monthly)	<ul style="list-style-type: none"> <li>• Age 2-5 years</li> <li>• Wednesdays</li> <li>• 1 class/ month @10.30</li> <li>• 30 min lesson</li> <li>• Certificate and medal</li> <li>• T-shirt</li> </ul>	<b>Lwandile</b> <b>066 019 4371</b> <b>vlnlwa001@myuct.ac.za</b>
<b>Wednesday</b> (morning)	Ballet 11.00 (2-3y) (weekly)	<ul style="list-style-type: none"> <li>• Age 2-5 years</li> <li>• Wednesdays</li> <li>• 1 class/ week @11.00-12.00</li> <li>• 30 min lesson</li> <li>• Two parent shows per year.</li> </ul>	<b>Paula</b> <b>083 652 0790</b> <b>paulabeesballet@gmail.com</b>
<b>Wednesday</b> (morning)	Ballet 11.30 (3-5y) (weekly)		

		<ul style="list-style-type: none"> <li>• Certificate and medal</li> <li>• Ballet bag</li> </ul>	
<b>Wednesday</b> (afternoon)	Drumming (NEW) 14.30 (weekly)	<ul style="list-style-type: none"> <li>• Age 3-5 years</li> <li>• Wednesdays</li> <li>• 1 class/ week @14.30</li> <li>• 30 min lesson</li> <li>• Parent show per year.</li> <li>• Certificate</li> <li>• African-crafted drums are used in the sessions, along with shakers.</li> <li>• Children can expect to engage in rhythmic beats while hitting the drum.</li> <li>• Colour coordination drills are included, both with and without the drum.</li> <li>• Marching movements are part of the activities.</li> <li>• Basic choreographed drumming dances are taught.</li> <li>• Specific musical beats are played to support the children as they hit the drum.</li> </ul>	<b>Coach Moosa</b> <b>0723463412</b> <b>moosa7moose@gmail.com</b>
<b>Thursday</b> (morning)	Pottery 10.30 (monthly)	<ul style="list-style-type: none"> <li>• Age: 2-5 years</li> <li>• Thursdays</li> <li>• 1 class/ month @10.30</li> <li>• Creations are sent home monthly</li> <li>• 30 min lesson</li> </ul>	<b>Vincit or Karen</b> <b>087 550 1599</b> <b>vincit@bacrete.com</b>
<b>Thursday</b> (morning)	Playball 10.30 (one-on-one lessons) (weekly)	<ul style="list-style-type: none"> <li>• Age 1-5 years</li> <li>• Thursdays</li> <li>• 1 class/ week @10.30-12.00</li> <li>• 30 min lesson</li> <li>• Progress feedback</li> <li>• Certificate and medal</li> <li>• T-shirt</li> </ul>	<b>Annie</b> <b>0832704094</b> <b>annievan@mweb.co.za</b>
<b>Thursday</b> (morning)	Playball 11.00 (2-3y) (weekly)		
<b>Thursday</b> (morning)	Playball 11.30 (3-5y) (weekly)		
<b>Friday</b> (afternoon)	Soccerstars 14.30 (weekly)	<ul style="list-style-type: none"> <li>• Age 2-5 years</li> <li>• Fridays</li> <li>• 1 class/ week @14.30</li> <li>• 30 min lesson</li> <li>• Parent shows</li> <li>• Certificate and medal</li> <li>• T-shirt</li> </ul>	<b>Wanita</b> <b>068 538 6811</b> <b>wanita@soccercise.co.za</b>



## Educare Curriculum Year Planner [2025]

Term	Term starts	Term ends	School Holidays
First	10 January (staff) 13 January (children)	27 March 28 March (no children day)	31 March – 7 April
Second	8 April	26 June 27 June (no children day)	30 June – 21 July
Third	22 July	2 October 3 October (no children day)	6 – 10 October
Fourth	13 October	11 December 12 December (no children day)	15 December – 2 January 2026 <b>Educare re-opens</b> 9 January 2026 (staff) 12 January 2026 (children)

**"No children day"** is a day at the end of each term when Educare closes for one day due to staff training and professional development.

**"School terms"** are the periods during which mandatory teaching and learning activities are held.

**"School holidays"** are the periods during which Educare implements a holiday programme due to fewer children in attendance and staff leave.

Kindly note that Educare operates throughout the year, excluding public holidays, no children day and Dec/Jan break.

**About our Learning Programme:** Educare follow the NCF (New Curriculum Framework) as prescribed by the Department of Education for 3 months to 5-year-olds. We focus on the "whole child" approach in our method of teaching. The curriculum is designed with early learning goals in mind:

- » Well-Being (safety, physical development)
- » Identity & Belonging (personal, social & emotional development)
- » Communication (language, literacy)
- » Early Mathematics (thinking and memory skills, reasoning & numeracy)
- » Creativity (problem – solving, music, visual art)
- » Knowledge & Understanding of the World (explore & design)

**Red text indicates it's a public holiday.**

Dates: Term 1	Classroom Learning-Based Topic	Special Days
8 – 24 January (3 weeks)	All about me orientation month	<b>Extra Mural Demonstrations</b> 20-24 January 2025
27 – 31 January	My body	<b>Curriculum out of office</b> 27 Jan – 2 Feb
3 – 7 February	My family: immediate	<b>Read Aloud Day (UCT Librarians)</b> 5 February (Wed) <b>Curriculum out of office</b> 3-11 Feb
10 – 14 February	My family: extended	<b>Valentine's Day</b> 14 February (Fri) <b>Emergency Drill</b> 15 February (Thurs)

		<b>Curriculum out of office</b> 3-11 Feb
17 – 21 February	Houses and homes	<b>OT screening</b> (Date TBC) <b>Speech &amp; Language Clinic</b> Nursery (Wed or Thurs) TBC
24 – 28 February	Senses: sight and hearing	<b>Ramadan TBC</b> 28 February (Fri)
3 – 7 March	Senses: smell and taste	<b>Annual General Meeting (AGM)</b> 4 March (Tues) <b>Bike and Trike (3m-5y)</b> 7 March (Fri) <b>Hearing Assessment Clinic</b> (Date TBC)
10 – 14 March	Senses: touch	<b>Educational show</b> (Date TBC) <b>Clinic Visits</b> 11 & 12 March TBC
17 – 21 March	Autumn	<b>Camp Rock (4-5y class)</b> 20 March (Thurs) <b>Human Rights 21 March (Fri)</b>
24 – 27 March	Online assessment feedback to parents	<b>No children day</b> 28 March (Fri)
31 March – 7 April	Holiday programme	<b>Eid ul Fitr</b> 30 Mar (Tues) TBC <b>Holiday Activity:</b> Sorting and Organising the Book Library in the Curriculum Store <b>Good Friday 3 April (Fri)</b> <b>Family Day 6 April (Mon)</b>
<b>Term 2</b>	<b>Classroom Learning-Based Topic</b>	<b>Special Days</b>
8 – 11 April	Friendships	<b>Quarterly parent info session</b> Early Literacy and Language UCT Students from Speech and Language Clinic 9 or 10 April (TBC)
14 – 18 April	Community Helpers	<b>Easter Hunt</b> 16 April (Wed)
21 – 25 April	Lines, shapes, and colours	<b>World Book Day</b> 23 April (Wed) <b>Preschoolers 4-5 years visit to Norval Museum</b> 24 April (Thurs)
28 April – 2 May	Fire Safety	<b>Freedom Day 28 Apr (Mon)</b> <b>Worker's Day 1 May (Thurs)</b>
5 – 9 May	Pets	<b>OT screening</b> (Date TBC) <b>Mother's Day</b> 11 May (Sun) Celebrate 9 May (Fri) <b>Curriculum out of office</b> 5-15 May
12 – 16 May	Farm Animals	<b>Educational show</b> (Date TBC)

		<b>Curriculum out of office</b> 5-15 May
19 – 23 May	Wild Animals	<b>Africa Day</b> 25 May (Sun) Celebrate 23 May (Fri)
26 – 30 May	Children’s Rights	<b>Child Protection Week</b>
2 – 13 June (2 weeks)	Winter	<b>100<sup>th</sup> Day of School</b> 4 Jun (Wed)  <b>Eid al-Adha</b> 6 June (Fri) TBC  <b>Father’s Day</b> 15 June (Sun) Celebrate 13 Jun (Fri)
16 – 20 June	Recap Week	<b>Youth Day 16 June (Mon)</b>
23 – 26 June	June progress report feedback to parents	<b>No children day</b> 27 June (Fri)
30 June – 21 July (3 weeks)	Holiday programme	<b>Nelson Mandela Day</b> 18 July (Fri)
<b>Term 3</b>	<b>Classroom Learning-Based Topic</b>	<b>Special Days</b>
22 – 25 July	Transportation: land	<b>Speech &amp; Language Clinic</b> Preschool Phase
28 July – 1 August	Transportation: air	<b>Curriculum out of office</b> 28 July – 5 Aug
4 – 8 August	Transportation: water	<b>Children’s Photo Day</b> 7 August (Thurs)  <b>Curriculum out of office</b> 28 July – 5 Aug  <b>National Women’s Day 9 Aug (Sat)</b>
11 – 15 August	Birds	<b>Quarterly parent info sessions 14<sup>th</sup></b> Child Development Milestones Early Intervention Positive Discipline Behaviour Management
18 – 22 August	Opposites	<b>Clinic Visits</b> 19 & 20 August TBC
25 August – 5 September (2 weeks)	Spring	<b>Educational Show</b> (Date TBC)
8 – 12 September	Insects: bees and ants	
15 – 19 September	Insects: grasshopper and crickets	
22 – 26 September	Insects: bugs and butterflies	<b>Heritage Day 24 Sept (Wed)</b> <b>Coffee Drive 23 Sept (Tues)</b>
29 September – 2 October	Online assessment feedback to parents	<b>No children day</b> 2 October (Fri)
6 – 10 October	Holiday programme	Curriculum out of office 6 October



<b>Term 4</b>	<b>Classroom Learning-Based Topic</b>	<b>Special Days</b>
13 – 17 October	Dinosaurs	<b>Graduates Photo Day</b> (Date TBC)
20 – 24 October	Treasures of the earth: rocks and minerals	<b>Diwali</b> 20 October (Mon)
27 – 31 October	Space	<b>Educational Show</b> (Date TBC)  <b>Parent info session for 2026</b> 29 October: Nursery 30 October: Preschool <ul style="list-style-type: none"> <li>• Class list per teacher</li> <li>• Fee schedule 2026</li> </ul>
3 – 7 November	Recycling	<b>Extra Mural Demonstrations</b> 3 – 7 November
10 – 14 November	Pollution: air, water and land	<b>Curriculum out of office</b> 10 November
17 – 21 November	Summer	<b>School Leavers</b> 20 November (Thurs)
24 – 28 November	Recap Week	
1 – 5 December	Progress reports	<b>Extra mural end of year ceremonies</b>
8 – 11 December	Class parties	<b>No children day</b> 11 December (Fri)
15 December – 2 January 2026	School holiday break	<b>Educare re-opens</b> 9 January 2026 (staff) 12 January 2026 (children)

## UCT Educare Centre Learner Code of Conduct

### Introduction and Aim

The Parent Committee is required to set up a code of conduct (herein and hereafter be referred to as COC) and policies for parents whose child(ren) attend UCT Educare Centre (herein and hereafter be referred to as the Centre). This COC also applies to the employees and any one under the employment of COC.

### Purpose

The purpose of this COC is to protect the children and to promote their general wellbeing and to encourage them to reach their full potential and skills at their respective ages, whilst under the care of the Centre. The COC has been created to serve as a guideline on the required standards and expectations of appropriate behaviour and regulations for the learners attending the Centre. The COC policy has been put into place to support and ensure both parents of learners and staff of the Centre are protected and are exposed to a safe, positive and respectful learning and teaching environment.

<b>BEHAVIOUR CATEGORY</b>	<b>LEARNER/PARENT RESPONSIBILITY</b>	<b>SCHOOL/TEACHER RESPONSIBILITY</b>
<b>ATTENDANCE</b>	<ul style="list-style-type: none"><li>• Be at school by 8:00 every day.</li><li>• Do not leave school premises during school hours unless permission is given by the Head.</li><li>• Ensure that your child is punctual for school and all school activities.</li><li>• Teach children the importance of being punctual and committed to extra-murals.</li><li>• Avoid keeping children out of school unnecessarily.</li></ul>	<ul style="list-style-type: none"><li>• Give children a late letter for continued late arrival.</li><li>• Call parents to discuss absence or continued late arrival.</li></ul>
<b>APPEARANCE</b>	<ul style="list-style-type: none"><li>• Make sure your child is wearing the correct (weather permitting) clothing and always looks neat.</li><li>• Ensure that all clothing &amp; other items are clearly marked.</li></ul>	<ul style="list-style-type: none"><li>• Encourage children to take care of their appearance.</li><li>• Ensure that children are properly clothed when they leave the Educare.</li></ul>

## BEHAVIOUR CATEGORY

## LEARNER/PARENT RESPONSIBILITY

## SCHOOL/TEACHER RESPONSIBILITY

### COMMUNICATION BETWEEN EDUCARE & HOME

- Provide letters of absence for Educare & extra-murals.
- Return reply slips to school within 2 days.
- Note the contents of notifications and emails regularly via Ms Teams or Vula.
- Return relevant forms to Educare timeously.
- Make an appointment should you need to see a teacher and expect a 48hr response time.
- Communicate any changes to parent details to the Educare.
- Provide an ID copy of the person/s who will be collecting the child other than the parents.

- Supervise weekly send-home activities.
- Communicate the necessary updates to parents.

### CONDUCT

- Show respect for all staff, the Educare building & property, grounds, books & possessions.
- Be courteous and considerate at all times.
- Avoid using bad language.
- Always behave in a way that makes you a credit to the Educare.
- Be polite to people you meet in the building or grounds.
- Impress upon your child that the Educare is a place to learn and respect environment.

- Create an orderly learning environment to help children behave & use their time sensibly.
- Keep parents informed about inappropriate behaviour so that possible solutions can be sought together.

### EDUCARE GROUNDS & BUILDING

- Keep the playground & toilets clean and tidy.
- Do not play in the car park, or in the flower beds.
- Always make sure that the pedestrian gate is closed behind you.
- Use the dustbins for your rubbish.
- Support school staff in their efforts to keep the school clean & safe.
- Always report to the secretary's office when visiting the school.
- Avoid causing intentional damage to Educare property, it is the parent's responsibility to replace said item of property.

- Create a clean and attractive environment inside and outside the Educare building.
- Provide enough rubbish bins for easy disposal of rubbish.

## BEHAVIOUR CATEGORY

## LEARNER/PARENT RESPONSIBILITY

## SCHOOL/TEACHER RESPONSIBILITY

### RESPECT

- Respect staff members & all adults at the Educare.
- Greet adults politely.
- Avoid criticizing the school & staff in front of your child.
- Support the school's decisions when disciplinary action is taken.
- Respect culture and diversity at the Educare.
- All forms of discrimination (gender, race, ancestry, religion, personal background, income status, disability, etc. will be tolerated.

- Show respect for children & parents and reinforce good behaviour.

### INTERACTION WITH OTHERS

- Show respect and compassion to your peers.
- Avoid playing rough and nasty games at playtime.
- Avoid getting involved in cliques which tease or exclude certain children.
- All forms of bullying, fighting, hitting, biting, kicking or swearing is not allowed.
- No item which could be a danger to others may be brought to the Educare.
- Help children to develop a sense of respect for themselves and others.
- Explain to children the harm to themselves and others which they might cause.
- Teach children that their actions will have consequences that they are accountable for.

- Provide a Educare environment in which children feel physically and emotionally safe.
- Establish an atmosphere of open communication for children to seek help from staff members.
- Assist children in managing conflict.
- Confiscate dangerous items.
- Inform parents if such incidents occur.
- Record all incidents in the Incident report book.

**POSSESSIONS & MISSING ITEMS**

- Clearly mark all clothing and items that are brought to Educare.
- Only use other people's possessions with their permission.
- Do not bring toys & other valuable items to the Educare.
- Respect other children's belongings.
- Do not allow the child to bring valuable items to school.

- Investigate cases of missing items, should they arise.
- Encourage children to respect other children's belongings.

**BEHAVIOUR  
CATEGORY****LEARNER/PARENT  
RESPONSIBILITY****SCHOOL/TEACHER  
RESPONSIBILITY****REPEATED VIOLATIONS**

- Avoid breaking the guidelines.
- Learn from your mistakes and do not become involved in the same misdemeanor again.
- Cooperate with staff to improve your child's behaviour (should this be necessary).
- Help children to understand that continued misbehaviour is disruptive to their own education and infringes on the rights of others.

- Deal with repeated misdemeanors by meeting with the child & the parents or guardians and offering support and guidance.

**DISCIPLINARY ACTION**

Possible course of action depending on circumstances, severity of misdemeanor, the number of repeat misdemeanors.

- Reprimand
- Warning
- Time out
- Notice to parents for signature
- Reflection time
- Interview with Head
- Interview
- Contact with parents
- Suspension of privileges
- Restitution / reparation for damage caused.

Declaration

I, \_\_\_\_\_ undertake to adhere to the Educare's Code of Conduct and the Educare Prospectus as set out in this document, having read and understood the aims and purpose thereof. In the event of non-compliance on my part, I will accept any decision made by the UCT Educare Centre regarding the registration and/or admission of my child at the Centre.

Print Name of Parent/Guardian: \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_

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

# UCT EDUCARE LATE RELEASE/COLLECTION FORM

CHILD'S NAME: \_\_\_\_\_

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**Parents:** Children must be picked up by 16:30 daily. Please plan for alternate collection if you cannot pick him/her up on time. You being late affects the staff as well, many of whom travel with public transport. When you are late you will have to give the teacher/assistant a lift either to Mowbray or Claremont. The first late collection will be in the form of a warning. Thereafter, a financial levy will be charged to you. The levy will be charged throughout the year with an intervention meeting with the head of Educare and the Parent Committee Chairperson after the fourth late collection. If the levy is not paid, your child will be suspended for a period of two (2) weeks.

1<sup>st</sup> late collection – warning

2<sup>nd</sup> late collection – R200.00 levy to be paid into fundraising account

3<sup>rd</sup> late collection – R300.00 levy to be paid into fundraising account

4<sup>th</sup> late collection – Intervention with Head of Educare and Parent committee chairperson

No	DATE	TIME COLLECTED	CHILD NAME	PARENT SIGNATURE	TEACHER ON DUTY
1					
2					
3					
4					



## The Declaration of Children's Rights

All children have the right  
to a name,  
enough to eat,  
and a decent place to live.

All children should be looked after  
when they are sick,  
and have a right to grow up with love,  
affection and security.

Handicapped children have a right  
to special treatment and education

All children have a right to free education  
and should be protect from neglect,  
cruelty and exploitation.

All children should not be made to  
Before a certain age and  
should be protected from discrimination.

All children should never have to fear  
arrest and detention,  
and should be brought up to understand  
that their energy and talents should be  
devoted to the service of their brothers and sisters.

Trust you'll have a fun filled year!!