

Continuity of Education and Care Policy

Quality Area 4 Staffing Arrangements

Standard 4.1 Staffing arrangements enhance children's learning and development

Quality Area 6 Partnerships with Families and Communities

Standard 6.2.1 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities

Aim

We aim to ensure the continuity of education and care of all children attending the service in the absence of their family members and/or primary carers. Our service will strive to ensure that all children feel comfortable and secure whilst being educated and care for at the service.

Scope

Management
Educators
Parents
Children
Volunteers

Implementation

Employment of Regular Educators

- Our service employs permanent multi aged educators so that casual staff are not required to be called in. This ensures the children and parents know all the staff in the centre and who will be caring for their child.
- If our service has the need to employ casual educators, or where volunteers and work experience students are present at the service, these persons will be engaged in an induction process that familiarises them with the service environment and any needs of children. All casual staff, volunteers and people undertaking work experience will need to provide a current and relevant Working with Children Check. Casual staff will also need to complete the online Mandatory Reporting module as well as understand our child protection policy and employment and confidentiality agreement.
- The service policies and procedures, an educator handbook and description of their roles and responsibilities at the service will be available to the abovementioned persons on commencement.
- If the service employs casual staff, the service will seek to make use of the same casual staff where possible. This will ensure that casual educators are able to familiarise themselves with the service environment, expectations, and routine and children and their families.
- The service will seek to employ casual educators on a regular day where possible if the need arises. This will ensure that casual educators are able to familiarise themselves with the children and their families attending the service on that day. Building positive relationships between educators, children and families will encourage effective continuity of care.
- Where possible and without undue delay, regular educators will inform family members via the service newsletter of any changes to staffing that will be occurring.

- Casual educators are encouraged, and should be encouraged by the service, to display a photo of themselves with an introductory paragraph about them to help children and their families familiarise themselves.

Learning and Transitions

- Throughout each day, educators will communicate with educators about the experiences of children throughout the day to help provide continuity of education and care when the service has split shifts. This will include information on the attendance and non-attendance of children at the service.
- Children will be supervised when transitioning to and from the service (excursions) and within the service.
- When children return to the service after an absence, educators will provide support to children.
- Educators will help children transition between rooms and settings. The orientation process will take place towards the end of the year once room placements have been decided for the following year. (please see our orientation policy)
- To assist children transition to formal schooling, the service will support children to liaising with local primary schools. Some kindergarten classes will organise visits to local primary schools in the area to help facilitate this process. Children with additional needs will also be assisted by specialist support services. We will develop plans to assist children transition to formal schooling.
- Individuals who are authorised to deliver and collect children will be encouraged to share information their child each day.
- The service will regularly promote the important of the continuity of education and care for all children and educators.
- As a part of our commitment to the Early Years Learning Framework, our service requires families to complete information to enhance their child's learning at the service.

Routine to Promote Continuity

A sense of routine is important along with smooth transitions as they allow educators to:

- Meet each child's needs.
- Have one-on-one interactions with children and families to build strong relationships.

When planning a transition staff will:

- Talk to children to prepare them, giving them advice as to what is happening next and when.
- Talk with families to see if all their child's needs are being met.
- Ensure that the routine has flexibility to allow requests and suggestions from staff, families and children.
- Make use of familiar and favourite items of a child.
- Any relevant information regarding children will be passed between teams to ensure smooth transitions for children and families.

Sources

Education and Care Services National Regulations 2011
National Quality Standard
Early Years Learning Framework

Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Policy Reviewed	Modifications	Next Review Date
November 2017	Minor changes to policy regarding casual staff and orientation process. Updated the National Quality Standards references to comply with revised standards. Reviewed to comply with Child Safe Standards	November 2018