

Continuity of Education and Care Policy

NQS

QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
QA7	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.

MTOP

LO1	Children feel safe, secure, and supported
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Aim

We aim to ensure continuity of education and care during transitions and routines, so that each child has the opportunity to feel safe, secure and supported and can engage in rich learning and development experiences.

Related Policies

Additional Needs Policy
 Educator and Management Policy
 Relationships with Children Policy
 Rest, Relaxation and Clothing
 Staffing Arrangements Policy

Implementation

To support effective continuity of education and care between settings, the Nominated Supervisor will:

- ensure casual or relief educators, volunteers and work experience students complete an induction process similar to that for permanent staff (see Educator and Management Policy) so they can become familiar with:
 - the service environment, staff and needs of children
 - and receive copies or access to service policies and procedures, relevant legislation, Staff Handbook, Code of Conduct, Service philosophy and their position description.

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- draw on the same casual staff and volunteers, and on the same day each week where possible, so they can develop positive and meaningful relationships with the children and their families.
- implement rosters and staffing arrangements which provide children and families with familiar educators with whom they can develop supportive and trusting relationships during their time at the Service.
- inform families and children of any changes to staffing before they occur where possible. Notification may be via the Service newsletter, email, note or on the Service noticeboard.
- encourage casual educators, volunteers and work experience students, as well as permanent staff, to display a photo of themselves with an introductory paragraph to help children and their families identify and get to know them.
- regularly remind educators about the importance of maintaining continuity of education and care practices between settings, for example between the home and service setting.
- ensure where possible that routines and transitions have the flexibility to accommodate each child's needs.

Educators will:

- communicate with each other during the day about the children's experiences and information shared by families, especially where they are rostered on different shifts. This may be verbal or through the use of a room diary, and will include information on the attendance or non-attendance of children at the service.
- supervise children when transitioning to and from the service, for example to and from excursions and arriving and leaving the Service.
- provide responsive, one- on- one support to children who return to the service after an absence (eg by considering groupings and groups sizes and using family information about the child's absence to inform the curriculum).
- support children during transitions between settings (eg through open, meaningful interactions and communication, comfort and positive behaviour guidance).
- tell children what is happening next and when.
- allow children to use familiar and favourite items if appropriate.

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- meet each child's individual needs where possible during transitions and routines.
- encourage families to share information about their child's strengths, interests and needs through direct conversations (eg daily on arrival and departure) or written requests (eg through our Family Input 'What You Did on the Weekend Sheets').
- support children with additional needs in their transition to and from specialist services.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

My Time Our Place

Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: September 2016

Date for next review: September 2017

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