



Orientation for Children Policy

NQF

QA6	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

National Regulations

Regs	157	access for parents
Section	175	offence relating requirements to keep enrolment and other documents.

Aim

To provide children and families with an orientation procedure that allows the child and family to transition into care, transition to a new room within the service or transition to school.

Related Policies

Enrolment Policy

Family Law and Access Policy

Parental Interaction and Involvement in the Service Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Relationships with Children Policy

Staffing Arrangements Policy

Unenrolled Children Policy

Implementation

We believe orientation is an important process where educators are able to get important information about the new child's needs and those of the family. This process helps to make the transition from home to care as smooth as possible with the aim to maintain continuity between home and the service, which helps the child adjust to the new setting. The number of visits required is different for all children and it will be assessed at the time of enrolment.

The administration or leadership team will arrange for the new child to attend the service together with parents/s to visit and meet the staff, and familiarise themselves with the environment and share information. At our service we practice the principles of the Circle of Security ensuring safe and secure relationships are established. Positive interactions at this time between parents, educators and the child are important to enable the children to build positive attitudes to the service environment. Educators are aware that children respond to new experiences in different ways and each child's individual needs and responses will be supported.

At the first visit the daily timetable and program will be discussed, as well as routines and any special requirements for the child that may need to be accommodated. Parent/s will also be encouraged to send any special comfort items (teddy etc) to help the child in the initial settling in period. Parents will also be invited to ring and check on their child at any time if there are any concerns.

Part of this orientation visit is also to explain/collect the enrolment form for the child, and make new parents familiar with the centre, (newsletters, communication box etc), what the child will need, the importance of labelling personal items and also show the parents where they can access the service's policies and other resources.

Educators will also discuss how best to tailor the child's settling in period – with some parents choosing to gradually build up to a full day so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off and will be reassured that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child, but sometimes it's easier for the educator to settle the child if the parents come earlier on collection to spend time with their child – rather than do this at drop off time.

Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with the educators at a convenient time.

Information on the service's child orientation policy will be available in different languages as required.

Transition

The service aims to arrange for room transitions when children are developmentally ready or vacancies occur. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between groups / rooms at the service is based on many factors other than just age. When the child becomes of the age to attend school, the service will work with the parents and the school to prepare the child for school entry.

Transition from one room to another

Separation can evoke children's deep feelings which can trigger restlessness, frustration etc. Change is harder for some children than others, however by making this transition as smooth as possible for children and families, we are helping build the child's success.

Implementation

As to minimise any distress that the transition may cause;

- Before transitions talk to families about how their child handles change and the strategies they use to help their child cope with change
- Educators will plan the transition ahead of time. This is a time to lay the groundwork for a new educator to get to know the child by sharing information and insights.
- Plan to have the child and family visit the new group more than once if possible.
- Talk about change, starting from 2 weeks before the transition.

- Educators, children and families should talk about transitions as a positive experience.
- Talk about their new educator every day in general conversation.

Transition to school

When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

- The better the transition between home and school, the better the education: that's the message of recent research.
- The Service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- If possible, information on local schools will be made available to parents.
- Parents with children who are of eligible age to commence school in the following year will be given a learning portfolio before the commencement of School.

Sources

Education and Care Services National Regulations

National Quality Standard

Review

The policy will be reviewed annually.

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties.

Reviewed: June 2013, August 2015, Sept 2016, Sept 2017, March 2018, May 2019, July 2020

Reviewed : June 2021 Due for review June 2022