ORIENTATION FOR CHILDREN POLICY

Contents

1 NQF ............................................................................................................................................................................. 2
2 National Regulations .................................................................................................................................................. 2
3 Aim ............................................................................................................................................................................. 2
4 Related Policies .......................................................................................................................................................... 2
5 Implementation .......................................................................................................................................................... 2
6 Transition from one room to another ........................................................................................................................ 4
7 Transition to school .................................................................................................................................................... 5
8 Sources ....................................................................................................................................................................... 5
9 Review ........................................................................................................................................................................ 5
10 Version Control Table ................................................................................................................................................. 6
1 NQF

<table>
<thead>
<tr>
<th>QA6</th>
<th>6.1.1</th>
<th>Families are supported from enrolment to be involved in the service and contribute to service decision.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.1.3</td>
<td>Current information is available to families about the service and relevant community services and resources to support parenting and family well being.</td>
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<tr>
<td></td>
<td>6.2.1</td>
<td>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities</td>
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</table>

2 National Regulations

| Regs | 177 | Prescribed enrolment and other documents to be kept by approved provider |

3 Aim

To ensure that all children and families feel engaged with the service and develop meaningful relationships with the educators, children and other families. To provide children and families with an orientation procedure that allows the family to transition to their child into our service, transition to a new room within the service or transition to school.

4 Related Policies

The Kids’ Uni Policies and Procedures apply to Kids’ Uni North, Kids’ Uni South, Kids Uni CBD, Kids Uni iC – Preschool, Kids Uni iC – OOSH.

- Enrolment and Booking Policy (CHI-ADM-POL-022)
- Family Law and Access Policy (CHI-ADM-POL-025)
- Physical Environment Policy (CHI-ADM-POL-046)
- Relationships with Children Policy (CHI-ADM-POL-050)
- Staffing Arrangements Policy (CHI-ADM-POL-055)
- Unenrolled Children Policy (CHI-ADM-POL-062)

5 Implementation

5.1 We believe orientation is an important process where educators are able to being the process of developing a relationship with a new family and child that will be at the foundation of the rest of this child’s time in our service. It is an opportunity to share important information about the child’s needs and those of the family. This process helps to make the transition from home to early education and care as smooth as possible with the aim to maintain continuity between home and the service.

5.2 The Nominated Supervisor will arrange for families to attend the service with their child to meet the educators, and being to develop a sense of belonging with the environment. Time is given to respond to individual children as they become comfortable with these new relationships and environments. We recognise that Positive interactions at this time (between parents, educators and the child) are important for the children to build peach child is
different and so there are no set times of numbers of visits that suit everyone, it is flexible to respond to individual needs.

5.3 The orientation process must acknowledge the uniqueness of all new children and families enrolling at the centre and be respectful of families various parenting styles. The process must also take on board all information provided by the family about their child. We recognise families as the most significant people in that child’s life.

5.4 The following steps must be undertaken and be flexible to meet the individual needs of both the child and family.

i. Parent handbook is given out to all new families upon enrolment at the centre.

ii. The Nominated Supervisor meets with the family at a mutually convenient time to work through enrolment forms, parent handbook and centre polices. Routines, educational programs, kinderloop, safety and WH&S requirements, collection and drop off, custody orders, allergies, special requirements, medical needs and plans, grievance and feedback procedures, are discussed.

iii. Families and children are given a guided tour of the service and further questions answered.

iv. Children and families are introduced to primary educators, and other centre educators.

v. Families are introduced to Administrative Officer to discuss fees process and requirements.

vi. Children and families are introduced to other children and families also attending.

vii. Families and children are encouraged to make arrangements with the Nominated Supervisor regarding a series of visits to allow familiarisation with the centre, the room, educators and the other children.

viii. According to regulations and licensing requirements families must stay with their child during visits as part of the orientation process.

5.5 Staff encourage family members to ring, email, or visit as often as they like once enrolment has commenced and also anytime throughout the time the child remains enrolled with the service.

5.6 The settling in process should be tailored to each individual child – based on family information and desires for that child. (Must include religious, spiritual, emotional, physical, developmental and nurturing requirements and needs of that child).

5.7 The Nominated Supervisor/Educators will provide information about how the centre meets the individual needs of each child, and also about positive guidance of behaviour for children. Parents/guardians are encouraged by staff to raise any questions, concerns or issues about their child or service, as soon and as often as possible.

5.8 All educators are to make families feel welcome at all times and that all information provided about their child needs to be professional, honest and constructive.

5.9 The Nominated Supervisor will provide enrolment information to primary educator and the other educators about eating, sleeping, feeding, and play preferences for the new child. Additional information such as special needs, court orders, allergies, food intolerances, food preferences, emergency contacts will also be provided and communicated to relevant staff members (Cook, Administration etc).
5.10 Families will be encouraged at time of orientation to share information if they wish regarding cultural, religious or spiritual expectations they have for their child.

5.11 The Nominated Supervisor will share our centre philosophy with families during the orientation process and give examples of the practices that families may see that reflect this philosophy in action. This will include how we support children during arrival time at the centre to transition to a known educator, and how educators position themselves to be physically and emotionally available to children.

5.12 A primary educator will be assigned to each new child for continuity purposes. However all room educators will be aware of child’s needs and be able to meet and greet family members. This ensures a level of emotional security for both the child and family.

5.13 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 as the child build trust in the new relationships with Educators. Educators will encourage parents to say goodbye when leaving their child – and reassure them 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.

5.14 Educators will continuously seek information about the child and family throughout the orientation process and also beyond into the regular attendance of the child at the service. This can be done in a variety of ways such as feedback sheets, surveys, communication book that moves between centre and home, parent comment section on sign in and out sheets, kinderloop, educator/parent meetings, newsletters, general chats, educator phoning parents, diary, photos, displays, parent forums and information sessions.

5.15 The Nominated Supervisor must always contact the relevant support agency for children with additional needs in order to assist with a smoother settling in period.

6 Transition from one room to another

6.1 The service aims to arrange for room transitions when a vacancy occurs or at the beginning of a new year. Decisions will be made to transition children in consultation with the primary educator, the Director and the family. Age is only one determinant in deciding to transition a child. Children’s social, emotional, cognitive and physical develop will also be considered. Each child’s relationships with peers and educators will also be considered.

6.2 Change is harder for some children than others; however by making this transition as smooth as possible for children and families, we are helping to build the child’s resilience. Separation can evoke anxiety for children and our Educators need to recognise this and support children who are distressed.

6.3 At time of orientation to the service, and also when a child is transitioning to the next group, the Nominated Supervisor will consult with the family about what expectations, desires, and requirements the family have to settling their child successfully into this new environment. Such information will form the basis for the orientation process.

6.4 All orientation or transition processes should be evaluated through the process and also at the end of the process. Families and children will be asked for feedback and this will form the basis of any adjustments or changes to the orientation/transition. Any feedback will be recorded by the Nominated Supervisor and then passed onto relevant educators (Refer to Form 6 – Orientation Parent Feedback Form).
6.5 It is imperative that the child and family are regularly asked for feedback on how the child is adjusting to the new orientation/transition to the next group. This should be done on a daily basis so that staff can ensure the child is on track for a successful orientation/transition.

6.6 Orientation/transition of children (and all feedback) will be raised at room and educator meetings to ensure all educators have been provided with consistent information and are all working towards the same outcomes. The Nominated Supervisor is to record minutes of meetings and make available for educators to peruse as necessary.

6.7 Families must always be kept abreast of how the orientation/transition plan is going. Educators must also consult with parents about how any feedback will be used to adjust the orientation/transition plan. This ensures families are continuously communicated with. Educators can liaise with parents, arrange another meeting, or use phone contact to ensure this happens.

7 Transition to school

7.1 When the child becomes of the age to attend school, the service will work with the parents and the school to support this transition.

7.2 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.
   i. The Service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
   ii. If possible, information on local schools will be made available to parents.
   iii. When possible, toward the end of each year an excursion is arranged to visit the local school so as to familiarise the children with the school environment.
   v. Information regarding school readiness is shared and discussed with families throughout the year.
   vi. In November the service provides a school lunch week for the children to help prepare them for opening their lunches for school. Parents will be provided with information regarding appropriate nutrition and lunches for school.

7.3 The importance and value of good relationships between educators, child and family must be emphasised with families.

7.4 Any issues resulting from or occurring during the orientation/transition process must be reported immediately to the Nominated Supervisor/ Manager for follow up.

8 Sources

Education and Care Services National Regulations 2011

National Quality Standard

9 Review

This policy will be reviewed every 2 years and the review will include Management, Employees, Families and Interested Parties.
# Version Control Table

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<tr>
<th>Version Control</th>
<th>Date Released</th>
<th>Next Review</th>
<th>Approved By</th>
<th>Amendment</th>
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<tr>
<td>1</td>
<td>Feb 2012</td>
<td>Feb 2013</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feb 2013</td>
<td>Feb 2014</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>Paragraph inserted re application of policies across all centres. Migrated into new QA format. This policy replaces the Orientation for Children and Families Policy.</td>
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<td>3</td>
<td>Feb 2014</td>
<td>Jun 2016</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>Policy reviewed with no changes required. The review period changed to 2 years.</td>
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<td>4</td>
<td>Jul 2018</td>
<td>Jul 2020</td>
<td>K.Grose – Children’s Services Manager</td>
<td>Added some philosophical approaches to the policy that have shifted our practice since last review. Removed feedback form from policy. Separate form already exists.</td>
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