ORIENTATION FOR CHILDREN POLICY

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1 NQF

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<tr>
<td>QA6 6.1.1</td>
<td>There is an effective enrolment and orientation process for families.</td>
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<td>6.3.2</td>
<td>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities</td>
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2 National Regulations

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

3 Aim

All children and families are entitled to feel part of 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 being in care, transition to a new room within the service or transition to school

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, South Coast Workers Child Care Centre, Kids Uni iC – Preschool, After School Care and Vacation Care (Kids' Uni OOSH).

4 Related Policies

- Enrolment Policy (CHI-ADM-POL-022)
- Family Law and Access Policy (CHI-ADM-POL-025)
- Parental Interaction and Involvement in the Service Policy (CHI-ADM-POL-042)
- Physical Environment (Workplace Safety, Learning & Admin) 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 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.

5.2 The Nominated Supervisor will arrange for the new child to attend the service (together with parents/s) to visit and meet the educators, and familiarise with the environment. The children may participate in the activities if they so desire. A number of young children prefer to just watch, rather than do. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the service environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.
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 as they are 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, programming, portfolios, safety and WH&S requirements, collection and drop off, custody orders, allergies, special requirements, grievance and feedback procedures, are further discussed.

iii. Family and child are given a guided tour of the service and further questions answered.

iv. Child and family are introduced to primary educators, other room educators and other centre educators.

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

vi. Child and family introduced to other children and families also attending – and family encouraged to make contact with parent representative.

vii. Family and child are encouraged where necessary to make arrangements with the Nominated Supervisor regarding a series of visits to allow familiarisation with the centre, the room, staff 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 in 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 is always extremely valuable.

5.9 The Nominated Supervisor will provide enrolment information to primary educator and the other educators about eating, sleeping, feeding, and play preferences of 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 Educators will greet children and families upon arrival in a positive manner.

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 so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off – and 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.

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, communication book that moves between centre and home, parent comment section on sign in and out sheets, portfolios, educator/parent meetings at half year and end of year, newsletters, general chats, educator phoning parents, diary, photos, displays etc.

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

6.1 The service aims to arrange for room transitions when a vacancy occurs or at the beginning of a new year. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development.

6.2 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

7 Transition from one room to another

7.1 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. Separation can evoke children’s deep feelings which can trigger restlessness, frustration etc.

7.2 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.
7.3 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 for 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.

7.4 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.

7.5 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.

7.6 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.

8 Transition to school

8.1 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 better the transition between home and school, the better the education: that’s the message of recent research.
   ii. The Service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
   iii. If possible, information on local schools will be made available to parents.
   iv. 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 issued 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.

8.2 The importance and value of good relationships between educators, child and family must be emphasised with families. Additional information about this can be provided to families by referring them to the Early Years Learning Framework, Reggio Emilia Philosophy and National Quality Standards.

8.3 Any issues resulting from or occurring during the orientation/transition process must be reported immediately to the Nominated Supervisor/ Manager for follow up.
9 Orientation Parent Feedback Form

UOW Pulse Ltd Children’s Services

Orientation Parent Feedback Form

Child’s Name: ________________________ Date: _____________________

Parent’s Name: __________________________

To assist us to improve the service we provide for parents and families, we ask that you take a few moments to complete this form.

Did you feel that the information about the following areas was sufficiently comprehensive and accessible?

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<th>Very good</th>
<th>Good</th>
<th>Satisfactory</th>
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<td>Service Philosophy</td>
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Have you any suggestions as to how we can improve to ensure your family and children feel welcome and safe?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
10 Sources
Education and Care Services National Regulations 2011
National Quality Standard

11 Review
This policy will be reviewed every 2 years and the review will include Management, Employees, Families and Interested Parties.

12 Version Control Table

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<tr>
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<th>Date Released</th>
<th>Next Review</th>
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<td>Feb 2012</td>
<td>Feb 2013</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>Feb 2014</td>
<td>Michele Fowler Manager – Kids Uni</td>
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<tr>
<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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